

DESCRIPTION DES COURS

(24 février 2016)

DÉPARTEMENT DE LANGUE ET DE LITTÉRATURE ANGLAISES

ANNÉE ACADÉMIQUE 2015-2016 (sous réserve de modification)

Comme il y a parfois des changements d'horaire ou de salles en cours d'année, vous êtes invité-e-s à contrôler régulièrement l'horaire et la salle pour les enseignements qui vous intéressent, ainsi que d'éventuelles annulations, en consultant la version officielle du programme des cours **2015-2016** sur le site de la Faculté (dès **fin août 2015**) :

<http://www.unige.ch/lettres> > Enseignements > Programme des cours > Programme des cours en ligne 2015-2016

A = semestre d'automne	CR = cours	TP = travaux pratiques
P = semestre de printemps	CS = cours-séminaire	CP = complément d'enseignement
AN = toute l'année	SE = séminaire	RE = séminaire de recherche

Baccalauréat universitaire (Bachelor of Arts, BA)

BA1 : Littérature anglaise						
3E040 1-2h/Année de CR, Introduction aux études littéraires						
32E0108	CR	Introduction to the Study of Literature	L. Erne, po	A	Ma 10-12	B 111
32E0108	CR	Introduction to the Study of Literature	E. Kukorelly, ce	P	Ma 10-12	B 111
<p>This course is designed to introduce students to the terminology and skills required for the study of literature at the university level. It is organised into four half-semester, each of which is devoted to the study of a genre: poetry and drama (taught by Professor Erne in the Autumn semester) and fiction and nonfiction prose (taught by Professor Madsen in the Spring semester). Among the texts we will study are Shakespeare's <i>Hamlet</i>, a selection of poetry from the sixteenth century to the present, and Hawthorne's <i>The Scarlet Letter</i>.</p> <p>Bibliography: It is important that students buy the following editions: William Shakespeare, <i>Hamlet</i>, Folger Shakespeare Library (Washington Square Press, updated ed., 2012). ISBN 0-7434-7712-3 (copies are available from Librairie Payot, 7 rue de la Confédération and online). Nathaniel Hawthorne, <i>The Scarlet Letter</i>, ed. Brian Harding. Oxford World's Classics. Oxford: Oxford University Press, 2007. ISBN 978-0-19-953780-8 (copies are available from Librairie Payot, 7 rue de la Confédération and online).</p>						
32E0109	CP	Film Club related to Introduction to the Study of Literature	Enseignants Lettres	AN	Je 19-22	B 112
<p>The cinematic interpretation of a literary work provides for alternative or complementary readings of that work, and the transfer of narrative from page to screen can reveal important aspects of both media. For this reason, some seminars in the English Department include films as an integral part of their subject of study.</p> <p>Organised by Amy Brown the English Department Film Club provides regular screenings at a time and place independent of the seminars. Open to all members of the English Department, the Film Club is also an informal meeting point for students outside the classroom. Students are free to attend any session they are interested in.</p> <p>Films are 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.</p>						

3E002 3h/Année de TP, Analyse de textes & Composition anglaise						
32E0018	TP	Analysis of Texts and Composition – Group 1	Enseignants Lettres	AN AN	Ma 09-10 Ma 14-16	A 210 B 307
32E0018	TP	Analysis of Texts and Composition - Group 2	Enseignants Lettres	AN AN	Ma 12-14 Je 16-17	B 302 B 107
32E0018	TP	Analysis of Texts and Composition – Group 3	Enseignants Lettres	AN	Ma 16-19	B 307
32E0018	TP	Analysis of Texts and Composition – Group 4	Enseignants Lettres	AN	Ma 16-19	B 302
32E0018	TP	Analysis of Texts and Composition – Group 5	Enseignants Lettres	AN	Me 09-12	PHIL 106
32E0018	TP	Analysis of Texts and Composition – Group 6	Enseignants Lettres	AN	Je 16-19	B 307
32E0018	TP	Analysis of Texts and Composition – Group 7	Enseignants Lettres	AN	Je 16-19	B 302

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

BA2 : Linguistique et langue anglaises						
3E003 1-2h/Année de CR, Introduction à la linguistique anglaise						
32E0019	CR	Introduction to English Linguistics	E. Haeberli, pas	AN	Je 12-14	B 101
<p>This course provides an introduction to linguistics as “the scientific study of language”. After a short introduction to general issues – the aims and methods of linguistics, a brief overview of the different fields in linguistics – the lectures will concentrate on the core areas of linguistics: semantics/pragmatics (meaning), phonetics/phonology (sounds and sound patterns), morphology (word formation), and syntax (sentence formation). This implies acquiring the descriptive tools and illustrating how these descriptive tools can be applied to the study of the English language. The final section of the course will focus on one area of the grammar of English, the auxiliary system, and we will study this topic against the general background outlined in the first part of the course.</p> <p>Material for the lecture course and the TPs in English linguistics will be made available on the course website (see https://chamilo.unige.ch).</p>						
3E004 2h/Année de TP, Linguistique anglaise						
32E0020	TP	English Linguistics – Group 1	Enseignants Lettres	AN	Lu 08-10	B 307
32E0020	TP	English Linguistics – Group 2	Enseignants Lettres	AN	Lu 10-12	B 307
32E0020	TP	English Linguistics – Group 3	Enseignants Lettres	AN	Lu 10-12	B 305
32E0020	TP	English Linguistics – Group 4	Enseignants Lettres	AN	Lu 12-14	B 307
32E0020	TP	English Linguistics – Group 5	Enseignants Lettres	AN	Ma 08-10	B 307
<p>The TPs are “hands-on” sessions designed to reinforce and 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.</p> <p>Material for the lecture course and the TPs in English linguistics will be made available on the course website (see https://Chamilo.unige.ch).</p>						
3E005 2h/Année de TP, Perfectionnement de langue						
32E0021	TP	Practical Language – Group 1	Enseignants Lettres	AN	Je 08-10	A 113

32E0021	TP	Practical Language – Group 2	Enseignants Lettres	AN	Je 10-12	A 113
32E0021	TP	Practical Language – Group 3	Enseignants Lettres	AN	Je 14-16	B 302
32E0021	TP	Practical Language – Group 4	Enseignants Lettres	AN	Je 16-18	B 214a
32E0021	TP	Practical Language – Group 5	Enseignants Lettres	AN	Ve 12-14	B 307

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

BA3 : Linguistique anglaise

3E041 2 x 2h/Semestre de CS, Enseignements de linguistique anglaise

32E0110	CS	The History of English	E. Haeberli, pas	A	Je 16-18	B 105
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Since the Anglo-Saxon period, the English language has undergone substantial changes, and Old English, as illustrated in the example below, has become nearly unintelligible to speakers of present-day English.

Ʒæs ymb iiii niht Æbered cyning & Ælfred his broþur Ʒær micle fierd to Readingum gelæddon. (Anglo-Saxon Chronicle, year 871; 'About four days later, King Etherned and his brother Alfred led their main army to Reading.')
(Note: The original text in the image contains some OCR errors, but the meaning is clear.)

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.

The recommended textbook is:

Barber, C., J. Beal, and P. Shaw (eds.). 2009. *The English Language: A Historical Introduction*. Cambridge: Cambridge University Press. 2nd edition.

32E0111	CS	Varieties of English	G. Puskas, pas	P	Ma 10-12	B 101
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This class discusses different varieties of English. In order to consider a language a "variety" of English, we must agree on what counts as the features of a language. We will see that beyond the lexicon, many aspects of both the phonology and the morpho-syntax of a language make it a variety of what is referred to as "standard English". Our world trip will take us from the British Isles (Irish English, Welsh English, Scots), through the American Continent (Canadian English, Chicano English, African-American Vernacular English) and Australia & New Zealand to Africa (South-African English, Liberian English, Nigerian English), India (Indian English) and Singapore (Singlish).

All documents will be available on Chamilo at the beginning of the semester: <https://chamilo.unige.ch>

BA4 : Langues et littératures anglo-saxonnes et médiévales

3E042 2h/Semestre de CR, Enseignement de langues et littératures anglo-saxonnes et médiévales

32E0112	CR	Medieval England	G. Bolens, po	A	Ve 10-12	B 108
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This course is an introduction to major texts of Medieval English literature, ranging from *Beowulf* — the grand Anglo-Saxon epic that inspired Tolkien's *Lord of the Rings* — to Chaucer's famous masterpiece, *The Canterbury Tales*, which was part of a plurisecular Eastern and Western storytelling tradition.

Students may take the course during either the autumn semester or spring semester, but all students must attend the first lecture of the autumn, which comprises an introduction to both the lecture course and the accompanying BA4 seminars.

The texts for this course are available in a reader to be purchased at Unicopy (99 bd Carl-Vogt).

32E0113	CR	Medieval England	G. Bolens, po	P	Ve 10-12	B 108
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This course is an introduction to major texts of Medieval English literature, ranging from *Beowulf* — the grand Anglo-Saxon epic that inspired Tolkien's *Lord of the Rings* — to Chaucer's famous masterpiece, *The Canterbury Tales*, which was part of a plurisecular Eastern and Western storytelling tradition.

Students may take the course during either the autumn semester or spring semester, but all students must attend the first lecture of the autumn,

which comprises an introduction to both the lecture course and the accompanying BA4 seminars.

The texts for this course are available in a reader to be purchased at Unicopy (99 bd Carl-Vogt).

3E009 2h/Semestre de SE, Séminaire de langues et littératures anglo-saxonnes et médiévales

32E0086	SE	Dream Visions	S. Brazil, ma	A	Lu 10-12	B 220
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This course will look at the genre of the Dream Vision, its historical context and its prevalence in medieval English literature. Texts that will be considered include Boethius' *The Consolation of Philosophy* (briefly, for context purposes), *Dream of the Rood*, Chaucer's *Book of the Duchess*, *Pearl*, and perhaps excerpts from *Piers Plowman* for context.

32E0210	SE	Reading Old English Literature: Encounters Between Pagan and Christian	A. Brown, as	A	Ma 14-16	A 109
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Students in this course will develop elementary Old English language skills, which they will use to read a selection of texts dealing with religious identity and alterity. The focus in this course will be translation as a route to close-reading of the original text; students will also be expected to familiarise themselves with genres such as homilies, saints' lives and religious poetry, and to develop a historical awareness of early medieval England.

Students wishing to cross-list this course should note that because of the language work, if they are not English literature students or native speakers, they would be at an advantage if they are students of German or Latin.

This course will use Murray McGillivray's *Old English Reader* (Broadview: 2011). Students may purchase hard copies from Payot, or the e-book from Broadview [<http://broadviewpress.com/product.php?productid=1059&cat=0&page=1>].

32E0181	SE	Adultery, Chastity and Other Sexual Deviance in Middle English Literature	A. Brown, as	P	Me 10-12	B 302
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This seminar will address a range of Middle English texts, with particular focus on romances and saints' lives. We will examine the intersection of sexual conduct, misconduct and abstinence with issues of gender, family and religious identity. Students will be expected to analyse and utilise selected historical sources which shed light on the literary texts chosen.

No textbook will be assigned; readings will be available on Moodle or the course seminar shelf.

Cross-listed to Études genre, Études médiévales.

32E0153	SE	Chivalry and Narration	G. Bolens, po	P	Me 14-16	A 210
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Cultures tell stories about their concerns. These narrations (often originally oral in the Middle Ages) cristalize into narratives (put into writing by specialized members of the community — poets, scribes, clerics), which constitute transmissible, designed artefacts, i.e. texts. One main focus in numerous medieval narratives is that of the knight, i.e., a man trained to fight on a horse. We will read a selection of medieval texts that will help us understand the social and imaginary ideals and anxieties embodied in this multifaceted figure. We will pay close attention to the way in which the specificity of narratives contributes to creating this fantasmatic incarnation of skill, courtliness, adventure, power, errance, and destruction.

The texts for this course are available in a reader to be purchased at Unicopy (99 bd Carl-Vogt).

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

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

32E0115	CR	An Introduction to English Literature, 1500-1800	L. Erne, po E. Kukorelly, ce	A	Ma 16-18	B 104
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This compulsory lecture course, taught in the autumn and the spring semester, provides an introduction to English literature written in the sixteenth, seventeenth, and eighteenth centuries. Students are strongly encouraged to attend it before, or at least at the same time as, but not after the seminars devoted to the period covered by module BA5. Indeed, one of the aims of this lecture course is to equip students with the knowledge of literary history upon which BA5 seminars rely. The lecture course is divided into two parts, the first devoted to the Renaissance (ca. 1500-1660), the second to the Restoration and the eighteenth century. Among the historical and intellectual developments that will be addressed in the first part are Humanism and the Reformation, early modern poetry (both lyric and epic), early modern drama, and English Renaissance literary theory. The second part will examine Restoration and eighteenth-century drama, the poetry of the Augustan or neo-classical period, the periodical essay and literary theory, satire and sensibility, and the development of prose fiction towards what is commonly known as "the novel".

Course book: for BOTH parts, *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. It is important that you order the 9th edition, and that you order it well before the beginning of the semester.

32E0116	CR	An Introduction to English Literature, 1500-1800	L. Erne, po E. Kukorelly, ce	P	Me 14-16	B 104
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This compulsory lecture course, taught in the autumn and the spring semester, provides an introduction to English literature written in the sixteenth, seventeenth, and eighteenth centuries. Students are strongly encouraged to attend it before, or at least at the same time as, but not after the seminars devoted to the period covered by module BA5. Indeed, one of the aims of this lecture course is to equip students with the knowledge of literary history upon which BA5 seminars rely. The lecture course is divided into two parts, the first devoted to the Renaissance (ca. 1500-1660), the second to the Restoration and the eighteenth century. Among the historical and intellectual developments that will be addressed in the first part are Humanism and the Reformation, early modern poetry (both lyric and epic), early modern drama, and English Renaissance literary theory. The second part will examine Restoration and eighteenth-century drama, the poetry of the Augustan or neo-classical period, the periodical essay and literary theory, satire and sensibility, and the development of prose fiction towards what is commonly known as "the novel".

Course book: for BOTH parts, *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. It is important that you order the 9th edition, and that you order it well before the beginning of the semester.

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

32E0132	CP	Film Cycle Related to BA5, BA6 and BA7 Seminars	Enseignants Lettres	AN	Ma 18-22	B 112
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This film cycle cannot be followed as a study option. Films will be announced, as and when relevant, during seminars.

32E0117	SE	Eighteenth-Century Orientalisms	E. Kukorelly, ce	A	Lu 12-14	A 211
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Part of the eighteenth-century cultural imagination was resolutely turned to the East: Turkey, India, China, and lands between, real or imaginary, provided British readers with ways to define themselves. Taking as a brief point of departure Edward Said's influential theory of *Orientalism* (1978), we will read a handful of texts taken from many genres (drama, novel, travel narrative, poetry, etc.) in which we look at the forms and contents of literary representations of non-British people, places, practices and ideas. Extreme exoticism – including hyper-sexualized men and women, despotic cruelty, and Edenic indolence – is used to titillate readers whilst constructing British national identity as all that the Orient is not.

Most texts will be made available on Chamilo (see <https://chamilo.unige.ch>) and will include: John Dryden, *Aurung Zebe*, Penelope Aubin, *Lucinda*; Lady Mary Wortley Montagu, *The Embassy Letters*; William Beckford, *Vathek*; Samuel Johnson, *Rasselas*; Lord Byron, *The Giaour*. Please purchase the Oxford Classics editions of Beckford's *Vathek* and Johnson's *Rasselas*.

32E0213	SE	English Jacobin Writing	S. Swift, pas	A	Ma 10-12	A 109
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This seminar will give you the opportunity to read radical writing produced in England in the 1790s, a decade dominated by sympathetic, blissful, terrified and revolted responses to the French Revolution. Our texts will be William Godwin's gothic thriller, *Caleb Williams*, Mary Wollstonecraft's travel narrative, *Letters Written During a Short Residence in Sweden, Norway and Denmark*, and Elizabeth Inchbald's study of gender, religion and power, *A Simple Story*. We'll read these texts alongside of excerpts from radical prose by Wollstonecraft and Godwin, in texts considered as the foundations of modern feminism and anarchism respectively, and the radical poetry of John Thelwall and the early S.T. Coleridge.

Texts will be made available through Payot.

32E0211	SE	Spenser's <i>Faerie Queene</i> (1590)	A. Auld-Demartin	A	Me 10-12	A 109
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Edmund Spenser's *The Faerie Queene* (1590, 1596) provided England with its first epic poem. This national project was accompanied by the paradoxically narrow aim to "fashion a gentleman or noble person in virtuous and gentle discipline" ("Letter to Raleigh"). Simultaneously responding to the nation and the individual, to the world of the poem as well as that of the poet, *The Faerie Queene* has been considered "encyclopedic in its appeal, its comprehensiveness, and its inclusiveness." The goal of this seminar is thus to acquaint students with this vast and incalculably rich epic poem by focusing on the 1590 publication, which contains Books I to III, with the legends of the knights of the Redcrosse, Sir Guyon, and Britomart, and portrays their respective virtues of holiness, temperance, and chastity. Close reading of the text and select secondary criticism will enable us to attend to literary and critical issues such as genre, structure, gender, and influence. This seminar has the additional objective of contextualizing the 1590 publication within the early modern book trade.

Recommended Edition: Hamilton, A. C., Ed. *Spenser: The Faerie Queene*. 2001. New York: Routledge, 2006. ISBN-13: 978-1405832816

32E0212	SE	'Easy philosopher': Andrew Marvell and his World	S. Swift, pas	A	Me 12-14	A 109
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In this seminar, we will explore the world of Seventeenth-Century England – a world dominated by the English civil wars and their after-effects – through the eyes of one of its most sophisticated and complex poets, Andrew Marvell. Recently described as a "chameleon", Marvell gives fascinating and ambivalent insight into the politics and personalities of his age. His association with Oliver Cromwell and John Milton will be a particular focus. We will close read key poems alongside of works by other poets, including Robert Herrick, John Milton, and the Earl of Rochester, as well as excerpts of key contemporary philosophical works by Thomas Hobbes and John Locke.

Texts will be made available through Payot.						
32E0157	SE	Dialogue in Shakespeare	O. Morgan, as	A	Je 12-14	B 214
<p>This seminar will be a chance to read three of Shakespeare's finest plays in the light of recent work in socio-linguistics and conversation analysis. It will ask what the study of conversation can teach us about Shakespeare, and what Shakespeare can teach us about the study of conversation. We will investigate the differences between fictional dialogue and naturally occurring talk, and try to trace some of the developments in Shakespeare's dialogical style.</p> <p>Course materials: Critical material will be supplied in PDF, but students are required to purchase the following three editions of Shakespeare: <i>The Tragedy of King Richard III</i>, ed. by John Jowett, The Oxford Shakespeare (Oxford: Oxford University Press, 2000) [ISBN-13: 978-0199535880] <i>Twelfth Night, or What You Will</i>, ed. by Keir Elam, The Arden Shakespeare, 3rd Series (London: Cengage Learning, 2008) [ISBN-13: 978-1903436998] <i>Macbeth</i>, ed. by A. R. Braunmuller, The New Cambridge Shakespeare, 2nd edn (Cambridge: Cambridge University Press, 2008) [ISBN-13: 978-0521294027]</p>						
32E0182	SE	Sarah Fielding's Utopias	E. Kukorely, ce	P	Lu 12-14	A 211
<p>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 harmony, and shows 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 (<i>The Little Academy</i>), she developed strategies of revisionary sequels (<i>David Simple</i>), and together with Jane Collier took the idea of fictional narrative to the limits of the readable (<i>The Cry</i>). During this seminar we will read these novels (in full, but with extracts from <i>The Cry</i>), as well as Sarah Scott's <i>A Description of Millenium Hall</i>, a truly utopic novel, in which harmony is achieved and preserved.</p> <p>The texts, with the exception of <i>A Description of Millenium Hall</i>, for which you are asked to buy the Broadview Edition, will be made available on Chamilo (see https://chamilo.unige.ch).</p>						
32E0170	SE	Shakespeare's Sonnets	L. Erne, po	P	Ma 10-12	B 307
<p>The collection of poems published in 1609 under the title <i>Shakespeare's Sonnets</i> 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 <i>Shakespeare's Sonnets</i>.</p> <p>Course book: <i>Shakespeare's Sonnets</i>, revised edition, ed. Katherine Duncan-Jones, The Arden Shakespeare (London: Methuen, 2010), ISBN 978-1-4080-1797-5.</p>						
32E0183	SE	Shakespeare's Late Plays: 'All torment, trouble, wonder and amazement inhabits here'	V. Fehlbaum, ce	P	Me 08-10	A 113
<p>Gonzalo's description of Prospero's island in <i>The Tempest</i>, 'All torment, trouble, wonder and amazement inhabits here', might well serve as a 'leitmotiv' for all three of the plays to be studied in this seminar. In the final phase of his work, Shakespeare continued to explore the complexities of human relationships, dissecting innocence and evil, happiness and despair, restoration and loss.</p> <p>Texts: <i>The Winter's Tale</i>, ed. John Pitcher (London: Arden, 2010). <i>Cymbeline</i>, ed. Martin Butler (Cambridge: New Cambridge Shakespeare, 2005). <i>The Tempest</i>, ed. Virginia Mason Vaughan and Alden T. Vaughan (London: Arden, 2011).</p>						
32E0198	SE	Rhetoric in Early Modern English Literature	O. Morgan, as	P	Je 10-12	B 302
<p>Early modern English education placed a strong emphasis on the importance of rhetoric. Schoolboys were expected to memorise the names of dozens of rhetorical figures, to be able to recognise and analyse them in literary texts, and to practise using them in their own compositions. This seminar will explore the ways in which this kind of rhetorical training can be seen to have shaped early modern habits of reading, writing, and thought. It will examine the value and the limitations of the rhetorical approach, as both a creative and a critical tool.</p> <p>Course materials: The majority of texts studied will be distributed in PDF. Students will need to purchase the following edition: <i>All's Well That Ends Well</i>, ed. by Susan Snyder, The Oxford Shakespeare (Oxford: Clarendon Press, 1993) [ISBN-13: 978-0199537129]</p>						

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

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

Texts:
All texts will be available for download from Chamilo (see <https://chamilo.unige.ch>).

32E0128	CR	Postcolonial, Neocolonial, New National, Global, World?	M. Leer, mer	P	Me 12-14	B 105
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This course surveys the range of appellations and approaches which is now to be taken into account when discussing literature in English from around the world, not just what became institutionalised in the 1960s as Commonwealth Literature and New Literatures in English. The lectures will debate the merits and problems of the different approaches applied to a selection of canonical and non-canonical texts of different genres.

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

32E0132	CP	Film Cycle Related to BA5, BA6 and BA7 Seminars	Enseignants Lettres	AN	Ma 18-22	B 112
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This film cycle cannot be followed as a study option. Films will be announced, as and when relevant, during seminars.

32E0184	SE	James Joyce's Epiphanies	S. MacDuff, as	A	Lu 12-14	B 305
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James Joyce's first major literary compositions were a series of short texts he called epiphanies (c.1901-1904). In *Stephen Hero* (1904-07), Joyce defines epiphany as "a sudden spiritual manifestation, whether in the vulgarity of speech or of gesture, or in a memorable phase of the mind itself." This definition is often taken to distinguish between two types of epiphany: dramatic and lyrical, which, according to A. Walton Litz, constitute "the twin poles of Joyce's art." In this seminar, we will explore Litz's claim in relation to Joyce's ground-breaking short story collection, *Dubliners* (1914) and his great autobiographical novel, *A Portrait of the Artist as a Young Man* (1916), where twelve of the epiphanies are reused.

Texts:
Joyce, James. *Dubliners* (Penguin edition).
Joyce, James. *A Portrait of the Artist as a Young Man* (Penguin edition).

32E0133	SE	Sensational Fiction!	V. Fehlbaum, ce	A	Me 12-14	A 113
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Described by the Archbishop of York as 'one of the abominations of the age', sensation fiction none-the-less proved to be extremely popular in its day. Generally featuring topics such as arson, bigamy, passionate crime, incarceration, and insanity, how could it fail to attract readers? In this seminar, through close analysis of a few examples of the genre, we shall examine both the social and the moral context in which they were produced. This is not for the faint-hearted, but, to quote again from a contemporary critic, for those 'who like their literature as they like their tobacco – very strong'.

Texts:
The Woman in White, Wilkie Collins
Lady Audley's Secret, Mrs Braddon
East Lynne, Mrs Henry Wood

32E0215	SE	John Keats	S. Swift, pas	A	Me 14-16	A 214
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This seminar offers the opportunity to explore in great detail, and through careful close readings, the writing of one of the most important and misunderstood poets of the Romantic period. We will immerse ourselves in the extraordinary thinking of Keats's letters, where key experiences and ideas are tested out and theorised in an apparently off-hand way. We will think about Keats's use of different verse-forms, especially his failed effort to write an epic poem, his experiments with the sonnet, his use of the ballad form and romance, and his triumphant "spring odes" of 1819. Our seminar will reveal Keats as a poet committed to the power of uncertainty and mystery to change our understanding of the world.

Texts will be made available through Payot.

32E0214	SE	Sinclair Lewis: The Major Phase	A. Fachard, sce	A	Me 16-18	B 302
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During the 1920s, the American novelist, short-story writer and playwright Sinclair Lewis published a series of satirical-realist novels – *Main Street* (1920), *Babbitt* (1922), *Arrowsmith* (1925), *Elmer Gantry* (1927), and *Dodsworth* (1930) – focusing on various aspects of American life that earned

him the admiration of his peers worldwide and turned him into a literary and commercial phenomenon. In 1930, he became the first American author to be awarded the Nobel Prize for literature.

In this seminar, we will examine two works written during the major phase of Lewis's writing career: *Babbitt*, a hilarious satire of conformism, consumerism and boosterism in 1920s America, and Lewis's masterpiece; and *Elmer Gantry*, a virulent satire of religious activity whose publication caused a furor and led evangelist Billy Sunday to call Lewis 'Satan's cohort'. We will also read a selection of Lewis's essays.

Copies of the books will *not* be available at local bookstores. Please buy online (new or used on Abebooks or on Amazon) **the following editions:**

– Lewis, Sinclair. *Babbitt*. Oxford: Oxford World's Classics, 2010. ISBN: 978-0199567690.

– Lewis, Sinclair. *Elmer Gantry*. Signet Classics (any year). ISBN: 978-0451522511.

32E0173	SE	The Digital Text	A. Barras, as	A	Je 12-14	A 214
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With the advent of the World Wide Web, the digital world may seem to some to have acquired a life of its own. Digital texts are easily made, shared and read; they circulate widely and rapidly and have the potential to fashion mentalities on a large scale. Using the tools offered by literary analysis and critical theory, we are going to reflect on what exactly constitutes a digital text—is it made up of words, of pictures, of videos? By studying the historical developments of the digital era, we will reflect critically on how digital texts have reshaped the way we “read” the world and the way we situate ourselves within it. Finally we are going to investigate how original uses of the digital contribute to produce new forms of artistic expression.

Please purchase a copy of William Gibson's *Neuromancer* (if possible, ISBN: 978-0441569595). A corpus of texts will be made available on the Chamilo webpage of the seminar (see <https://chamilo.unige.ch>).

32E0135	SE	The Literature of the Canadian Great Plains	M. Leer, mer	A	Je 16-18	B 112
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“Prairie Realism” is often seen as one of the distinctive regional modes out of which Canadian literature grew. This seminar will begin with the masterpiece of this mode, Sinclair Ross' *As For Me and My House* (1941), but then turn to the generations of writers who, according to the poet and novelist Robert Kroetsch “all came out of *As For Me and My House*” (as Russian literature according to Dostoevsky “came out of Gogol's *Overcoat*”). Poems by Al Purdy, Kroetsch's own *Seed Catalogue*, Rudy Wiebe's *The Temptations of Big Bear*, Aritha van Herk's *No Fixed Address* and short stories by Margaret Laurence and Thomas King are very diverse texts all of which reflect on that condition of the Great Plains a Canadian critic famously summed up as “vertical man, horizontal world”.

32E0216	SE	African Literary Theory	N. Weeks, as	A	Ve 10-12	A 214
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As Tejumola Olaniyan and Ato Quayson aptly put it in the introduction to their landmark anthology, “African literary criticism and theory is the primary and immediate intellectual context for understanding African literature.” Taking its cue from this inaugural statement, this seminar will attempt to survey the rich field of controversies and debates, from the socio-historical and geo-political to the interface of orality and literacy passing through issues of genre, indigeneity, gender and ecocriticism animating the literature and poetry of the African continent. Each of the approaches discussed in this seminar will be related to a selection of passages from literary works made available on Chamilo (see <https://chamilo.unige.ch>).

Seminar textbook:

Olaniyan, Tejumola, and Ato Quayson, eds. *African Literature: An Anthology of Criticism and Theory*. Malden, MA ; Oxford: Blackwell Publishing, 2007.

32E0185	SE	Allegories of the Alien	K. Frohreich	A	Ve 12-14	B 112
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The aim of this seminar is to consider the multiple ways in which the figure of the alien has functioned as a means to imagine and depict otherness. While configurations have ranged from extreme threat to divine transcendental being, this seminar will look closely at how the alien is often used to allegorize social, political, racial, and sexual difference(s). We will begin the semester by examining racist representations in early American sci-fi and comic books, followed by the 1950s “red scare” film, before turning to feminist sci-fi novels that shape the body of the alien in order to envision non-normative gender, sexuality, and reproduction. We will end the semester by looking at contemporary film in which the alien is rewritten through narratives of immigration, colonization, and segregation.

Texts (INDICATIVE only):

George Tucker's *A Voyage to the Moon*, excerpts (1827)

Samuel Delaney's *Stars in My Pocket Like Grains of Sand* (1984)

Octavia Butler's *Dawn* (1987)

Film (INDICATIVE only):

Invasion of the Body Snatchers, dir. Don Siegel (1956)

Alien Nation, dir. Graham Baker (1988)

District 9, dir. Neill Blomkamp (2009)

Avatar, dir. James Cameron (2009)

Monsters, dir. Gareth Edwards (2010)

32E0187	SE	Multi-media Science Fiction I	B. Skibo-Birney, as	A	Ve 14-16	B 307
<p>Though often maligned as “pulp” for its fantastical use of scientific premises, it is perhaps for this very reason that the genre of science fiction offers unique means to question some of the basic tenets of Western world-views, ethics, and behavior. As Margaret Atwood has written, the genre “provide[s] a kit for examining the paradoxes and torments of what was once fondly referred to as the human condition: What is our true nature, [...] what are we doing to ourselves, of what extremes might we be capable?” (<i>Curious Pursuits</i> 300). With these questions in mind, this seminar will use H.G. Wells' “scientific romance”, <i>The Island of Dr Moreau</i> to start off a semester-long, multi-media analysis of the human-animal hybrid within science fiction short stories, films, TV, and novels. This figure, created through (pseudo)scientific, physical, and genetic manipulation, will lead to discussions on such topics as the construction, reinforcement, and subversion of human exceptionalism, species boundaries, and the nature of “humanity” and “animality.”</p> <p>Short stories will be posted to Chamilo for download (see https://chamilo.unige.ch). Films can be purchased on iTunes. Novels can be purchased from Amazon or www.books.ch.</p>						
32E0140	SE	Encountering Materiality	A. Barras, as	P	Lu 14-16	B 307
<p>Developments in the fields of ecology, neuropsychology and physics, combined with the advent of the age of information, have shed light on the necessity of rethinking our relationship to matter. In this seminar, we are going to investigate the ways we encounter materiality in the twenty-first century. The seminar will be articulated around three aspects of the material: the material nature of reality, the material aspects of organism-environment relationships, and the materiality of art practices. Alongside literature, our other medium of investigation will be the material world itself!</p> <p>Please purchase a copy Alan Lightman's <i>Einstein's Dreams</i>, and Amitav Ghosh's <i>The Calcutta Chromosome</i>. A corpus of texts will be made available on the Chamilo webpage of the seminar (see https://chamilo.unige.ch).</p>						
32E0217	SE	Multi-media Science Fiction II	B. Skibo, as	P	Ma 14-16	A 214
<p>This seminar will continue to analyze the use of science fiction to question the constructed nature of “humanity,” “animality,” and species boundaries. Moving from the discussion during the autumn semester of interspecies hybridity and the manipulation of species categories, this seminar will use part of Jonathan Swift's novel <i>Gulliver's Travels</i> as a starting point to discuss the commodification and (ab)use of the animalized figure in contemporary science fiction films, short stories, and novels. Some of the central themes of the seminar will be those topics which supposedly separate humans from other animals, such as rational thought, language, tool use, and aesthetic production. Our analyses of the narratives will investigate how these topics -- such as the attribution of language to those who can't “speak” -- are employed in the fictional works and the social, cultural, and economic implications that emerge. Students are encouraged to take the autumn seminar (Multi-media Science Fiction I) but participation in both seminars is not required.</p> <p>Short stories will be posted to Chamilo for download (see https://chamilo.unige.ch). Films can be purchased on iTunes. Novels can be purchased from Amazon or www.books.ch.</p>						
32E0219	SE	Three Brontë Novels	S. Swift, pas	P	Ma 16-18	B 002
<p>This seminar will give you the opportunity to read three novels by two sisters – Charlotte Brontë's <i>Jane Eyre</i> and <i>Villette</i> and her sister Emily's <i>Wuthering Heights</i>. We will spend time thinking about these novels in relation to space and regionality, to issues of gender, vocation and freedom, as well as to narrative form and how the Brontës relate to a wider Victorian horizon. Essentially, this seminar will give space for slow, careful reading of some of the most dazzlingly original and unusual writing of the mid-Nineteenth Century.</p> <p>Texts will be made available through Payot.</p>						
32E0218	SE	Pound and Eliot, an Introduction	S. MacDuff, as	P	Me 12-14	A 214
<p>“The Pound Era,” as Hugh Kenner memorably called it, is one of the great periods of Anglo-American literature. In his classic study, Kenner argues that modern philology led to a new understanding of language as “a complex coherent organism” which enabled poets such as T.S. Eliot and Ezra Pound to create masterpieces like <i>The Waste Land</i> and the <i>Cantos</i>, whose “province . . . , as never before in history, is the entire human race speaking.” The philosophical and political implications of Kenner's reading have since been called into question, not least in the light of Pound's fascist sympathies; but Kenner also identifies an opposite tendency, suggesting that movements in modern poetry such as Imagism and Vorticism can be traced back to the rediscovery of a vast body of classical fragments – “Renaissance II” – which led to a new aesthetic of the fragment. In this seminar, we will examine Kenner's claims in relation to the poetry, criticism and poetics of Ezra Pound and T.S. Eliot, two of the twentieth century's greatest English language poets.</p> <p>Texts: <i>Selected Poems of T. S. Eliot</i>. London: Faber & Faber, 2009. Pound, Ezra. <i>New Selected Poems and Translations</i>. New York: New Directions, 2011. Course Reader</p>						

32E0142	SE	Easter 1916 and its Literary Afterlife	M. Leer, mer	P	Je 16-18	B 112
<p>The short-lived Easter Rising in Dublin in 1916 has come to stand as the turning point for Irish nationalism and the foundational event of subsequent Irish independence in 1921, though the Rising was in effect a failure, which gained a largely symbolic and mythical power in hindsight. Literature played a major role in commemorating the event, not least W.B. Yeats' ambivalent poem "Easter 1916". This seminar will examine Yeats' poem in its historical and literary context, but more particularly the literary afterlife of the poem and the event in Irish literature from Sean O'Casey's <i>The Plough and the Stars</i> (1926) to Jamie O'Neill's <i>At Swim, Two Boys</i> (2001). Both mythologizing and "revisionist" texts will be examined.</p>						
32E0202	SE	West African Poetry	N. Weeks, as	P	Ve 10-12	B 302
<p>Though giving pride of place to established figures such as Wole Soyinka & Christopher Okigbo, this seminar will also survey lesser known but no less influential Nigerian figures such as Gabriel Okara, John Pepper Clark, Niyi Osundare, and Ben Okri. It will survey the production of the influential journal <i>Black Orpheus</i>, poets' responses to the Biafra war, their dissent from the State, as well as the development of and responses to the <i>Négritude Movement</i>. Proceeding from close readings of the poems themselves, the seminar will tackle questions of canon formation as well as the generic conditions of African verse in relation to orality, prayer and journalism. Students wishing to attend this seminar are encouraged to follow the "African Literary Theory" seminar in the autumn semester.</p> <p>A brochure with the relevant reading material will be made available at the English Department.</p> <p>Selective bibliography: Benson, Peter Edward. <i>"Black Orpheus", "Transition", and Modern Cultural Awakening in Africa</i>. Berkeley: University of California Press, 1986. Fraser, Robert. <i>West African Poetry: A Critical History</i>. Cambridge: Cambridge University Press, 1986. Moore, Gerald, and Ulli Beier, eds. <i>The Penguin Book of Modern African Poetry</i>. London: Penguin Books Ltd, 2007. Ramazani, Jahan. <i>Poetry and Its Others : News, Prayer, Song, and the Dialogue of Genres</i>. Chicago: The University of Chicago Press, 2013.</p>						

BA7 : Langue et littérature anglaises
Demi module BA7a et BA7b : Langue et littérature anglaises

3E014 & 3E015 2h/Semestre de SE, Séminaire de langue et littérature anglaises

32E0132	CP	Film Cycle Related to BA5, BA6 and BA7 Seminars	Enseignants Lettres	AN	Ma 18-22	B 112
<p>This film cycle cannot be followed as a study option. Films will be announced, as and when relevant, during seminars.</p>						
32E0220	SE	Linguistics, Applied	E. Waltermann	A	Lu 08-10	B 302
<p>This seminar aims at linking the linguistic notions discussed in the BA2 module to the various fields of Applied Linguistics through multiple source documents.</p> <p>It will consist mainly in identifying different research areas in the field of Applied Linguistics and the concepts they rely on, and providing a linguistic analysis of language extracts through each of these perspectives. This will give the opportunity to refresh the content of the BA2 module, to enrich it with more precise notions and to have an overview of what "Applied Linguistics" refers to.</p> <p>At the end of the seminar, the students should be able to identify the linguistic components and characteristics of various source documents and provide a well-informed linguistic analysis of this data. They should therefore (a) be able to identify, define, exemplify and discuss linguistic phenomena (b) be able to situate examples within the mainstream research areas of Applied Linguistics and (c) provide a clear interpretive linguistic analysis of various source documents using the adequate terminology.</p> <p>Evaluation of this seminar will take the form of an assessed portfolio containing a discussion of the different elements seen during the seminar and a thorough analysis of a linguistic extract.</p> <p>All the source documents and required readings will be made available on Chamilo (see https://chamilo.unige.ch).</p>						
32E0143	SE	Syntax I	T. Socanac, sce	A	Ma 10-12	L 208
<p>This seminar, together with Syntax II, provides an introduction to the study of English grammar within the framework of recent generative syntactic theory. We will start with a brief general discussion of the aims, methods and basic hypotheses that characterize generative grammar and that distinguish it from traditional approaches to the study of grammar. We will then explore various issues in syntactic analysis:</p> <ol style="list-style-type: none"> <i>Syntactic structure:</i> <ul style="list-style-type: none"> - the way phrases (constituents) and sentences are built up from words and morphemes. - the analysis of complex sentences <i>The notion of syntactic movement:</i> <ul style="list-style-type: none"> - Head movement - the syntax of verbs and auxiliaries 						

- A-movement - the syntax of subjects
- A-bar movement – the syntax of questions

32E0221	SE	Introduction to Old English	R. Zimmermann, as	P	Je 08-10	L 208
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Old English is the earliest form of English spoken by the Anglo-Saxons in England from the 5th to the later 11th century. This seminar provides a linguistic introduction to this remarkable language. Every week, students will translate a simple excerpt from an Old English text, which will subsequently form the basis for detailed discussions of Old English grammar. The course will also cover the following related topics, (i) background information on Anglo-Saxon culture and history, (ii) historical phonology and phonological reconstruction, (iii) one particular area of Old English syntax, namely expletives with non-finite clause associates, and (iv) philological information on the fascinating literature and manuscripts of Anglo-Saxon England. Students will be assessed through a series of eight Old to Modern English translations (40%) and four homework assignments during the semester (60%).

32E0144	SE	Syntax II	E. Haerberli, pas	P	Je 16-18	B 305
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This seminar is the second part of an introduction to syntax and therefore presupposes Syntax I. Some phenomena introduced in Syntax I will be examined in more depth and additional issues of syntactic analysis will be explored. We will discuss the following main topics:

- A'-movement and constraints thereon, as illustrated for example in the grammaticality contrast between 'Where do you believe that Mary bought this book?' and '*Where do you believe the claim that Mary bought this book?'.
- A-movement as found in constructions like passives ('John was arrested.') and raising ('Mary seems to like this.')
- The syntax of non-finite clauses, with a focus on distinguishing superficially identical but syntactically distinct constructions (e.g. 'Mary expected him to leave' vs. 'Mary persuaded him to leave' or 'John seems to be nice' vs. 'John promises to be nice').
- Split projections (ditransitive constructions, the left periphery of the clause).
- Syntactic constraints on the interpretation and use of noun phrases (Binding Theory) as illustrated by constraints on reflexives in an example like 'John's sister admires herself/*himself'.

+ TOUS LES SÉMINAIRES BA4, BA5 ET BA6 (voir descriptifs sous BA4, BA5 et BA6)

OU

BA7 : Module hors-discipline

Maîtrise universitaire (Master of Arts, MA) - Anglais

MA1-MA5 : Langue et littérature anglaises

3E048 2h/Semestre de SE, Séminaire de langue et littérature anglaises : littérature

34E0222	SE	Literary Research Methodologies	D. Madsen, po	A	Lu 14-16	B 307
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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: techniques of close textual analysis; the identification and use of scholarly resources; 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 fulfillment of the requirements of modules MA1, MA2, MA4 or MA5.

Texts:

All texts will be available for download from Chamilo (see <https://chamilo.unige.ch>).

34E0224	SE	The Talking Dead	D. Madsen, po	A	Ma 14-16	A 214
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Diana Fuss, in an influential 2003 essay, defines the genre of "the corpse poem" in terms of a central paradox: a "poem implies subjective depth," she argues, "while a corpse negates interiority." In this seminar, we will consider how attitudes towards subjectivity and the body are explored through this particular approach to the writing of death. We will begin by reading a range of poems narrated by dead speakers in contexts such as war, racial politics, and spirituality, before considering the use of the talking dead in drama and narrative prose. Writers whose work we will study – like Emily Dickinson, Robert Frost, Randall Jarrell, Richard Wright, Langston Hughes, Heid Erdrich, Louis Owens and others - span the nineteenth to twenty-first centuries.

Texts:

All texts will be available from Chamilo (see <https://chamilo.unige.ch>).

34E0225	SE	The Plays of Christopher Marlowe	L. Erne, po	A	Me 10-12	A 210
<p>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 <i>Tamburlaine, Part 1 and 2</i>, <i>The Jew of Malta</i>, <i>Doctor Faustus</i>, and <i>Edward II</i>. 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.</p> <p>Course book: Christopher Marlowe, <i>Doctor Faustus and Other Plays</i>, eds. David Bevington and Eric Rasmussen, Oxford World's Classics (Oxford: Oxford University Press, 1995, reissued 2008), ISBN 978-0199537068.</p>						
34E0226	SE	Air as a Literary Element	M. Leer, mer	A	Me 12-14	B 108
<p>The last in a four-part series, this seminar approaches the element of air as it is imaged and imagined in literature in part through Gaston Bachelard's <i>L'air et les songes: Essai sur l'imagination du mouvement</i> and in part through the nascent field of <i>literary meteorology</i>, which among other things attempts to arrive at a way of accounting for the elusive notion of "atmosphere" in literature. The texts studied will range widely from Emily Bronte's classic <i>Wuthering Heights</i> (1847) to two West Australian novels, Randolph Stow's <i>Tourmaline</i> (1963) and Tim Winton's <i>Breath</i> (2008), but will also include poetry, short fiction and "nature writing" from around the world.</p>						
34E0227	SE	The Art of Storytelling	G. Bolens, po	A	Me 14-16	A 210
<p>Stories are the outcome of skilled practices (narrating and writing) and exist as artefacts (autonomous objects that can be perused centuries after the death of their author). They belong to a specific ecology (cultural and historical, linguistic and social), which provide a material medium that influences their narrative specificity. Shifting from one medium to the next affects the story itself as well as its reception (e.g. shifting from orality to literacy, from printed media to a performance posted on YouTube). We will study such issues theoretically, considering a variety of storytelling situations and performances, in order then to focus on medieval texts, which will help us delve deeper into the artistic and expressive qualities of storytelling, when the story survives in writing only.</p> <p>The texts for this seminar are available in a reader to be purchased at Unicopy (99 bd Carl-Vogt).</p>						
34E0228	SE	Pidgins, Creoles and Rotten Englishes	M. Leer, mer	A	Me 16-18	B 108
<p>This seminar will examine the use of pidgins, creoles and "rotten Englishes" as means of literary and "oratory" expression. Drawing in texts from many of the far-flung regions of English creoles, including Papua New Guinea, where the national language is Tok Pisin ("talk pidgin"), and Hawaii, the major concentration will be on the Caribbean and Africa, more specifically Caribbean poetry – Louise Bennett, Kamau Brathwaite, Lorna Goodison, Bongo Jerry, Marlene Nourbese Phillip, Olive Senior, Mikey Smith, Derek Walcott and others – and the two major African novels in "rotten English": Ken Saro-Wiva's <i>Sozaboy</i> (1985) and Brian Chikwava's <i>Harare North</i> (2009).</p>						
34E0229	SE	Literalising the Metaphorical	S. Brazil, ma	A	Je 08-10	B 214
<p>After the second and most serious eucharistic controversy of the medieval period, the Fourth Lateran Council of 1215 declared its doctrine that the body and blood of Christ's historical body was present in the consecrated eucharistic bread and wine. This literalisation of the metaphorical was part of wider changes happening in Christian worship, with the festival of Corpus Christi being another significant development. From this feast day, dramatic processions developed and even took primary position in the worship of Christ's body. This course will explore the religious, cultural and literary consequences of such momentous changes in late-medieval Christian worship. The York Corpus Christi Cycle, the <i>Croxton Play of the Sacrament</i>, Margery Kempe, Julian of Norwich, Wycliff, Lollard texts, <i>Peculiaris Regis Clericus</i> are among the texts being considered.</p>						
34E0230	SE	Literature and Cognition	G. Bolens, po	P	Ma 10-12	A 214
<p>Literature is a prime human practice in every culture and all historical periods. It serves multiple functions, such as warranting social bonds through the experience of shared knowledge, and conveying basic behavioural rules through paradigmatic scripts and problem-solving strategies. It feeds on sensorimotor cognition, kinesic intelligence, and linguistic inferences. It activates factual, semantic and embodied memory. In short, storytelling is a key distributed cognitive practice geared towards an understanding of action and interaction, even in the most fictional of all (im)possible worlds. We will explore such issues in a variety of medieval texts available in a reader to be purchased at Unicopy (99 bd Carl-Vogt).</p>						
34E0235	SE	Slack Being, Weak Reading: Literature Where Nothing Happens	S. Swift, pas	P	Ma 14-16	A 109
<p>WH Auden famously wrote that "poetry makes nothing happen." But it seems reasonable for us to assume that literary works are places <i>where</i> things happen. In this seminar, though, we'll explore a range of works, stretching from Shakespeare's <i>Hamlet</i>, through Jane Austen's <i>Mansfield Park</i> and other Romantic-era writing, to Beckett's <i>Waiting for Godot</i> and contemporary film (Richard Linklater's <i>Slacker</i>) which are characterised by a peculiar passivity and lack of incident. These are texts about things <i>not</i> happening, opportunities for action which go begging. We'll explore the possibilities – ecological, political, feminist – that such "slackness" offers for us as readers, as well as the peculiar virtues that the idea of "weak reading", or reading that does not force meaning out of texts, might hold.</p> <p>Texts will be made available through Payot.</p>						

34E0233	SE	English Renaissance Tragedy	L. Erne, po D. Singh, postdoc	P	Me 10-12	A 210
<p>The Renaissance is the great age of English tragedy. Shakespeare's tragedies are famous – and often studied at BA level in our department – but the tragedies of his contemporaries, though no less exciting, are comparatively little known. In this seminar, we will closely investigate four English Renaissance tragedies of outstanding interest covering a period of almost half a century, Thomas Kyd's <i>The Spanish Tragedy</i> (ca. 1587), John Webster's <i>The Duchess of Malfi</i> (1612/13), Thomas Middleton and William Rowley's <i>The Changeling</i> (1622), and John Ford's <i>'Tis Pity She's a Whore</i> (ca. 1631). Among the subjects we will be interested in are revenge, violence and incest.</p> <p>Course books:</p> <p>John Ford, <i>'Tis Pity She's a Whore</i>, ed. Sonia Massai, Arden Early Modern Drama (London: Bloomsbury, 2011), ISBN 978-1904271505. Thomas Kyd, <i>The Spanish Tragedy</i>, eds. Clara Calvo and Jesús Tronch, Arden Early Modern Drama (London: Bloomsbury, 2013), ISBN 978-1904271604. Thomas Middleton and William Rowley, <i>The Changeling</i>, ed. Michael Neill, New Mermaids (London: Methuen, 2006), ISBN 978-0713668841. John Webster, <i>The Duchess of Malfi</i>, ed. Leah S. Marcus, Arden Early Modern Drama (London: Bloomsbury, 2009), ISBN 978-1904271512.</p>						
34E0231	SE	Wordsworth and the Enlightenment	S. Swift, pas	P	Me 12-14	A 109
<p>This seminar will offer an in-depth introduction to the poetry of William Wordsworth by thinking about his relationship to enlightenment thought. Wordsworth was a keen reader of key figures from the enlightenment, especially Rousseau, but hated the work of others, such as Adam Smith. His work has for a long time been understood to extend and develop the enlightenment idea of a “science of man” by thinking, for example, about the role of sympathy in social life. But what happens when these ideas get translated into poetry? Wordsworth works with metaphors of light and illumination, but also recognizes, with ambivalence, the capacity that light holds to destroy or shrivel up the sheltered and retired. We'll explore this tension through a close reading of his work, alongside of some excerpts from enlightenment thinkers such as Rousseau and Voltaire.</p> <p>Texts will be made available through Payot.</p>						
34E0234	SE	Masks of the Primitive I	M. Leer, mer	P	Me 16-18	B 111
<p>This seminar will examine some of the debates surrounding the “primitivist” foundations of Modernism. Late nineteenth and early twentieth century ethnography and anthropology from James George Frazer's <i>The Golden Bough</i> to Malinowski and Boas clearly had a major influence on Modernist literature, art and psychoanalysis. Subsequent postcolonial critics have pointed out the racist and imperialist discourses inherent in the anthropology and the literature and art. Through a counterpointed approach this seminar will attempt to demonstrate both the depth and meaning of the Modernist engagement with “the primitive” – in e.g. Picasso's masks, T.S.Eliot's <i>The Waste Land</i>, D.H.Lawrence's poetry and prose and surrealism – and the depth of the postcolonial critique. A subsequent seminar will deal with postcolonial literature and its recuperation of anthropology.</p>						
34E0232	SE	The Corporeality of Clothing	S. Brazil, ma	P	Je 08-10	A 210
<p>This course will explore literary intersections between clothing and embodiment, considering instances where clothing communicates something essential about the body's condition, or is incorporated into it. We will consider both theological as well as literary works in order to gain a wider view of how the body was perceived at certain moments and certain contexts during the medieval period.</p>						
3E049 2h/Semestre de SE, Séminaire de langue et littérature anglaises : linguistique						
34E0236	SE	Language Variation and Change	E. Haeberli, pas	A	Ma 16-18	A 214
<p>Variation and change are pervasive aspects of language. They can be observed in every language and in every domain of linguistics. As an illustration consider (1). (1) I saw her face and I was like 'Who's that? She looks familiar.'</p> <p>A sentence like (1) would not have occurred in English about fifty years ago. The so-called quotative <i>be like</i> construction is a recent innovation and thus illustrates how English changes. Furthermore, this construction illustrates variation as the way it has been used since its emergence is not uniform across varieties and speakers.</p> <p>In this seminar, we will take a closer look at the nature of variation in language and the way it is related to change. The first part of the seminar will provide an overview of some central topics in the study of variation and change: Methodology (data collection, analysis of linguistic variation), variation in different domains of linguistics (phonetics/phonology, morphology, syntax, semantics/pragmatics), social factors affecting variation (social class, gender, style), language over time (real vs. apparent time, variation in childhood and adolescence), the effects of language contact (diffusion, koineization, bilingualism). In the second part, we will explore some topics in more detail by reading recent research papers.</p> <p>Readings will be made available on the course website on Chamilo (see https://chamilo.unige.ch).</p>						
34E0237	SE	The Syntax of Quantification	G. Puskas, pas	A	Ve 08-10	B 108
<p>This class proposes a syntactic approach to quantification. Starting from R. May's seminal work on quantification and Logical Form, we will explore the idea that the semantic interpretation of quantified elements is closely related to their syntactic properties. Therefore, sentences like (1)</p>						

which have two different interpretations (2 and 3), must necessarily be associated with different syntactic structures.

- (1) Every student saw a professor
- (2) There is one (specific) professor every student saw (=1 professor vs many students)
- (3) Every student saw a (different) professor (many professors vs many students)

We will then move to recent approaches to quantification, which integrate quantified elements into a richly articulated syntactic structure, and examine the possible contribution of others sub-domains of linguistics, such as phonology and pragmatics.

34E0238	SE	Saussure's Reception in North America	C. Forel, pas	A	Ve 12-14	A 210
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The impact of Ferdinand de Saussure's work on American linguistics is perhaps stronger than one would imagine at first sight. Saussure had common interest with W.D. Whitney first of all in Sanskrit philology and they knew each other's contributions in that field. But Saussure was also interested in Whitney's conception of the institutional nature of language which he discussed in his Geneva courses on general linguistics. After Saussure's death, interest for the work of the Genevese scholar continued in the United States with prominent American linguists like R. Wells, L. Bloomfield, and Ed. Sapir who all read and commented Saussure's posthumous book *Cours de linguistique générale*. Finally, in the second half of the twentieth century, N. Chomsky pays tribute to some of the contributions Saussure made to linguistics while also criticizing others.

In the seminar, we shall get acquainted with Saussurian linguistics and also with the theories developed by these American linguists in order to better grasp how the founder of modern linguistics was read across the Atlantic.

34E0239	SE	Diachronic Syntax	E. Haerberli, pas	P	Ma 16-18	A 214
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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 question of what contribution diachronic syntax can make to comparative syntax in general and several topics that have been central to work in diachronic syntax (the interaction between language acquisition and language change, the diffusion of syntactic change, grammaticalization). In the second part of the seminar, we will look at some case studies in diachronic syntax, focusing in particular on verbal syntax (the loss of Verb Second in English and French, the loss of V-to-I movement in English).

Readings will be made available on the course website on Chamilo (see <https://chamilo.unige.ch>).

34E0240	SE	"Communication" in Foreign Language Teaching	C. Forel, pas	P	Je 14-16	B 221
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The sociolinguist D. Hymes wrote his paper "On Communicative Competence" to challenge Chomsky's 'linguistic competence' emphasizing that being able to use a language implied not only linguistic but also social knowledge about language use. In foreign language teaching, H. G. Widdowson proposed to teach "English as communication". It was the beginning of the so called "Communicative Approach" (CLT) which is still very popular nowadays. Finally, two American applied linguists, M. Canale and M. Swain proposed the "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" which revisited Hymes' model. Last but not least, the *Common European Framework of Reference for Languages (CEFR)* postulates the need for learners of foreign language to develop "a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact".

In the seminar we shall discuss the theoretical construct of 'communication' and examine how it is interpreted in language teaching and more generally in applied linguistics.

34E0241	SE	Modality: Syntax and Semantics	G. Puskas, pas	P	Ve 08-10	B 108
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The class focusses on the semantic and syntactic properties of modality. 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. We will first discuss different types and categories of modality, focusing on their semantic contribution to an utterance. We will then explore the morpho-syntactic realization of modality in English, as expressed by certain kinds of verbs (propositional attitude verbs) (1), adverbs (2) and modal auxiliaries (3). We will also examine the syntactic constraints on the combination and co-occurrence of these modal elements.

- (1) Mary believes/hopes/suspects that Peter has been awarded a very prestigious prize.
- (2) Peter has maybe/possibly/certainly been awarded a very prestigious prize.
- (3) Peter may/might/must/can have been awarded a very prestigious prize.

3E048 2h/Semestre de SE, Séminaire dans le même domaine que l'autre enseignement de ce module: littérature

3E049 2h/Semestre de SE, Séminaire dans le même domaine que l'autre enseignement de ce module: linguistique

MODULES A OPTION MA4 ET MA5 :

EN PLUS DES SEMINAIRES INDIQUES CI-DESSUS LE SEMINAIRE SUIVANT PEUT ETRE CHOISI EN MA4 OU MA5

14B779	RE	Introduction aux méthodes de recherché en digital humanities	B. Strasser, po R. Suciu, cs	P	Je 12-14	Carl Vogt, salle X
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This course is given in French by professors from the Faculty of Sciences. It is open to MA students of the English department but can ONLY be taken for the Modules à option MA4 or MA5 and must be validated by an attestation written in English. It cannot be validated by a grade.

Responsables : Bruno J. Strasser (po); Radu Suciu (collaborateur scientifique)

Enseignants : Bruno J. Strasser (po); Radu Suciu (cs); intervenants externes

Divers : Ce cours s'adresse aux étudiants en master ou en doctorat en sciences naturelles, humaines ou sociales. Contenu & Objectif : L'objectif de ce séminaire est d'explorer les nouvelles méthodes de recherche en "Digital Humanities", en particulier pour la recherche historique. La production croissante de sources numériques (blogs, tweets, forums, emails) et la numérisation extensive de corpus anciens (Gallica, Digital Public Library of America, Venice Time Machine) présente des opportunités et des défis nouveaux pour les chercheurs. L'analyse thématique de larges corpus de textes ("topic modeling"), l'utilisation de médias sociaux comme sources historiques, le recours aux infographies géolocalisées, ou la production collective de textes représentent autant de pratiques susceptibles de transformer le métier de chercheur.

Hors module**3E047 Hors module**

34E0166	RE	Doctoral Workshop: Medieval and Early Modern English Studies	G. Bolens, po L. Erne, po	AN	Me 16-19	A 210
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Workshop open to doctoral students in medieval and early modern English studies only.

34E0190	RE	Doctoral Skills Workshop: Modern and Contemporary English Literature	D. Madsen, po NN	A P	Je 10-12 Je 12-14	B 214 B 214
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Workshop open to doctoral students in modern and contemporary English literature studies only.

14B779	RE	Introduction aux méthodes de recherché en digital humanities	B. Strasser, po R. Suciu, cs	P	Je 12-14	Carl Vogt, salle X
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This course is given in French by professors from the Faculty of Sciences. It is open to doctoral students of the English department but cannot be validated in any way.

Responsables : Bruno J. Strasser (po); Radu Suciu (collaborateur scientifique)

Enseignants : Bruno J. Strasser (po); Radu Suciu (cs); intervenants externes

Divers : Ce cours s'adresse aux étudiants en master ou en doctorat en sciences naturelles, humaines ou sociales. Contenu & Objectif : L'objectif de ce séminaire est d'explorer les nouvelles méthodes de recherche en "Digital Humanities", en particulier pour la recherche historique. La production croissante de sources numériques (blogs, tweets, forums, emails) et la numérisation extensive de corpus anciens (Gallica, Digital Public Library of America, Venice Time Machine) présente des opportunités et des défis nouveaux pour les chercheurs. L'analyse thématique de larges corpus de textes ("topic modeling"), l'utilisation de médias sociaux comme sources historiques, le recours aux infographies géolocalisées, ou la production collective de textes représentent autant de pratiques susceptibles de transformer le métier de chercheur.