MASTER ECMA
Études Culturelles, Parcours Monde Anglophone

M2

Course description 2023 - 2024

Coord. : Anne Page, anne.page@univ-amu.fr

SOMMAIRE

Semestre 1 (30 credits)

Students must take all of the 'Socle Commun'   (12 ECTS)
then choose 3 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 – A. Page & G. Teulié

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 (UE), in each of the core disciplines (Linguistics/ literature/ civilisation/ translation).

Program 1 *Les textes du monde anglophone : traduire, éditer, créer*	Program 2 *Communautés d'expériences anglophones : mémoires, récits, représentations*	Program 3 *Diversité de l'espace anglophone : échanges, altérités, pouvoirs*
HLAC03A - Edition, traduction et traductologie (2h) (édition de textes du monde anglophone 2) -A. Page and S. Greaves **HLAC03B - Edition, traduction et traductologie** (2h) (traduction et traductologie.) – S. Greaves	**3 UE de spécialité obligatoires :** **HLAC04A - Littérature 5** - 2h Récits de vie 3.1 To use or not to use a paintbrush in self-painting. - J-L. Claret **HLAC04B - Littérature 5** - 2h Récits de vie 3.2. Textes et paratextes dans le récit de soi contemporain. - S. Vallas **HLAC05A - Civilisation 5** - 2h Histoire culturelle 2.1 Religion et minorités à l'époque moderne : le cas des conversions. - A. Page **HLAC05B - Civilisation 5** - 2h Histoire culturelle 2.2 Constructions identitaires dans l'Angleterre moderne : récits et représentations. - L. Sterritt **HLAC06A - Linguistique 3 -** 2h La langue mat-rangère : approches linguistique et psychanalytique. **En 2022-2023 cet enseignement sera remplacé par** : Social media discourse analysis – G. Lacaze. **HLAC06B - Linguistique 3 -** 2h, Variétés de langue, Sociolinguistique. - L. Pillière	**3 UE de spécialité obligatoires :** **HLAC07A - Littérature 6** - 2h, Littérature et altérité 2 .1 Reconsidering the ethics of the contemporary world. - . Hédon **HLAC07B - Littérature 6** - 2h - Littérature et altérité 2.2. In-class : - S. Lefait "American Literature in Contemporary Popular Culture: Surveillance (in) Fiction" Distance learning (FAD) : - N. Vanfasse « Les Victoriens et la France » **HLAC08A - Civilisation 6** - 2h, Civilisation et altérité 1 Cultures du Commonwealth, The Racial Question in South Africa: a Historical Perspective. - G. Teulié **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) **HLAC09A - Linguistique 4** - 2h Variétés de langue, Sociolinguistique. L. Pillière **HLAC09B - Linguistique 4** - 2h, Variétés de langue, sociophonologie. S. Herment

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 : HLACO1A 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 trois séances de M Teulié seront organisées au semestre 2 dans le cadre des LERMAsteriales Organizing a research event).

Projet doctoral, publication scientifique, LERMAsteriales et coordination des stages de recherche.

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	– 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

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	**IN-CLASS ASSESSMENT** 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%: average of the two previous weighted by classroom input. **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 Research skills and environment/Techniques et rhétorique de la recherche

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, taught by Gilles Teulié, 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) & Gilles Teulié (gilles.teulie@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**

HLAC02 Préfiguration du mémoire de recherche 2 : 6 ECTS

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	- spécialisation en linguistique, phonétique, littérature, civilisation ou traductologie 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	**IN-CLASS ASSESSMENT and 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)

HLACU03 Édition, traduction et traductologie 2

> **HLAC03A - Édition, traduction et traductologie** (2h) (édition de textes du monde anglophone . - A. Page and S. Greaves.

> **HLAC03B - Édition, traduction et traductologie** (2h) (traduction et traductologie. - S. Greaves)

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, publishing poetry, printing processes, relief etching, correspondence, illustration
Description du contenu de l'enseignement	The first part of this seminar (weeks 1 – 6) will be devoted to anglophone poets whose path to publication was, for varying reasons, strewn with obstacles, and whose writing and/or illustrating practice and printing processes were (or are) of particular interest.
	In the second part (weeks 7 – 12), 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).
Niveau de l'enseignement	C2
Responsable / Contact	Anne Page & Sara Greaves (anne.page@univ-amu.fr, sara.greaves@univ-amu.fr)
Langue principale	ENGLISH
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	Michael Hunter, *Editing Early Modern Texts: An Introduction to Principles and Practice* (2009)
	Claire Loffman et Harriet Philips (dir.), *A Handbook of Editing Early Modern Texts* (2018)
	Lorraine Janzen Kooistra, *Christina Rossetti and Illustration: A Publishing History,* Ohio University Press (2002).
	Kwame Senu Neville Dawes, *Talk yuh talk: interviews with Anglophone Caribbean poets*. University of Virginia Press (2001).
	Tim Chilcott, *A Publisher and His Circle: Life and Times of John Taylor, Keats' Publisher,* Routledge (2014).

	Sylvie Crinquand, *Lettres et Poèmes de John Keats : portrait de l'artiste*, Presses universitaires du Mirail (2000). Kathleen Lundeen, *Knight of the Living Dead: William Blake and the Problem of Ontology,* Associated University Presses (2000).
Mode de contrôle des connaissances	CCI 1: 25% in-class oral assessment (S. Greaves): a creative approach to research through role-playing.
	CCI 2: 25% in-class written assessment (A. Page): paleography exercise

HLAC03B Traduction et traductologie

Divide and Heal: an Interdisciplinary Approach to Translation Studies

Mots-clés	Translation theory, comparative retranslation, interdisciplinarity, healing, culture.
Description du contenu de l'enseignement	This part of the course (12 x 2h) will revisit major landmarks in the history of English translation from the point of view of healing (very broadly defined) and culture. In-class study will include comparative retranslation and interdisciplinary translation theory.
Niveau de l'enseignement	C2
Compétences à acquérir	- Translation analysis in English using stylistic, linguistic, cultural and social criteria. - Interdisciplinary research: how to draw on contrasting fields with a view to constructing a new approach.
Responsable / Contact	Sara Greaves (sara.greaves@univ-amu.fr)
Langue principale	English
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	Daniel Weissbort & Astradur Eysteinsson, *Translation – Theory and Practice : A Historical Reader,* Oxford University Press (2006). Douglas Robinson, *Western Translation Theory From Herodotus To Nietzsche,* Routledge (2014).

	Antoine Berman, « La retraduction comme espace de la traduction », *Palimpsestes* [En ligne], 4 | 1990, mis en ligne le 22 décembre 2010. URL : http://journals.openedition.org/palimpsestes/596 ; DOI : https://doi.org/10.4000/palimpsestes.596
Mode de contrôle des connaissances	CCI 3: 50% in-class written assessment (S. Greaves): comparative retranslation.

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	- 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, *Histoires de peintures,* Paris: Denoël, 2004. Arasse Daniel, *On n'y voit rien,* Paris: Denoël, 2000. Jauss H.R., *Pour une esthétique de la réception,* Paris: Tel Gallimard, 1978. Mondzain Marie José, *Homo Spectator*, Paris: Bayard, 2007.
Mode de contrôle des connaissances	**IN-CLASS ASSESSMENT** CC1 : 33% : oral presentation, common to both HLACO4A 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	Daniel Mendelsohn's *An Odyssey. A Father, A Son and An Epic* This seminar will focus on Daniel Mendelsohn's latest memoir, *An Odyssey. A Father, A Son and An Epic* (2017) but will also use passages from Mendelsohn's previous texts, his other two memoirs (*The Elusive Embrace* [1999] and *The Lost* [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 *The New Yorker*, in *The New York Times Book Review*, or *Harper's*, and who, in February 2019, was named Editor-at-Large of *The New York Review of Books* 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 *An Odyssey. A Father, A Son and An Epic*, Mendelsohn, using Homer's *The Odyssey* 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.

Niveau de l'enseignement	C2
Compétences à acquérir	—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	Please buy and read Daniel Mendelsohn's latest memoir, *An Odyssey. A Father, A Son and An Epic* (William Collins 2017). A bibliography will be given in class.
Mode de contrôle des connaissances	**IN-CLASS ASSESSMENT** CC2 33%: oral presentation, common to HLAC04 A and HLAC04B CC3 33%: written assessment

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	- 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	This course will explore the ways in which identities were constructed through various textual or iconographic means in early modern England. 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.
Niveau de l'enseignement	
Compétences à acquérir	- 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	**IN-CLASS ASSESSMENT (see above HLAC05 A)** 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 present for HLAC05 A, the other half on HLAC05 B.

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 2023-2024 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 2022-2023 par : Social Media Discourse Analysis

Mots-clés	Social media, discourse analysis, digital humanities,
Description du contenu de l'enseignement	This course focuses on social media discourse analysis. 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.

	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. 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.
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. *Manuel d'analyse du web*. 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/praxematique/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*. Éds. 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*. Éds. 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.) *Language in the British Isles*. 2nd edition. Cambridge: 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. Pilliere, L., W. Andrieu, V. Kerfelec & D. Lewis (2018a) *Standardising English: Norms and Margins in the History of the English Language*. Cambridge: CUP. Pillière, L. W. Andrieu, V. Kerfelec & D. Lewis (2018b) *Standardisation and Variation in English Language(s)*. *E-REA* 15.2. Pillière, L. (2020) "US Copyeditors, Style Guides, and Usage Guides and their impact on British Novels". In *Values and Multiplicity: Identity and Fluidity in Prescriptivism and Descriptivism*, eds. Don Chapman and Jacob Rawlins. Clevedon: Multilingual Matters 264-291
Mode de contrôle des connaissances	CC1, 33% : in class assessment CC2, 33% : in-class written or oral 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) Reconsidering the ethics of the contemporary world - 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, anthropocene, vernaculaire, altérité

Description du contenu de l'enseignement	Set texts 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	12h CM + 12h TD
Bibliographie	
Mode de contrôle des connaissances	**IN-CLASS ASSESSMENT** CC1 33%: written assessment, research paper (MO Hédon) CC2 33%: Spoken presentation (either in this aprt of the course or in the other part/American literature in Contemporary Popular Culture Other 33% : prof. Lefait's assignment **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: Surveillance (in) Fiction

Mots-clés	American Literature, popular culture, surveillance.
Description du contenu de l'enseignement	If surveillance, which has for a long time had its place in literature, on film or on television, is now seeing its place grow, this is not just because of a propensity of fiction to mirror societies. On the contrary, as will be shown here, the multiplication of allusions to or borrowings from surveillance is a sign that stories are adapting, in their narrative and visual dimensions, to changing ways of seeing. In order to study this marked trend in literature, on film, and in television series, this course draws on a rapidly expanding field of academic study, that of surveillance studies. Based on the main diagrams of visual power (panoptic, synoptic, and catoptic), it analyses the works of fiction that use them, and put them into practice or into perspective. Through their use of surveillance, the works analysed in the course demonstrate their ability to complement theoretical investigations of this fundamental issue in today's world. In addition, these eminently reflexive works highlight the way in which fiction adapts to the phenomenon of screen societies. This course will therefore examine how works of fiction shape our experience of surveillance in everyday life, but also, in turn, how ubiquitous surveillance changes the way we experience fiction. Through case studies, this course, which constantly mobilizes the tools of adaptation theory, broadly considered as the transfer of content from one form of mediation to another, posits not only a progression of the place of surveillance in fiction, but also the appearance of a new type of fiction, "surveillance fiction".
Niveau de l'enseignement	C2
Compétences à acquérir	A/ Acquire a critical perspective on documents that are related to the English-speaking world. B/ Be able to select adequate critical and theoretical tools to make sense of the texts and genres under study. C/ Acquire the cultural codes of the English-speaking world.

	D/ Conduct a project autonomously.
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	FOUCAULT, Michel. *Surveiller et punir: naissance de la prison*. 2015. (Any edition). LEFAIT, Sébastien, *Surveillance on Screen: Monitoring Contemporary Films and Television Programs*, The Scarecrow Press, 2013. STEWART, Garrett, *Closed Circuits: Screening Narrative Surveillance*, Chicago University Press, 2015. ZIMMER, Catherine, *Surveillance Cinema*, New York University Press, 2015.
Mode de contrôle des connaissances	**IN-CLASS ASSESSMENT** CC3 33%: written assessment, research paper.

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
	* To master the historical and critical context of South Africa.

Compétences à acquérir	* 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	- Saul Dubow, *Apartheid 1948-1994*, Oxford University Press, 2014. - Herman Giliomee, *The Afrikaners, Biography of a People*, Charlottesville, University of Virginia Press, 2003. - Adrian Guelke, *Rethinking the Rise and Fall of Apartheid*, London, Palgrave 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 forgiveness in the New South Africa*, New York, Three Rivers Press, 2000. - Nancy L. Clark & William H. Worger, *South Africa, The Rise and Fall of apartheid*, 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	This course investigates changing narratives of the past in British political culture since the 1980s through overlayered 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.

	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.
Compétences à acquérir	* 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	Erll, Astrid. *Memory in Culture*, Basingstoke: Palgrave Macmillan, 2011. Harvey, David and James Wallis (eds). *Commemorative Spaces of the First World War: Historical Geographies at the Centenary*, London: Routledge, 2018. Langenbacher, Eric and Yossi Shain (eds.). *Power and the Past: Collective Memory and International Relations*, Washington: Georgetown University Press, 2010. Samuel, Raphael. *Theatres of Memory: Past and Present in Contemporary Culture,* London: Verso, 2012. Sumartojo, Shanti (ed.). *Commemoration Reframed,* London: Bloomsbury, 2020. Sumartojo, Shanti and Ben Wellings (eds.). *Nation, Memory and Great War Commemoration: Mobilizing the Past in Europe, Australia and New Zealand*, Oxford: Peter Lang, 2014.

	Further reading will be provided at the start of the course.
Mode de contrôle des connaissances	**IN-CLASS ASSESSMENT** CC1 33% (G. Teulié): written assessment, research paper. CC2 33% (M. Graves): written assessment due end of term. CC3 33% : average of grades CC1 and CC2, weighted by class participation **DISTANCE LEARNING (SFAD): ASSESSMENT FOR *DISTANT LEARNING WILL COMBINE G. Teulié's and C. Cottenet's seminars (see below, HLADU06)*** 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)

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 varieities 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** 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	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	**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%: corpus analysis **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 - 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. Teulié

PROGRAMMES THÉMATIQUES (6 ECTS)

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

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, de traducteur, de documentaliste ou bibliothécaire, dans le tourisme etc.
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	Gilles Teulié 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	- spécialisation en linguistique, phonétique, littérature, traduction 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	**IN-CLASS ASSESSMENT and DISTANCE LEARNING (SFAD)** CC1 33%: scholarly content and organization of research dissertation (mémoire) CC2 33%: written French (or English) and formal presentation of dissertation CC3 33%: oral defense

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	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	Anne Page
Langue principale	French
Discipline	
Volume horaire global (par étudiant)	30h student time
Bibliographie, lectures recommandées	
Mode de contrôle des connaissances	**IN-CLASS ASSESSMENT** CC1 25%: Answer a call for papers CC2 25%: LERMAsteriales (communication skills) CC3 50%: LERMAsteriales (quality of the presentation) **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.

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	- 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	Anokhina, Olga (dir). *Multilinguisme et créativité littéraire*. Louvain-la-Neuve: Academia/L'Harmattan, coll. « Au cœur des textes, n° 20 », 2012. Ashcroft, Bill, Griffiths, Gareth & Tiffin, Helen. *The Empire Writes Back: Theory and Practice in postcolonial literatures*. London & New York: Routledge, 1989. Bassnett, Susan & Trivedi, Haresh. *Postcolonial Translation : Theory and Practise (Translation Studies)*. London & New York: Routledge, 1999.
Mode de contrôle des connaissances	**IN-CLASS ASSESSMENT** CC1 33%: 1 hour in-class written exam CC2 33%: written assignment. CC3 33%: oral presentation **DISTANCE LEARNING (SFAD)** CC1 - 33% + CC2 - 33%: written assignment. CC3 - 33%: oral presentation via Skype

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

Mots-clés	(Neo)Modernisme, folie, écriture féminine
Description du contenu de l'enseignement	This course looks at the way 20th century women writers reflect upon their own modernity. Our focus will be on how they revise conventional norms of writing by offering new ways of representing symptoms of madness. Through the examples of Virginia Woolf, Doris Lessing, Angela Carter, Pat Barker and Rachel Cusk, students will analyse literary explorations of psychological disorders, with a particular emphasis on how pathological visions of love, gender and motherhood enable these writers to challenge medical discourse.
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	Lecture littéraire approfondie en termes de - Méthodologie et concepts - Critique culturelle du féminisme littéraire, psychanalyse, esthétique moderniste - Approfondissement de l'histoire littéraire et idéologique du XX$^{\text{ème}}$ siècle
Responsable / Contact	Nicolas Boileau (nicolas.boileau@univ-amu.fr)
Langue principale	ENGLISH
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	*V. Woolf, *Mrs Dalloway*, OUP, 2009 (1925) *Doris Lessing, *The Fifth Child*, HarperCollins, 2007 (1988) Baker, Charley, Crawford, Paul *et alii* (2010). *Madness in Post-1945 British and American Fiction*, London, Routledge. Showalter, Elaine (1995), *The Female Malady, Women, Madness and English Culture, 1830-1980*, London, Virago Press.
Mode de contrôle des connaissances	CCI

HLADU06 Civilisation 7, histoire culturelle 3 : Circulations de textes, Etats-Unis/ Grande-Bretagne/ France

Mots-clés	Histoire transnationale, histoire de l'imprimé, Etats-Unis Transnational history, print history, the United States of America
Description du contenu de l'enseignement	After a historiographical introduction to print culture, students will reflect on the conditions of domestic and transatlantic circulation of texts and books in the 18th and 19th centuries. Who were the mediators and intermediaries in the communications circuit(s)? What were the cultural, economic, political or ideological obstacles to these circulations? Did copyright facilitate or hinder these circulations? How can we trace the story of these moving texts in the very materiality of books? To address these questions, students will build on scholarship combining cultural history, translation studies, and cultural sociology.
Niveau de l'enseignement	M2
Compétences à acquérir	- Approfondir la compréhension du développement culturel des États-Unis - Se familiariser avec quelques concepts centraux de l'histoire du livre - Lire, comprendre, critiquer des articles scientifiques - 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	**Bibliographical references (to be completed in class)** - Casper, Scott E., et al., ed. 2007. *A History of the Book in America*. Vol. 3. *The Industrial Book, 1840-1880*. Chapel Hill: U of North Carolina P. - Darnton, Robert. 2007. "'What is the History of Books? Revisited." *Modern Intellectual History*, vol. 4, no. 3, p. 495-508. https://dash.harvard.edu/handle/1/3403039 - Howsam, Leslie, ed. 2014. *The Cambridge Companion to the History of the Book*. Cambridge UP. Available online. - Deazley, Ronan, Martin Kretschmer and Lionel Bently, ed. 2010. *Privilege and Property. Essays on the History of Copyright*. OpenBook Publishers.

	- Bourdieu, Pierre. 2002. « Les conditions sociales de la circulation internationale des idées. » *Actes de la recherche en sciences sociales*, vol. 145, p. 3-8. Available online @ Persée.
Mode de contrôle des connaissances	**IN-CLASS ASSESSMENT** CC1 33%: oral presentation, based on reading assignments. CC2 33%: written assignment CC3 33%: average of grades CC1 and CC2, + oral participation. **DISTANCE LEARNING** Mme Cottenet's course is offered as distance learning as part of HLAC08B, 1st semester. See above.

HLADU07 Linguistique 5 : devenir grammairien

Mots-clés	Grammaire,enseignement supérieur, recherche
Description du contenu de l'enseignement	*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.* Présentations de recherches récentes en grammaire et phonétique anglaises : méthodes, résultats, applications. ***Grammaire*** 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) : - le nom et l'opposition dénombrable / indénombrable - le verbe et l'auxiliaire - la modalité a priori vs la modalité a posteriori
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~~ anglaise 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)
Intervenants	Monique De Mattia-Viviès
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 anglaise
Volume horaire global (par étudiant)	12h CM + 12h TD
	Source générique en grammaire :

Bibliographie, **lectures recommandées**	HUDDLESTON, R. & PULLUM, G. *The Cambridge Grammar of the English Language*. Cambridge : Cambridge University Press, [2002] 2006. **Sources spécifiques :** • BENVENISTE, E., *Problèmes de linguistique générale*, Paris, Gallimard, 1966. • DE MATTIA-VIVIÈS. *Leçons de grammaire anglaise, tome II (le nom)* *et III (le groupe prédicatif).* Aix-en-Provence, PUP, 2019. • FURMANIAK, G., « A quoi sert la modalisation *a posteriori* ? », *Anglophonia* 19*,* 2015, http://anglophonia.revues.org/467. • GARDELLE, L., « *Whoop her up, hit it, go it alone*: the role of the personal pronoun in the fossilization process. », *Yearbook of Phraseology*, 2011, p. 2. • LARREYA, P., « Modalisations *a priori* et *a posteriori* : le cas de *would »*, *Anglophonia 19/15, 2015.* • SHARIFZADEH, S., « *Do* auxiliaire ou *do* lexical ? Indifférenciation sémantique et/ou syntaxique en contexte anaphorique », *Anglophonia* 17(34), 2013.
Mode de contrôle des connaissances	**IN-CLASS ASSESSMENT** CC1 25%: oral presentation CC2 25%: 1-hour written exam CC3 50%: 2-hour written exam

HLADU08 Littérature 8 : Literature, emotions, and the economy/ littérature et économie des émotions

Mots-clés	Littérature, économie des émotions, histoire des émotions
	Emotions and affects play a major role in our lives, and have always featured prominently in literature. In recent years, critical approaches to 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 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?

Description du contenu de l'enseignement	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 (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	L'ouvrage au programme (Charles Dickens, *Little Dorrit*, Oxford World Classics) 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 (available on You Tube) before the course begins.
	IN-CLASS ASSESSMENT CC1 33%: preparation for written assessment (French-type dissertation) CC2 33%: oral presentation preparing for final written assessment

Mode de contrôle des connaissances	CC3 33%: final written assessment

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.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 Symbo*l 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	**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	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 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	**IN-CLASS ASSESSMENT** CC1 25%: written assessment (scholarly articles or hearing report) CC2 25%: oral presentation of written assessment (CC1) CC3 50%: in-class, 3 hour written exam (essay) **DISTANCE LEARNING (SFAD)** CC1 25%: written assessment (report on scholarly articles or hearing) CC2 25%: written assessment (report on scholarly article) CC3 50%: 3-hour written exam (*essay),* online – students can alternatively choose to write their exam in class.