

MASTER ÉTUDES CULTURELLES PARCOURS MONDE ANGLOPHONE

DISTANCIEL (Formation à distance, FAD)

RESPONSABLE DISTANCIEL : laurence.sterritt@univ-amu.fr

MASTER 1 SEMESTRE 1 (30 crédits)

**Les séminaires notés * sont dispensés en français
Toutes les UE sont évaluées en évaluation continue intégrale (ECI)**

BCC A1. Compétences transversales et générales (tronc commun), 10 crédits

***HLAAU20D Version, Marie Hédon, 2 crédits**

Résumé : Ce cours repose sur un plaquette de textes littéraires, disponibles sur Ametice en début de semestre. Il est enseigné en français et en anglais.

Comme outils de travail, il vous faut un dictionnaire tout anglais, un dictionnaire des synonymes anglais, et un dictionnaire des synonymes français. Très important : une grammaire du français et un dictionnaire de la langue (Grévisse).

Lisez de la littérature française et de véritables traductions littéraires (traductions produites par des écrivains, tels Beckett ou Baudelaire), ou encore des écrivains qui s'autotraduisent, ou écrivent dans deux langues (Green, Federman).

Bibliographie :

Un fondamental. La lecture en est recommandée avant le début du semestre :

Perrin, Isabelle, *Les fondamentaux : Comment traduire?* Hachette Supérieur, 2000. 428.02 PER

Compagnon de travail et révision systématique :

BESCHERELLE 1. *La conjugaison. Dictionnaire de douze mille verbes.* Paris : Hatier, 1990 (rééditions).

Pour s'entraîner :

Petton, André, *Version anglaise : 27 textes traduits et commentés*, Rennes : Presses universitaires de Rennes, 1995. 428.02 PET

Weber, Michel, *Version Anglaise : entraînement systématique pour bien traduire : prépas-licence-master-concours*, Paris : Ellipses, 2018. 428.02 WEB.

HLAAU21D, Digital Humanities 1, Grégoire Lacaze, 4 crédits

Résumé :

Introduction to Digital Humanities

Students are taught how to analyse digital sources. They are encouraged to develop critical approaches that are necessary to study digital documents. Students should be able to:

- identify, classify and analyse digital sources
- understand how digital humanities have produced new 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

Bibliographie:

Dacos, Marin et Pierre Mounier. *L'édition électronique*. Paris : La Découverte, 2010.

Doueïhi, Milad. *Pour un humanisme numérique*. Paris : Seuil, 2011.

Gardiner, Eileen and Ronald G. Musto. *The Digital Humanities; A Primer for Students and Scholars*. Cambridge, CUP, 2015.

Eve, Martin Paul. *Open Access and the Humanities*. Cambridge : CUP, 2014.

Metrovic Deyrup, Marta. *Digital Scholarship*. London: Routledge, 2009.

Mounier, Pierre (dir.). *Read/Write Book 2. Une introduction aux humanités numériques*. Marseille : OpenEdition Press, 2012.

Suber, Peter. *Open Access*. Cambridge: MIT Press, 2012.

HLAAU22D, Professionnalisation and research enhancement, Nathalie Vanfasse, 4 crédits

Résumé : This course aims at helping you define your professional goals and devise the best strategy to meet them. This implies enhancing the skills and the knowledge you have acquired until now and will be acquiring during your first year in this MA. It also means finding out more about the career path you would like to embrace. During the course you will be gradually building a professional portfolio and improving your profile for future job applications.

Bibliographie: documents will be provided during the semester

BCC A2. Connaissances et compétences disciplinaires (tronc commun), 8 crédits

HLAAU23D, Concepts et outils d'analyse avancés 1, 8 crédits (les 4 ECUE sont obligatoires)

***HLAA23A: Clinical linguistics, Monique De Mattia-Viviès (12h CM)**

Résumé : This course examines the role of affect in the learning of a second language in relation to the mother tongue. It aims to provide tools to better understand what happens psycho-affectively during the language learning process in childhood. It raises a whole series of questions. How is the mother tongue transmitted? What is the role of the primary caregiver - statistically, the mother - and her own relationship to her mother

tongue? What is the role of school, whose language sometimes differs from that of the family? How does this transmission influence the way in which the child later appropriates (or not) a foreign language in a school context? What lessons can be drawn for the teaching of a foreign language, both in secondary and higher education? What is it about learning a foreign language that leads us to question the way it is assessed? This course proposes a number of hypotheses based on the work of British psychiatrists and psychoanalysts belonging to the 'British school' (notably Melanie Klein, Donald Winnicott, John Bowlby and Wilfred Bion), who give a central role to the first two years of life and to the first attachment figure, most frequently the mother.

References

- Ainsworth, Mary. *Patterns of Attachment: A Psychological Study of the Strange Situation*, New York & London, Routledge, 2015.
- Bialystock, Ellen et al. *In Other Words: The Science and Psychology Of Second-Language Acquisition*. New York: Basic Books, 1995.
- Bion, Wilfred. "The Psycho-Analytic Study of Thinking", *International Journal of Psycho-Analysis*, vol. 43, 1962b, 306-311.
- Bowlby, John. *Attachment and Loss. Volume 3: Loss. Sadness and Depression*, Croydon, Pimlico, [1980] 2006.
- Danon-Boileau, Laurent. *The Silent Child*. Translated by Kevin Windle. Oxford: Oxford University Press, [1995] 2007.
- Deleuze, Gilles. 'Schizologie' (preface). *Le Schizo et les langues*. Paris: Gallimard, [1970] 2009.
- . *Critique et clinique*. Paris: Éditions de Minuit, 1993.
- Derrida, Jacques. *Le monolinguisme de l'autre ou La prothèse d'origine*. Paris: Éditions Galilée, 1996.
- Fairbairn, Ronald. *Psychoanalytic Studies of the Personality*. London: Routledge, [1952] 1994.
- Foucault, Michel. 'La fuite des idées' and 'Les trois procédés'. (*Dits et écrits (1958-1988)*. Volume 2: 1976-1988. Paris : Gallimard, 2001). In: Pontalis, Jean-Bertrand et al. *Dossier Wolfson ou l'affaire du Schizo et les langues*. Paris: Gallimard, 2009.
- Greaves, Sara & De Mattia-Viviès, Monique. *Language Learning and the Mother Tongue. Multidisciplinary Perspective*. Cambridge, Cambridge University Press, [2022] 2024 (Paperback edition).
- Guiora, Alexander. "The Two Faces of Language Ego". *Toegepaste Taalwetenschap in Artikelen*, Volume 41, Issue 1, 1991. 5-14.
- Hassoun, Jacques. *Fragments de langue maternelle*. Paris: Payot, 1979.
- Hoffman, Eva. *Lost in Translation: A Life in a New Language*, Harmondsworth, Penguin, 1990.
- Klein, Melanie. *Envy and Gratitude*. London, Vintage, 1997 [1957].
- Kristeva, Julia. « L'amour de l'autre langue ». Sommet du livre à la bibliothèque nationale de France, 2014. <https://www.kristeva.fr/la-traduction-langue-de-l-europe.html>

Lacan, Jacques. *Encore. Le séminaire-Livre XX*. Paris: Éditions du Seuil, Collection Points Essais, 1975.

— . *Séminaire III. Les Psychoses*. Paris: Le Seuil, 1981.

Lecerle, Jean-Jacques & Monique De Mattia-Viviès (postface). *Système et style*. Paris, éditions Amsterdam, 2023.

Mirsky, Julia. "Language in migration: separation conflicts in relation to the mother tongue and the new language", *Psychotherapy* 28/4, 1991. 618-24.

Szpacenkopf, Maria Izabel Oliveira. 'Maud Mannoni: apprendre une autre langue'. *Figures de la psychanalyse*, Vol. 20, n° 2, 2010, pp. 163-176.

Pontalis, Jean-Bertrand. *Dossier Wolfson ou l'affaire du Schizo et les langues*. Paris: Gallimard, 2009.

Stitou, Rajaa. 'Épreuve de l'exil et blessures de la langue'. *Cahiers de psychologie clinique*, Vol. 18, n° 1, 2002, pp. 159-170, www.cairn.info/revue-cahiers-de-psychologie-clinique-2002-1-page-159.htm

Vierling-Weiss, Michèle. 'Que reste-t-il ? La langue maternelle'. *Che vuoi*, Vol. 26, n° 2, 2006, pp. 11-21.

Winnicott, Donald. *The Child, the Family and the Outside World*, Perseus Publishing, [1964] 1992.

Wolfson, Louis. *Le Schizo et les langues*. Paris: Gallimard, [1970] 2009.

Online Lectures and Radio Programmes:

Bialystock, Ellen. 'On Bilingualism and the Middle Way', 2017. https://www.youtube.com/watch?v=XwRr_74YkEQ

Cassin, Barbara. 'Hannah Arendt et les langues de l'exil'. Radio 'France Culture', 2011. <https://www.franceculture.fr/conferences/ecole-normale-superieure/hannah-arendt-pour-etre-confirme-dans-mon-identite-je-depend>

Goldschmidt, Georges-Arthur. 'A-t-on déjà vu un fleuve avec une seule rive ?'. Radio 'France Culture', 'Talmudiques'. Presented by [Marc-Alain Ouaknin](#), 2016. <https://www.franceculture.fr/emissions/talmudiques/eprouver-lalterite-22-se-trouver-en-langue-etrangere>

Kristeva, Julia. 'L'amour de l'autre langue', 2014. <https://www.kristeva.fr/la-traduction-langue-de-l-europe.html>

Louis, Edouard. *Les matins de France Culture*. Radio 'France Culture', 2014. <https://www.franceculture.fr/emissions/les-matins/quand-lecriture-de-soi-devient-un-acte-de-revolte-avec-edouard-louis-auteur-de>

M3C : ECI.

HLAA23BD: Translation and translation studies, Sara Greaves

Résumé : This course focuses on landmarks in Western translation theory and practice in their historical, literary and cultural contexts. Beginning with the early translations of the Bible and the contrasting approaches we see there, it focuses on some of the major translations and theories – *les belles infidèles*, German romanticism, traveller-translators, Pound's *paideuma*... – that paved the way over the centuries for the discipline that burgeoned as translation studies in the 1970s. We will

end with Clive Scott's conception of translation in relation to the phenomenology of reading (2018), and the significance of translation as process rather than outcome in the AI era.

Bibliographie:

Bassnett, Susan. *Translation Studies*. London: Routledge, 1980 (3rd edition 2012).
Bellos, David. *Is That a Fish in Your Ear? The Amazing Adventure of Translation*. Harmondsworth: Penguin, 2011.
Berman, Antoine. *L'épreuve de l'étranger. Culture et traduction dans l'Allemagne romantique*. Paris : Gallimard, 1984.
Ladmiral, Jean-René. *Traduire : théorèmes pour la traduction*. Paris: Payot, 1979.
Prete, Antonio. *A l'ombre de l'autre langue: Pour un art de la traduction*. Danièle Robert (trad.), les éditions chemin de ronde, 2013 (Original title: *A l'ombra dell'altra lingua*. Torino: Bollati Boringhieri, 2011).
Robinson, Douglas. *Western Translation Theory, from Herodotus to Nietzsche*. London & New York: Routledge, [1997] 2002.
Scott, Clive. *The Work of Translation*. Cambridge University Press, 2018.
Steiner, George. *After Babel: Aspects of Language and Translation*. London & New York: O.U.P., 1975.
Venuti, Lawrence (ed.). *A Translation Studies Reader*. London: Routledge, 2000.
Weissbort, Daniel & Astradur Eysteinnsson (eds). *Translation: Theory and Practice*. Oxford University Press, 2006.

HLAA23CD: US civilisation: history, politics and society, Isabelle Vagnoux

Résumé : This course aims to interpret US history and politics through the historiography of key periods and the use of various interpretation tools (ie history of emotions, history from below...).

Bibliographie: Documents will be posted on the Ametice page of the course

HLAA23DD: British and Postcolonial Civilisation: Memories, Identities, Matthew Graves et Gilles Teulié

Résumé : This course is an introduction to Postcolonial Studies in Commonwealth countries. By addressing questions of history through material culture, collective memory and identity construction, it aims to understand the development of postcolonial societies which for a long time opposed (and still oppose) 'core' and 'periphery', or the 'hegemonic' and the 'subaltern', through the (de)materilisation of shared pasts and its influence on the development of national identities.

Bibliographie:

Articles

Heersmink, Richard. 'Materialised Identities: Cultural Identity, Collective Memory, and Artifacts'. *Review of Philosophy and Psychology* 14, no. 1 (1 March 2023): 249–65. <https://doi.org/10.1007/s13164-021-00570-5>.
Keightley, Emily. 'Rethinking Technologies of Remembering for a Postcolonial World'. *Memory, Mind & Media* 1 (2022): e17. <https://doi.org/10.1017/mem.2022.9>.
L'Heuillet, Hélène. 'Les Études Postcoloniales, Une Nouvelle Théorie de La Domination ?': *Cités* N° 72, no. 4 (13 December 2017): 41–52. <https://doi.org/10.3917/cite.072.0041>.

Sumartojo, Shanti, and Matthew Graves. 'Feeling through the Screen: Memory Sites, Affective Entanglements, and Digital Materialities'. *Social & Cultural Geography* 22, no. 2 (12 February 2021): 231–49. <https://doi.org/10.1080/14649365.2018.1563711>.

Teulié, Gilles. 'Victorian and Edwardian Material Culture: The Consumption and Restitution of Colonial War Artefacts', *Cahiers victoriens et édouardiens*, à paraître.

Ouvrages

Hannan, Leonie, and Sarah Longair. *History through Material Culture*. Manchester: Manchester University Press, 2017.

Erll, Astrid. *Memory in Culture*. Translated by Sara B. Young. Palgrave Macmillan Memory Studies. Houndmills New York: Palgrave Macmillan, 2011.

Smith, Laurajane. *Uses of Heritage*. London: Routledge, 2006. <https://doi.org/10.4324/9780203602263>.

Smith, Laurajane, and Natsuko Akagawa, eds. *Intangible Heritage*. London: Routledge, 2008. <https://doi.org/10.4324/9780203884973>.

Young, Robert. *Postcolonialism: A Very Short Introduction*. Second edition. Very Short Introductions 98. Oxford, United Kingdom ; New York: Oxford University Press, 2020.

BCC A3. Se spécialiser. Les 3 UE sont obligatoires. 12 crédits

HLAAU26D, US civilisation : Migrations, Isabelle Vagnoux, 4 crédits

Résumé : This course will seek to analyze 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 questions this course will seek to address.

Bibliographie: All these books are available at the BU Fenouillères. More specific articles and studies will be posted online on the Ametice page of the course.

Marisa Abrajano & Zoltan L. Hajnal, *White Backlash: Immigration, race and American Politics*. Princeton : Princeton UP, 2015.

James Cohen, *À la poursuite des illégaux: Politique et mouvements anti-immigrés aux États-Unis*. Editions du Croquant, 2012

Donna Gabaccia, *Immigration and American Diversity. A Social and Cultural History*. Blackwell Publishers, 2002.

Timothy J. Henderson, *Beyond Borders: A History of Mexican Migration to the United States*, Wiley-Blackwell, 2011

David Hollinger, *Postethnic America. Beyond Multiculturalism*. 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.

HLAAU28D, British civilisation: how to edit historical texts, Anne Page, 4 crédits

Résumé : Ce cours est un cours de paléographie anglaise des 17^e et 18^e siècles qui va vous apprendre comment déchiffrer les textes du passé écrits à la main et vous sera également utile pour tout type de travail en archives sur des périodes ultérieures. Nous apprendrons comment les lettres étaient formées et tracées et nous nous entraînerons à transcrire deux grands types d'écriture (écriture "secrétaire", écriture "italique"), grâce à des manuscrits dont les reproductions vous seront données en cours et sur AMETICE. Nous nous pencherons également sur les progrès et les limites des outils d'intelligence artificielle pour la transcription des manuscrits, ainsi que sur les questions d'édition de textes. Les textes que nous transcrivons sont des sources historiques ou littéraires anglaises mais le cours est dispensé en français pour faciliter l'assimilation de certains termes.

M3C: 3 épreuves de transcription.

HLAAU31D, Advanced Studies 1 : Civilisation, Laurence Sterritt, 4 crédits

Résumé : This course will focus on one of the most decisive moments in British history: the Reformation led by various actors during the tumultuous reign of King Henry VIII (1509-1547). The seminar takes a deliberately narrow focus both in topic and chronology to enable students to acquire, practise and deploy key academic skills. Presented with a variety of primary sources, and mobilizing the contextual knowledge acquired in lectures, students will strengthen their mastery of the methodologies required in French competitive exams such as the CAPES or the Agrégation. They will learn to develop their own writing style to produce deep and detailed analyses of complex texts and issues.

Bibliographie: A list of suggested reading will be given at the start of term

MASTER 1 SEMESTRE 2 (30 crédits)

BCC B1. Compétences transversales et générales (tronc commun), 10 crédits

***HLABU20D, Thème, Anne Page (12h CM), 2 crédits**

Résumé : ce séminaire est un séminaire de traduction à partir de textes contemporains qui seront disponibles sur AMETICE. Il se déroule dans la continuité des enseignements de traduction en licence et permettra à ceux et celles qui souhaiteraient par la suite passer un concours du secondaire de continuer à pratiquer la traduction. Vous pourrez vous entraîner sur les textes et recevrez un corrigé complet pour chacun d'entre eux.

Bibliographie. Cette bibliographie est indicative. Il existe d'autres bons manuels si vous souhaitez approfondir votre entraînement de façon personnalisée:

CHARTIER, Delphine, LAUGA-HAMID, Marie-Claude, *Introduction méthodologique au thème anglais*, Presses de l'université du Mirail, Toulouse, 1998.

GOATER, T., LEMONNIER-TEXIER, D. et ORIEZ, S., dir., *L'épreuve de traduction en anglais. Thème, version, commentaire linguistique*, coll. Didact, Rennes, Presses universitaires de Rennes, 2011.

PERRIN, Isabelle, *L'anglais : comment traduire ?* Paris : Hachette Supérieur, 2007.

QUIVY, Mireille, *Traduire - Entraînement à la traduction et à la traductologie*, Ellipses, 2010.

ROBERT, Alain-Louis, *Anglais : Thèmes, versions*, Paris : Ellipses, Prépas Langues, 2012.

THOMSON, Jean-Max & HOLSTEAD, John, *Anglais : Thèmes d'aujourd'hui*, Paris : Vuibert, 2010.

VAISS Paul, CROWLEY Cornelius, *Le Thème Anglais : Licence, Master, Concours*, 2009.

Pour le vocabulaire, vous pouvez utiliser: SUSSEL, Annie, PERRIN Isabelle, CROS Bernard, *Le Bled. Anglais vocabulaire*. Hachette éducation, Hachette, 2014

:

M3C: ECI. Deux épreuves sur les trois que comportent l'ECI sont des épreuves orales durant lesquelles vous pourrez être interrogé·es sur vos choix de traduction personnels et/ou sur une traduction faite par un outil d'intelligence artificielle.

HLABU21D, Digital Humanities 2, Grégoire Lacaze et Thomas Arciszewski (24h CM, 12h TD), 4 crédits

Résumé (Thomas Arciszewski), semaines 1 à 6

2 séances sur l'exploration bibliographique et l'utilisation de l'IA, recherche de sources, veille, résumés, etc.

2 séances sur l'accès ouvert : les voies de l'OA, OpenEdition Books et OpenEdition Journals, auto-archivage et HAL, revues, etc.

2 séances d'introduction au maniement de Wordpress (en salle informatique) et aux principes régissant l'écriture de billets de blog ; hypotheses.org.

Résumé (Grégoire Lacaze), semaines 7 à 12

Keywords: Digital Scholarship, Open Science, Enhancing digital visibility of scholarly research

Bibliographie :

Dreker, Margaret Rush; Downey, Kyle James (eds). *Building Your Academic Research Digital Identity*. Cham: Springer, 2024.

Gardiner, Eileen and Ronald G. Musto. *The Digital Humanities; A Primer for Students and Scholars*. Cambridge, CUP, 2015.

Eve, Martin Paul. *Open Access and the Humanities*. Cambridge: CUP, 2014.

Leonelli, Sabina. *The Philosophy of Open Science*. Cambridge: Cambridge University Press, 2023

Metrovic Deyrup, Marta. *Digital Scholarship*. London: Routledge, 2009.

Pérez-Llantada, Carmen and María José Luzón (eds). *Performing Multiple Identities and Enhancing Academic Visibility*.

Suber, Peter. *Open Access*. Cambridge: MIT Press, 2012.

HLABU22D, Cultural studies of the English-speaking world, Sébastien Lefait, 4 crédits

Keywords: Cultural studies, anglophone studies, methodology

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.

Select bibliography:

Cervulle, Maxime, et Arnaud Quemener. *Cultural studies: Théories et méthodes*. Armand Colin, 2015.

Chalard-Fillaudeau, Anne. *Les études culturelles*. Presses Univ. Vincennes, 2015.

During, Simon, ed. *The Cultural Studies Reader*. 3 edition, Routledge, 2007.

Lewis, Jeff. *Study guide for Cultural Studies: The Basics*. SAGE Publications Ltd, 1735.

Longhurst, Brian, et al. *Introducing Cultural Studies*. 3e éd., Routledge, 2016.

BCC B2. Connaissances et compétences disciplinaires

HLABU23D, Concepts et outils d'analyse avancés 2, 8 crédits (les 4 ECUE sont obligatoires)

HLAB23AD, US literature: Adaptations, Sébastien Lefait

Racial Issues in American Literature: from Text to Screen

Keywords: American literature, adaptation, intersectionality.

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 (*The Clansman*) to abolitionist literature (*Uncle Tom's Cabin*). The corpus also includes, among others, *Huckleberry Finn*, *The Color Purple*, and *Beloved*.

Syllabus:

Slave Narratives from Text to Screen: degrees of Fictionalization. (Two classes).

Back to the Roots of *Uncle Tom's Cabin*: Debunking Stereotypes through Adaptation?

Birth of a Nation Re-born: Dixon, Griffith, Parker.

Scripting *Huckleberry Finn*: The Redeeming Power of Adaptation.

Beloved on Screen: The Ghostly Presence of a Novel No One can Adapt?

Revisiting *Gone with the Wind* (Mitchell, Fleming).

Adaptation, Race, and the Trial Film Genre. *To Kill a Mockingbird* (Harper Lee/Robert Mulligan).

Adapting Womanism: *The Color Purple* (Walker/Spielberg).

The Making of an Oscar Winner: Is *Green Book* (Farrelly) an Adaptation?

“Best adaptation”? *BlacKkKlansman* (Stallworth, Lee).

Adaptation and the New Jim Crow: *If Beale Street Could Talk* (Baldwin, Jenkins).

Passing from Page to Screen: *Imitation of Life* (Hurst, Stahl, Sirk).

(Extra) – Adaptation and the Demand for Representation: *Black Panther* (from Comic Book to Film).

(Extra) – From Graphic Novel to TV Series: Racializing *Watchmen*.

Select bibliography:

Allen, Graham. *Intertextuality*. Second edition. The Critical Idiom series. Routledge, 2011.

Corrigan, Timothy. *Film and Literature: An Introduction and Reader*. Routledge, 2012.

Cutchins, Dennis R., Katja Krebs, and Eckart Voigts. *The Routledge Companion to Adaptation*. London: Routledge, 2018.

Geraghty, Christine. *Now A Major Motion Picture: Film Adaptations of Literature and Drama*. Rowman and Littlefield, 2008.

Grossman, Julie and R. Barton Palmer, eds. *Adaptation in Visual Culture: Images, Texts, and Their Multiple Worlds*. London: Palgrave Macmillan, 2017.

Hutcheon, Linda. *A Theory of Adaptation*. New York: Routledge, 2006; Second edition (with Siobhan O'Flynn). New York: Routledge, 2013.

Leitch, Thomas. *Film Adaptation and its Discontents*. Johns Hopkins University Press, 2007.

Leitch, Thomas. *The History of American Literature on Film*. London: Bloomsbury Press, 2019.

Murray, Simone. *The Adaptation Industry: The Cultural Economy of Contemporary Literary Adaptation*. Routledge, 2013.

Ryan, Marie-Laure. *Narrative Across Media: The Languages of Storytelling*. University of Nebraska Press, 2004.

Sanders, Julie. *Adaptation and Appropriation*. Routledge, 2006.

Stam, Robert. *Literature Through Film: Realism, Magic, and the Art of Adaptation*. Blackwell, 2005.

HLAB23BD, British Literature, Marie Hédon

Résumé : Jackie Kay is a Scottish poet and short story writer who was born to a Scottish mother and Nigerian father in 1961, and was adopted as a baby by Scottish parents. Her first collection of poems, *The Adoption Papers* (1991) was awarded the Saltire Society award for best first book, and she went on to be appointed to the role of the National Poet for Scotland (the Scottish Makar) in 2016. She has published widely, mostly poetry, short stories, and a deeply moving memoir, *Red Dust Road* (2010). She also wrote a single novel, *Trumpet* (1998), the story of a jazz trumpeter whose death leads to a stunning revelation. Kay is a black, lesbian, Scottish poet who often writes about how ill-fitting those kinds of categories are. She is a writer with an abiding interest in individuals whose lives cross conventional borders of nation, race or gender, and challenge the constraints of gendered, national, and racial conceptions of identity. The course will focus on her novel *Trumpet*, and will use some of her poems. We will focus on Kay's specific narrative method and her handling of narrative voice to show how the text can hide and reveal a secret kept for a lifetime, a secret which reflects on the boundaries of identity.

Set text: (to be read before the beginning of term)

Kay, Jackie, *Trumpet* [1998] Picador 2016

Bibliography:

Will be provided at the beginning of the course.

I recommend you read *Red Dust Road* as an introduction to Kay.

HLAB23CD, Linguistics: History of linguistic ideas, Mireille Ozoux

Résumé : The aim of this twelve-week course is to introduce students to the history of linguistic ideas by looking at the major issues and themes that have determined the development of Western thinking about language. We will focus more specifically on the early-modern period (17th and 18th centuries) and the « intellectual revolution » that marked the 17th century, with the emergence of rationalism in France and empiricism in England. We shall try to understand how, under the impetus of these new epistemologies, linguistic thought (inherited from the Greeks and the Bible) underwent a major shift, and how the debate between rationalism and empiricism had a major impact on subsequent developments in linguistic thought.

Bibliographie: Une bibliographie sera fournie au début du semestre

HLAB23DD, Linguistics: sociophonology, Sophie Herment

Résumé : 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., and also New Englishes. Language and social register will also be examined and the relationship between standard and non-standard forms of English.

Bibliographie:

Collins, B., Mees, I. M. & Carley, P., 2019, *Practical English phonetics and phonology*, 4th ed., London and New York: Routledge.

Kachru, B.B, Kachru, Y. & Nelson C.L. (eds.), 2006, *The handbook of world Englishes*, Malden (MA): Blackwell publishing.

Kortmann, B. & Schneider, E. W., 2004, *A handbook of varieties of English*, The Hague: Mouton de Gruyter.

Leemann, A., Kolly, M-J. Britain, D, 2018, The English Dialects App: the creation of a crowdsourced dialect corpus. In: *Ampersand*, 2018, Vol. 5. pp. 1-17.

Melchers, G. & Shaw, P., 2011, *World Englishes* (second edition), Hodder Education.

Schneider, E. W., 2003, The Dynamics of New Englishes: From Identity Construction to Dialect Birth, *Language* 79/2: 233-281.

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, Cambridge: CUP.

BCC B3. Se spécialiser. Les 2 composantes du BCC sont obligatoires

- 1. Séminaires de spécialisation. 2 UE au choix parmi les suivantes, 8 crédits**

HLABU24D, Linguistics: social media discourse analysis, Grégoire Lacaze, 4 crédits

Résumé : 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.

Bibliography:

Agnetta, Marco. 2024. “Polysemiotic Interaction and Opera. Modelling Analysis of Communication.” *Semiotiken in den Kulturwissenschaften/Semiotics in Cultural Studies*. Eds. Nadja Gernalzick, Nora Benterbusch, Thomas Metten, and Filip Niemann. Berlin: De Gruyter. 341-360.

Bail, Chris. 2021. *Breaking the Social Media Prism. How to Make Our Platforms Less Polarizing*. Princeton: Princeton University Press.

Dancygier, Barbara, and Lieven Vandelanotte. 2025. *The Language of Memes: Patterns of meaning across image and text*. Cambridge, Cambridge University Press.

Grossmann, Francis. 2020. Discours rapporté vs Discours partagé : convergences, différences, problèmes de frontières. *Le discours rapporté à l'ère numérique : du discours cité au discours partagé*. Éd. Laurence Rosier, Juan Manuel López Muñoz et Sophie Marnette. *Le Discours et la Langue* 12. 43-66.

Halté, Pierre. 2018. *Les émoticônes et les interjections dans le tchat*. Limoges : Lambert-Lucas.

Lacaze, Grégoire. 2024. « Transmission, partage et circulation des discours numériques sur le RSN Twitter : étude énonciative des positions, positionnements et postures ». *Études de Stylistique Anglaise* 19. <https://journals.openedition.org/esa/5928> DOI : 10.4000/11rfo

Lacaze, Grégoire. 2022. « Renouveau paradigmatique dans l'analyse des discours numériques : le cas de la communication politique sur les RSN ». *Études de Stylistique Anglaise* 16. <https://journals.openedition.org/esa/4816> DOI : 10.4000/esa.4816

Lacaze, Grégoire. 2022. « L'exploitation de la plurisémiotité et des affordances numériques dans les interactions verbales des lives TikTok ». *Actes du CMLF 2022 – 8e Congrès Mondial de Linguistique Française*. Éd. Franck Neveu, Sophie Prévost, Agnès Steuckardt, Gabriel Bergounioux, Badreddine Hamma. Orléans, France, 4-8 juillet 2022. *SHS Web of Conferences* 138. <https://www.shs->

conferences.org/articles/shsconf/pdf/2022/08/shsconf_cmlf2022_01013.pdf.
DOI : [10.1051/shsconf/202213801013](https://doi.org/10.1051/shsconf/202213801013)

Lacaze, Grégoire. 2021. « [Renouvellement des formes langagières dans la communication sociale sur Twitter](#) ». *Les nouveaux langages au tournant du XXI^e siècle*. Édts. Jean-Paul Dufiet et Marie-Christine Jullion. Milan : Edizioni Universitarie di Lettere Economia Diritto. 107-128. DOI : [10.7358/977-2021-laca](https://doi.org/10.7358/977-2021-laca)

Lacaze, Grégoire. 2020. « Les matérialités discursives et les pratiques citationnelles du discours rapporté numérique sur Instagram ». *Actes du CMLF 2020 – 7^e Congrès Mondial de Linguistique Française*. Édts. 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.
DOI : [10.1051/shsconf/20207801004](https://doi.org/10.1051/shsconf/20207801004)

Page, Ruth, David Barton, Johann W. Unger, and Michele Zappavigna. 2014. *Researching Language and Social Media. A Student Guide*. London: Routledge.

Paveau, Marie-Anne. 2017. *L'Analyse du discours numérique. Dictionnaire des formes et des pratiques*. Paris : Hermann.

Paveau, Marie-Anne. 2019. « Technographismes en ligne. Énonciation matérielle visuelle et iconisation du texte ». *Corela HS*-28. <https://journals.openedition.org/corela/9185>.

Rosier, Laurence. 2020. « Reconfigurations des formes canoniques du discours rapporté en milieu numérique : quelques exemples remarquables de discours directs ». *e-Rea* 17.2. <https://journals.openedition.org/erea/9742>.

HLABU26D, British literature: self, sense and sensibility in the Victorian novel, Nathalie Vanfasse, 4 crédits

Résumé : This course will explore how Victorian literature tackles the self, sense and sensibility. We will look at the self in relation to *Bildung*, collective identity or otherness. We will also be considering the body, the senses and the sensual world in Victorian novels. We will look at ways in which Victorian literature explores the mind, and how it engages with affects and emotions. In order to do this, we will be analyzing excerpts from the Oxford World's Classics editions of Charlotte Brontë's *Jane Eyre*, Charles Dickens's *Great Expectations*, Emily Brontë's *Wuthering Heights*, Georges Eliot's *The Mill on the Floss*, Oscar Wilde's *The Portrait of Dorian Gray*.

Bibliographie:

Cohen, William A. *Embodied. Victorian Literature and the Senses*. University of Minnesota Press, 2009. (available in the main library)
Other references will be provided in class

***HLABU27D, Translation Studies: translating orality, Marie Hédon, 4 crédits**

Résumé : In this course, we will first examine what "orality" in language, in literature and in translation means, with the help of the abundant critical theory on the issue.

After that we'll practice translating orality in two ways. We'll translate set literary extracts (of Scottish voices, or African Vernacular English for instance) presented in a booklet, with the help of critical articles on their translations. There will also be workshop sessions, animated by the students, who will be required to choose an extract for its orality and lead the collective translation session for their texts. We will translate mostly from English to French, but also from French to English, English to English or French to French, to reflect on the mechanisms at work for those translations. All genres will be considered: literary fiction, classics, contemporary fiction, but also film scripts or rap lyrics.

A booklet of texts to be translated and critical articles will be provided at the beginning of term.

The course is taught in English and French.

Bibliographie:

A classic to get you started on the translator's twelve deforming tendencies:

Berman, Antoine. *L'épreuve de l'étranger. Culture et traduction dans l'Allemagne romantique*. Paris : Gallimard, 1984.

Other references will be provided at the beginning of term.

HLABU28D, Cultural history (Cécile Cottenet), 4 crédits

Résumé : 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. Students will be expected to read, analyze and comment on academic essays that shed light on the evolution of the book trade in a given period.

HLABU31D, Advanced Studies 2: literature « Exploration and Emancipation in travelling and travel writing » (12h CM, 12h TD), Emmanuelle Peraldo, 4 crédits

Résumé :

Through the analysis of excerpts from British travel narratives from the 18th to the 21st century, the course will start by trying to define what a travel narrative is (is it a genre? what relationship does the travel narrative have to fact and fiction? how does it enable us to observe the point of contact between different cultures?). The second part of the course will explore the diachronic evolution of this type of writing from the eighteenth century - the century of exploration of all kinds, but also of imperialism and colonisation - to the present day, and we will see how travel writing follows and reflects technological revolutions. Attention will also be paid to the evolution of critical discourse on travel writing, focusing on different critical perspectives such as feminism, ecocriticism, geocriticism, posthumanism and postcolonial studies.

Bibliographie :

Adams, Percy G. *Travel Literature and the Evolution of the Novel*. Lexington: The University Press of Kentucky, 1983.

Forsdick, Charles, Zoë Kinsley and Kathryn Walchester (eds.). *Keywords for Travel Writing Studies: a Critical Glossary*. Anthem Press, 2019.

Peraldo Emmanuelle, Anne-Florence Quaireau and Samia Ounoughi (eds). *Twenty-First-Century Perspectives on British Travel Writing: Decentering Epistemologies*. London & New York : Routledge, mars 2025.

Viviès, Jean. *Le Récit de voyage en Angleterre au XVIIIe siècle : de l'inventaire à l'invention*. Presses Universitaires du Mirail, 1999.

Youngs, Tim and Nandini Das (eds). *The Cambridge History of Travel Writing*. Cambridge: Cambridge University Press, 2019.

Youngs, Tim and Charles Forsdick (eds). *Travel Writing: Critical Concepts in Literary and Cultural Studies*, vol. IV "Approaches to Travel", Routledge, 2012.

2. Mener un projet de recherche ou professionnel en autonomie, 1 UE au choix parmi les suivantes, 4 crédits

HLABU32D, Rédaction d'un mémoire de recherche, 4 crédits.

Un encadrant.e est à choisir parmi la liste proposée dès la rentrée.

HLABU33D, Stage de recherche ou en milieu professionnel, 4 crédits

MASTER 2 SEMESTRE 3 (30 crédits)

BCC C1. Compétences transversales (tronc commun)

HLACU20D, Mener un projet de recherche avec une démarche scientifique 1, 4 crédits. Les 2 ECUE sont obligatoires

HLAC20AD, Research skills, Laurence Sterritt

Résumé : Ce séminaire de tronc commun est un point d'entrée très concret dans le monde de la recherche. Il permettra de découvrir le paysage des sociétés savantes françaises et des pays anglophones, et de se familiariser avec les différents types d'événements et de productions scientifiques. Il s'agira également de mieux comprendre les conditions de production et de sélection de ces sources. En outre, un pan de ce séminaire s'apparente à un stage intégré au cursus de cours : en effet, il a pour ambition de mettre les étudiants en situation d'organisation d'un événement scientifique à l'université. Empruntant le thème choisi pour le congrès annuel de la Société des Anglicistes de l'Enseignement Supérieur (SAES), les étudiants seront guidés tandis qu'ils organiseront leurs propres journées d'étude, les LERMAs, adossées conjointement au département (DEMA) et au laboratoire (LERMA). L'organisation de ce type d'événement scientifique nécessite un travail de groupe et la distribution de responsabilités collectives ; ce module permet l'apprentissage pratique de ces compétences essentielles à l'animation de la recherche.

Bibliographie: N/A

HLAC20BD, Préfiguration du mémoire. Travail personnel, en liaison avec son encadrant.e.

BCC C2. Renforcer ses compétences professionnelles. 2 UE au choix parmi les suivantes, 8 crédits

HLACU21D, Suivi d'un événement scientifique 1, 4 crédits

HLACU22D, Suivi d'un événement scientifique 2, 4 crédits

HLACU23D, Stage de recherche ou en milieu professionnel, 4 crédits

BCC C3. Advanced studies. 1 UE. 2 ECUE obligatoires, 6 crédits.

HLACU30D, Linguistics, translation, adaptations, 6 crédits

HLAC30AD, Advanced studies 3: Linguistics, Lætitia Leonarduzzi

Résumé : Le but de ce cours est de donner aux étudiants un panorama le plus large possible des différentes théories linguistiques concernant l'anglais (mais aussi d'autres langues) qui existent actuellement en France et dans le monde anglophone. Le cours sera par là-même l'occasion de familiariser les étudiants avec l'analyse de corpus, qui est un bon tremplin à la fois vers le concours de l'agrégation option linguistique et vers la recherche dans ce même domaine. Les *corpora* porteront essentiellement sur les structures non canoniques de l'anglais et/ou sur la phrase complexe.

Bibliographie:

La bibliographie sera fournie à la rentrée

HLAC30BD, Advanced studies 4, Translations, adaptations, Laura Benoît et Jean-Louis

Laura Benoît

Résumé : This course examines the extent to which adapting works from the British literary canon remains a contextual process. Adaptations from the works of Jane Austen, E.M Forster, Charlotte Brontë or Nancy Mitford, among others, will be studied through the lenses of both adaptation and commentary. While adaptation is frequently seen through the lens of authenticity, both related to the original, literary work and to historical authenticity, critics such as Deborah Cartmell, Andrew Higson or Claire Monk have argued for a contextual study of adaptation. They state that the filmic and serial adaptations all convey a specific vision of the heritage and identity of the United Kingdom, both drawing from the marketing opportunity offered by the fame of the source works as well as commenting on them. Students will be invited to think about the aesthetic, cultural and political implications of adapting canonical literary works for the big and small screens in Britain.

Bibliographie indicative :

Cartmell, Deborah. *A Companion to Literature, Cinema, and Adaptation*. Hoboken: Wiley-Blackwell, 2012.

Cooke, Lez. *British Television Drama. A History*. London: Palgrave, 2015 (2003).

Higson, Andrew. *English Heritage, English Cinema. Costume Drama Since 1980*. Oxford: Oxford University Press, 2003.

Jacobs, Jason. *The Intimate Screen. Early British Television Drama*. Oxford: Oxford University Press, 2000.

Lusin, Caroline and Ralf Haekel (eds). *Community and Seriality and the State of the Nation. British and Irish Television in the 21st Century*. Tübingen: Narr Francke Attempto, 2019.

Monk, Claire. "The British 'Heritage Film' and its Critics", *Critical Survey*, 7:2, 1995.

Jean-Louis Claret

Résumé: This course, which is taught in English, aims to enable students to comment methodically on images. A technique must be learnt that involves the analysis of colours, characters, inner movements, shapes, space, and sometimes the use of perspective. A theoretical phase will be necessary first that will give way to the precise analysis of a range of images, with a particular emphasis on paintings, especially on Flemish art (Bruegel, Jan van Eyck) which is widely regarded as the cradle of Italian artistry. The latter will be given pride of place though (Caravaggio, Raffaello), and we will enjoy roaming the worlds depicted by a few painters. In addition to the scrutiny of Renaissance masterpieces, we will investigate the changes in the observers' reception of what we now call 'art', and address the complex problem of the evolution of representation.

Bibliographie indicative :

Daniel Arasse, *On n'y voit rien*, Paris : Denoël, 2000.

Daniel Arasse, *Histoires de peinture*, Paris : Denoël, 2004.

Claret, Jean-Louis, *Illustre Shakespeare*, Aix-en-Provence : PUP, 2022. (dispo BU. Fenouillères)

Claret, Jean-Louis, *Picturing Shakespeare*, New York: Anthem Press, 2024. (dispo BU. Fenouillères)

Maurice Merleau-Ponty, *L'Œil et l'esprit*, Paris: Gallimard, 1964.

Michel Pastoureau et Dominique Simonnet, *Le Petit livre des couleurs*, Paris: Éditions du Panama, 2005.

BCC C4. Renforcer sa spécialité 1. 2 UE au choix parmi les suivantes. 1 UE est composée de deux ECUE obligatoires, 12 crédits

HLACU24D, International relations, 6 crédits

HLAC24A, A Critical Geopolitics of the Indo-Pacific, Matthew Graves (12h CM, 12h TD)

Résumé : This short course examines the hemispheric shift in post-Cold War international relations from the North Atlantic to the Indo-Pacific through the lens of critical geopolitical theory. As the walls of East-West confrontation fell, this school of thought emerged in the mid-1990s as a corrective to the geographical determinism of classical geostrategy, centred not on territory per se, but on the construction of ideas of space and place and their instrumentalization in international politics. Our attention will focus on the Indo-Pacific as a geopolitical construct, a new-old zone of confluence between East and West routed (sic) in imperial cartographies which owes its revival to the repurposing of imaginative geographies in a multipolar world. We

shall analyse the resurgence of the Indo-Pacific as a global space, its representations in the forums of public debate, and its uses in the discursive strategies of British and Commonwealth foreign policy-makers.

Bibliographie (*lecture préparatoire) :

Agnew, John. "The Origins of Critical Geopolitics" in Kuus, M. (2013). *The Ashgate Research Companion to Critical Geopolitics* (K. Dodds, Ed.) (1st ed.), 19-32. Routledge. <https://doi.org/10.4324/9781315612874>

Li, Hansong. "The 'Indo-Pacific': Intellectual Origins and International Visions in Global Contexts." *Modern Intellectual History* 19.3 (2022): 807–833.

*Medcalf, Rory. *Indo-Pacific Empire: China, America and the contest for the world's pivotal region*. Manchester: Manchester University Press, 2020.

Niquet, Valérie et Marianne Péron-Doise. *L'Indo-Pacifique : Nouveau centre du monde*. Paris : Tallandier, 2024.

White, Hugo. "Hard New World: Our Post-American Future." *Quarterly Essay* 98, Black Inc., 2 June 2025.

A further reading list will be provided at the beginning of term.

HLAC24BD, US international relations, Isabelle Vagnoux

Résumé : 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 to provide students with the main keys to better understand U.S. foreign policy and its stakes, both domestic and international. 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.

Bibliographie: A bibliography as well as documents will be posted online on the Ametice page of the course.

HLACU26D, The Novel, 19th-21st centuries, 6 crédits (12h CM, 12h TD)

HLAC26AD, Scottish Gothic fiction of the 21st century, Marie Hédon

Résumé : After an introduction on the significance of the Gothic in Scottish culture and literature, the course will look at two contemporary novels that provide two very different visions of the Gothic in Contemporary Scotland and, I would argue, in the contemporary world. The first, Jenni Fagan's *The Panopticon*, tells the story of young adults in the care system in Scotland, particularly following Anais Hendricks, a fifteen-year-old orphan placed in an institution called "the Panopticon". The questions of vulnerability and imaginative escape are central to this book, involving strategies that draw on the Gothic imagination. The second, John Burnside's *Glister*, is a polyphonous account of the disappearance of children in a hinterland presented as a kind of postindustrial, maybe even a postapocalyptic wasteland. Central to that novel is the human-non-human connections as well as a deep concern for our survival as a species among other living species. This course examines the concept of alterity in relation to contemporary Scottish writing. We will tackle issues of surveillance, subalternity, and contemporary Gothic as a means of escape, as well as ecocriticism and the ecogothic.

Set texts: (to be read before the beginning of the course)
Jenni Fagan, *The Panopticon*, Windmill books, 2012
John Burnside, *Glister*, Vintage (2008) 2009

Bibliography

Will be given at the beginning of the course.

HLAC26BD, Forms of Knowledge and Experience in the Victorian Novel, Nathalie Vanfasse

Résumé : This course will be considering forms of knowledge and experience in the Victorian novel. We will be looking at forms of representation, including space and time, in Victorian novels. All of these categories will be used to ascertain how forms of knowledge and experience are shaped and articulated. In order to do this, we will be analyzing excerpts from the Oxford World's Classics editions of *North and South* (Elizabeth Gaskell), *Middlemarch* (George Eliot), *Dracula* (Bram Stoker), *The War of the Worlds* (HG Wells), *Dr Jekyll and Mr Hyde* (R.L Stevenson).

Bibliographie:

Brilmyer, Pearl S. *The Science of Character: Human Objecthood and the Ends of Victorian Realism*. Chicago: University of Chicago Press, 2022. (available in the main library)

Duncan, Ian. *Human Forms: The Novel in the Age of Evolution*. Princeton: Princeton Univ. Press, 2019. (available in the main library).

HLACU28D, Becoming visible: religious minorities, 6 crédits

HLAC28AD, Making religious practice visible in 17th-century England, Laurence Sterritt

Résumé : This course will focus upon the Catholic minorities of early modern England and the strategies they used in order to remain undetected in a kingdom where they were subject to severe sanctions. Yet, Catholic practice relied upon the use of objects which were definite tell-tale signs, and difficult to deny. The course will show how broadsheets, very much like today's tabloids, liked to "reveal", "unveil" or "unmask" the activities of underground recusant networks, and sensationalized their "discoveries" to appeal to the masses. During the seminars, students will become familiar with 17th century publications and practise close reading and analysis of both texts and images.

Bibliographie:

Marotti, Arthur, *Religious Ideology and Cultural Fantasy. Catholic and Anti-Catholic Discourses in Early Modern England*, Notre Dame, University of Notre Dame Press, 2005, p. 32-65.

Tumbleson, Raymond, *Catholicism in the English Protestant Imagination. Nationalism, Religion, and Literature, 1600-1745*, Cambridge, Cambridge University Press, 1998.

HLAC28BD, Religious minorities in British early-modern culture, Anne Page

Résumé : In 2024-2025 this course will focus on the history of puritanism. In particular we will explore the making of a puritan « myth » across the centuries, from people who wished to depart from remnants of Catholicism under the reign of Elizabeth I to contemporary prejudices in popular culture. Specific attention will be given to the way men, women, and even children lived and practised their religion.

Bibliographie:

Available through BU or online.

Bremer, Francis. Puritanism. A very short introduction. Oxford, Oxford University Press, 2009.

Selzner, Cyril, ed. *Émergence et Transformation Du Puritanisme En Angleterre, 1559-1642*. Paris: Ellipses, 2022.

Coffey, John, and Paul C. H. Lim, eds. *The Cambridge Companion to Puritanism*. Cambridge: Cambridge University Press, 2008.

Dunan-Page, Anne, and Sandrine Parageau, eds. *Émergence et transformations du puritanisme en Angleterre (1559-1642)*. *Revue Française de Civilisation Britannique*, XXVII.3 (2022). <https://journals.openedition.org/rfcb/9716>.

Primary sources will be distributed at the beginning of the course

M3C: ECI. One oral exam with Mme Sterritt, one oral exam with Mme Page during the semester, and one final oral exam on either of the two courses.

HLACU31D, Cultural studies, 6 crédits (pas d'ECUE).

Cette UE est réservée au suivi des *Blended Intensive Programmes* de l'alliance européenne CIVIS (Erasmus+). L'UE peut ne pas être ouverte chaque année, en fonction du catalogue des cours.

MASTER 2 SEMESTRE 4 (30 crédits)

BCC D1. Compétences transversales (tronc commun), 8 crédits

HLADU20D, Introducing research-action, Sara Greaves, 4 crédits

Résumé : Over the course of the 8-week semester, action-research projects from diverse disciplines (translation, (plurilingual) creative writing, Early modern history, fine art, feminism...) in a variety of social contexts (a children's clinic, a "local" museum, a secondary school...) will be presented. Students will then be invited to work in groups to set up their own action-research, creative research or participatory research projects, and to present them to the class as creative sketches or productions, in which notions such as co-construction, researcher/participant reciprocity, research ethics and evaluation are brought into play.

Bibliographie:

Collectif Didactique pour Enseigner. *Un art de faire ensemble. Les ingénieries coopératives*, PUR 2024.

Stringer, Ernie and Alfredo Ortiz Aragón, *Action Research, 5th edition*. Sage Publications, 2021.

HLADU21, History and epistemology of Anglophone studies, Marie Hédon, Sébastien Lefait, Cécile Cottenet, Sophie Vallas, Michael Stricof, Anne Page, 4 crédits

Résumé : This course is taught by six instructors. It provides an overall study of the history of Anglophone studies in France and their development in French universities. The development of the Humanities has been accompanied by work in the history and

epistemology of disciplines, a phenomenon that the construction of Europe and then the rise of digital technology has intensified. Those approaches, both retrospective and reflexive, have enabled the disciplines concerned to set up data collection programmes, to evaluate their scholarly heritage, to redefine their respective perimeters and to effectively legitimize their methodologies in order to achieve a greater complementarity. This course, based on a research consortium led by LERMA, started from the observation that cultures and language studies, in France as in other European countries, have largely stayed away from such developments. In particular, the history of Anglophone studies in French academia is still largely unknown. Since the 19th century, Anglophone studies have undergone a threefold process of institutionalization – chairs in “English literature” rather than comparative philology –, network building – through the creation of learned societies and journals – and professionalization – *agrégation*, doctoral theses, etc. –. Following this period of crystallization and then stabilization, various fields gradually separated and became autonomous from the 1960s onwards – US studies, linguistics and grammar, civilization, postcolonial studies, English for Specific Purposes, etc. –, which are themselves, today, subdivided into some thirty learned societies.

Bibliographie: Will be distributed at the beginning of the course by each instructor.

BCC D2. Renforcer ses compétences en recherche, 6 crédits

HLADU22D, Mener un projet avec une démarche scientifique 2, 6 crédits.

Les 2 ECUE sont obligatoires

HLAD22AD, ‘How to write a scholarly abstract’, travail personnel en liaison avec Laurence Sterritt

Résumé : Les deux moitiés de ce module sont directement liées au séminaire de tronc commun HLAC20AD (Research skills) du semestre précédent. Dans cet élément constitutif d’UE, les étudiant.es travailleront en autonomie à la rédaction de l’*abstract* de la communication qu’ils donneront lors des journées d’études des LERMAstériales. Il s’agit là d’apprendre à maîtriser l’une des clés de la recherche scientifique. L’écriture d’un *abstract* requiert précision et esprit de synthèse, compétences qui seront développées et appliquées par chacun.e à son sujet de communication.

Bibliographie: N/A

HLAD22BD, Organisation and participation in a study day, “LERMAstériales”, Laurence Sterritt (18h de pédagogie active)

Résumé : Cette moitié de module va de pair avec la première, et relève comme elle de la formation aux compétences essentielles de la recherche universitaire ; cette partie concerne la rédaction d’une communication et, surtout, sa présentation à l’oral lors des journées d’étude des LERMAstériales. Il s’agit de savoir présenter un travail à l’oral, et donc de développer des compétences en présentation et communication devant un public.

Bibliographie : N/A

BCC D3. Renforcer sa spécialité et produire sa recherche. Les deux composantes du BCC sont obligatoires, 16 crédits

1. Séminaire de spécialisation. 1 UE de 2 ECUE obligatoires, 8 crédits

HLADU25D, Postcolonial history, 8 crédits

HLAD25A, From Colonialism to Brics: South Africa at the Crossroads, Gilles Teulié (12h CM, 12h TD)

Résumé : The notion of territory is at the heart of postcolonial studies. Anglo-Saxon cultural geography which aims at rethinking space as a passage and mixing zone with very permeable frontiers, instead of a conceptually closed category, enables us to understand the way that a society like South Africa's works. The seminar aims at examining the concepts of cultural and memorial territory as well as of geography of identity in order to understand the mechanisms of South African society. We will question the way such a society tries to create unity from a multitude of cultural visions and inscribes it in space, as was the case during Apartheid. It is at this pivotal moment (a crossroads) between the colonial and postcolonial eras that we will focus our attention, and more particularly on memorial space and the construction of identity.

Bibliographie: Reading documents will be given on the course Ametice page.

HLAD25B, 21st century Australia: towards a history of the present, Matthew Graves (12h CM, 12h TD)

Résumé : This course takes a geohistorical approach to understanding the challenges facing contemporary Australian society in an "age of uncertainty". Combining the methods and analytical tools of a 'history of the present' of the postcolonial nation with an awareness of Australia's 65,000 year 'deep history', we shall critically assess three unresolved issues in contemporary political debates which call into question scholarly and popular assumptions about the relationship between Australia's colonial past and its present, while projecting its future fears: the constitutional recognition of Indigenous peoples, the prospect of an Australian republic, and Australia's paradoxical response to the global climate crisis.

Bibliographie (*lectures préparatoires) :

Bongiorno, Frank. *Dreamers and Schemers: A Political History of Australia*. Melbourne: La Trobe University Press, 2022.

Davis, Megan. "The Voice of Reason: On Recognition and Renewal." Black Inc., *Quarterly Essay* Issue 90, 2023.

*Elden, Stuart, et al. "Spaces of the Past, Histories of the Present: An Interview with Stuart Elden and Derek Gregory." *ACME: An International E-Journal for Critical Geographies*, 2011, 10 (2), 313-339.

Gergis, Joëlle. "Highway to Hell: Climate Change and Australia's Future." Black Inc., *Quarterly Essay* Issue 94, 2024.

Hirst, John. *Australian History in 7 Questions*. Collingwood, Vic.: Black Inc., 2016. [4 exemplaires disponibles à la BU Fenouillères]

Macintyre, Stuart. *A Concise History of Australia*. Cambridge: Cambridge University Press, 5th ed. 2020.

McKenna, Mark. "The Stunted Republic." *The Monthly*, December 2021-January 2022.

Potts, John. *Future fear: fear of the future from prehistory to climate change*. London: Palgrave Macmillan, 2024.

*Taflaga, Marija. "A Short Political History of Australia." In Peter J. Chen, Nicholas Barry, et al., eds. *Australian politics and policy: senior edition*. Sydney: Sydney University Press. DOI: 10.30722/sup.978174332667118

A further reading list will be provided at the beginning of term.

2. Mener un projet avec une démarche scientifique 3, 8 crédits

HLADU26D, Mémoire de recherche.

En liaison avec votre encadrant·e.