

MASTER ECMA
Études Culturelles, Parcours Monde Anglophone

M2

Course description 2021 - 2022

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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 1,5 hour weekly classes

HLACU01 / Savoirs fondamentaux 5 (6ECTS)

HLAC01A – DIGITAL HUMANITIES 2. - A. Page

HLAC01B – RESEARCH SKILLS AND THE ENVIRONMENT OF RESEARCH

Anne Page et Gilles Teulié

Part I: Research environment (A. Page).

Part II: Organizing a research event - LERMAstérialles (G. Teulié).

NB. Les enseignements de Mme Page seront organisés comme suit :

HLAC01A **Digital Humanities**, semaines 1 à 6 : 6 séances x 3 heures

Research Skills and the Environment of Research (partie sur l'environnement de recherche uniquement : semaines 7 à 9 : 3 séances x 3 heures)

Projet doctoral, publication scientifique, organisation des LERMAstérialles et coordination des stages de recherche. - Anne Page

HLACU02 - PRÉFIGURATION DU MÉMOIRE DE RECHERCHE (6 ECTS)

All courses are subject to continuous assessment, known as CCI (*Contrôle continu intégral*).

PROGRAMMES THEMATIQUES (3x6 = 18 ECTS)

Students must choose a total of 3 courses, in each of the core disciplines (Linguistics/ literature/ civilisation/ translation)

<p>Program 1 <i>Les textes du monde anglophone : traduire, éditer, créer</i></p>	<p>Program 2 <i>Communautés d'expériences anglophones : mémoires, récits, représentations</i></p>	<p>Program 3 <i>Diversité de l'espace anglophone : échanges, altérités, pouvoirs</i></p>
<p>HLAC03A - Edition, traduction et traductologie (2h) (édition de textes du monde anglophone 2) -A. Page and J. Viviers</p> <p>HLAC03B - Edition, traduction et traductologie (2h) (traduction et traductologie.) - J. Viviers</p>	<p>3 UE de spécialité obligatoires :</p> <p>HLAC04A - Littérature 5 - 2h Récits de vie 3.1 To use or not to use a paintbrush in self-painting. - J-L. Claret</p> <p>HLAC04B - Littérature 5 - 2h Récits de vie 3.2. Textes et paratextes dans le récit de soi contemporain. - S. Vallas</p> <p>HLAC05A - Civilisation 5 - 2h Histoire culturelle 2.1 Religion et minorités à l'époque moderne: le cas des conversions. - A. Page</p> <p>HLAC05B - Civilisation 5 - 2h Histoire culturelle 2.2 Constructions identitaires dans l'Angleterre moderne : récits et représentations. - L. Sterritt</p> <p>HLAC06A - Linguistique 3 - 2h La langue mat-rangère : approches linguistique et psychanalytique. En 2021-2022 cet enseignement sera remplacé par : Social media discourse analysis – G. Lacaze.</p> <p>HLAC06B - Linguistique 3 - 2h, Variétés de langue, Sociolinguistique. - L. Pillière</p>	<p>3 UE de spécialité obligatoires :</p> <p>HLAC07A - Littérature 6 - 2h, Littérature et altérité 2.1 Scottish Literature and the Post-national: interrogating borders. - . Hédon</p> <p>HLAC07B - Littérature 6 - 2h - Littérature et altérité 2.2. In-class : - S. Lefait “American Literature in Contemporary Popular Culture: a Transmedia Approach” Distance learning (FAD) : - N. Vanfasse « Les Victoriens et la France »</p> <p>HLAC08A - Civilisation 6 - 2h, Civilisation et altérité 1 Cultures du Commonwealth, The Racial Question in South Africa: a Historical Perspective. - G. Teulié</p> <p>HLAC08B - Civilisation 6 - 2h Civilisation et altérité 2. The Politics of the Past in Contemporary British Culture. - M. Graves CAUTION: C. Cottenet for distance learning (FAD)</p> <p>HLAC09A - Linguistique 4 - 2h Variétés de langue, Sociolinguistique. L. Pillière</p> <p>HLAC09B - Linguistique 4 - 2h, Variétés de langue, sociophonologie. S. Herment</p>

HLAC01 SAVOIRS FONDAMENTAUX 5 : 6 ECTS

HLAC01A – DIGITAL HUMANITIES 2. : A. Page

HLAC01B – RESEARCH SKILLS AND THE ENVIRONMENT OF RESEARCH (TECHNIQUES / RHETORIQUE DE LA RECHERCHE). Part I: Research environment (A. Page). Part II: Organizing a research event - LERMAsteriales (G. Teulié).

NB. Les enseignements de Mme Page seront organisés comme suit : HLAC01A Digital Humanities, semaines 1 à 6 : 6 séances x 3 heures ; Research Skills and the Environment of Research (partie sur l'environnement de recherche uniquement) : semaines 7 à 9 : 3 séances x 3 heures ; les enseignements de M Teulié seront organisés comme suit : Organizing a research event – LERMAsteriales semaines 10-12)

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

Mots-clés	Digital Humanities, Open Access, Academic blogging, Citizen Science, Interdisciplinarity
Description du contenu de l'enseignement	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.
Niveau de l'enseignement	C2
Compétences à acquérir	<ul style="list-style-type: none">– 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
Responsable / Contact	Anne Page (anne.page@univ-amu.fr)
Intervenants	Anne Page
Langue principale	français
Discipline	Études Culturelles du Monde Anglophone
Volume horaire global (par étudiant)	18h CM
	Peter Suber, <i>Open Access</i> , https://mitpress.mit.edu/books/open-access

Bibliographie, lectures recommandées	<p>Martin Paul Eve, <i>Open Access and the Humanities</i>, https://mitpress.mit.edu/books/open-access</p> <p>Michel Wievorka, <i>L'impératif Numérique</i></p> <p>Marin Dacos (dir.), <i>Read/Write Book</i>, http://books.openedition.org/oep/128?lang=fr</p> <p>Pierre Mounier (dir.), <i>Read/Write Book 2</i>, http://books.openedition.org/oep/226?lang=fr</p> <p>Ouvrir la science, https://www.ouvrirlascience.fr/plan-national-pour-la-science-ouverte/</p>
Pré-requis recommandé	<p>Students must have followed DIGITAL HUMANITIES 1 (S7)</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1: 33% : written assessment, Post for the academic blog EN-GLOBE</p> <p>CC2 33%: written assessment : contextualising one's research in a local and national environment</p> <p>CC3 33%: average of the two previous weighted by classroom input.</p> <p>DISTANCE LEARNING (SFAD)</p> <p>CC1: 33% : written assessment, Post for the academic blog EN-GLOBE</p> <p>CC2 33%: written assessment : contextualising one's research in a local and national environment</p> <p>CC3 - 33%: Drafting a bibliography of OpenAccess resources</p>

HLAC01B Research skills and environment/Techniques et rhétorique de la recherche

Mots-clés	
Description du contenu de l'enseignement	<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>That part of the seminar is taught by Anne Page. In the second part of the seminar 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>
Niveau de l'enseignement	C2
Responsable / Contact	Anne Page (anne.page@univ-amu.fr)
Langue principale	français
Discipline	Études anglophones, études culturelles
Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	
Mode de contrôle des connaissances	IN-CLASS and DISTANCE LEARNING ASSESSMENT : see above HLAC01A

HLACU02 Preparing the M2 Dissertation

Mots-clés	Recherche, spécialisation, rédaction professionnelle
Description du contenu de l'enseignement	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
Niveau de l'enseignement	C2
Nombre de crédits	6
Compétences à acquérir	<ul style="list-style-type: none"> - spécialisation en linguistique, phonétique, littérature ou civilisation du monde anglophone - compétences rédactionnelles - recherche et exploitation de données - réalisation d'un rapport scientifique
Responsable / Contact	les directeurs/trices de mémoire
Langue principale	
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	36 h travail personnel étudiant
Bibliographie	
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT and DISTANCE LEARNING (SFAD)</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>

HLACX10 CHOIX DE 3 UE DISCIPLINAIRES : 3 x 6 = 18 ECTS

HLACU03 Édition, traduction et traductologie 2

HLAC03A - Édition, traduction et traductologie (2h) (édition de textes du monde anglophone . - A. Page and J. Viviès.

HLAC03B - Édition, traduction et traductologie (2h) (traduction et traductologie. - J. Viviès)

HLAC03A Edition de textes du monde anglophone.

History of the book and textual editing in the digital era

Mots-clés	History of the book, manuscripts, paleography, textual editing, electronic editions, bibliography
Description du contenu de l'enseignement	<p>This seminar is first meant to give an overview of the way books were produced, from manuscript to print. Literacy, readership, booksellers and the rise of the novel will be examined.</p> <p>In the second part, we will focus on how early-modern texts are edited, according to the specificities of popular or scholarly presses. Finally, we will concentrate on recent evolutions in textual editing through the development of online transcriptions and editions. This seminar is accompanied by a training in paleography (the reading of ancient hands).</p>
Niveau de l'enseignement	C2
Responsable / Contact	Anne Page & Jean Viviès (anne.page@univ-amu.fr , jean.vivies@univ-amu.fr)
Langue principale	ENGLISH
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<p>Michael Hunter, <i>Editing Early Modern Texts: An Introduction to Principles and Practice</i> (2009)</p> <p>Claire Loffman et Harriet Philips (dir.), <i>A Handbook of Editing Early Modern Texts</i> (2018)</p>
Mode de contrôle des connaissances	<p>CCI 1: 25% in-class written assessment (J. Viviès): taking into consideration contents/knowledge and language/rhetoric.</p> <p>CCI 2: 25% in-class written assessment (A. Page): paleography exercise</p>

HLAC03B Traduction et traductologie

Mots-clés	Textes, édition, traduction, culture, comparaison, réception
Description du contenu de l'enseignement	La deuxième partie du cours examinera des textes littéraires et leurs traductions <u>publiées</u> en français dans une optique traductologique, comparative, culturelle et de réception.
Niveau de l'enseignement	C2
Compétences à acquérir	<ul style="list-style-type: none"> - Apprendre à évaluer la traduction à partir de paramètres stylistiques, linguistiques, culturels, sociaux - Apprendre à étudier la traduction comme médiation culturelle et dans ses enjeux en termes de réception
Responsable / Contact	Jean Viviès (jean.vivies@univ-amu.fr)
Langue principale	Français
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	
Mode de contrôle des connaissances	CCI 3: 50% in-class written assessment (J. Viviès): taking into consideration contents/knowledge and language/rhetoric.

HLACU04 Littérature 5, récits de vie 3 : 6 crédits

HLAC04A - Littérature 5, récits de vie 3.1 (2h) - To use or not to use a paintbrush in self-painting.

- J-L. Claret

HLAC04B - Littérature 5, récits de vie 3.2 (2h) -texts and paratexts in contemporary self-writing.

- S. Vallas

HLAC04A To use or not to use a paintbrush in self-painting

Mots-clés	Text ; image ; poetry ; reception
Description du contenu de l'enseignement	The aim of this seminar is to shed analytical light on the various modes of expression creators may resort to in their respective fields, be they poets, novelists, playwrights or painters. The students will be invited to probe the connections that the works of art establish between writers / painters and their readers / viewers. The poetic mode will be identified and the visual arts will be included in the demonstration as a variation on the theme of artistic self-construction. The polarities will be double: both the creator and the addressee of his/her work will be considered as central. Accordingly this course will have to do with the aesthetics of reception.
Niveau de l'enseignement	C2
Compétences à acquérir	<ul style="list-style-type: none">• Se positionner émotionnellement et intellectuellement vis-à-vis d'un tableau et d'une œuvre de fiction.• Aborder de manière critique les anticipations d'un 'artiste' en termes de réception• Envisager des créations 'artistiques' à partir de critères historiques et culturels
Responsable / Contact	Jean-Louis Claret (jean-louis.claret@univ-amu.fr)
Langue principale	Anglais
Discipline	Civilisation des pays anglophones
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	Arasse Daniel, <i>Histoires de peintures</i> , Paris: Denoël, 2004. Arasse Daniel, <i>On n'y voit rien</i> , Paris: Denoël, 2000. Jauss H.R., <i>Pour une esthétique de la réception</i> , Paris: Tel Gallimard, 1978. Mondzain Marie José, <i>Homo Spectator</i> , Paris: Bayard, 2007.
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT CC1 : 33% : oral presentation, common to both HLAC04A et HLAC04B CC3 : 33% : written assessment

HLAC04B Récits de soi 2

Mots-clés	Literature, culture, self-writing, non fiction, paratexts
Description du contenu de l'enseignement	<p>Daniel Mendelsohn's <i>An Odyssey. A Father, A Son and An Epic</i></p> <p>This seminar will focus on Daniel Mendelsohn's latest memoir, <i>An Odyssey. A Father, A Son and An Epic</i> (2017) but will also use passages from Mendelsohn's previous texts, his other two memoirs (<i>The Elusive Embrace</i> [1999] and <i>The Lost</i> [2006]) as well as from his essays (two collected volumes have been published so far). The course will be devoted to Mendelsohn's multiple identity and the way he manages to weaves them together in his memoir writing: indeed, he is first an academic who teaches ancient Greek literature at Bard College, as well as a translator of ancient and modern Greek; he is also a literary critic whose works have been published in <i>The New Yorker</i>, in <i>The New York Times Book Review</i>, or <i>Harper's</i>, and who, in February 2019, was named Editor-at-Large of <i>The New York Review of Books</i> and the Director of the Robert B. Silvers Foundation; finally, he is a memoirist who has been exploring his self as well as the history of his family over a period of twenty years. In <i>An Odyssey. A Father, A Son and An Epic</i>, Mendelsohn, using Homer's <i>The Odyssey</i> as a hypotext that he analyzes with his students, brilliantly brings together those different activities and offers a reflection on his father and the relationship they've been sharing, on transmission through translation, commentary, teaching and confession, as well as on memory at the heart of writing.</p>
Niveau de l'enseignement	C2
Compétences à acquérir	<ul style="list-style-type: none"> —Analysing diverse types of self-writing —Understanding the importance of self-writing in contemporary US culture —Studying the importance of paratexts in contemporary culture —Analyzing the echoes between texts and paratexts
Responsable / Contact	Sophie Vallas / sophie.vallas@univ-amu.fr
Langue principale	English
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<p>Please buy and read Daniel Mendelsohn's latest memoir, <i>An Odyssey. A Father, A Son and An Epic</i> (William Collins 2017).</p> <p>A bibliography will be given in class.</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC2 33%: oral presentation, common to HLAC04 A and HLAC04B</p> <p>CC3 33%: written assessment</p>

HLACU05 Civilisation 5, histoire culturelle 2 : 6 crédits

HLAC05A - Civilisation 5, histoire culturelle 2.1 (2h) - A. Page

HLAC05B - Civilisation 5, histoire culturelle 2.2 (2h) - L. Sterritt

HLAC05A Religious minorities in early-modern England: a study of conversions/Religion et minorités à l'époque moderne: le cas des conversions

Mots-clés	History of religion, religious minorities, conversions, lived religion, religious practices, beliefs
Description du contenu de l'enseignement	The aim of this seminar is to provide an overview of the concept of religious minorities in early-modern and eighteenth-century England and to focus on conversion narratives. In seventeenth- and eighteenth-century England, words such as "Church", "Sects", "Radicals", "Heretics", and "Dissenters" were not fixed in meaning and very often people who did not believe nor practise as the majority did were accused of being insane and dangerous. Some religious groups insisted on conversion narratives as a condition of membership. We will examine the conversion narratives made by Protestants, Catholics, Jews and polytheist native Americans in order to better grasp the historical meanings of conversions, their role in English society, and the way they formed part of a literary culture, for these highly personal narratives were often written down, edited, published, and translated.
Niveau de l'enseignement	C2
Compétences à acquérir	<ul style="list-style-type: none">- Familiarise oneself with early-modern and eighteenth-century culture dominated by religious issues- Understand how people lived their religion in the past- Be able to think of a research topic related to the history of religion- Understand the special status of texts which can be read both as historical documents and literary texts
Responsable / Contact	Anne Page (anne.page@univ-amu.fr)
Langue principale	French
Discipline	History of religion
Volume horaire global	12h CM + 12h TD
Bibliographie, lectures recommandées	Texts will be distributed at the beginning of the class and are available for the most parts on Early English Books Online, available through the SCD.
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT CC1 33%: written assessment. CC2 33%: written assessment. CC3 33%: oral presentation, common to HLAC05A (A. Page) and B (L. Sterritt). Half of the class will be examined by A. Page (HLAC05 A), the other half by L. Sterritt (HLAC05 B).

HLAC05B Constructions identitaires : récits et représentations

Mots-clés	Early modern, cultural constructions, religious identities, Catholic minorities
Description du contenu de l'enseignement	<p>This course will explore the ways in which identities were constructed through various textual or iconographic means in early modern England.</p> <p>You will study a diversity of primary sources, both Protestant and Catholic, which illustrate the political, religious, social and cultural contexts in which that identity construction developed. As the monarch had become head of the new Church of England, we will see how legal and literary texts, but also much more popular media such as humorous ballads or even libelous publications, were used to shape the ideal Protestant and patriotic subject and ostracise Catholics.</p>
Niveau de l'enseignement	
Compétences à acquérir	<ul style="list-style-type: none"> - Reading a 17th century printed text (typography, variant spellings and grammar) - Understanding primary sources, their contexts and their stakes - Analyse the construction of communal texts and constructions
Responsable / Contact	Laurence Sterritt (laurence.sterritt@univ-amu.fr)
Langue principale	English
Discipline	History of religion
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	A bibliography and syllabus will be circulated during the first class.
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT (see above HLAC05 A)</p> <p>CC1 33%: written assessment.</p> <p>CC2 33%: written assessment.</p> <p>CC3 33%: oral presentation, common to HLAC05A (A. Page) and B (L. Sterritt). Half of the class will present for HLAC05 A, the other half on HLAC05 B.</p>

HLACU06 Linguistique 3 / langues maternelles, langues étrangères : approches psycholinguistique et sociolinguistique : 6 crédits

HLAC06A - Linguistique 3, Langues maternelles, langues étrangères : approches psycholinguistique et psychanalytique – Monique De Mattia-Viviès.

En 2021-2022 cet enseignement sera remplacé par : Social media discourse analysis. - G. Lacaze

HLAC06B - Linguistique 3, Variétés de langue, sociolinguistique (cours mutualisé avec l'axe 3) (2h) - L. Pillière.

HLAC06A Approche linguistique et psychanalytique, remplacée en 2021-2022 par : Social Media Discourse Analysis

Mots-clés	Social media, discourse analysis, digital humanities,
Description du contenu de l'enseignement	<p>This course focuses on social media discourse analysis.</p> <p>With the increasing popularity of digital publications on social media in recent years, renewed discourse analysis methodologies are needed to describe the various discourses circulating on digital platforms. Digital discourses such as posts hosted on social media platforms have some typical characteristics that directly influence the way they should be analysed. Indeed, “traditional” discourse analysis, which is well suited for printed texts, seems somewhat insufficient for analysing “digitally native” posts.</p> <p>Various approaches, whether they be linguistic, semantic, multimodal or even sociological, have been gradually emerging, offering more appropriate ways of processing and analysing digital posts on social media.</p> <p>Some specialists of reported speech have shown the importance of renewed approaches for digital discourses, linked to concepts such as hypertextuality, delinearisation, multimodality and polysemioticity.</p>
Niveau de l'enseignement	C2
Compétences à acquérir	This course aims to give students the theoretical linguistic background necessary to analyse digital posts published on social media platforms.
Responsable / Contact	Grégoire Lacaze. (gregoire.lacaze@univ-amu.fr)
Modalités d'organisation et de suivi	Theory and Practice
Modalités pédagogiques	Case studies
Langue principale	Anglais / français
Discipline	Linguistics, discourse analysis
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	Barats, Christine (éd.). 2017. <i>Manuel d'analyse du web</i> . Paris : Armand Colin.

- Boullier, Dominique. 2016. *Sociologie du numérique*. Paris : Armand Colin,
- Cardon, Dominique. 2019. *Culture numérique*. Paris : Presses de Sciences Po.
- Constantin de Chanay, Hugues et Laurence Rosier. 2016. « Faces extimes sur Facebook : un point de vue “personnel” ». *Cahiers de praxématique* 66. <http://journals.openedition.org/praxématique/4237>.
- Eyries, Alexandre. 2015. *La communication poli-tweet : La politique gagnée par les TIC*. Paris : L’Harmattan.
- Grossmann, Francis et Laurence Rosier. 2018. « Quelques aspects de l’évidentialité hypertextuelle : relations entre discours rapporté et discours d’arrière-plan ». *Le discours hypertextualisé : Espaces énonciatifs mosaïques*. Éd. Justine Simon. Besançon : Presses Universitaires de Franche-Comté. 41-64.
- Halté, Pierre. 2018. *Les émoticônes et les interjections dans le tchat*. Limoges : Lambert-Lucas.
- Lacaze, Grégoire. 2020. « Les matérialités discursives et les pratiques citationnelles du discours rapporté numérique sur Instagram ». *Actes du CMLF 2020 – 7e Congrès Mondial de Linguistique Française*. Éd. Franck Neveu, Bernard Harmegnies, Linda Hriba, Sophie Prévost et Agnès Steuckardt. Montpellier, France, 6-10 juillet 2020. *SHS Web of Conferences* 78. https://www.shs-conferences.org/articles/shsconf/pdf/2020/06/shsconf_cmlf2020_01004.pdf.
- Lacaze, Grégoire. 2018. « La (re-)construction d’un ethos discursif dans les énoncés au discours direct : la subjectivité à l’œuvre ». *Études de Stylistique Anglaise* 11 : 83-112. <https://journals.openedition.org/esa/638>.
- Longhi, Julien. 2013. « Essai de caractérisation du tweet politique ». *L’Information grammaticale* 136. 25-32.
- Maingueneau, Dominique. 2013. « L’èthos : un articulateur ». *COnTEXTES* 13. <https://journals.openedition.org/contextes/5772>.
- Paveau, Marie-Anne. 2017. *L’analyse du discours numérique : Dictionnaire des formes et des pratiques*. Paris : Hermann.
- Saemmer, Alexandra. 2015. *Rhétorique du texte numérique : Figures de la lecture, anticipations de pratiques*. Villeurbanne : Presses de l’Enssib.
- Simon, Justine et Bénédicte Toullec. 2018. « Quand les tweets avec images renouvellent le partage d’informations ». *#info : commenter et partager l’actualité sur Twitter et Facebook*. Éd. Arnaud Mercier et Nathalie Pignard-Cheynel. Paris : Éditions de la Maison des sciences de l’homme. 131-168.
- Simon, Justine (éd.). 2018. *Le discours hypertextualisé : Espaces énonciatifs mosaïques*. Besançon : Presses Universitaires de Franche-Comté, 2018. 7-17.

Mode de contrôle des connaissances

IN-CLASS ASSESSMENT

CC1, 33% : written assessment.

CC2, 33% : in-class written exam, in common with HLAC06B (see below).

HLAC06B Sociolinguistique

Mots-clés	Sociolinguistique, variétés, variations.
Description du contenu de l'enseignement	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.
Niveau de l'enseignement	C2
Compétences à acquérir	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
Responsable / Contact	Linda Pillière (linda.pilliere@univ-amu.fr)
Langue principale	anglais
Discipline	Sociolinguistique
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	Britain, David (ed.) <i>Language in the British Isles</i> . 2nd edition. Cambridge: 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.
Mode de contrôle des connaissances	CC1, 33% : in class assessment CC2, 33% : in-class written exam, in common with HLAC06A (see above).

ECCU07 Littérature 6, littérature et altérité 2 : 6 crédits

HLAC07A - Littérature 6, littérature et altérité 2.1 (2h) (Scottish Literature and the Post-national : interrogating borders) - M. Hédon

HECC07B - Littérature 6, littérature et altérité 2.2 (2h). - S. Lefait pour le cours présentiel ; N. Vanfasse pour le cours SFAD

HLAC07A Scottish Literature and the Post-national: interrogating borders

Mots-clés	Littérature écossaise contemporaine, post-national, altérité
Description du contenu de l'enseignement	This course examines how Scottish literature reflects contemporary issues, and more specifically, the concepts of globalization, post-national and cosmopolitanism.
Niveau de l'enseignement	C2
Compétences à acquérir	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'appropriier les codes culturels du monde anglophone D/ Conduire/mener à bien un projet intégré en autonomie
Responsable / Contact	Marie Odile Hédon (marie-odile.hedon@univ-amu.fr)
Langue principale	Anglais
Discipline	Etudes Culturelles du Mondes Anglophones
Volume horaire global	12h CM + 12h TD
Bibliographie	
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT CC1 33%: oral participation throughout the semester, average of grades A and B. CC2 33%: written assessment, research paper (MO Hédon) DISTANCE LEARNING (SFAD) 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.

HECC07B Littérature et altérité 2 : American Literature in Contemporary Popular Culture: A Transmedia Approach

Mots-clés	American Literature, popular culture, transmediality.
Description du contenu de l'enseignement	In this course, we study American literature by examining its place in contemporary culture, rather than merely considering it from the perspective of the otherness-related issues it represents. Our methodology exploits the concept of transmedia storytelling, to help us study the various modes that have allowed key texts in American literature to exist since their date of writing (Hollywood films, TV series, cyber media, etc). As a result, the course aims to better establish and define the role of canonical American literature in contemporary culture. For each case of transmedia version of a literary work studied as part of the course, special attention is paid to the relevance of the media transposition, as based on a close reading of the source work.
Niveau de l'enseignement	C2
Compétences à acquérir	<p>A/ Acquire a critical perspective on documents that are related to the English-speaking world.</p> <p>B/ Be able to select adequate critical and theoretical tools to make sense of the texts and genres under study.</p> <p>C/ Acquire the cultural codes of the English-speaking world.</p> <p>D/ Conduct a project autonomously.</p>
Responsable / Contact	Sébastien Lefait (sebastien.lefait@univ-amu.fr)
Langue principale	Anglais
Discipline	Etudes Culturelles du Monde Anglophone
Volume horaire global	12h CM + 12h TD
Bibliographie	
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC3 33%: written assessment, research paper.</p>

HLACU08 Civilisation 6, civilisation et altérité : 6 crédits

HLAC08A - Civilisation 6, civilisation et altérité (2h) (cultures du Commonwealth, The Racial Question in South Africa: a Historical Perspective. - G. Teulié

HLAC08B - Civilisation 6, civilisation et altérité (2h) - The Politics of the Past in Contemporary British Culture. - M Graves

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

Mots-clés	Afrique du Sud, race, Grande-Bretagne, Histoire, représentation South Africa, race, Great Britain, History, representations
Description du contenu de l'enseignement	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.
Niveau de l'enseignement	C2
Compétences à acquérir	<ul style="list-style-type: none">* To master the historical and critical context of South Africa.* To develop a critical eye on documents, as well as develop their specificity.* To Understand the mechanisms of the construction of a society around the concept of "race".* To Decipher what is implicit in a text.* To Structure an analysis in English.
Responsable / Contact	Gilles Teulié (gilles.teulie@univ-amu.fr)
Langue principale	Anglais
Discipline	Etudes culturelles du monde anglophone
Volume horaire global	12h CM + 12h TD
Bibliographie, lectures recommandées	<ul style="list-style-type: none">- Saul Dubow, <i>Apartheid 1948-1994</i>, Oxford University Press, 2014.- Herman Giliomee, <i>The Afrikaners, Biography of a People</i>, Charlottesville, University of Virginia Press, 2003.- Adrian Guelke, <i>Rethinking the Rise and Fall of Apartheid</i>, London, Palgrave Macmillan, 2005.- Allister Sparks, <i>the Mind of South Africa</i>, London Heninemann, 1990.- Antjie Krog, <i>The country of My Skull, Guilt, sorrow and the limits of forgiveness in the New South Africa</i>, New York, Three Rivers Press, 2000.- Nancy L. Clark & William H. Worger, <i>South Africa, The Rise and Fall of apartheid</i>, New York, Longman, 2011.
Mode de contrôle des connaissances	SEE BELOW, HLAC08 B for the global assessment scheme of HLAC08.

HLAC08B The Politics of the Past in Contemporary British Culture

Mots-clés	United Kingdom, Commemorative Politics, Contemporary History, Culture/History Wars, Critical Geography
Description du contenu de l'enseignement	<p>This course investigates changing narratives of the past in British political culture since the 1980s through overlaid and sometimes clashing memorial agencies, from the durable myth of the “good war” and the historical revisionism of “Empire 2.0”, to the counter-memory of the “Rhodes Must Fall” movement. It aims to reassess British theatres of memory from the convergent perspectives of contemporary history, memory studies and critical geography, applying concepts such as Denis Cosgrove’s “symbolic landscapes”, Astrid Erll’s “travelling memory”, and Raphael Samuel’s “unofficial knowledge” to unravelling narrative constructions and the imaginative geographies of identification and othering they project.</p> <p>The referenda on Scottish independence and Brexit were conducted against the background of preparations for the centenary of the First World War and the 75th anniversary of the Second which saw the instrumentalisation of the discourses of shared history and memory in international relations by national and devolved governments. More recently, a resurgence of the “culture wars” or “history wars” across the English-speaking world has raised awareness of the geopolitics of memory, symbolically reconnecting Britain to its imperial past and former colonial empire in politically sensitive ways. The intense public and intellectual debates that have ensued over contested sites of memory raise fundamental historiographical questions as to the legitimacy of commemorative agency and voice in the writing of national and transnational histories.</p>
Compétences à acquérir	<ul style="list-style-type: none"> * Appréhender les enjeux historiographiques des politiques commémoratives et lieux de mémoire britanniques * Cultiver un regard critique vis-à-vis de la construction de discours politiques historicisés * Maîtriser les méthodologies de la géohistoire et des études de la mémoire * Se familiariser avec les outils analytiques de la nouvelle géographie critique * Exploiter judicieusement des sources orales, archives audiovisuelles et électroniques * Rédiger une étude de cas en anglais
Responsable / Contact	Matthew Graves (matthew.graves@univ-amu.fr)
Langue principale	Anglais
Discipline	Civilisation/ Histoire

Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<p>Erl, Astrid. <i>Memory in Culture</i>, Basingstoke: Palgrave Macmillan, 2011.</p> <p>Harvey, David and James Wallis (eds). <i>Commemorative Spaces of the First World War: Historical Geographies at the Centenary</i>, London: Routledge, 2018.</p> <p>Langenbacher, Eric and Yossi Shain (eds.). <i>Power and the Past: Collective Memory and International Relations</i>, Washington: Georgetown University Press, 2010.</p> <p>Samuel, Raphael. <i>Theatres of Memory: Past and Present in Contemporary Culture</i>, London: Verso, 2012.</p> <p>Sumartojo, Shanti (ed.). <i>Commemoration Reframed</i>, London: Bloomsbury, 2020.</p> <p>Sumartojo, Shanti and Ben Wellings (eds.). <i>Nation, Memory and Great War Commemoration: Mobilizing the Past in Europe, Australia and New Zealand</i>, Oxford: Peter Lang, 2014.</p> <p>Further reading will be provided at the start of the course.</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 33% (G. Teulié): written assessment, research paper.</p> <p>CC2 33% (M. Graves): written assessment due end of term.</p> <p>CC3 33% : average of grades CC1 and CC2, weighted by class participation</p> <p>DISTANCE LEARNING (SFAD): ASSESSMENT FOR DISTANT LEARNING WILL COMBINE G. Teulié's and C. Cottenet's seminars (see below, HLADU06)</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>

HLACU09 Linguistique 4, variétés de langue : 6 crédits

HLAC09A - Linguistique 3, Variétés de langue, sociolinguistique (SAME COURSE AS IN PROGRAM 2) (2h) - L. Pillière.

HLAC09B - Linguistique 3, Variétés de langue, sociophonologie (2h) - S. Herment

HLAC09A Sociolinguistique

Mots-clés	Sociolinguistique, variétés, variations.
Description du contenu de l'enseignement	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.
Niveau de l'enseignement	C2
Compétences à acquérir	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
Responsable / Contact	Linda Pillière (linda.pilliere@univ-amu.fr)
Langue principale	anglais
Discipline	Sociolinguistique
Volume horaire global	12h CM + 12h TD
Bibliographie, lectures recommandées	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.
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT The 3 assessments will be based on an oral presentation: CC1 33%: Description of the variety of English CC2 33% : Choice of corpus CC3 33%: Analysis and presentation

HLAC09B Sociophonology

Mots-clés	Sociophonetics/phonology, variety(ies), variation(s).
Description du contenu de l'enseignement	<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>
Niveau de l'enseignement	C2
Compétences à acquérir	Elaborate and develop a research approach in relation to the social and geographical variations of English.
Responsable / Contact	Sophie Herment (sophie.herment@univ-amu.fr)
Langue principale	Anglais
Discipline	Sociophonetics / sociophonology
Volume horaire global	12h CM + 12h TD
Bibliographie, lectures recommandées	<p>Brulard, I., Carr, P. & 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., & Gibbon, F. E. (Eds.). <i>The handbook of phonetic sciences</i> (2. ed). (pp. 703-754). Chichester, Malden, Mass: Wiley-Blackwell. http://www.gla.ac.uk/media/media_200295_en.pdf</p> <p>Melchers, G. & Shaw, P., 2011, <i>World Englishes</i> (second edition), Hodder Education.</p> <p>Schreier, D. Trudgill, P, Schneider, E.W. & Williams, J., 2010, <i>The lesser-known varieties of English</i>, Cambridge: CUP.</p> <p>Trudgill, P. & 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. & D. Watt, 2005, <i>English Accents and Dialects</i>, Hodder Arnold.</p> <p>Wells, J.C., 1982, <i>Accents of English</i> 1, 2 & 3, CUP.</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>The 3 assessments will be based on an oral presentation:</p> <p>CC1 33%: Description of the variety of English</p> <p>CC2 33% : choice of corpus</p> <p>CC3 33%: corpus analysis</p> <p>DISTANCE LEARNING (SFAD)</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 - STAGE (6 ECTS) : internship supervised by LERMA member – A. Page

HLADU02 / MÉMOIRE DE RECHERCHE 2 / DISSERTATION (12 ECTS)

HLADU03 - ORGANIZING A RESEARCH EVENT (6 ECTS) : « LERMAstériales ». - G. TEULIE

PROGRAMMES THÉMATIQUES (6 ECTS)

Program 1 <i>Les textes du monde anglophone : traduire, éditer, créer</i>	Program 2 <i>Communautés d’expériences anglophones : mémoires, récits, représentations</i>	Program 3 <i>Diversité de l’espace anglophone : échanges, altérités, pouvoirs</i>
<p>1 UE de spécialisation liée à l’axe + 1 UE de spécialisation au choix dans A2 ou A3</p> <p>HLADU04 - Traduction créative (2h). - S. Greaves</p> <p>+ 1 UE de spécialisation à choisir dans A2 ou A3</p>	<p>2 UE de spécialisation liées à l’axe thématique ou à la discipline au choix parmi :</p> <p>HLADU05 – Littérature 7 (2h) La question de la modernité et sa critique. - J. Viviès</p> <p>HLADU06 - Civilisation 7 (2h) Histoire culturelle 3 : Circulation de textes Etats-Unis/ Grande-Bretagne/ France. - C. Cottenet</p> <p>HLADU07 - Linguistique 5 (2h) Devenir grammairien ou phonéticien. - M. De Mattia-Viviès + S. Herment</p> <p>Ou 1 UE de spécialisation à choisir dans A1 ou A3</p>	<p>2 UE de spécialisation liées à l’axe thématique ou à la discipline au choix parmi :</p> <p>HLADU08 - Littérature 8 (2h) Le pouvoir de l’argent. - N. Vanfasse</p> <p>HLADU10 - Civilisation 8 (2h) Relations internationales 2, politique étrangère américaine. - I. Vagnoux</p> <p>HLADU09- Linguistique 6 (2h) Langue, culture et identité. - L. Pillière</p> <p>Ou 1 UE de spécialisation à choisir dans A1 ou A2</p>

All courses are subject to continuous assessment, known as CCI (*Contrôle continu intégral*).

HLADU01 STAGE : 6 ECTS

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

HLADU02 Mémoire de recherche 2 / Dissertation – 12 crédits

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

HLADU03 Organizing a research event: 6 ECTS

Mots-clés	Research skills, event organization
Description du contenu de l'enseignement	Students will organize a one-day symposium.
Niveau de l'enseignement	C2
Nombre de crédits	6
Compétences à acquérir	<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>
Responsable / Contact	Anne Page
Langue principale	French
Discipline	
Volume horaire global (par étudiant)	30h student time
Bibliographie, lectures recommandées	
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 25%: Answer a call for papers</p> <p>CC2 25%: LERMAsteriales (communication skills)</p> <p>CC3 50%: LERMAsteriales (quality of the presentation)</p> <p>DISTANCE LEARNING (SFAD)</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>

HLADX10 CHOIX DE 2 UE DISCIPLINAIRES : 2 x 3 = 6 ECTS**HLADU04 Traduction créative**

Mots-clés	Plurilingual creative writing, transcultural translation, in-between languages, interculturality, transcultural poetry.
Description du contenu de l'enseignement	This course is designed as a series of creative writing workshops. It offers students the opportunity to explore their languages (French, English, possibly others), experimentally and experientially, through stage-by-stage writing « tasks » such as transcultural transposition, dialectical rewriting and reflexive self-translation. Students are invited to mix and (mis)match their languages creatively and to invent fictional or auto-fictional personas. The source texts proposed are for the most part postcolonial or multicultural British poems, staging non-standard English voices and engaging with issues of hybridity, exile, in-betweenness, identity, interculturality, nostalgia, non-transmission of language or culture, transcultural emancipation, etc. The aim of this approach is to facilitate moving between languages with fluency and to help students inhabit each language more authentically – while studying transcultural writing in contemporary anglophone poetry,
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> - Literary writing in English - Transcultural translation and plurilingual creative writing (transposition, self-translation, code-switching...) - Transcultural and postcolonial poetry - Translation from English to French
Responsable / Contact	Sara Greaves (sara.greaves@univ-amu.fr)
Langue principale	Anglais
Discipline	Études culturelles du monde anglophone
Volume horaire global	12h CM + 12h TD
Bibliographie, lectures recommandées	<p>Anokhina, Olga (dir). <i>Multilinguisme et créativité littéraire</i>. Louvain-la-Neuve: Academia/L'Harmattan, coll. « Au cœur des textes, n° 20 », 2012.</p> <p>Ashcroft, Bill, Griffiths, Gareth & Tiffin, Helen. <i>The Empire Writes Back : Theory and Practice in postcolonial literatures</i>. London & New York: Routledge, 1989.</p> <p>Bassnett, Susan & Trivedi, Haresh. <i>Postcolonial Translation : Theory and Practise (Translation Studies)</i>. London & New York: Routledge, 1999.</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 33%: 1 hour in-class written exam</p> <p>CC2 33%: written assignment.</p> <p>CC3 33%: oral presentation</p> <p>DISTANCE LEARNING (SFAD)</p> <p>CC1 - 33% + CC2 - 33%: written assignment.</p> <p>CC3 - 33%: oral presentation via Skype</p>

HLADU05 Littérature 7 : La question de la modernité et sa critique

Mots-clés	Modernité roman féminisme idéologie
Description du contenu de l'enseignement	Ce cours étudiera Jane Austen et le discours de son roman <i>Sense and Sensibility</i> entre féminisme et conservatisme.
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	Lecture littéraire approfondie en termes de <ul style="list-style-type: none"> - Méthodologie et concepts - Discours romanesque, ironie, féminisme et idéologie - Adaptation filmique
Responsable / Contact	Jean Viviers (jean.viviers@univ-amu.fr)
Langue principale	ENGLISH and FRENCH
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	Jane Austen, <i>Sense and Sensibility</i> (1811), Oxford World's Classics introduction by Margaret Ann Doody (or Penguin Classics, Introduction by Ros Ballaster)
Mode de contrôle des connaissances	CCI

HLADU06 Civilisation 7, histoire culturelle 3 : Mediations and circulations of texts in the United States (18th and 19th centuries)

Mots-clés	Histoire culturelle - Etats-Unis - circulations - histoire du livre Cultural history – United States – circulations – print culture
Description du contenu de l'enseignement	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 th and the late 19 th 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.
Niveau de l'enseignement	
Compétences à acquérir	<ul style="list-style-type: none"> * maîtriser le contexte historique de l'histoire de des Etats-Unis * approfondir les méthodologies de l'histoire culturelle * se familiariser avec quelques concepts centraux de l'histoire du livre * cultiver un positionnement critique face à des documents * structurer une argumentation en anglais
Responsable / Contact	Cécile Cottenet (cecile.cottenet@univ-amu.fr)
Langue principale	Anglais
Discipline	Civilisation/ Histoire
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<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. http://dx.doi.org/10.1017/S1479244307001370.</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>Mode de contrôle des connaissances</p>	<p>IN-CLASS ASSESSMENT</p> <p>CC1 33%: oral presentation, based on reading assignments.</p> <p>CC2 33%: written assignment</p> <p>CC3 33%: average of grades CC1 and CC2, + oral participation.</p> <p>DISTANCE LEARNING</p> <p>This course is offered as distance learning as part of HLAC08B, 1st semester. See above.</p>

HLADU07 Linguistique 5 : devenir grammairien ou phonéticien

Mots-clés	Grammaire, phonétique, enseignement supérieur, recherche
Description du contenu de l'enseignement	<p><i>This course is designed to meet the needs of the foreign student of English. It is particularly aimed at students who are planning to become teachers, whether in secondary or higher education. It is designed from the dual perspective of teaching and research in English linguistics.</i></p> <p>Présentations de recherches récentes en grammaire et phonétique anglaises : méthodes, résultats, applications.</p> <p>Grammaire</p> <p>Dans le domaine de la grammaire, on pourra explorer quelques questions correspondant à des recherches doctorales récentes ou en cours, envisagées sous des angles différents (syntaxe, pragmatique, énonciation, narratologie, cognition) :</p> <ul style="list-style-type: none"> - le nom et l'opposition dénombrable / indénombrable - le verbe et l'auxiliaire - la modalité a priori vs la modalité a posteriori <p>Phonétique</p> <p>Dans le domaine de la phonétique, on partira d'une réflexion sur la place des corpus oraux et des outils d'annotation dans la recherche pour donner deux illustrations d'études récentes ou en cours :</p> <ul style="list-style-type: none"> - le lien entre prosodie et syntaxe à travers l'exemple des extrapositions et des dislocations - l'étude des contours intonatifs montants en anglais contemporain.
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	A la fin de cet enseignement, l'étudiant sera au fait des différentes méthodes utilisées en grammaire et phonétique anglaises suivant l'objet d'étude, de même que des différentes écoles dans lesquelles elles s'inscrivent. Il saura lui-même construire un travail de recherche dans ces deux domaines.
Responsable / Contact	Monique De Mattia-Viviès (monique.demattia@univ-amu.fr) et Sophie Herment (sophie.herment@univ-amu.fr)
Intervenants	Monique De Mattia-Viviès et Sophie Herment
Modalités d'organisation et de suivi	Présentations et applications, selon un modèle interactif. Pédagogie inversée.
Modalités pédagogiques	L'étudiant sera mis en position de chercheur ET d'enseignant.

Langue principale	Français/anglais
Discipline	Grammaire et phonétique anglaises
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<p>Source générique en grammaire :</p> <p>HUDDLESTON, R. & PULLUM, G. <i>The Cambridge Grammar of the English Language</i>. Cambridge : Cambridge University Press, [2002] 2006.</p> <p>Sources spécifiques :</p> <ul style="list-style-type: none"> • BENVENISTE, E., <i>Problèmes de linguistique générale</i>, Paris, Gallimard, 1966. • DE MATTIA-VIVIÈS. <i>Leçons de grammaire anglaise, tome II (le nom) et III (le groupe prédicatif)</i>. Aix-en-Provence, PUP, 2019. • FURMANIAK, G., « A quoi sert la modalisation <i>a posteriori</i> ? », <i>Anglophonia</i> 19, 2015, http://anglophonia.revues.org/467. • GARDELLE, L., « <i>Whoop her up, hit it, go it alone</i>: the role of the personal pronoun in the fossilization process. », <i>Yearbook of Phraseology</i>, 2011, p. 2. • LARREYA, P., « Modalisations <i>a priori</i> et <i>a posteriori</i> : le cas de <i>would</i> », <i>Anglophonia</i> 19/15, 2015. • SHARIFZADEH, S., « <i>Do</i> auxiliaire ou <i>do</i> lexical ? Indifférenciation sémantique et/ou syntaxique en contexte anaphorique », <i>Anglophonia</i> 17(34), 2013. <p>Sources en phonétique :</p> <p>Warren, P. (2016). <i>Uptalk</i>. Cambridge: Cambridge University Press.</p> <p>Leonarduzzi, L. & Herment, S. (2013b). The limits between Extraposition and Right-Dislocation. <i>Revue CERCLES</i>, n° 29, ISSN 1292-8968.</p> <p>Wilhelm, S. (2015). Quand les paroles s'envolent : réflexions sur les caractéristiques et la forme phonétique du High Rising Terminal en anglais contemporain, <i>Anglophonia: French Journal of English Linguistics</i>, vol. 20, 2015.</p> <p>Available: http://anglophonia.revues.org/591</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 25%: oral presentation</p> <p>CC2 25%: 1-hour written exam</p> <p>CC3 50%: 2-hour written exam</p>

HLADU08 Littérature 8 : le pouvoir de l'argent

Mots-clés	Culture, économie, littérature, économie de la culture
Description du contenu de l'enseignement	<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>
Niveau de l'enseignement	C2
Nombre de crédits	3

Compétences à acquérir	<ul style="list-style-type: none"> - Aborder la question de l'économie de la culture - Appréhender les liens entre économie et culture - Enrichir sa culture générale sur le dix-neuvième siècle <ul style="list-style-type: none"> -Becoming aware of the economics of culture -Analysing the links between the economy, economics and culture -Enriching one's knowledge of the nineteenth century
Responsable / Contact	Nathalie Vanfasse / nathalie.vanfasse@univ-amu.fr
Langue principale	Anglais
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<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>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 33%: written assessment (French-type dissertation)</p> <p>CC2 33%: oral presentation based on written assessment CC1</p> <p>CC3 33%: 1 note de formation aux médias</p> <p>DISTANCE LEARNING (SFAD)</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 Linguistique 6 : langue, culture et identité

Mots-clés	Identité, culture, nation, traduction intralinguale Identity, culture, nation, translation
Description du contenu de l'enseignement	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
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	Construire des hypothèses ; Interpréter des résultats Elaborer et développer une démarche de recherche Appréhender les variations sociales et géographiques
Responsable / Contact	Linda Pillière (linda.pillière@univ-amu.fr)
Langue principale	ANGLAIS
Discipline	Etudes culturelles du monde anglophone
Volume horaire global	12h CM + 12h TD
Bibliographie, lectures recommandées	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.
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT The 3 assessments will be based on an oral presentation: CC1 50%: Content CC2 25% : Presentation and Communication skills CC3 25%: Analysis and discussion of findings DISTANCE LEARNING (SFAD) CC1 25% + CC2 25%: written assessment, 2 skills assessed CC3 50%: written assessment

HLADU10 Civilisation 8, international relations

Mots-clés	Foreign policy, institutions, decision making, United States
Description du contenu de l'enseignement	<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>
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> - knowledge of key foreign policy making concepts - understand the inner workings of foreign policy decision making - learn how to analyze foreign policy decisions
Responsable / Contact	Isabelle Vagnoux - isabelle.vagnoux@univ-amu.fr
Intervenants	Isabelle Vagnoux
Langue principale	English
Discipline	
Volume horaire global	12h course + 12h tutorial
Bibliographie, lectures recommandées	<p>Suggested readings + 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. & 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 & 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 & 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>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>Mode de contrôle des connaissances</p>	<p>IN-CLASS ASSESSMENT</p> <p>CC1 25%: written assessment (book or scholarly article report)</p> <p>CC2 25%: oral presentation of written assessment (CC1)</p> <p>CC3 50%: in-class, 2 hour written exam (essay)</p> <p>DISTANCE LEARNING (SFAD)</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>