MASTER ECMA
Études Culturelles, Parcours Monde Anglophone

M2

Course description 2022 – 2023

Distance Learning (FAD)

Coord. : Sara Greaves, sara.greaves@univ-amu.fr

SOMMAIRE

Semestre 1

Semestre 2

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. Reconsidering the ethics of the contemporary world M.-O. 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

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 2022-2023 We will focus on open access, scholarly blogging and the development of citizen science.
Niveau de l'enseignement	C2
Compétences à acquérir	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	18h CM
Bibliographie, lectures recommandées	Peter Suber, *Open Access*, https://mitpress.mit.edu/books/open-access Martin Paul Eve, *Open Access and the Humanities*, https://mitpress.mit.edu/books/open-access Michel Wievorka, *L'impératif Numérique* Marin Dacos (dir.), *Read/Write Book*, http://books.openedition.org/oep/128?lang=fr Pierre Mounier (dir), *Read/Write Book 2*, http://books.openedition.org/oep/226?lang=fr Ouvrir la science, https://www.ouvrirlascience.fr/plan-national-pour-la-science-ouverte/
Pré-requis recommandé	Students must have followed DIGITAL HUMANITIES 1 (S7)
Mode de contrôle des connaissances	**DISTANCE LEARNING (SFAD)** 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

Mots-clés	
Description du contenu de l'enseignement	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. 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).
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	**DISTANCE LEARNING ASSESSMENT : see above HLAC01A_D**

HLAC02_D Préfiguration du MEMOIRE DE RECHERCHE 2 : Preparing your M2 DISSERTATION (6 ECTS)

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	- spécialisation en linguistique, phonétique, littérature, traduction 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	études culturelles du monde anglophone
Volume horaire global	36 h travail personnel étudiant
Bibliographie, lectures recommandées	
Mode de contrôle des connaissances	**DISTANCE LEARNING (SFAD)** Written assessment, 6 to 7 pages: students will present their research project, including a list of references. CC1: 33%: assessment of the outline: object definition, hypotheses and thesis statement. CC2 33%: brief presentation of thesis statement (choice of topic, corpus, choice of methodology…) CC3 33%: list of references and written skills in French (or in English, subject to authorization.

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

HLAC07A_D Reconsidering the ethics of the contemporary world

Mots-clés	Littérature écossaise contemporaine, anthropocene, vernaculaire, altérité
Description du contenu de l'enseignement	<u>Set texts</u> John Burnside, *Glister,* 2008 Jenni Fagan, *The Panopticon,* 2012 This seminar examines the concept of alterity in relation to contemporary Scottish writing. Jenni Fagan and John Burnside both provide narratives of radical alterity which are either inserted in a recognizable Scottish context (Fagan) or examined in relation to more global issues (Burnside). For Fagan, who writes in a language that includes occurrences of the Scottish vernacular, what is foregrounded is both class and the struggle to survive and exist in a narrative that stages the most vulnerable of society, young orphans in an institution represented as the panopticon of the novel's title. Burnside focuses on another kind of vulnerability, our collective vulnerability in times of climate change, or the Anthropocene. Burnside is a novelist, poet and "ecowriter"; his novel *Glister* presents a dark afterworld, after humans have conspired to destroy the earth. Both novels, in their own way, present a dark, gothic universe where life and death a dangerously interrelated. The seminar will be approaching the two novels with the help of political theory, vernacular studies and ecocriticism.
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'approprier 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 (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	

Mode de contrôle des connaissances	**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.

HLAC07B_D Littérature et altérité 2 : La Grande-Bretagne et la France pendant la période victorienne

Mots-clés	Culture, altérité, littérature, presse, arts visuels – culture, otherness, literature, the visual arts, press culture
Description du contenu de l'enseignement	The second part of the course will examine the issue of otherness and relation to 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.
Niveau de l'enseignement	C2
Compétences à acquérir	-Mieux appréhender les phénomènes interculturels -Enrichir sa culture générale sur le dix-neuvième siècle -Approfondir les capacités d'analyse de textes littéraires, d'article de presse et des arts visuels –Understanding intercultural phenomena –Enriching one's knowledge on the nineteenth century –Enhancing one's skills in image analysis, and the study of press cuttings and the visual arts
Responsable / Contact	Nathalie Vanfasse (nathalie.vanfasse@univ-amu.fr)
Langue principale	Anglais
Discipline	Etudes Culturelles du Monde Anglophone
Volume horaire global	12h CM + 12h TD
Bibliographie, lectures recommandées	Pour avoir les extraits des sources primaires que nous utiliserons, contactez moi directement (nathalie.vanfasse@univ-amu.fr). Et nous nous appuierons, entre autres, sur les sources secondaires qui suivent (des extraits seront fournis en début de semestre) : Paul Gerbod. *Voyages au pays des mangeurs de grenouilles : la France vue par les Britanniques du XVIIIe siècle à nos jours*, Paris, Albin Michel, 1991. Elisabeth Jay. *British Writers in Paris*. Oxford, Oxford University Press, 2016.

	Robert and Isabelle Tombs. *That Sweet Enemy: the French and the British from the Sun King to the Present*. New York, Alfred Knopf, 2007. Peter Thorold. *The British in France: Visitors and Residents since the Revolution.* London, Continuum, 2008.
Mode de contrôle des connaissances	**DISTANCE LEARNING (SFAD)** SEE ABOVE – Common to HLAC07A_D and HLAC07B_D

HLACU08_D Civilisation 6, civilisation et altérité : 6 crédits

HLAC08A_D 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	* maîtriser le contexte historique et critique de l'histoire de L'Afrique du Sud * cultiver un positionnement critique face à des documents, en en exploitant les spécificités * comprendre les mécanismes de la construction identitaire d'une société autour du concept de « race ». * décoder l'implicite de documents * structurer une argumentation en anglais
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	Saul Dubow, *Apartheid 1948-1994*, Oxford University Press, 2014. Herman Giliomee, *The Afrikaners, Biography of a People*, Charlottesville, ̶ersity of Virginia Press, 2003. Adrian Guelke, *Rethinking the Rise and Fall of Apartheid*, London, ̶rave Macmillan, 2005. Allister Sparks, *the Mind of South Africa*, London Heninemann, 1990. Antjie Krog, *The country of My Skull, Guilt, sorrow and the limits of ̶veness in the New South Africa*, New York, Three Rivers Press, 2000. Nancy L. Clark & William H. Worger, *South Africa, The Rise and Fall of ̶theid*, New York, Longman, 2011.
Mode de contrôle des connaissances	**DISTANCE LEARNING (SFAD):** CC1 33% (G. Teulié) : written assessment, research paper CC2 33% (C. Cottenet): written synthesis, scholarly articles CC3 33%: Oral presentation based on written assessments CC1 and CC2, and average of both grades (G. Teulié/ C. Cottenet)

HLACU08B_D Civilisation 7, histoire culturelle 3 : Mediations and circulation 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 18ᵗʰ and the late 19ᵗʰ 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	C2
Compétences à acquérir	* 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	12h CM + 12h TD
Bibliographie, lectures recommandées	Bibliographical references (to be completed in class) -Casper, Scott E., et al., ed., 2007, *A History of the Book in America, Volume 3, The Industrial Book, 1840-1880*, Chapel Hill, University of North Carolina Press. -Darnton Robert, 2007, "'What is the history of books?' revisited," *Modern Intellectual History* 4.3, p. 495-508. http://dx.doi.org/10.1017/S1479244307001370. - Finkelstein David, Alistair McCleery, ed., [2005] 2013, *An Introduction to Book History*, New York, London, Routledge. - Howsam Leslie, 2008, "What Is the Historiography of Books? Recent Studies in Authorship, Publishing, and Reading in Modern Britain and North America," *The Historical Journal*, 51.4, December, p. 1089-1101. -McGill Meredith, 2007, *American Literature and the Culture of Reprinting, 1834-1853*, Philadelphia, University of Pennsylvania Press.

	- Winship Michael, 1999, « The Transatlantic Book Trade and Anglo-American Culture in the Nineteenth Century » *Reciprocal Influences; Literary Production, Distribution and Consumption in America,* Steven Kind, Susan S. Williams, ed., Columbus, Ohio State University Press, p. 98-122. -
Mode de contrôle des connaissances	**DISTANCE LEARNING** See above HLAC08A_D

HLACU09_D Linguistique 4, variétés de langue : 6 crédits

HLAC09A_D 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.) *Language in the British Isles*. 2nd edition. Cambridge: University Press. Chambers, J. (2003). *Sociolinguistic Theory*. Oxford: Blackwell. Chambers, J. & P. Trudgill (1998). *Dialectology*. Cambridge: Cambridge University Press. Eckert, P. (1997). *Age as a sociolinguistic variable.* In F. Coulmas (ed). The Handbook of Sociolinguistics. 151-167. Oxford: Blackwell. Eckert, P. (2001). *Linguistic variation as social practice.* Oxford: Blackwell. Holmes, Janet 1992. *An introduction to sociolinguistics*. London: Longman. Milroy, L. & M. Gordon (2003). *Sociolinguistics: Method and Interpretation.* Oxford: Blackwell.
Mode de contrôle des connaissances	**IN-CLASS ASSESSMENT** **See below, HLAC09B_D**

HLAC09B_D Sociophonology

Mots-clés	Sociophonetics/phonology, variety(ies), variation(s).
Description du contenu de l'enseignement	This seminar investigates the notions of variety(ies) and variation(s) through several regional and social accents of English. 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.
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	Brulard, I., Carr, P. & Durand, J. (eds.), 2015, *La prononciation de l'anglais contemporain*, Toulouse, PUM. Foulkes, P., Scoobie. J.M., Watt, D. (2010). Sociophonetics. In Hardcastle, W. J., Laver, J., & Gibbon, F. E. (Eds.). *The handbook of phonetic sciences* (2. ed). (pp. 703-754). Chichester, Malden, Mass: Wiley-Blackwell. http://www.gla.ac.uk/media/media_200295_en.pdf Melchers, G. & Shaw, P., 2011, *World Englishes* (second edition), Hodder Education. Schreier, D. Trudgill, P, Schneider, E.W. & Williams, J., 2010, *The lesser-known varieties of English*, Cambridge : CUP. Trudgill, P. & Hannah, J., 2008, *International English, a guide to varieties of standard English* (5th edition), London and New York: Routledge. Trudgill, P., Hughes, A. & D. Watt, 2005, *English Accents and Dialects*, Hodder Arnold. Wells, J.C., 1982, *Accents of English* 1, 2 & 3, CUP.
Mode de contrôle des connaissances	**DISTANCE LEARNING (SFAD)** The 3 assessments will be based on a written assessment : CC1 33%: Description of the variety of English CC2 33% : choice of corpus CC3 33%: corpus analysis

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 - Literature, emotions, and the economy/littérature et économie des émotions. - 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

Mots-clés	
Description du contenu de l'enseignement	Stage destiné à s'initier au métier d'enseignant-chercheur ; ou à d'autres métiers (édition, traduction…).
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	Responsable de techniques de recherches pour les stages de recherche, Anne Page ; 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, lectures recommandées	
Mode de contrôle des connaissances	**Rapport de stage**

HLADU02_D Mémoire de recherche 2 / M2 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	- 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	français
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	72 h travail personnel étudiant
Bibliographie, lectures recommandées	
Mode de contrôle des connaissances	**DISTANCE LEARNING (SFAD)** CC1 33%: scholarly content and organization of research thesis CC2 33%: written French (or English) and formal presentation of thesis CC3 33%: oral defense

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

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	Answer a call for papers Prepare the symposium program in collaboration with LERMA's doctoral students. Collaborative skills Manage the logistics of the event
Responsable / Contact	Gilles Teulié
Langue principale	French
Discipline	
Volume horaire global (par étudiant)	30h student time
Bibliographie, lectures recommandées	
Mode de contrôle des connaissances	**DISTANCE LEARNING (SFAD)** CC1 - 33%: Answer a call for papers CC2 - 33%: Write a paper CC3 – 33% - give an oral presentation of the paper (presentation : 10 minutes, followed by questions, 10 minutes. Via Skype.

HLADU08_D Littérature 8 : Literature, emotions, and the economy/littérature et économie des émotions

Mots-clés	Littérature, économie des émotions, histoire des émotions
Description du contenu de l'enseignement	Emotions and affects play a major role in our lives, and have always featured prominently in literature. In recent years, critical approaches in many disciplines have shown a renewed interest in emotions, so much so that one speaks of an 'emotional or affective turn'. In economics, taking emotions into account is a rather new development that forces this discipline to reconsider the way it conceptualises the individual and the world. This course will explore the economy of emotions in the Victorian novel, at a time when Britain was the workshop of the world. We will study a novel by Charles Dickens, *Little Dorrit* and its adaptation by the BBC. We will try to answer questions such as: Can money buy happiness? Do happy people, according to the French saying, have no story to tell or write ? How do our emotions enable us to apprehend the world? How can we conceptualise hope in literature and economics? Les émotions et les affects jouent un rôle majeur dans notre vie, et la littérature leur a toujours accordé une place essentielle. Dans les approches critiques de nombreuses disciplines, ces dernières années ont été marquées par un regain d'intérêt pour les émotions, à tel point que l'on a pu parler d'un « tournant émotionnel » ou « affective turn ». En économie, la prise en compte des émotions est une chose assez nouvelle qui force cette discipline à revoir, de manière assez radicale, la conception du monde et de l'individu qu'elle véhicule. Ce cours se propose d'explorer l'économie des émotions dans le roman victorien, à une époque où la Grande-Bretagne était l'atelier du monde. Nous travaillerons à partir d'un roman de Charles Dickens, *Little Dorrit* et de son adaptation par la BBC. Nous tenterons à travers la littérature et l'économie de répondre à des questions comme : l'argent fait-il le bonheur ? Les gens heureux ont-ils ou non une histoire ? Comment nos émotions nous font-elles appréhender le monde ? Comment conceptualiser l'espoir en littérature et en économie ?
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	– Aborder et pratiquer l'interdisciplinarité à travers la littérature en lien avec l'économie des émotions et l'histoire des émotions – Enrichir sa culture générale sur le dix-neuvième siècle – Understanding and practicing interdisciplinarity through literature in relation to the economics of emotions and the history of emotions – 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	12h CM + 12h TD
Bibliographie, lectures recommandées	L'ouvrage au programme est à la bibliothèque universitaire. Visionnez par avance l'adaptations BBC (disponible sur You Tube). The novel (Charles Dickens, *Little Dorrit*, Oxford World Classics) is available at the university library or at the bookstore Book in Bar. Please watch the BBC adaptation of these novel (available on You Tube) before the course begins.
Mode de contrôle des connaissances	**DISTANCE LEARNING (SFAD)** CC1 - 33%: written preparation of research paper CC2 - 33%: oral presentation of research paper CC3 - 33%: final research paper

HLADU09_D 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.pilliere@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. *Imagined Communities.*London: Verso Gumperz, John. 1982. *Language and Social Identity*. Cambridge:CUP. Fairclough, Norman. 1989. *Language and Power*. London: Longman. Milroy, James and Milroy, Lesley. 1985. *Authority in Language: investigating language prescription and standardisation.* London: Routledge & Kegan Paul. Mugglestone, Lynda 2003. 'Talking Proper'. *The Rise of Accent as Social Symbol. The Rise of Accent as Social Symbol* 2nd edition. Oxford: University Press. Percy, Carol and Davidson Mary Catherine (eds). 2012. *The Languages of Nations: Attitudes and Norms*. Bristol: Multilingual Matters. Pilliere, Linda, Andrieu Wilfrid, Kerfelec, Valérie and Lewis Diana (eds). 2018. *Standardising English: Norms and Margins in the History of the English Language,* Cambridge: CUP. Trudgill, Peter. 1983 *Sociolinguistics: An Introduction to Language and Society*. Harmondsworth: Penguin.
Mode de contrôle des connaissances	**DISTANCE LEARNING (SFAD)** CC1 25% + CC2 25%: written assessment, 2 skills assessed CC3 50%: written assessment

HLADU10_D Civilisation 8, International relations

Mots-clés	Foreign policy, institutions, decision making, United States
Description du contenu de l'enseignement	The U.S. foreign policy decision-making process : functional and dysfunctional aspects 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. 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.
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	- 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	Suggested readings + articles and links to a variety of resources will be posted on Ametice All books are available at the University library *Congressional Quarterly Almanac* Cooper, Andrew F. & Jorge Heine. *The Oxford Handbook of Modern Diplomacy* (Oxford/NY: OUP, 2015) De Conde, Alexander. *Ethnicity, Race and American Foreign Policy* (Boston: Northeastern U.P., 1992)

*Evans, Peter & Robert Putnam et al. *Double-Edged Diplomacy. International Bargaining and Domestic Politics* (Berkeley: University of CA Press, 1992)

*Fisher, Louis. *Presidential War Power* (University Press of Kansas, 2004)

* Glad, Betty, *An Outsider in the White House* (Ithaca, NY: Cornell UP, 2009)

*Hamilton, Lee. *A Creative Tension. The Foreign Policy Roles of the President and Congress* (Washington, DC: Woodrow Wilson Center Press, 2002)

Ikenberry, John. *American Foreign Policy. Theoretical Essays* (New York: Longman, 2002)

*Inderfurth, Karl & Loch K. Johnson. *Fateful Decisions. Inside the National Security Council* (New York: Oxford University Press, 2004)

Kissinger, Henry. *White House Years, Years of Upheaval*

(London: Phoenix Press, 2000)

Lieber, Robert J. *The American Era. Power and Strategy for the 21st Century* (Cambridge UP, 2005)

Osgood, Robert E. *Ideals and Self-Interest in America's Foreign Relations* (University of Chicago Press, 1953

*Pillar, Paul. *Intelligence and US Foreign Policy: Iraq, 9/11 and Misguided Reform* (Columbia University Press, 2011)

*Rothkopf, D.J., *National insecurity* (Public Affairs, 2014)

*Schlesinger, Jr, Arthur. *The Imperial Presidency (*London: André Deutsch, 1974)

*Shain, Yossi. *Marketing the American Creed Abroad* (Cambridge : Cambridge UP,1999)

*Smith, Tony. *Foreign Attachments : The Power of Ethnic Groups in the Making of American Foreign Policy* (Cambridge : Harvard UP, 2000)

Smith, Joseph. *The Cold War, 1945-1991* (Malden, MA : Blackwell, 1998)

*Woodward, Bob. *Bush at War* (NY : Simon and Schuster, 2002)

Yoo, John. *The Powers of War and Peace. The Constitution and Foreign affairs After 9/11* (Chicago : University of Chicago Press, 2006) (B.U.)

Mode de contrôle des connaissances	**DISTANCE LEARNING (SFAD)** CC1 25% : written assessment (report on scholarly article) CC2 25% : written assessment (report on scholarly article) CC3 50% : 2-hour written exam (*essay),* online – students can alternatively choose to write their exam in class.