

MASTER ECMA

Études Culturelles, Parcours Monde Anglophone

M1

2023-2024

Course description

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Semestre 1 (30 credits)

Students must take all of the ‘Socle Commun 1’ (18 ECTS)
then choose 4 classes in the thematic programs (12 ECTS)

SOCLE COMMUN 1 (2 x 9 ECTS = 18 ECTS)

6 X 1,5 hour weekly classes

HLA AU01 - SAVOIRS FONDAMENTAUX 1 : Littérature, civilisation et linguistique 1 (9 ECTS)

HLA A01A - LITTERATURE : méthodologie, forme, et pratiques culturelles 1. - S. Vallas.

HLA A01B – CIVILISATION : méthodologie de la recherche en civilisation dans l’aire culturelle anglophone (GB et US). - I. Vagnoux.

HLA A01C - LINGUISTIQUE : langue et variations 1. - L. Pillière

HLAAU02 - SAVOIRS FONDAMENTAUX 2 (9 ECTS)

HLA A02A - TRADUCTION 1 : pratique de la traduction, version. - M. Hédon.

HLA A02B - HUMANITES NUMERIQUES 1 : nouvelles écritures numériques. - G. Lacaze

HLA A02C - VALORISATION DE LA RECHERCHE ET DES COMPETENCES PROFESSIONNELLES - N. Vanfasse.

PROGRAMMES THEMATIQUES (12 ECTS)

Students must choose 4 x 2-hour courses

Program 1	Program 2	Program 3
<i>Les textes du monde anglophone : traduire, éditer, créer</i>	<i>Communautés d’expériences anglophones : mémoires, récits, représentations</i>	<i>Diversité de l’espace anglophone : échanges, altérités, pouvoirs</i>
HLAAU03 - Édition de textes du monde anglophone 1 2 h. - C. Cottenet	HLAAU04 - Littérature 1 - 2h. Récits de vie : Postmodernist fiction 1 - M. Hédon HLAAU05 - Civilisation 1 – 2h Histoire culturelle 1 : introduction à la sociologie des religions – A. Page HLAAU06 - Linguistique 1 - 2h Grammaire et phonétique : de la recherche à l’enseignement. - M. De Mattia-Viviès + S. Herment (<i>Same course as in program 3</i>)	HLAAU07 - Littérature 2 - 2h Littérature et altérité 1. - S. Lefait HLAAU08 - Civilisation 2 - 2h Migrations. – I. Vagnoux This course is replaced this year by: ‘They are but women’: Catholic women in early modern England, the story of a double-bind’. L. Sterritt HLAAU06 - Linguistique 1 - 2h Grammaire et phonétique : de la recherche à l’enseignement. - M. De Mattia-Viviès + S. Herment (<i>Same course as in program 2</i>)

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

HLAU01 SAVOIRS FONDAMENTAUX 1 : Littérature, Civilisation et Linguistique 1, 9 ECTS

HLAA01A Méthodologie de la recherche en littérature 1

Mots-clés	Research, literary theories, literary criticism
Contenu de l'enseignement	This course is dedicated to the notions of author and authorship as sketched and discussed in major works that shaped literary theory and literary criticism.
Niveau de l'enseignement	C2
Compétences à acquérir	—getting started for the TER —building a bibliography —an approach to 19th and 20th century theories on author and authorship
Responsable / Contact	Sophie Vallas (sophie.vallas@univ-amu.fr)
Langue principale	English
Discipline	Études culturelles du monde anglophone (littérature)
Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	Two references you may find useful if you want to work on your own : —Compagnon, Antoine, <i>Le démon de la théorie. Littérature et sens commun</i> , Paris, Seuil, 1998. —Lodge, David, <i>The Art of Fiction</i> , Harmondsworth, Penguin, 1992. Brief texts will be given and studied in class.
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT (CC1) CC1 = 33% of the overall grade for HLAA01 1 written exam (dissertation or synthèse, in French), 1h30, scheduled for the last session. DISTANCE LEARNING (SFAD) Written exam, online, 1h30.

HLAA01B EC2 Civilisation Savoirs fondamentaux 1

Mots-clés	Méthodologie ; Historiographies ; monde anglophone ; Royaume-Uni ; Etats-Unis Methodology; historiography; English-speaking world; United States; United Kingdom
Contenu de l'enseignement	Étude de la méthodologie de la recherche et des débats historiographiques de l'aire culturelle anglophone. Ce cours est proposé en français. Methodology of research in history and social sciences applied to the English-speaking world, historiographical debates. This course will be delivered in French.
Niveau de l'enseignement	C2
Compétences à acquérir	<ul style="list-style-type: none"> - Maîtriser les grands courants de l'analyse de l'histoire de l'aire culturelle anglophone - appréhender les évolutions historiographiques - maîtriser une grille analytique des événements historiques
Responsable / Contact	isabelle.vagnoux@univ-amu.fr
Langue principale	Français
Discipline	Études du monde anglophone (histoire)
Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	Scholarly articles will be posted online at the beginning of the term
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT (CC2 = 33% of the grade for HLAA01)</p> <p>1 written exam (<i>essay</i> or reflexive question), 1h30, scheduled for the last session.</p> <p>DISTANCE LEARNING (SFAD)</p> <p>1 written exam, online, 1h30 OR students may choose to write the exam in class (see above).</p>

HLAA01C Language variation 1 English linguistics and phonology

Mots-clés	Commentary, linguistics, discourse analysis, phonetics , phonology
Contenu de l'enseignement	Mme Pillière: This course is an introduction to linguistic commentary. The aim will be to consolidate students' knowledge in linguistics but also to teach them how to write a commentary. A number of grammatical forms and concepts will be studied in context such as negation, -ing, adjectives, the simple past and the present perfect.
Niveau de l'enseignement	C2
Compétences à acquérir	Building hypotheses Interpreting results Elaborating and developing a research approach Understanding social and geographical variations
Responsable / Contact	Linda Pillière- linda.pilliere@univ-amu.fr
Langue principale	English and French
Discipline	English linguistics
Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	HUDDLESTON, R. & PULLUM, G. <i>A Student's Introduction to English Grammar</i> . Cambridge : Cambridge University Press, 2006.
Mode de contrôle des connaissances	IN-CLASS and DISTANCE LEARNING (SFAD) : CC3 = 33% of the grade for HLAA01 1 written exam

HLAAU02 SAVOIRS FONDAMENTAUX 2 : 9 ECTS

HLAA02A Savoirs fondamentaux 2 : pratique de la traduction, version

Mots-clés	Version littéraire, culture traductive personnelle
Contenu de l'enseignement	Ce cours sera consacré à la pratique de la traduction de l'anglais vers le français. Une sélection de textes littéraires des 20/21 ^{ème} siècles seront proposés afin que l'étudiant développe sa propre culture traductive. <i>This course is designed as translation from English to French.</i>
Niveau de l'enseignement pour les langues uniquement	C2
Compétences à acquérir	<ul style="list-style-type: none">- Pouvoir combiner les outils linguistiques et les outils d'analyse littéraire- Mobiliser en anglais un langage approprié à la situation de communication et à une réalité littéraire- S'approprier et transposer les codes culturels du monde anglophone
Responsable / Contact	Marie-Odile Hedon (marie-odile.hedon@univ-amu.fr)
Langue principale	Anglais/français
Discipline	Études culturelles du monde anglophone
Volume horaire global (par étudiant)	18h CM
Bibliographie	
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT : 33% of the HLAA02 grade Written translation, English to French, 1 1/2 hours, scheduled for the last session. DISTANCE LEARNING (SFAD) Written translation, online, English to French, 1 1/2 hours.

HLAA02B Humanités numériques : nouvelles écritures numériques

Mots-clés	Humanités numériques, Digital Humanities
Contenu de l'enseignement	<p>Cet enseignement propose aux étudiants d'acquérir une culture numérique en développant leur approche critique face aux nouvelles modalités d'écritures numériques.</p> <p>Students are taught how to analyse digital sources. They are encouraged to develop critical approaches that are necessary to study digital documents.</p>
Niveau de l'enseignement	C2
Compétences à acquérir	<p>Les étudiants devront pouvoir :</p> <ul style="list-style-type: none"> - adopter un regard critique dans l'identification, la hiérarchisation et la classification de ressources électroniques - acquérir les règles de diffusion et de rédaction numérique de la recherche - connaître la législation concernant l'usage de productions numériques - apprendre à « publiciser » leurs travaux de recherche en utilisant les outils numériques <p>Students should be able to:</p> <ul style="list-style-type: none"> - identify, classify and analyse digital sources - understand how digital humanities have produced news ways of writing and publishing scientific research - be informed of the legal use and reuse of digital sources - know how to publicise research thanks to the use of digital tools
Responsable / Contact	Grégoire Lacaze (gregoire.lacaze@univ-amu.fr)
Modalités d'organisation et de suivi	<p>Étude de divers supports numériques (sites Internet, carnets de recherche, articles de revues, chapitres d'ouvrages, présentations Powerpoint, réseaux sociaux...)</p> <p>Analysis of various digital supports (websites, research blogs, journal articles, book chapters, Powerpoint files, social media...)</p>
Langue principale	Français
Discipline	Études culturelles du monde anglophone
Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	<p>Dacos, Marin et Pierre Mounier. <i>L'édition électronique</i>. Paris : La Découverte, 2010.</p> <p>Doueïhi, Milad. <i>Pour un humanisme numérique</i>. Paris : Seuil, 2011.</p> <p>Eve, Martin Paul. <i>Open Access and the Humanities</i>. Cambridge : CUP, 2014.</p> <p>Mounier, Pierre (dir.). <i>Read/Write Book 2. Une introduction aux humanités numériques</i>. Marseille : OpenEdition Press, 2012.</p> <p>Suber, Peter. <i>Open Access</i>. Cambridge: MIT Press, 2012.</p>
Mode de contrôle des connaissances	<p>IN-CLASS and DISTANCE LEARNING ASSESSMENT : 33% of HLAA02 grade.</p> <p>Written essay to be uploaded on AMeTICE platform.</p>

HLAA02C Valorisation de la recherche et des compétences professionnelles

Mots-clés	Valorisation, compétences professionnelles, recherche, emploi
Contenu de l'enseignement	Cet enseignement est destiné à valoriser la recherche menée par les étudiants ainsi que les compétences qu'ils ont acquises, dans une perspective professionnalisante.
Niveau de l'enseignement	C2
Compétences à acquérir	<ul style="list-style-type: none"> -valoriser sa recherche -savoir mesurer et définir ses compétences -mieux appréhender le marché du travail -participer à des activités professionnalisantes <ul style="list-style-type: none"> –how to enhance your research project –how to assess and define the professional skills you have acquired –getting to know the job market –taking part in professionalizing activities
Responsable / Contact	Nathalie Vanfasse (nathalie.vanfasse@univ-amu.fr)
Langue principale	Anglais
Discipline	Études culturelles du monde anglophone
Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	
Mode de contrôle des connaissances	<p>IN-CLASS AND DISTANCE LEARNING (SFAD) ASSESSMENT = 33% of final grade for HLAA02</p> <p>Students will elaborate a portfolio throughout the semester, due for last session.</p>

HLAAX09 : CHOIX DE 4 UE DISCIPLINAIRES, 12 ECTS

HLAAU03 Édition de textes du monde anglophone 1

Mots-clés	Livre-objet, culture, commerce du livre, éditions critiques - <i>the book as object, culture, book trade, critical editions</i>
Contenu de l'enseignement	This course will take students through the different steps of the book publication process, as developed between the mid-19th century and the mid-20th century in the United States, also known as the golden age of publishing and editing, This is NOT A PRACTICAL COURSE in publishing, but a historical focus aiming to familiarize students with different professions in the book trade, specialized vocabulary, and forms of contracts. <i>Students will be expected to read, analyze and comment several academic essays that shed light on the evolution of the book trade in a given period.</i>
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> - comprendre les principales étapes de la production d'un livre dans le modèle classique de l'édition (avant l'apparition du numérique) -prendre la mesure des différentes interventions dans la fabrication d'un livre et les appréhender dans une perspective diachronique -distinguer l'édition (<i>editing</i>) et édition (<i>publishing</i>) -s'initier à des questionnements sur la matérialité des textes
Responsable / Contact	Cécile Cottenet cecile.cottenet@univ-amu.fr
Intervenants	Cécile Cottenet
Langue principale	Anglais
Discipline	Etudes culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT CC1 - 33% of final grade, written exam. CC2 - 33% of final grade, written exam. CC3 - 33% of final grade, average of grades CC1 and CC2, + oral presentation.</p> <p>DISTANCE LEARNING (SFAD) CC1 - 33% of final grade – written synthesis of assigned readings (essays) ; content and analysis. CC2: 33% of final grade – formal scholarly conventions (Chicago Manual of Style) and language skills of synthesis. CC3- 33% of final grade – oral assessment, questions and discussion based on written synthesis.</p>

HLAAU04 Littérature 1 – Récits de vie 1 : articulating history and the present in postmodernist fiction

Mots-clés	Études culturelles, études anglophones, méthodologie
Contenu de l'enseignement	<p>This seminar examines the concept of the postmodern which was developed in the 1980s, its various, sometimes divergent definitions and approaches, with a view to looking more particularly at the way it articulates the slippery notion of history. We'll start from Michel Foucault's concept of "genealogy" to replace history, and move on to Fredric Jameson's views on the "postmodern condition". Linda Hutcheon's concept of historiographic metafiction will be connected to postmodernism, and to the works of historians, in particular Hayden White's. The various tenets of postmodernist fiction will also be reviewed, with the help of Brian McHale's and Patricia Waugh's works.</p> <p>For this introductory part on the theory of postmodernism, you will be handed extracts from theoretical sources, which we will discuss during our seminar sessions. They will be made available on Ametice, or downloadable from the university library database.</p> <p>The seminar will then focus more specifically on two landmark postmodernist novels, Graham Swift's <i>Waterland</i> (1983) and Alasdair Gray's <i>Lanark, a Life in Four Books</i> (1981). With Swift's novel, we'll focus more particularly (but not exclusively) on time, history, memory, the articulation of history and myth, history as narrative, focusing on how the historical narrative is constructed (using Hayden White's concept of metahistory). This will lead us to metafiction, more specifically historiographic metafiction (Waugh), and back to a re-appraisal of basic descriptive concepts of the ways we have of telling a story such as mimesis (Aristotle) and fabulation (Scholes). The study of the temporal and narrative structure of the novel will be connected to these issues.</p> <p>Alasdair Gray's <i>Lanark</i> also looks at history; it tackles the problems linked with what historian of literature Cairns Craig calls "historilessness", a gap in the national imagination (B. Anderson). We'll look at the novel's problematic rendering of time (and space), of the present's uneasy relation with the past, and at the various strategies of representation of the present and the past, as the novel makes ample use of such postmodernist devices as metalepsis (Genette), frame-breaking (McHale), temporal dislocation or forking paths. All those foreground history as a gap to be filled in a specific Scottish context. Special attention will also be paid to the very abundant paratextual and intertextual apparatus, which will lead us to the idea of overkill and its purpose. Please procure a paper copy of the novel, so you can have all the illustrations, frontispieces and other paratextual elements.</p>
Niveau de l'enseignement	C2

Nombre de crédits	3
Compétences à acquérir	
Responsable / Contact	Marie Hedon
Langue principale	ENGLISH
Discipline	Études culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<p><u>Set texts</u> :Please read those novels before the beginning of term.</p> <p>Graham Swift,<i>Waterland</i>, London: Picador, 1983</p> <p>Alasdair Gray, <i>Lanark, a Life in Four Books</i>, Edinburgh: Canongate, 1981.</p> <p><u>Select bibliography</u></p> <p>Acheson, James, Ross Sarah C.E. (eds), <i>The Contemporary British Novel</i>, Edinburgh: Edinburgh U.P., 2005 BU 823.09 CON]</p> <p>Craig, Cairns (ed.). <i>The History of Scottish Literature; Volume 4, Twentieth Century</i>, Aberdeen: Aberdeen University Press, (1987), 1989 BU</p> <p>Hutcheon, Linda. <i>A Poetics of Postmodernism: History, Theory, Fiction</i>, London : Routledge, 1988.</p> <p>Jameson, Fredric, <i>Postmodernism: The Cultural Logic of Late Capitalism</i>, London: Verso, 1991.</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 – oral presentation, 25% of final grade.</p> <p>CC2 - written reading account, 25% of final grade</p> <p>CC3 – in-class written exam, 2 hours, 50% of final grade.</p> <p>DISTANCE LEARNING (SFAD)</p> <p>CC1- written essay, analysis of extract or essay on one aspect of the nove (2000 words), 25% of final grade.</p> <p>CC2 - written reading account, 25% of final grade</p> <p>CC3 – distance, written exam, 2 hours, 50% of final grade</p>

HLAAU05 Civilisation 1, histoire culturelle 1 : British people(s) and the Empire

Mots-clés	Civilisation britannique, British Empire, Postcolonialism, Memory studies.
Contenu de l'enseignement	The objective of this seminar is, in a first part, to analyse, through documents, narratives, popular culture etc. the way the image of the Empire was constructed by British diasporas in the colonies in the 19th and 20th centuries and at home. A second part will be devoted to the evolution of the Empire and the historiography of the British Empire in the 20th century and beginning of the 21st century. A third part will deal with the new Imperial history, the questioning around the legacy of the Empire within the decolonization and postcolonial processes with insights into the racial issues put to the fore by the toppling down of colonial and slave holders' statues (Britain, France, and the USA with the confederate officers' statues), the "Black Live Matters" movement and some aspects of the Brexit.
Niveau de l'enseignement pour les langues uniquement	C1
Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> - Ability to understand the historical mechanisms that led to the construction of an Empire. - Capacity to analyse different types of documents and contextualise them. - Building a research project linked to the history of the British Empire and its racial implications understanding the history and development of the sociology of religion.
Responsable / Contact	Gilles Teulié (Gilles.teulie@univ-amu.fr)
Langue principale	English
Discipline	Études Culturelles du Monde Anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<p>BELL, <i>The Idea of Greater Britain: Empire and the Future of World Order, 1860-1900</i>, Princeton University Press, 2007.</p> <p>DARWIN John, <i>Unfinished Empire, the global expansion of Britain</i>, Penguin, 2013.</p> <p>MACKENZIE John, <i>Imperialism and Popular Culture</i>, Manchester University Press, 1986.</p> <p>MARSHALL Sabine, <i>Landscape of Memory, Commemorative monuments, memorials and public statuary in post-apartheid South Africa</i>.</p>

	<p>PORTER Bernard, <i>The Absent-Minded Imperialist</i>, Empire, Society and Culture in Britain, Oxford University Press, 2004.</p> <p>SAID Edward, <i>Culture and Imperialism</i>, Vintage Books 1994</p> <p>SAID Edward, <i>Orientalism</i>, Pantheon Books, 1980.</p> <p>SEBE Berny, <i>Heroic Imperialists in Africa: The Promotion of British and French Colonial Heroes (1870-1939)</i> ('Studies in Imperialism' series, Manchester University Press.</p> <p>STOCKWELL Sarah, <i>The British Empire, Themes and Perspectives</i>, Blackwell Publishing, 2008.</p> <p>THOMPSON Andrew, <i>The Empire Strikes Back? The impact of Imperialism on Britain from the mid-Nineteenth century</i>.</p>
Mode de contrôle des connaissances [publication]	<p>CC1 33% - oral assessment in class.</p> <p>CC2 33% - Written report</p> <p>CC3 33% - Average of the two previous weighted by classroom input.</p>

HLAAU06 Linguistique 1 : grammaire et phonétique : de la recherche à l'enseignement 1

Mots-clés	Grammaire, linguistique, phonétique, phonologie, didactique de la grammaire et de la phonétique
Contenu de l'enseignement	<p><i>This course is designed to meet the needs of the foreign student of English.</i></p> <p><i>It is a mixture of theory and practice. English grammar is not presented as a set of dogmatic precepts but as something living, under continual fluctuations.</i></p> <ul style="list-style-type: none"> - Grammaire : Acquérir, assimiler, expliquer. <p>Cette partie du cours se propose d'étudier quelques points de grammaire anglaise sous forme de typologies. Leur transversalité permet d'assimiler un grand nombre d'éléments et la méthodologie qui préside à leur confection est utile notamment dans la perspective de l'enseignement. La finalité du cours est triple :</p> <ul style="list-style-type: none"> - apprendre à passer de l'acquisition de connaissances à la transmission de ces connaissances : comment expliquer simplement, en cédant le moins possible sur le fond, un point de grammaire ayant parfois fait l'objet de traitements contradictoires ; - se préparer, par cette méthode, à l'enseignement de l'anglais, aux épreuves de grammaire des concours de recrutement des enseignants du second degré (CAPES et agrégation) et à la recherche en grammaire et linguistiques anglaises. <p>Programme 2023-2024 : les 3 <i>to</i>, les 5 <i>-wh</i>, les 5 <i>that</i>, les 4 <i>do</i>, sous forme de typologies, le tout s'accompagnant d'exercices d'application corrigés, dont certains seront conçus par les étudiants eux-mêmes.</p> <p>Phonetics: The course will deal with phonetics and phonology in the framework of English as a foreign language (EFL). We will see what research can contribute to the teaching of phonetics/phonology. It is the heart of the profession of the university lecturer to do research that can be applied to teaching. The first part of the course will focus on the methodology of</p>

	collecting oral corpora, on which much research in phonetics/phonology is based. The second part of the course will consist in focusing on the main difficulties encountered by francophones speaking English and showing examples of pedagogical applications based on these oral corpora. In the third part of the course, students will be asked to set up a corpus themselves and present an analysis of this corpus for educational purposes.
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	The grammar and phonetics courses, based on valorization, imitation and repetition, then on the student's own explanation of the point studied (reverse pedagogy), aim to facilitate the learning of grammar and phonetics/phonology for transmission and research purposes.
Responsable / Contact	Sophie Herment (sophie.herment@univ-amu.fr) et Monique De Mattia-Viviès (monique.demattia@univ-amu.fr)
Intervenants	Sophie Herment et Monique De Mattia-Viviès
Modalités d'organisation et de suivi	Presentations and applications, based on an interactive model. Reverse pedagogy.
Modalités pédagogiques	Pedagogical scenarios will be encouraged.
Langue principale	French/English
Discipline	English grammar and phonetics/phonology
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<p><u>Partie Grammaire</u></p> <ul style="list-style-type: none"> ● RIVIÈRE, C. <i>Pour une syntaxe simple à l'usage des anglicistes</i>. Paris : Ophrys, 1995. ● DE MATTIA-VIVIES, M. <i>Leçons de grammaire anglaise. De la recherche à l'enseignement : syntaxe</i> (volume I). Aix-en-Provence : Presses Universitaires de Provence, PUP, 2018. ● —., <i>Leçons de grammaire anglaise. De la recherche à l'enseignement : le groupe prédicatif</i> (volume III). Aix-en-Provence : Presses Universitaires de Provence, PUP, 2019. <p><u>Phonetics/phonology</u></p> <p>Collins, B. & I. M. Mees, 2013, <i>Practical Phonetics and Phonology</i>, 3rd ed., London and New York: Routledge.</p> <p>Roach, P., 2009, <i>English Phonetics and Phonology, A practical course</i>, Cambridge: CUP.</p> <p>Wells, J.C., 2006, <i>English intonation, an introduction</i>, Cambridge: CUP.</p> <p>Ginésy, M., 1995, <i>Mémento de phonétique anglaise</i>, Paris : Nathan.</p>

HLAAU07 Littérature 2, littérature et altérité 1
Racial Issues in American Culture : from Text to Screen

Mots-clés	American literature, adaptation, intersectionality.
Contenu de l'enseignement	In this course, we study the treatment of racial issues in American literature through the lens of their screen adaptations (film and television). Special emphasis is placed on the modifications introduced in the screen versions that may discredit or indeed justify the very process of adapting the source texts: the temptation to overfictionalize racial issues when adapting the literary work, and the addition of an intersectional perspective in the screen version. The range of works under study spans from plainly racist works (<i>The Clansman</i>) to abolitionist literature (<i>Uncle Tom's Cabin</i>). The corpus also includes, among others, <i>Huckleberry Finn</i> , <i>The Color Purple</i> , and <i>Beloved</i> .
Niveau de l'enseignement	C1
Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> - Ability to conduct a comparative analysis of a text and its screen adaptation. - Ability to gauge the assets and liabilities of screen adaptation to study socio-historical issues. - Ability to study a precise aspect of American literature from a diachronic perspective and to assess its place in cultural history.
Responsable / Contact	Sébastien Lefait, sebastien.lefait@univ-amu.fr
Langue principale	ENGLISH
Discipline	Études du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie	
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 33% - group oral presentation, topic to be approved by professor.</p> <p>CC2 33% - online blog publication of written version of oral presentation. Remarks and suggestions will be worked into the written version.</p> <p>CC3 33% - in-class 2-hour written exam, text and adaptation analysis</p>

HLAAU08 Civilisation 2, Migrations: A Nation of Immigrants and a Gate-keeping Nation
This course will be replaced this year by:

**‘They are but women’: Catholic women in early modern England,
the story of a double-bind’**

Mots-clés	Migrations ; circulations ; migration policies ; United States Catholic women, matriarchy, early modern England
Contenu de l’enseignement	<p>« <i>A Nation of Immigrants... and a Gatekeeping Nation</i> »</p> <p>This course aims at analyzing the key principles, mechanisms and paradoxes guiding this prominent aspect of American identity and history. Although focusing on the latter part of the 20th century and current times, it will also draw from earlier times to highlight deeply entrenched reactions and policies. Who migrates to America and why? What are the paradoxes of U.S. migration policies? What does ‘assimilation’ imply in a so-called multicultural society? What are the current challenges? These are some of the issues this course will seek to address.</p> <p>‘They are but women’: Catholic women in early modern England, the story of a double-bind</p> <p>This course will study a group of people who very much embodied the notion of ‘alterity’ in early modern England: Catholic women. On the one hand, women were legally considered as minors, under the authority of their fathers or their husbands, under whose guardianship they remained <i>femes covertas</i>, or ‘femmes couvertes’. On the other hand, and although priests remained contemptuous of those they called ‘but women’, in the particular case of English Catholic women, patriarchal laws and traditions actually enabled women to play unexpected leading roles in the survival of the Roman Catholic faith on English soil. Recusant society has even been described as a matriarchy, since women became the pillars of the clandestine English mission, helping in the organization of secret networks and sheltering priests against the raids of official pursuivants.</p> <p>We will also see that, in the case of the Catholic women who left England in order to become nuns on the Continent, the stereotype of the contemplative, enclosed nun remote from worldly concerns crumbles under close scrutiny. Many of the communities of English nuns in exile were actively involved in the mission of Catholic recovery in England: they wrote letters to their friends and family, acting as their spiritual guides; they subsidized the exiled kings, Charles II and James II, funding their campaigns in the hope for Catholic toleration once they were on the throne. They translated, authored, published and distributed works of religious and political controversy. Though undeniably on the margins of early modern English society, Catholic women used their alterity to yield surprising authority in an activism their European counterparts did not usually enjoy.</p> <p>In this course, you will work on edited primary sources and on some digitized manuscripts written by government officials, by missionary priests, and by religious women themselves.</p>
Niveau de l’enseignement	C2

Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> — analysis of the evolution of migration policies — learn how to interpret future events relative to migration — compare different systems - develop critical perspectives <p>- Students will learn to position themselves critically within the historiography of early modern Catholicism</p> <p>- Students will be encouraged to work in teams and develop the skills which correspond to their team work type/profile (roles include project co-ordinator, resources investigator, facilitator, shaper, implementer, completer-finisher etc...)</p> <p>- Students will learn to present their research in a professional manner both orally and for web publication (blog)</p>
Responsable / Contact	<p>Isabelle Vagnoux isabelle.vagnoux@univ-amu.fr</p> <p>Laurence Sterritt laurence.sterritt@univ-amu.fr</p>
Intervenants	Isabelle Vagnoux – Laurence Sterritt
Langue principale	English
Discipline	<p>Études du monde anglophone (histoire contemporaine; science politique) Studies of the English speaking world (history; political science)</p> <p>Études culturelles du monde anglophone ; Histoire culturelle / Civilisation de la Grande Bretagne</p>
Volume horaire global (par étudiant)	12h course + 12h tutorial
Bibliographie, lectures recommandées	<p>Bibliography for further reading (all books are available at the University Library) + articles as well as links to a variety of resources will be posted on Ametice :</p> <ul style="list-style-type: none"> — Marisa Abrajano & Zoltan L. Hajnal, <i>White Backlash: Immigration, race and American Politics</i>. Princeton : Princeton UP, 2015. — James Cohen, <i>À la poursuite des illégaux : Politique et mouvements anti-immigrés aux États-Unis</i>. Editions du Croquant, 2012 — Donna Gabaccia, <i>Immigration and American Diversity. A Social and Cultural History</i>. Blackwell Publishers, 2002. — Timothy J. Henderson, <i>Beyond Borders: A History of Mexican Migration to the United States</i>, Wiley Blackwell, 2011 — David Hollinger, <i>Postethnic America. Beyond Multiculturalism</i>. NY : Basic Books, 2000.

- ~~— Samuel P. **Huntington**, *Who are We? America's Great Debate*. The Free Press, 2004.~~
- ~~— Hiroshi **Motomura**, *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States*. Oxford UP, 2007~~
- ~~— Ronald **Takaki**, *Strangers from a Different Shore. A History of Asian Americans*. Time Warner Trade Publishing, 1998~~
- ~~— Reed **Ueda**, *A Companion to American Immigration*. Blackwell, 2011~~
- ~~— Philip **Yang**, *Asian Immigration to the United States*. Cambridge : Polity Press, 2011~~
- ~~- Aristide R. **Zolberg**, *A Nation by Design: Immigration Policy in the Fashioning of America*. Cambridge : Harvard University Press, 2006.~~

Aveling, J.C.H. 'Catholic Households in Yorkshire, 1580-1603', *Northern History* 16 (1980) 85-101.

Bossy, John, *The English Catholic Community, 1570-1850*, London: Darton, Longman and Todd, 1976.

Bowden Caroline and James Kelly (eds), *The English Convents in Exile, 1600–1800. Communities, Cultures and Identity*, Farnham, 2013.

Caraman, Philip (ed.) *Henry Garnet 1555-1606 and the Gunpowder Plot*, London:

Longmans, 1964.

Caraman, Philip (ed.), *John Gerard. The Autobiography of an Elizabethan*, London: Longmans, 1956.

Clarkes, Anthony (ed.) *The Heart and Mind of Mary Ward*, Wheatampsted: Anthony

Clarkes, 1985.

Connelly, Roland, *Women of the Catholic Resistance: In England 1540-1680*, Durham:

Pentland Press, 1997.

Lux-Sterritt, Laurence, *English Benedictine Nuns in Exile in the Seventeenth Century. Living Spirituality*, Manchester, 2017.

Mullett, Michael, *Catholics in Britain and Ireland, 1558-1829*, London: Macmillan, 1998.

O'Faolain, Julian and Lauro Martines, *Not in God's Image*, London: Virago, 1979.

Mode de contrôle des connaissances

IN-CLASS ASSESSMENT

CC1 - 25% - oral presentation of one of the assigned scholarly readings

CC2 - 25% - written assignment: writing a blog post on a pre-agreed topic

CC3 - 50% - 2-hour written exam, textual commentary, week 12

~~CC1 - 25% - written assignment or oral presentation~~

~~CC2: 25% - written assignment.~~

~~CC3 : 50% - in class 2-hour written exam (dissertation)~~

DISTANCE-LEARNING

~~CC1 - 25% - written assignment (Commentaire/ Text analysis)~~

~~CC2 – 25% – written assignment (*dissertation*)~~

~~CC3 – 50% – written assignment, set duration, to be uploaded on AMeTICE
/ OR students can choose to write with in-class learners~~

Semestre 2 (30 credits)

Students must take all of the ‘Socle Commun 2’ (21 ECTS)
then choose 3 courses in the thematic programs (9 ECTS)

SOCLE COMMUN 2 (9 + 6 + 6 = 21 ECTS)

5 X 1,5 hour weekly classes

HLABU01 - SAVOIRS FONDAMENTAUX 3 : Littérature, civilisation et linguistique 2 (9 ECTS)

HLAB01A - LITTERATURE - méthodologie, forme, et pratiques culturelles 2. - S. Vallas

HLAB01B - CIVILISATION - méthodologie de la recherche en civilisation dans l'aire culturelle anglophone 2) GB/US. - M. Graves

HLAB01C - LINGUISTIQUE - langue et variations 2. - Monique De Mattia-Viviès

HLABU02 - SAVOIRS FONDAMENTAUX 4 (6 ECTS)

HLAB02A - TRADUCTION 2 - pratique de la traduction, thème. - Jean-Christophe Murat

HLAB02B - RHETORIQUE DES ETUDES CULTURELLES ET DE LA RECHERCHE : Histoire des études culturelles. - Sébastien Lefait

HLABU03 - MEMOIRE DE RECHERCHE (6 ECTS)

PROGRAMMES THEMATIQUES (9 ECTS)

Students will choose 3 courses. All courses are 2-hour weekly classes. (3x3=9 ECTS)

Program 1	Program 2	Program 3
<i>Les textes du monde anglophone : traduire, éditer, créer</i>	<i>Communautés d'expériences anglophones : mémoires, récits, représentations</i>	<i>Diversité de l'espace anglophone : échanges, altérités, pouvoirs</i>
<p>HLABU04 - Traduction et culture : traduire l'oralité - 2h – M. Hédon</p> <p>HLABU05 - Traductologie - 2h - S. Greaves</p>	<p>HLABU06 - Littérature 3 -2h Récits de vie 2 : Paul Auster or the ever-recommencing autobiographical project. - S. Vallas</p> <p>HLABU07 - Civilisation 3 - 2h Construction identitaire dans le monde anglophone, la construction d'une identité victorienne. - G. Teulié</p> <p>HLABU08 - Linguistique 2 - 2h Stylistique. - G. Lacaze (same as program 3)</p>	<p>HLAUB09 - Littérature 4 - 2h American Modernist Women Poets and the Revolution of the Word - A. Reynes-Delobel</p> <p>HLABU10 - Civilisation 4 - 2h Echanges, altérités et pouvoirs dans le monde anglophone. - C. Cottenet</p> <p>HLABU08 - Linguistique 2 - 2h Stylistique. G. Lacaze (same as program 2)</p>

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HLBU01 SAVOIRS FONDAMENTAUX 3 : Littérature, Civilisation et Linguistique 1, 9 ECTS

HLAB01A Méthodologie de la recherche en littérature 2

Mots-clés	Research, literary theories, literary criticism
Contenu de l'enseignement	This course is dedicated to the notions of reader and readership as sketched and discussed in major works that shaped literary theory and literary criticism.
Niveau de l'enseignement pour les langues uniquement	C2
Compétences à acquérir	—launching into the writing of the TER —an approach to 19th and 20th century theories on reader and readership
Responsable / Contact	Sophie Vallas / sophie.vallas@univ-amu.fr
Langue principale	English
Discipline	Études culturelles du monde anglophone
Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	Two references you may find useful if you want to go further: —Compagnon, Antoine, <i>Le démon de la théorie. Littérature et sens commun</i> , Paris, Seuil, 1998. —Lodge, David, <i>The Art of Fiction</i> , Harmondsworth, Penguin, 1992. Brief texts will be given and studied in class.
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT CC1 – 33% of final grade for HLAB01 – 1h30 in-class written exam (<i>dissertation de synthèse in French</i>), scheduled for last session DISTANCE LEARNING (SFAD) CC1 - CC1 - 33% of final grade for HLAB01 – 1h30 online exam

HLAB01B Civilisation Savoirs fondamentaux 3

Mots-clés	Méthodologie ; recherche ; civilisation ; histoire ; aire culturelle anglophone
Contenu de l'enseignement	Méthodologie de la recherche en civilisation (histoire, sciences humaines et sociales) dans l'aire culturelle anglophone
Niveau de l'enseignement	C2
Compétences à acquérir	appréhender un document écrit se familiariser avec la recherche sur archives appréhender l'histoire orale mener un entretien mener une recherche en humanités et sciences sociales
Responsable / Contact	Matthew Graves
Langue principale	ENGLISH
Discipline	Anglais
Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	<p>Black, J., & MacRaid, D. M. (2017). <i>Studying History</i>, Red Globe Press, Macmillan.</p> <p>Ch.1 “The Scope of History” (sample chapter) https://www.macmillanihe.com</p> <p>Shanti Sumartojo & Matthew Graves (2018). “Rust and Dust: Materiality and the feel of memory at the Camp des Milles”, <i>Journal of Material Culture</i>, 1-16. DOI : 10.1177/1359183518769110</p> <p>Shanti Sumartojo & Matthew Graves (2019). “Feeling through the screen: memory sites, affective entanglements, and digital materialities”, <i>Social & Cultural Geography</i>, Taylor & Francis. DOI: 10.1080/14649365.2018.1563711</p> <p>Teulié, Gilles. (2018). “The First Circle of Memory: First World War Postcards of British Imperial Troops in Marseilles” in Ben Wellings and Shanti Sumartojo (eds.), <i>Commemorating Race and Empire in the First World War Centenary</i>, Presses Universitaires de Provence/Liverpool University Press. DOI : 10.3828/liverpool/9781786940889.001.0001</p>
Mode de contrôle des connaissances [publication]	IN-CLASS DISTANCE LEARNING (SFAD) ASSESSMENT CC2 – 33% of final grade for HLAB01 – written assignment

HLAB01C Langue et variations 2. Grammaire et phonétique anglaises

Mots-clés	Grammaire, recherche, enseignement
Contenu de l'enseignement	<p>Pour l'année 2023-2024 et pour les présentiels, ce cours sera assuré par Mme De Mattia-Viviès (18h)</p> <p><i>This course is designed to meet the needs of the foreign student of English. It is particularly aimed at students who are planning to become teachers, whether in secondary or higher education. It is designed from the dual perspective of teaching and research in English linguistics.</i></p> <p><i>This year's programme will focus on verbal constructions.</i></p> <p>Ce cours comporte une partie théorique et une partie pratique (exercices d'explication grammaticale).</p> <p>Il s'adresse aux étudiants dont le projet est de devenir enseignants, du secondaire ou du supérieur. Il est conçu dans la double perspective de l'enseignement et de la recherche en linguistique anglaise.</p> <p>Programme : <i>les constructions verbales : de la recherche à l'enseignement.</i></p> <p>ROGGERO, J. <i>Grammaire anglaise</i>. Paris : Nathan, [1981], 1985. pp. 15 à 28.</p> <p>DE MATTIA-VIVIES, M. <i>Leçons de grammaire anglaise. De la recherche à l'enseignement. Volume 3, Le groupe prédicatif</i>. Aix-en-Provence : Presses Universitaires de Provence, 2019, pp. 257-297.</p> <p>Une bibliographie plus détaillée sera fournie lors du premier cours.</p>
Niveau de l'enseignement	C2
Compétences à acquérir	At the end of the course, the student will be able to transmit, in a simple and accessible language, the knowledge acquired in the fields of English grammar.
Responsable / Contact	Monique De Mattia-Viviès
Intervenants	Monique De Mattia-Viviès et Sophie Herment (pour 2023-2024, Monique De Mattia-Viviès uniquement).
Modalités d'organisation et de suivi	Interactive course, including practical applications of the knowledge being acquired
Langue principale	French and English
Discipline	English grammar

Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	<p>DE MATTIA-VIVIES, M. <i>Leçons de grammaire anglaise. De la recherche à l'enseignement. Volume 3, Le groupe prédicatif.</i> Aix-en-Provence : Presses Universitaires de Provence, 2019, pp. 257-297.</p> <p>ROGGERO, J. <i>Grammaire anglaise.</i> Paris : Nathan, [1981], 1985.</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC3 - 33% of final grade for HLABU01 - 1h30 in-class written exam, scheduled for last session</p> <p>DISTANCE LEARNING (SFAD)</p> <p>CC3 - 33% of final grade for HLABU01 - 1h30 written assignment</p>

HLABU02 SAVOIRS FONDAMENTAUX 4 : 6 ECTS

HLAB02A Pratique de la traduction, thème

Mots-clés	French-English translation, literary translation, interculturality
Contenu de l'enseignement	This course is aimed at developing and consolidating translation techniques, literary awareness and intercultural practice. Extracts for translation will be selected from 20th and 21st century French literature.
Niveau de l'enseignement pour les langues uniquement	C2
Compétences à acquérir	<p>Translation from French to English</p> <p>Familiarity with contemporary French literary styles and registers</p> <p>Literary analysis in combination with grammatical, syntactical and lexical awareness in both languages</p> <p>Use of English appropriate to the communication situation of class discussion and to literary criticism</p> <p>Familiarity with the cultural codes of the Anglophone world</p>
Responsable / Contact	
Langue principale	English
Discipline	Cultural Studies in the Anglophone World
Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	<p>De Mattia-Viviès, Monique. <i>Leçons de grammaire anglaise : de la recherche à l'enseignement</i>. Aix-en-Provence : PUP (3 volumes : syntaxe 1 et 2 2018, groupe nominal, 2019).</p> <p>Grellet, Françoise. <i>Initiation au thème anglais. The Mirrored Image</i>. Paris : Hachette Supérieur, 1992 (re-edited).</p> <p>Chuquet, Hélène & Michel Paillard. <i>Approche linguistique des problèmes de traduction anglais-français</i>. Paris : Ophrys [1987] 2002.</p> <p>François Gallix & Michael Walsh. <i>La Traduction littéraire</i>. Hachette, 1998.</p> <p>Dubos, Ulrika. <i>Explication grammaticale du thème anglais</i>. Paris : Nathan Université, 1994 (excellente mise en application de la grammaire de l'énonciation).</p> <p>Sorlin, Sandrine. <i>La stylistique anglaise. Théories et pratiques</i>. Presses Universitaires de Rennes, 2014.</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 - 33% of final grade – 1h30 in-class translation (<i>thème</i> – French to English), scheduled for last session. An assessment is made of the quality of the translation in terms of language and culture.</p> <p>CC2 - 33% of final grade– average of the two grades : assessment of the quality of the style (choice of vocabulary, syntax...) and written composition in the translation (CC1) and written assignment (see below, HLAB02B)</p> <p>DISTANCE LEARNING (SFAD)</p> <p>Same as in-class, online.</p>

HLAB02B RHETORIQUE DES ETUDES CULTURELLES ET DE LA RECHERCHE
(Histoire des études culturelles)

Mots-clés	Études culturelles, études anglophones, méthodologie
Contenu de l'enseignement	This course is an introduction to cultural studies, a transdisciplinary approach to the various fields and methods of research in the humanities, including popular, subaltern, noncanonical and other alternative cultures. Students will be invited to reflect on the history and epistemology of cultural studies, whose transversal methodologies are particularly relevant to studies on the English-speaking world, especially in the French tradition of anglistique. The method will consist in studying a selection of short excerpts from theoretical and practical texts in British and American “cultural studies” and French “études culturelles”. Specific emphasis will be placed on the fundamental texts from which the theory and practice of cultural studies originate.
Niveau de l'enseignement	C2
Responsable / Contact	Sébastien Lefait. sebastien.lefait@univ-amu.fr
Langue principale	French and English
Discipline	
Volume horaire global (par étudiant)	18h CM
Bibliographie, lectures recommandées	<u>Select bibliography:</u> During Cervulle, Maxime, et Arnaud Quemener. <i>Cultural studies: Théories et méthodes</i> . Armand Colin, 2015. Chalard-Fillaudeau, Anne. <i>Les études culturelles</i> . Presses Univ. Vincennes, 2015. During, Simon, ed. <i>The Cultural Studies Reader</i> . 3 edition, Routledge, 2007. Lewis, Jeff. <i>Studyguide for Cultural Studies: The Basics</i> . SAGE Publications Ltd, 1735. Longhurst, Brian, et al. <i>Introducing Cultural Studies</i> . 3e éd., Routledge, 2016.
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT CCI - Two written exams (in class) Style and content will be assessed separately for the second one. DISTANCE LEARNING (FAD) Written exam, at the end of semester. 3 distinct assessments: content/knowledge acquisition; rhetorical skills; language

HLABU03 : MEMOIRE DE RECHERCHE 1, 6 ECTS

HLABU03 Mémoire de recherche 1

Mots-clés	Recherche, spécialisation, rédaction professionnelle
Contenu de l'enseignement	Réalisation d'un mémoire de recherche portant sur le monde anglophone sous la direction d'un enseignant-chercheur du département d'anglais, suivant les conventions scientifiques de rédaction propres à chaque domaine (MLA pour la Littérature et la linguistique, CMS pour la civilisation, APA pour la phonétique) NB. Les consignes sont susceptibles d'évoluer d'ici la rentrée 2022/23.
Niveau de l'enseignement	C2
Nombre de crédits	6
Compétences à acquérir	<ul style="list-style-type: none"> - spécialisation en linguistique, phonétique, littérature, traduction ou civilisation du monde anglophone - compétences rédactionnelles - recherche documentaire en bibliothèque et dans les bases de données, exploitation et analyses de données - réalisation d'un rapport scientifique - maîtrise des conventions scientifiques de rédaction - organisation personnelle et gestion de projet
Responsable / Contact	Les directeurs/trices de mémoire
Langue principale	ENGLISH
Discipline	Études culturelles du monde anglophone
Volume horaire global (par étudiant)	36 h travail personnel étudiant
Bibliographie, lectures recommandées	<p>Il est recommandé de consulter régulièrement les sites suivants :</p> <p>Conventions MLA: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html</p> <p>Conventions CMS: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html</p> <p>Conventions APA: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</p> <p>Students should use the online ECMA <i>vademecum</i>.</p>
Mode de contrôle des connaissances	<p>IN-CLASS and DISTANCE LEARNING</p> <p>A 40-page essay (approx. 2500 signs per page)</p> <p>CC1 – 33% - content</p> <p>CC2 – 33% - written language skills and formal presentation</p> <p>CC3 – 33% - oral defense</p>

HLAAX11 CHOIX DE 3 UE DISCIPLINAIRES : 9 ECTS

HLABU04 Traduction et culture : traduire l'oralité

Mots-clés	Traduction, version, oralité, vernaculaires, argot
Contenu de l'enseignement	Après une réflexion théorique et méthodologique sur la notion d'oralité en littérature et les questions traductologiques qu'elle pose, les étudiants seront invités à traduire des textes qui présentent différentes situations d'oralité et différents registres et publics visés.
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> - Pouvoir combiner les outils linguistiques et les outils d'analyse littéraire - Mobiliser en anglais un langage approprié à la situation de communication et à une réalité littéraire - S'approprier et transposer les codes culturels du monde anglophone
Responsable / Contact	Marie Odile Hédon (marie-odile.hedon@univ-amu.fr)
Langue principale	Anglais/français
Discipline	Études Culturelles du Monde Anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	
Mode de contrôle des connaissances [publication]	<p>IN-CLASS ASSESSMENT</p> <p>CC1 - 33% - written assignment/ translation, due week 5</p> <p>CC2 - 33% - written assignment, translation, students select their own text.</p> <p>CC3 - 33% - in-class 1h30 written exam, week 12</p> <p>DISTANCE LEARNING (SFAD) CCI</p> <p>CC1 - 33% - written assignment/ translation, due week 5</p> <p>CC2 - 33% - written assignment, translation, students select their own text.</p> <p>CC2 - 33% - ?</p>

HLABU05 Traductologie / Translation studies: Theory and Practice

Mots-clés	Translation theory and practice, history of translation, translation studies, interculturality
Contenu de l'enseignement	<p>This course focuses on landmarks in Western translation theory and practice in their historical, literary and cultural context. Beginning with the burgeoning of translation studies in the 1970s, it will rewind to the early translations of the Bible and work forwards through the major translations and translation theories that paved the way for the new discipline during the preceding centuries, with particular attention to the relationship between translation and culture. New developments in translation studies, such as transcultural translation or self-translation will also be considered.</p> <p>Teaching includes lectures, textual study and creative exercises, in which students select their own source texts – possibly excerpts they are studying for their T.E.R. dissertations – and experiment with different approaches and strategies.</p>
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> - Specialised knowledge in translation studies - Specialised knowledge of the history of translation theory and its literary and cultural contexts - Reflexivity and critical translation - Development of one's personal translation culture
Responsable / Contact	Sara Greaves (sara.greaves@univ-amu.fr)
Langue principale	ENGLISH
Discipline	Études culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<p>Bassnett, Susan. <i>Translation Studies</i>. London: Routledge, 1980 (3rd edition 2012).</p> <p>Bellos, David. <i>Is That a Fish in Your Ear? The Amazing Adventure of Translation</i>. Harmondsworth: Penguin, 2011.</p> <p>Berman, Antoine. <i>L'épreuve de l'étranger. Culture et traduction dans l'Allemagne romantique</i>. Paris : Gallimard, 1984.</p> <p>Ladmiral, Jean-René. <i>Traduire : théorèmes pour la traduction</i>. Paris: Payot, 1979.</p> <p>Prete, Antonio. <i>A l'ombre de l'autre langue: Pour un art de la traduction</i>. Danièle Robert (trad.), les éditions chemin de ronde, 2013 (Original title: <i>A l'ombra dell'altra lingua</i>. Torino: Bollati Boringhieri, 2011).</p> <p>Robinson, Douglas. <i>Western Translation Theory, from Herodotus to Nietzsche</i>. London & New York: Routledge, [1997] 2002.</p> <p>Steiner, George. <i>After Babel: Aspects of Language and Translation</i>. London & New York: O.U.P., 1975.</p> <p>Venuti, Lawrence (ed.). <i>A Translation Studies Reader</i>. London: Routledge, 2000.</p> <p>Weissbort, Daniel & Astradur Eysteinnsson (eds). <i>Translation: Theory and Practice</i>. Oxford University Press, 2006.</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 - 33% - 1 hour in-class exam, 3 questions on translation studies</p> <p>CC2 - 33% - written assignment, translation of an extract of the student's choice and commentary</p> <p>CC3 - 33%- oral presentation (20mn), presentation of CC2</p>

HLABU06 Littérature 3, récits de vie 2 :
Paul Auster or the ever-recommencing autobiographical project

Mots-clés	Literature, autobiography, Paul Auster, self-writing
Contenu de l'enseignement	This course will focus on the work of Paul Auster. Although he is essentially known as a novelist, his whole work can be seen as deeply autobiographical, not simply because it uses autobiographical elements but because it <i>originates in a self-writing project</i> that Auster has been developing for almost forty years, in several ways, as a poet, as a novelist and as a non-fiction writer. The complex notions of autobiography and memoir will be at the heart of our reflection, of course, and Auster's work will be seen in the larger context of the American tradition of self-writing.
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	—Self-writing as a genre —Self-writing in 20th century US culture —Text analysis
Responsable / Contact	Sophie Vallas / sophie.vallas@univ-amu.fr
Langue principale	English
Discipline	Études culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	Auster, Paul. <i>The Invention of Solitude</i> , Faber and Faber (last edition). A critical bibliography will be provided at the beginning of the course.
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT CC1 - 33% - individual written assignment (<i>dissertation</i>) CC2 - 33% - in-class oral presentation CC3 - 33% - in-class 2-hour written exam (<i>dissertation</i>) DISTANCE LEARNING (SFAD) CC1 - 33% - individual written assignment (<i>dissertation</i>) CC2 - 33% - reading account, choice of readings from bibliography CC3 - 33% - online 2-hour written exam

**HLABU07 Civilisation 3, construction identitaire dans le monde anglophone :
the construction of a Victorian identity**

Mots-clés	Great-Britain, Queen Victoria, identity, History, representations
Contenu de l'enseignement	This course aims at examining the socio-cultural mechanisms which lead to the construction of the Victorian society. We will try to question how the so-called Victorians came to be, what triggered their social, political, economic, and military choices in the transitional period which led Britain (and the world) from a feudal society to a modern one. This course seeks to go beyond the history of 19 th century Britain to try to understand the general phenomenon that enables any given society to elaborate its "identity".
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> • To master the historical and critical context of 19th century Britain. • To develop a critical eye on documents, as well as develop their specificity. • Understand the mechanisms of the identity construction of a society. • Decipher what is implicit in a text. • Structure an analysis in English.
Responsable / Contact	Gilles Teulié (gilles.teulie@univ-amu.fr)
Intervenants	Gilles Teulié
Langue principale	ENGLISH
Discipline	Études du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	Walter Houghton, <i>The Victorian Frame of Mind</i> , 1959. Susie L. Steinbach, <i>Understanding the Victorians</i> , 2016. Matthew Sweet, <i>Inventing the Victorians</i> , 2001. Judith Flanders, <i>Consuming passions</i> , 2007.
Mode de contrôle des connaissances	IN-CLASS ASSESSMENT CC1 - 33% - oral presentation CC2 - 33% - individual written assignment CC3 - 33% - in-class 2-hour written exam DISTANCE LEARNING (SFAD) CC1 - 33%- individual written assignment CC2 - 33% - individual written assignment CC3 - 33% - online oral

HLABU08 Linguistique 2 / Linguistics 2 : stylistique / stylistics

Mots-clés	Stylistique, linguistique, analyse de discours Stylistics, linguistics, discourse analysis
Contenu de l'enseignement	<p>The aim of this course is to offer students the necessary toolkit in stylistics and linguistics to analyse texts (both literary and non-literary).</p> <p>Part One presents different approaches of English stylistics thanks to the analysis of various corpora (poetry, drama, fiction and the press). Students will learn to identify in a text different figures of speech used by authors.</p> <p>Part Two will focus on reported speech and the expression of subjectivity, either in fiction (short stories and novels) or in the press. A stylistic approach will especially lay emphasis on the subtle choices adopted by an author or a journalist in the representation of direct speech in utterances of reported speech.</p> <p>La première partie du cours présente différentes approches de ce qu'est la stylistique anglaise à partir de l'étude de différents corpus (poésie, théâtre, fiction, presse). Les étudiants apprendront à reconnaître et identifier dans un texte les différentes figures de style employées par les auteurs.</p> <p>La deuxième partie du cours portera sur le discours rapporté et l'expression de la subjectivité. L'analyse stylistique d'énoncés authentiques à partir d'un corpus rassemblant des extraits d'œuvres de fiction et des articles de presse montrera comment la subjectivité du locuteur rapporteur, qui construit la représentation de paroles ou de pensées d'un locuteur rapporté, peut être mise au jour dans les choix compositionnels d'occurrences de discours rapporté, notamment à partir d'énoncés de discours direct.</p>
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> - repérer les stratégies narratives et argumentatives à l'œuvre dans des discours de tout type. - mettre ses connaissances en linguistique au service de la compréhension de l'implicite des textes (de tout genre). - saisir les effets produits par certains choix de marqueurs linguistiques. - analyser les choix de composition des occurrences de discours rapporté à partir de considérations stylistiques
Responsable / Contact	Grégoire Lacaze (gregoire.lacaze@univ-amu.fr)
Langue principale	French
Discipline	Études culturelles du monde anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD

Bibliographie, lectures recommandées	<p>Ceccaldi-Hamet et Grégoire Lacaze (éds.). 2020. <i>Le discours rapporté et l'expression de la subjectivité</i>. E-rea 17.2 https://journals.openedition.org/erea/9236</p> <p>Charaudeau, Patrick. <i>Le discours politique : les masques du pouvoir</i>. Limoges : Lambert-Lucas, 2014.</p> <p>De Mattia-Viviès, Monique. 2010. « Du discours rapporté mimétique aux formes intrinsèquement hybrides ». <i>SIGMA/ANGLOPHONIA</i>28 : 151180.</p> <p>Rabatel, Alain. 2017. <i>Pour une lecture linguistique et critique des médias : Empathie, éthique, point(s) de vue</i>. Limoges : Lambert-Lucas.</p> <p>Rosier, Laurence. 2008. <i>Le discours rapporté en français</i>. Paris : Ophrys.</p> <p>Salbayre, Sébastien et Nathalie Vincent-Arnaud. <i>L'analyse stylistique : textes littéraires de langue anglaise</i>. Toulouse : Presses Universitaires du Mirail.</p> <p>Suhamy, Henri. 1994. <i>Stylistique anglaise</i>. Paris : PUF.</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 - 33% - written assignment CC2 - 33% - written assignment CC3 - 33% - average grade, CC1 and CC2</p> <p>DISTANCE LEARNING (SFAD)</p> <p>CC1 - 33% - written assignment CC2 - 33% - written assignment CC3 - 33% - average grade, CC1 and CC2</p>

HLABU09 Littérature 4 : American Modernist Women Poets and the Revolution of the Word

Mots-clés	
Contenu de l'enseignement	<p>This course explores women's role in the making of American avant-garde modernism against the backdrop of the expanded field of the new modernist studies. It aims at introducing students to the main genres, important issues and key figures in women's writing during the years 1910-1940. The course takes as its point of departure the participation of women poets and artists in aesthetic experimentation, activism, the periodical press, and visual culture.</p> <p>It is essential that you read the assigned readings before each class as well as recommended secondary resources and handouts. During the semester, keep up with updates on resources, additional material, bibliography, handouts, study questions, and session overviews. It is required that you come to class prepared, and bring your questions and ideas.</p>
Niveau de l'enseignement	C2
Nombre de crédits	3

Compétences à acquérir	<p>-Develop a critical and methodological stance toward text and image through reading, writing, and speaking.</p> <p>-Learn to organize complex arguments in writing using thesis statements, claims and evidence.</p> <p>-Participate in class discussions throughout the semester to reflect on assigned readings.</p>
Responsable / Contact	Anne Reynes-Delobel (anne.reynes@univ-amu.fr)
Intervenants	Anne Reynes-Delobel
Langue principale	English
Discipline	Études Culturelles du Monde Anglophone
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<p>All the material mentioned above will be available on the course's webpage on the Ametice's platform: https://ametice.univ-amu.fr/course/view.php?id=94890</p> <p style="text-align: center;">PRIMARY SOURCES AND SUGGESTED READING</p> <p>BENSTOCK, Shari, <i>Women of the Left Bank</i>, University of Texas Press, 1986. [BU Fenouillères: 810.900 5 BEN; traduction FR: XB 0000014694]</p> <p>LEVENSON, Michael, <i>Cambridge Companion to Modernism</i>, Cambridge UP, 1999. [BU Fenouillères: XB 0000018619]</p> <p>NICHOLLS, Peter, <i>Modernism, A Literary Guide</i> (1995) [BU Fenouillères: 820.900 3 NIC]</p> <p>NORTH, Michael, "The Making of 'Make It New,'" <i>Guernica: a magazine of global arts and politics</i>, 15 August 2013 [Online] https://www.guernicamag.com/the-making-of-making-it-new/</p> <p>MAO Douglas and WALKOWITZ Rebecca L., "The New Modernist Studies" (2008) [Online]</p> <p>SCOTT, Bonnie Kime, <i>Gender in Modernism</i>, University of Illinois Press, 2007. [BU Fenouillères: 810.900 5 SCO]</p> <p><i>A Handbook of Modernism Studies</i>, dir. Jean-Michel Rabaté, West Sussex, Wiley Blackwell, 2013. [BU Fenouillères: 809.04 RAB]</p>
Mode de contrôle des connaissances	<p>PRESENTIEL CCI :</p> <p>CC1: Short Response Paper (2,000words): (30%) (end of February 2023 - 12.00 noon)</p> <p>CC2 : Research Essay (5,000 words) (40%) (mid-April 2023 - 12.00 noon)</p> <p>CC3 : Seminar Participation (30%)</p>

HLABU10 Civilisation 4 : échanges, altérités et pouvoirs dans le monde anglophone - African American Print Culture (19th and 20th centuries)

Mots-clés	African American Studies, Book History, Cultural History <i>Études afro-américaines, histoire du livre, histoire culturelle</i>
Contenu de l'enseignement	This cultural history course focuses on the United States, and proposes to initiate students to the interdisciplinary field of Book history, with a concentration on African American print culture. Working from strong academic essays as well as primary material sources, students will reflect on the joint historiographies of African American studies and print culture, as they analyze the conditions of, and obstacles to the publication of writers submitted to racial discrimination.
Niveau de l'enseignement	C2
Nombre de crédits	3
Compétences à acquérir	<ul style="list-style-type: none"> - Appréhender une historiographie croisée (études afro-américaines/ histoire du livre) - Comprendre, présenter et critiquer la démonstration d'une publication scientifique <p>Comprendre les enjeux propres à un champ interdisciplinaire</p>
Responsable / Contact	Cécile Cottenet cecile.cottenet@univ-amu.fr
Langue principale	ENGLISH
Discipline	Études culturelles du monde anglophone ; Histoire culturelle / Civilisation des Etats-Unis
Volume horaire global (par étudiant)	12h CM + 12h TD
Bibliographie, lectures recommandées	<p>COHEN Lara Langer, STEIN Joran Alexander, ed., <i>Early African American Print Culture</i>, Philadelphia, University of Philadelphia Press, 2012.</p> <p>HUTCHINSON George, <i>The Harlem Renaissance in Black and White</i>. Cambridge, Mass., Harvard UP, 1995.</p> <p>HUTCHINSON George, YOUNG John Kevin, <i>Publishing Blackness: Textual Constructions of Race since 1850</i>, University of Michigan Press, 2013.</p> <p>JACKSON Leon, "The Talking Book and the Talking Book Historian: African American Cultures of Print. The State of the Discipline". <i>Book History</i>, vol. 13 (2010), p. 251-308.</p> <p>ROY Michaël, <i>Textes fugitifs. Le récit d'esclave au prisme de l'histoire du livre</i>. Lyon, ENS Editions, 2017.</p> <p>YOUNG John Kevin, <i>Black Writers, White Publishers. Marketplace Politics in Twentieth-Century African American Literature</i>. University Press of Mississippi, 2006.</p> <p>Individual academic essays will be handed out and/ or made available on AMeTICE at the beginning of the class.</p>
Mode de contrôle des connaissances	<p>IN-CLASS ASSESSMENT</p> <p>CC1 - 25% - oral presentation of one of the assigned scholarly readings</p> <p>CC2 - 25% - written outline, bibliography of oral presentation</p> <p>CC3 - 50% - 2 hour-written exam.</p>