

**MASTER ECMA**  
**Études Culturelles, Parcours Monde Anglophone**

**M2**

**Course description 2021 – 2022**

**Distance Learning (FAD)**

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# Semestre 1 (30 credits)

**Students must take all of the ‘Socle Commun’ (12 ECTS)**

**then choose 4 classes in the thematic programs (18 ECTS)**

## **SOCLE COMMUN 3**

2 X 1h30 weekly courses

### **HLACU01\_D/ SAVOIRS FONDAMENTAUX 5 (6 ECTS)**

**HLAC01A\_D - HUMANITES NUMERIQUES 2 : A. Page**

**HLAC01B\_D – RESEARCH SKILLS AND THE ENVIRONMENT OF RESEARCH (TECHNIQUES / RHETORIQUE DE LA RECHERCHE).** Part I: Research environment. Le cas des études anglophones. (A. Page)

### **HLACU02\_D - PRÉFIGURATION DU MÉMOIRE DE RECHERCHE (6 ECTS)**

## **PROGRAMMES THEMATIQUES - CHOIX DE 3 UE DISCIPLINAIRES (3 X 6 ECTS)**

**HLAC07A\_D- Littérature 6 - Littérature et altérité 2 .1 Scottish Literature and the Post-national: interrogating borders. - . Hédon**

**HLAC07B\_D - Littérature 6 - Littérature et altérité 2.2. - « Les Victoriens et la France » - N. Vanfasse**

**HLAC08A\_D - Civilisation 6 - Civilisation et altérité 1 Cultures du Commonwealth, The Racial Question in South Africa: a Historical Perspective. - G. Teulié**

**HLAC08B\_D - Civilisation 6 - Civilisation et altérité 2. Circulations and mediations of texts and ideas, Britain, United States, France – C. Cottenet**

**HLAC09A\_D - Linguistique 4 - Variétés de langue, Sociolinguistique. - L. Pillière**

**HLAC09B\_D - Linguistique 4 - Variétés de langue, Sociophonologie. - S. Herment**

## HLAC01\_D SAVOIRS FONDAMENTAUX 5 : 6 ECTS

### HLAC01A\_D Digital Humanities/Humanités numériques 2: Open Access, scholarly blogging and citizen science/Open Access, blogging scientifique et sciences participatives

<b>Mots-clés</b>	Digital Humanities, Open Access, Academic blogging, Citizen Science, Interdisciplinarity
<b>Description du contenu de l'enseignement</b>	This seminar provides an introduction to Digital Humanities and the question of open science. In 2020-2021 We will focus on open access, scholarly blogging and the development of citizen science.
<b>Niveau de l'enseignement</b>	C2
<b>Compétences à acquérir</b>	Develop awareness of the history and development of Digital Humanities Define open access and identify its main 'roads' Define open science and analyse current initiatives in the field Define citizen science, identify and analyse some digital projects Learn how to write an academic blog
<b>Responsable / Contact</b>	Anne Page ( <a href="mailto:anne.page@univ-amu.fr">anne.page@univ-amu.fr</a> )
<b>Intervenants</b>	Anne Page
<b>Langue principale</b>	français
<b>Discipline</b>	Études Culturelles du Monde Anglophone
<b>Volume horaire global</b>	18h CM
<b>Bibliographie, lectures recommandées</b>	Peter Suber, <i>Open Access</i> , <a href="https://mitpress.mit.edu/books/open-access">https://mitpress.mit.edu/books/open-access</a> Martin Paul Eve, <i>Open Access and the Humanities</i> , <a href="https://mitpress.mit.edu/books/open-access">https://mitpress.mit.edu/books/open-access</a> Michel Wievorka, <i>L'impératif Numérique</i> Marin Dacos (dir.), <i>Read/Write Book</i> , <a href="http://books.openedition.org/oep/128?lang=fr">http://books.openedition.org/oep/128?lang=fr</a> Pierre Mounier (dir), <i>Read/Write Book 2</i> , <a href="http://books.openedition.org/oep/226?lang=fr">http://books.openedition.org/oep/226?lang=fr</a> Ouvrir la science, <a href="https://www.ouvrirlascience.fr/plan-national-pour-la-science-ouverte/">https://www.ouvrirlascience.fr/plan-national-pour-la-science-ouverte/</a>
<b>Pré-requis recommandé</b>	Students must have followed DIGITAL HUMANITIES 1 (S7)
<b>Mode de contrôle des connaissances</b>	<b>DISTANCE LEARNING (SFAD)</b> CC1: 33% : written assessment, Post for the academic blog EN-GLOBE CC2 33%: written assessment : contextualising one's research in a local and national environment CC3 - 33%: Drafting a bibliography of OpenAccess resources

## HLAC01B\_D Research Tools/Techniques et rhétorique de la recherche 1

<b>Mots-clés</b>	
<b>Description du contenu de l'enseignement</b>	<p>This seminar is dedicated to understanding what a research project means, whether it is an M.Phil or a PhD dissertation, and how it is conducted. Particular attention will be given to the research environment, starting with a research center or unit, moving on to local, national, and international institutions. The seminar will help future PhD students manage their integration within a research environment, and identify the main challenges faced by doctoral students, as well as help them define a personal professional project, be it in secondary schools, in academia or elsewhere.</p> <p>This part of the seminar is taught by Anne Page. In the second part of the seminar (semester 2) the students will learn how to organise a study-day and will have to follow seminars within the Research centre for the Anglophone World (LERMA).</p>
<b>Niveau de l'enseignement</b>	C2
<b>Responsable / Contact</b>	Anne Page ( <a href="mailto:anne.page@univ-amu.fr">anne.page@univ-amu.fr</a> )
<b>Langue principale</b>	français
<b>Discipline</b>	Études anglophones, études culturelles
<b>Volume horaire global (par étudiant)</b>	18h CM
<b>Bibliographie, lectures recommandées</b>	
<b>Mode de contrôle des connaissances</b>	<b>DISTANCE LEARNING ASSESSMENT : see above HLAC01A_D</b>

**HLAC02\_D Préfiguration du MEMOIRE DE RECHERCHE 2 : Preparing your M2  
DISSERTATION (6 ECTS)**

<b>Mots-clés</b>	Recherche, spécialisation, rédaction professionnelle
<b>Description du contenu de l'enseignement</b>	Premières étapes dans la réalisation du mémoire de recherche de 80 pages environ portant sur le monde anglophone sous la direction d'un enseignant-chercheur du département d'anglais
<b>Niveau de l'enseignement</b>	C2
<b>Nombre de crédits</b>	6
<b>Compétences à acquérir</b>	<ul style="list-style-type: none"> <li>- spécialisation en linguistique, phonétique, littérature ou civilisation du monde anglophone</li> <li>- compétences rédactionnelles</li> <li>- recherche et exploitation de données</li> <li>- réalisation d'un rapport scientifique</li> </ul>
<b>Responsable / Contact</b>	les directeurs/trices de mémoire
<b>Langue principale</b>	
<b>Discipline</b>	études culturelles du monde anglophone
<b>Volume horaire global</b>	36 h travail personnel étudiant
<b>Bibliographie, lectures recommandées</b>	
<b>Mode de contrôle des connaissances</b>	<p><b>DISTANCE LEARNING (SFAD)</b></p> <p>Written assessment, 6 to 7 pages: students will present their research project, including a list of references.</p> <p>CC1: 33%: assessment of the outline: object definition, hypotheses and thesis statement.</p> <p>CC2 33%: brief presentation of thesis statement (choice of topic, corpus, choice of methodology...)</p> <p>CC3 33%: list of references and written skills in French (or in English, subject to authorization.</p>

**PROGRAMMES THEMATIQUES - CHOIX DE 3 UE DISCIPLINAIRES (3 x 6 ECTS)**

**HLAC07A\_D Scottish Literature and the Post-national: interrogating borders**

<b>Mots-clés</b>	Littérature écossaise contemporaine, post-national, altérité
<b>Description du contenu de l'enseignement</b>	This course examines how Scottish literature reflects contemporary issues, and more specifically, the concepts of globalization, post-national and cosmopolitanism.
<b>Niveau de l'enseignement</b>	C2
<b>Compétences à acquérir</b>	A/ Cultiver un positionnement critique face à des documents relevant du monde anglophone B/ Choisir l'outillage critique et théorique qui permet de rendre compte des textes et des genres étudiés. C/ S'approprier les codes culturels du monde anglophone D/ Conduire/mener à bien un projet intégré en autonomie
<b>Responsable / Contact</b>	Marie Odile Hédon ( <a href="mailto:marie-odile.hedon@univ-amu.fr">marie-odile.hedon@univ-amu.fr</a> )
<b>Langue principale</b>	Anglais
<b>Discipline</b>	Etudes Culturelles du Mondes Anglophones
<b>Volume horaire global (par étudiant)</b>	12h CM + 12h TD
<b>Bibliographie, lectures recommandées</b>	
<b>Mode de contrôle des connaissances</b>	<b>DISTANCE LEARNING (SFAD)</b> CC1, 33%: written assessment, research paper(MO Hédon) CC2, 33%: written assessment, research paper (N. Vanfasse) CC3, 33%: oral presentation (Skype). Half the students will present on HLAC07 A, and half on HLAC07 B.

## HLAC07B\_D Littérature et altérité 2 : les Victoriens et la France

<b>Mots-clés</b>	Culture, altérité, littérature, presse, arts visuels – culture, otherness, literature, visual arts, press
<b>Description du contenu de l'enseignement</b>	The second part of the course will examine the issue of otherness and relation to the other cultures through fiction, travel literature as well as the media and the visual arts. The course will concentrate on the relation between Victorians and France.
<b>Niveau de l'enseignement</b>	C2
<b>Compétences à acquérir</b>	<ul style="list-style-type: none"> <li>-Mieux appréhender les phénomènes interculturels</li> <li>-Enrichir sa culture générale sur le dix-neuvième siècle</li> <li>-Approfondir les capacités d'analyse de textes littéraires, d'article de presse et des arts visuels</li> <li>–Understanding intercultural phenomena</li> <li>–Enriching one's knowledge on the nineteenth century</li> <li>–Enhancing one's skills in image analysis, and the study of press cuttings and the visual arts</li> </ul>
<b>Responsable / Contact</b>	Nathalie Vanfasse (nathalie.vanfasse@univ-amu.fr)
<b>Langue principale</b>	Anglais
<b>Discipline</b>	Etudes Culturelles du Monde Anglophone
<b>Volume horaire global</b>	12h CM + 12h TD
<b>Bibliographie, lectures recommandées</b>	<p>Nous travaillerons sur des extraits des sources primaires suivantes : <a href="https://filez.univ-amu.fr/peaysg5uk3">https://filez.univ-amu.fr/peaysg5uk3</a></p> <p>Et nous nous appuyerons, entre autres, sur les sources secondaires qui suivent (des extraits seront fournis en début de semestre) :</p> <p>Paul Gerbod. <i>Voyages au pays des mangeurs de grenouilles : la France vue par les Britanniques du XVIIIe siècle à nos jours</i>, Paris, Albin Michel, 1991.</p> <p>Elisabeth Jay. <i>British Writers in Paris</i>. Oxford, Oxford University Press, 2016.</p> <p>Robert and Isabelle Tombs. <i>That Sweet Enemy: the French and the British from the Sun King to the Present</i>. New York, Alfred Knopf, 2007.</p> <p>Peter Thorold. <i>The British in France: Visitors and Residents since the Revolution</i>. London, Continuum, 2008.</p>
<b>Mode de contrôle des connaissances</b>	<b>DISTANCE LEARNING (SFAD)</b> SEE ABOVE – Common to HLAC07A_D and HLAC07B_D



HLAC08A\_D Cultures du Commonwealth. The Racial Question in South Africa:  
A historical perspective

<b>Mots-clés</b>	Afrique du Sud, race, Grande-Bretagne, Histoire, représentation South Africa, race, Great Britain, History, representations
<b>Description du contenu de l'enseignement</b>	This seminar aims at examining the socio-cultural mechanisms that lead to the construction of the idea of "Race" in South Africa and more particularly during the apartheid era along with the concept of space and identity.
<b>Niveau de l'enseignement</b>	C2
<b>Compétences à acquérir</b>	<ul style="list-style-type: none"> <li>* maîtriser le contexte historique et critique de l'histoire de L'Afrique du Sud</li> <li>* cultiver un positionnement critique face à des documents, en en exploitant les spécificités</li> <li>* comprendre les mécanismes de la construction identitaire d'une société autour du concept de « race ».</li> <li>* décoder l'implicite de documents</li> <li>* structurer une argumentation en anglais</li> </ul>
<b>Responsable / Contact</b>	Gilles Teulié ( <a href="mailto:gilles.teulie@univ-amu.fr">gilles.teulie@univ-amu.fr</a> )
<b>Langue principale</b>	Anglais
<b>Discipline</b>	Etudes culturelles du monde anglophone
<b>Volume horaire global</b>	12h CM + 12h TD
<b>Bibliographie, lectures recommandées</b>	<p>Saul Dubow, <i>Apartheid 1948-1994</i>, Oxford University Press, 2014.</p> <p>Herman Giliomee, <i>The Afrikaners, Biography of a People</i>, Charlottesville, University of Virginia Press, 2003.</p> <p>Adrian Guelke, <i>Rethinking the Rise and Fall of Apartheid</i>, London, Palgrave Macmillan, 2005.</p> <p>Allister Sparks, <i>the Mind of South Africa</i>, London Heinemann, 1990.</p> <p>Antjie Krog, <i>The country of My Skull, Guilt, sorrow and the limits of tenderness in the New South Africa</i>, New York, Three Rivers Press, 2000.</p> <p>Nancy L. Clark &amp; William H. Worger, <i>South Africa, The Rise and Fall of Apartheid</i>, New York, Longman, 2011.</p>
<b>Mode de contrôle des connaissances</b>	<p><b>DISTANCE LEARNING (SFAD):</b></p> <p>CC1 33% (G. Teulié) : written assessment, research paper</p> <p>CC2 33% (C. Cottenet): written synthesis, scholarly articles</p> <p>CC3 33%: Oral presentation based on written assessments CC1 and CC2, and average of both grades (G. Teulié/ C. Cottenet)</p>

**HLACU08B\_D Civilisation 7, histoire culturelle 3 : Mediations and circulation of texts in the United States (18<sup>th</sup> and 19<sup>th</sup> centuries)**

<b>Mots-clés</b>	Histoire culturelle - Etats-Unis - circulations - histoire du livre Cultural history – United States – circulations – print culture
<b>Description du contenu de l'enseignement</b>	This course offers an introduction to the field of Book History, in the context of the United States. Within the larger framework of cultural history, our focus will be on the mediation and circulation of literary texts and books, both within the national sphere, and viewed from a transatlantic perspective. As they understand the evolutions of printing/ publishing, the role of different agents in the circuit of books, and central concepts of international copyright between the 18 <sup>th</sup> and the late 19 <sup>th</sup> century, students will also reflect on the development of the American nation from the perspective of print culture, to see how the development of a national book market is linked to that of a national cultural identity, which finds its roots in British book publishing.
<b>Niveau de l'enseignement</b>	C2
<b>Compétences à acquérir</b>	<ul style="list-style-type: none"> <li>* maîtriser le contexte historique de l'histoire de des Etats-Unis</li> <li>* approfondir les méthodologies de l'histoire culturelle</li> <li>* se familiariser avec quelques concepts centraux de l'histoire du livre</li> <li>* cultiver un positionnement critique face à des documents</li> <li>* structurer une argumentation en anglais</li> </ul>
<b>Responsable / Contact</b>	Cécile Cottenet ( <a href="mailto:cecile.cottenet@univ-amu.fr">cecile.cottenet@univ-amu.fr</a> )
<b>Langue principale</b>	Anglais
<b>Discipline</b>	Civilisation/ Histoire
<b>Volume horaire global</b>	12h CM + 12h TD
<b>Bibliographie, lectures recommandées</b>	<p>Bibliographical references (to be completed in class)</p> <p>-Casper, Scott E., et al., ed., 2007, <i>A History of the Book in America, Volume 3, The Industrial Book, 1840-1880</i>, Chapel Hill, University of North Carolina Press.</p> <p>-Darnton Robert, 2007, “‘What is the history of books?’ revisited,” <i>Modern Intellectual History</i> 4.3, p. 495-508. <a href="http://dx.doi.org/10.1017/S1479244307001370">http://dx.doi.org/10.1017/S1479244307001370</a>.</p> <p>- Finkelstein David, Alistair McCleery, ed., [2005] 2013, <i>An Introduction to Book History</i>, New York, London, Routledge.</p>

	<p>- Howsam Leslie, 2008, "What Is the Historiography of Books? Recent Studies in Authorship, Publishing, and Reading in Modern Britain and North America," <i>The Historical Journal</i>, 51.4, December, p. 1089-1101.</p> <p>-McGill Meredith, 2007, <i>American Literature and the Culture of Reprinting, 1834-1853</i>, Philadelphia, University of Pennsylvania Press.</p> <p>- Winship Michael, 1999, « The Transatlantic Book Trade and Anglo-American Culture in the Nineteenth Century » <i>Reciprocal Influences; Literary Production, Distribution and Consumption in America</i>, Steven Kind, Susan S. Williams, ed., Columbus, Ohio State University Press, p. 98-122.</p>
<p><b>Mode de contrôle des connaissances</b></p>	<p><b>DISTANCE LEARNING</b></p> <p>See above HLAC08A_D</p>

## HLACU09\_D Linguistique 4, variétés de langue : 6 crédits

### HLAC09A\_D Sociolinguistique

<b>Mots-clés</b>	Sociolinguistique, variétés, variations.
<b>Description du contenu de l'enseignement</b>	The aim of this course will be to explore the relationship between the use of language and social factors. An introduction to the basic concepts of sociolinguistics will be followed by case studies of various forms of language variation both within the British Isles and beyond (American English, Australian English etc.). Language and social register will also be examined and the relationship between standard and non-standard forms of English.
<b>Niveau de l'enseignement</b>	C2
<b>Compétences à acquérir</b>	Acquire the necessary critical tools to understand and be able to comment the various varieties studied Acquire the ability to present and analyse a variety of English Be able to develop a mini-research project
<b>Responsable / Contact</b>	Linda Pillière ( <a href="mailto:linda.pilliere@univ-amu.fr">linda.pilliere@univ-amu.fr</a> )
<b>Langue principale</b>	anglais
<b>Discipline</b>	Sociolinguistique
<b>Volume horaire global</b>	12h CM + 12h TD
<b>Bibliographie, lectures recommandées</b>	Britain, David (ed.) <i>Language in the British Isles</i> . 2nd edition. Cambridge: University Press. Chambers, J. (2003). <i>Sociolinguistic Theory</i> . Oxford: Blackwell. Chambers, J. & P. Trudgill (1998). <i>Dialectology</i> . Cambridge: Cambridge University Press. Eckert, P. (1997). <i>Age as a sociolinguistic variable</i> . In F. Coulmas (ed). <i>The Handbook of Sociolinguistics</i> . 151-167. Oxford: Blackwell. Eckert, P. (2001). <i>Linguistic variation as social practice</i> . Oxford: Blackwell. Holmes, Janet 1992. <i>An introduction to sociolinguistics</i> . London: Longman. Milroy, L. & M. Gordon (2003). <i>Sociolinguistics: Method and Interpretation</i> . Oxford: Blackwell.
<b>Mode de contrôle des connaissances</b>	<b>IN-CLASS ASSESSMENT</b> <b>See below, HLAC09B_D</b>

## HLAC09B\_D Sociophonology

<b>Mots-clés</b>	Sociophonetics/phonology, variety(ies), variation(s).
<b>Description du contenu de l'enseignement</b>	<p>This seminar investigates the notions of variety(ies) and variation(s) through several regional and social accents of English.</p> <p>First a brief overview of the roots and spread of English in relation with phonetics and phonology will be given. Then the theoretical framework of sociophonology will be presented and methodological aspects specific to this domain will be dealt with. Finally phonetic and phonological processes will be studied and discussed through the examination of a few varieties of English. Activities include: collecting data for the study of a particular variety, listening, transcribing, describing, commenting. Objectives are: being able to describe, recognize, classify different varieties of English and discuss sociophonetic and sociolinguistic issues.</p>
<b>Niveau de l'enseignement</b>	C2
<b>Compétences à acquérir</b>	Elaborate and develop a research approach in relation to the social and geographical variations of English.
<b>Responsable / Contact</b>	Sophie Herment ( <a href="mailto:sophie.herment@univ-amu.fr">sophie.herment@univ-amu.fr</a> )
<b>Langue principale</b>	Anglais
<b>Discipline</b>	Sociophonetics / sociophonology
<b>Volume horaire global</b>	12h CM + 12h TD
<b>Bibliographie, lectures recommandées</b>	<p>Brulard, I., Carr, P. &amp; Durand, J. (eds.), 2015, <i>La prononciation de l'anglais contemporain</i>, Toulouse, PUM.</p> <p>Foulkes, P., Scoobie. J.M., Watt, D. (2010). Sociophonetics. In Hardcastle, W. J., Laver, J., &amp; Gibbon, F. E. (Eds.). <i>The handbook of phonetic sciences</i> (2. ed). (pp. 703-754). Chichester, Malden, Mass: Wiley-Blackwell. <a href="http://www.gla.ac.uk/media/media_200295_en.pdf">http://www.gla.ac.uk/media/media_200295_en.pdf</a></p> <p>Melchers, G. &amp; Shaw, P., 2011, <i>World Englishes</i> (second edition), Hodder Education.</p> <p>Schreier, D. Trudgill, P, Schneider, E.W. &amp; Williams, J., 2010, <i>The lesser-known varieties of English</i>, Cambridge : CUP.</p> <p>Trudgill, P. &amp; Hannah, J., 2008, <i>International English, a guide to varieties of standard English</i> (5th edition), London and New York: Routledge.</p> <p>Trudgill, P., Hughes, A. &amp; D. Watt, 2005, <i>English Accents and Dialects</i>, Hodder Arnold.</p> <p>Wells, J.C., 1982, <i>Accents of English</i> 1, 2 &amp; 3, CUP.</p>
<b>Mode de contrôle des connaissances</b>	<p><b>DISTANCE LEARNING (SFAD)</b></p> <p>The 3 assessments will be based on a written assessment :</p> <p>CC1 33%: Description of the variety of English</p> <p>CC2 33% : choice of corpus</p> <p>CC3 33%: corpus analysis</p>

## **Semestre 2** (30 credits)

**Students must take all of the ‘Socle Commun’ (12 ECTS), then choose 2 classes in the thematic programs. The M2 dissertation is to be written in French (12 ECTS).**

### **SOCLE COMMUN 4**

**HLADU01\_D - STAGE (6 ECTS) : internship supervised by LERMA member (=> responsable UE : A. Page)**

**HLADU02\_D - MÉMOIRE DE RECHERCHE 2 / M2 DISSERTATION (12 ECTS)**

**HLADU03\_D - RESEARCH SKILLS AND THE ENVIRONMENT OF RESEARCH (TECHNIQUES / RHETORIQUE DE LA RECHERCHE) 2. ORGANIZING A RESEARCH EVENT (6 ECTS) : « LERMAstériales ». Responsable UE : G. TEULIE**

### **PROGRAMMES THEMATIQUES - CHOIX DE 2 UE DISCIPLINAIRES : 2 x 3 ECTS**

**HLADU08\_D - Littérature 8 - Le pouvoir de l'argent. - N. Vanfasse**

**HLADU09\_D- Linguistique 6 - Langue, culture et identité. - L. Pillière**

**HLADU10\_D - Civilisation 8 - Relations internationales 2, politique étrangère américaine. - I. Vagnoux**

## HLADU01\_D INTERNSHIP (STAGE) : 6 ECTS

<b>Mots-clés</b>	
<b>Description du contenu de l'enseignement</b>	Stage destiné à s'initier au métier d'enseignant-chercheur ; ou à d'autres métiers (édition, traduction...).
<b>Niveau de l'enseignement</b>	C2
<b>Nombre de crédits</b>	<b>6</b>
<b>Compétences à acquérir</b>	Initiation au travail d'enseignant-chercheur, ou au métier de traducteur ou d'éditeur
<b>Responsable / Contact</b>	Responsable de techniques de recherches pour les stages de recherche, Anne Page ; Sara Greaves pour les stages professionnels.
<b>Langue principale</b>	Anglais et français
<b>Discipline</b>	Etudes culturelles du monde anglophone
<b>Volume horaire global (par étudiant)</b>	30h travail personnel étudiant
<b>Bibliographie, lectures recommandées</b>	
<b>Mode de contrôle des connaissances</b>	<b>Rapport de stage</b>

## HLADU02\_D Mémoire de recherche 2 / M2 DISSERTATION 12 crédits

<b>Mots-clés</b>	Recherche, spécialisation, rédaction professionnelle
<b>Description du contenu de l'enseignement</b>	Réalisation d'un mémoire de recherche de 80 pages environ portant sur le monde anglophone sous la direction d'un enseignant-chercheur du département d'anglais
<b>Niveau de l'enseignement</b>	C2
<b>Nombre de crédits</b>	12
<b>Compétences à acquérir</b>	<ul style="list-style-type: none"> <li>- spécialisation en linguistique, phonétique, littérature ou civilisation du monde anglophone</li> <li>- compétences rédactionnelles</li> <li>- recherche et exploitation de données</li> <li>- réalisation d'un rapport scientifique</li> <li>- gestion de projet, organisation du travail</li> </ul>
<b>Responsable / Contact</b>	Directeur/trice de mémoire
<b>Langue principale</b>	français
<b>Discipline</b>	Etudes culturelles du monde anglophone
<b>Volume horaire global (par étudiant)</b>	72 h travail personnel étudiant
<b>Bibliographie, lectures recommandées</b>	
<b>Mode de contrôle des connaissances</b>	<p><b>DISTANCE LEARNING (SFAD)</b></p> <p>CC1 33%: scholarly content and organization of research thesis</p> <p>CC2 33%: written French (or English) and formal presentation of thesis</p> <p>CC3 33%: oral defense</p>



**HLADU03\_D RESEARCH SKILLS AND THE ENVIRONMENT OF RESEARCH  
(TECHNIQUES / RHETORIQUE DE LA RECHERCHE) 2**

**Montage de projet scientifique / Organizing a research event: 6 ECTS**

<b>Mots-clés</b>	Research skills, event organization
<b>Description du contenu de l'enseignement</b>	Students will organize a one-day symposium.
<b>Niveau de l'enseignement</b>	C2
<b>Nombre de crédits</b>	6
<b>Compétences à acquérir</b>	<p>Answer a call for papers</p> <p>Prepare the symposium program in collaboration with LERMA's doctoral students.</p> <p>Collaborative skills</p> <p>Manage the logistics of the event</p>
<b>Responsable / Contact</b>	Gilles Teulié
<b>Langue principale</b>	French
<b>Discipline</b>	
<b>Volume horaire global (par étudiant)</b>	30h student time
<b>Bibliographie, lectures recommandées</b>	
<b>Mode de contrôle des connaissances</b>	<p><b>DISTANCE LEARNING (SFAD)</b></p> <p>CC1 - 33%: Answer a call for papers</p> <p>CC2 - 33%: Write a paper</p> <p>CC3 – 33% - give an oral presentation of the paper (presentation : 10 minutes, followed by questions, 10 minutes. Via Skype.</p>

**PROGRAMMES THEMATIQUES - CHOIX DE 2 UE DISCIPLINAIRES : 2 x 3 ECTS**

**HLADU08\_D Littérature 8 : le pouvoir de l'argent**

<b>Mots-clés</b>	Culture, économie, littérature, économie de la culture
<b>Description du contenu de l'enseignement</b>	<p>Ce cours se propose d'explorer le pouvoir de l'argent dans le roman victorien et de montrer qu'à une époque où la Grande-Bretagne était l'atelier du monde, la littérature permet de mieux comprendre certains phénomènes économiques et sociaux. A la lumière de théories économiques et sociologiques victoriennes mais aussi plus contemporaines, nous analyserons des extraits de <i>Dombey and Son</i> (1848), <i>Little Dorrit</i> (1857) et <i>Our Mutual Friend</i> (1865) de Charles Dickens, <i>Middlemarch</i> (1874) de George Eliot, <i>The Way We Live Now</i> (1875) d'Anthony Trollope, et <i>Dracula</i> (1897) de Bram Stoker. Nous étudierons comment un certain nombre de phénomènes économiques et monétaires et les comportements sociaux qu'ils induisent nourrissent l'interprétation de romans de cette époque. Nous nous pencherons bien sûr sur des manifestations de prospérité économique comme l'industrialisation, les arcades commerciales, la construction des chemins de fer victoriens, mais nous examinerons également la face sombre de cette croissance incarnée par une spéculation effrénée, des crises financières spectaculaires et des problèmes de marginalisation et de pauvreté. Nous verrons également ce que les romans victoriens peuvent apporter à la compréhension de ces phénomènes économiques mais aussi à leur définition même et à leur représentation.</p> <p>This module will explore the power of money in Victorian novels. We will see that literature can be read as a way of grasping and defining specific economic and social phenomena at a time when Great-Britain was nicknamed the workshop of the world. We will draw from Victorian economic and sociological theories as well as more recent theories to analyse excerpts from <i>Dombey and Son</i> (1848), <i>Little Dorrit</i> (1857) and <i>Our Mutual Friend</i> (1875) by Charles Dickens, <i>Middlemarch</i> (1874) by George Eliot, <i>The Way We Live Now</i> (1875) by Anthony Trollope and <i>Dracula</i> (1897) by Bram Stoker. We will examine how economic facts and trends, as well as the behaviours they imply or bring about, feed into the very fabric and organisation of Victorian novels thus contributing to their meaning. We will study some of the positive sides of Victorian economic prosperity, such as industrialisation, commercial arcades or the building of railways, but we will also tackle some of the dark sides of this growth, namely reckless speculation, catastrophic financial crises, dismal poverty and social exclusion. This course will highlight what Victorian novels can bring to the understanding of economic issues such as these, and how they partake in the very process of defining and representing them.</p>
<b>Niveau de l'enseignement</b>	C2

<b>Nombre de crédits</b>	3
<b>Compétences à acquérir</b>	<ul style="list-style-type: none"> <li>- Aborder la question de l'économie de la culture</li> <li>- Appréhender les liens entre économie et culture</li> <li>- Enrichir sa culture générale sur le dix-neuvième siècle</li> <li>-Becoming aware of the economics of culture</li> <li>-Analysing the links between the economy, economics and culture</li> <li>-Enriching one's knowledge of the nineteenth century</li> </ul>
<b>Responsable / Contact</b>	Nathalie Vanfasse / nathalie.vanfasse@univ-amu.fr
<b>Langue principale</b>	Anglais
<b>Discipline</b>	Etudes culturelles du monde anglophone
<b>Volume horaire global</b>	12h CM + 12h TD
<b>Bibliographie, lectures recommandées</b>	<p>Des extraits des livres mentionnés dans le descriptif du cours seront distribués. Les ouvrages sont tous à la bibliothèque universitaire. Visionnez par avance les adaptations BBC de ces livres. Les adaptations sont à la BU.</p> <p>Excerpts from the books mentioned in the course description will be handed out during the course. The books can be borrowed from the university library. Please watch the BBC adaptations of these novels before the course begins. They are also available at the university library.</p>
<b>Mode de contrôle des connaissances</b>	<p><b>DISTANCE LEARNING (SFAD)</b></p> <p>CC1 - 33%: written assignment, research paper on one of the texts</p> <p>CC2 - 33%: oral participation</p> <p>CC3 - 33%: oral presentation of research paper</p>

## HLADU09\_D Linguistique 6 : langue, culture et identité

<b>Mots-clés</b>	Identité, culture, nation, traduction intralinguale Identity, culture, nation, translation
<b>Description du contenu de l'enseignement</b>	Language plays a key role in shaping identity and in demarcating one group of speakers from another. This course will examine how far language can be equated with culture and identity, how it can contribute to creating a nation state, and the ways in which power and language are related. We will look at how language norms are enforced from a diachronic perspective, but also how they continue to be enforced today. Among the themes studied will be standardisation, intralingual translation, language attitudes, social class and linguistic identity
<b>Niveau de l'enseignement</b>	C2
<b>Nombre de crédits</b>	3
<b>Compétences à acquérir</b>	Construire des hypothèses ; Interpréter des résultats Elaborer et développer une démarche de recherche Appréhender les variations sociales et géographiques
<b>Responsable / Contact</b>	Linda Pillière (linda.pillière@univ-amu.fr)
<b>Langue principale</b>	ANGLAIS
<b>Discipline</b>	Etudes culturelles du monde anglophone
<b>Volume horaire global</b>	12h CM + 12h TD
<b>Bibliographie, lectures recommandées</b>	Andersen, Benedict. 1983. <i>Imagined Communities</i> . London: Verso Gumperz, John. 1982. <i>Language and Social Identity</i> . Cambridge: CUP. Fairclough, Norman. 1989. <i>Language and Power</i> . London: Longman. Milroy, James and Milroy, Lesley. 1985. <i>Authority in Language: investigating language prescription and standardisation</i> . London: Routledge & Kegan Paul. Mugglestone, Lynda 2003. 'Talking Proper'. <i>The Rise of Accent as Social Symbol</i> . <i>The Rise of Accent as Social Symbol</i> 2nd edition. Oxford: University Press. Percy, Carol and Davidson Mary Catherine (eds). 2012. <i>The Languages of Nations: Attitudes and Norms</i> . Bristol: Multilingual Matters. Pilliere, Linda, Andrieu Wilfrid, Kerfelec, Valérie and Lewis Diana (eds). 2018. <i>Standardising English: Norms and Margins in the History of the English Language</i> , Cambridge: CUP. Trudgill, Peter. 1983 <i>Sociolinguistics: An Introduction to Language and Society</i> . Harmondsworth: Penguin.
<b>Mode de contrôle des connaissances</b>	<b>DISTANCE LEARNING (SFAD)</b> CC1 25% + CC2 25%: written assessment, 2 skills assessed CC3 50%: written assessment

## HLADU10\_D Civilisation 8, International relations

<b>Mots-clés</b>	Foreign policy, institutions, decision making, United States
<b>Description du contenu de l'enseignement</b>	<p>The U.S. foreign policy decision-making process : functional and dysfunctional aspects</p> <p>This course will focus on the foreign policy decision-making process in the United States and aims at giving students the main keys to better understand U.S. foreign policy and its domestic and international stakes. It will seek to analyze the mechanisms of the decision making process as well as the various powers, balances and influences involved in the process, in other words it will seek to show how things work within the 'Beltway' or... how dysfunctional they may prove.</p> <p>The various agencies and mechanism of the decision making process will be studied, such as the National Security Council, the CIA, the domestic components, the relationships between the Executive and Congress, and the Capitol's role in foreign policy, as well as lobbies and interest groups, to name but a few.</p>
<b>Niveau de l'enseignement</b>	C2
<b>Nombre de crédits</b>	3
<b>Compétences à acquérir</b>	<ul style="list-style-type: none"> <li>- knowledge of key foreign policy making concepts</li> <li>- understand the inner workings of foreign policy decision making</li> <li>- learn how to analyze foreign policy decisions</li> </ul>
<b>Responsable / Contact</b>	Isabelle Vagnoux - isabelle.vagnoux@univ-amu.fr
<b>Intervenants</b>	Isabelle Vagnoux
<b>Langue principale</b>	English
<b>Discipline</b>	
<b>Volume horaire global</b>	12h course + 12h tutorial
<b>Bibliographie, lectures recommandées</b>	<p>Suggested readings</p> <p>+ articles and links to a variety of resources will be posted on Ametice</p> <p>All books are available at the University library</p> <p><i>Congressional Quarterly Almanac</i></p> <p>Cooper, Andrew F. &amp; Jorge Heine. <i>The Oxford Handbook of Modern Diplomacy</i> (Oxford/NY: OUP, 2015)</p>

	<p>De Conde, Alexander. <i>Ethnicity, Race and American Foreign Policy</i> (Boston: Northeastern U.P., 1992)</p> <p>*Evans, Peter &amp; Robert Putnam et al. <i>Double-Edged Diplomacy. International Bargaining and Domestic Politics</i> (Berkeley: University of CA Press, 1992)</p> <p>*Fisher, Louis. <i>Presidential War Power</i> (University Press of Kansas, 2004)</p> <p>* Glad, Betty, <i>An Outsider in the White House</i> (Ithaca, NY: Cornell UP, 2009)</p> <p>*Hamilton, Lee. <i>A Creative Tension. The Foreign Policy Roles of the President and Congress</i> (Washington, DC: Woodrow Wilson Center Press, 2002)</p> <p>Ikenberry, John. <i>American Foreign Policy. Theoretical Essays</i> (New York: Longman, 2002)</p> <p>*Inderfurth, Karl &amp; Loch K. Johnson. <i>Fateful Decisions. Inside the National Security Council</i> (New York: Oxford University Press, 2004)</p> <p>Kissinger, Henry. <i>White House Years, Years of Upheaval</i> (London: Phoenix Press, 2000)</p> <p>Lieber, Robert J. <i>The American Era. Power and Strategy for the 21st Century</i> (Cambridge UP, 2005)</p> <p>Osgood, Robert E. <i>Ideals and Self-Interest in America's Foreign Relations</i> (University of Chicago Press, 1953)</p> <p>*Pillar, Paul. <i>Intelligence and US Foreign Policy: Iraq, 9/11 and Misguided Reform</i> (Columbia University Press, 2011)</p> <p>*Rothkopf, D.J., <i>National insecurity</i> (Public Affairs, 2014)</p> <p>*Schlesinger, Jr, Arthur. <i>The Imperial Presidency</i> (London: André Deutsch, 1974)</p> <p>*Shain, Yossi. <i>Marketing the American Creed Abroad</i> (Cambridge : Cambridge UP,1999)</p> <p>*Smith, Tony. <i>Foreign Attachments : The Power of Ethnic Groups in the Making of American Foreign Policy</i> (Cambridge : Harvard UP, 2000)</p> <p>Smith, Joseph. <i>The Cold War, 1945-1991</i> (Malden, MA : Blackwell, 1998)</p> <p>*Woodward, Bob. <i>Bush at War</i> (NY : Simon and Schuster, 2002)</p> <p>Yoo, John. <i>The Powers of War and Peace. The Constitution and Foreign affairs After 9/11</i> (Chicago : University of Chicago Press, 2006) (B.U.)</p>
<p><b>Mode de contrôle des connaissances</b></p>	<p><b>DISTANCE LEARNING (SFAD)</b></p> <p>CC1 25%: written assessment (report on scholarly article)</p> <p>CC2 25%: written assessment (report on scholarly article)</p> <p>CC3 50%: 2-hour written exam (<i>essay</i>), online – students can alternatively choose to write their exam in class.</p>