



UNIVERSITÉ DE NANTES

## LICENCE DEGREE COURSE IN ENGLISH STUDIES INTRODUCTION

The Faculty of Languages (*UFR de Langues*) of the University of Nantes offers both French and exchange students the possibility of taking classes as part of a Degree Course in English Studies (*Licence LLCE [Langues, Littératures et Civilisations Étrangères]*). Courses are taught by the English Department comprising 34 permanent professors and lecturers and 9 temporary *lecteurs* drawn from our partner universities in the United Kingdom and North America. The Degree is organised over a three-year period with each year being divided in two semesters, making a total of 6 semesters in all (S1 → S6). Each year follows on from the previous one but it is still possible for exchange students to follow classes in Years 2 or 3 without having attended classes in Year 1, provided they have the necessary level. Virtually all classes are given in English. The subjects covered include:

- *Civilisation* (History, Politics, Cultural Studies...)
- *Français* (French Literature course taught in French)
- *Langue Orale* (spoken English with a native-speaker *lecteur/lectrice*)
- *Linguistique/Phonétique/Grammaire/Faits de Langue* (Linguistics, Phonetics, Grammar...)
- *Littérature* (British and American literature from the 16th century to the present)
- *Pratique de la Langue* (listening comprehension...)
- *Traduction/Thème/Version* (Translation: French>English and English>French)

In Year 3 it is possible to choose from a range of specialities and options in Modules HCA5-4, HCA5-5, HCA5-6 (semester 1) and HCA6-4, HCA6-5 & HCA6-6 (semester 2). In French the modules are referred to as 'UE' meaning *unité d'enseignement* and each counts for 5 ECTS credits.

Most modules are assessed by semestrial examinations which take place during the first two weeks in January (for Semester 1 classes) and during the last two weeks in May (for Semester 2 classes). Resit examinations are organised in June. Some courses require students to hand in work on a regular basis.

Lectures (CMs) are given either in amphitheatres or large lecture rooms with an attendance of up to 150 students. Classes (TDs) take place in smaller classrooms where there are between 25 and 45 students taking part. *Lecteur* classes (TPs) are organized for Spoken English Practice and here the groups are smaller (10-18 students on average). All classes take place at the FACULTE DES LANGUES ETRANGERES on the Humanities Campus north of the city centre and easily accessible by tram and bus.

The following courses are offered for the period 2017-2022.

## SEMESTER 1

UE	MODULES	COURSES	NB HOURS/TERM	SUPERVISOR
HFA1N2	LANGUE	<a href="#">Approches de la langue écrit (A)</a>	22 TD	Brasart
		<a href="#">Langue orale (B)</a>	11h TP	Lecteurs
HFA1N5A	CULTURE Et SOCIETES (UE 05)	<a href="#">Lecture de documents Civilisation</a>	22h CM	Ivol (US)/ Barcat (UK)
HFA1C7A		<a href="#">Lecture de documents Littérature</a>		Feith

## SEMESTER 2

Each UE counts for 5 ECTS credits. The semester runs over 12 weeks.

UE	MODULES	COURSES	NB HOURS/ TERM	SUPERVISOR
HCA2-1 (UE 21)	LANGUE 1	<a href="#">Initiation à la linguistique (A)</a>	12h CM + 12h TD	Brasart
		<a href="#">Langue orale B</a>	12h TP	Lecteurs
HCA2-2 (UE 22)	LANGUE 2	<a href="#">Phonétique A</a>	12h CM	Feith & Annan
		<a href="#">Theme B</a>	24h TD	
		<a href="#">Version C</a>		
HCA2-3 (UE 23)	CULTURE	<a href="#">Lecture de documents Civilisation</a>	12h CM + 12h TD	Barcat
		<a href="#">Lecture de documents Littérature</a>	12h CM + 12h TD	Bénéjam
HCA2-N4 (UE 24)	Anglais LV2	Voir les départements concernés*		Blandeau
HCA2-5	Renforcement LV1	Civilisation	6h CM + 12hTD	Le Jeune /Tusques
		Littérature	6h CM + 12hTD	
HCA2-N5 (UE 25)	Renforcement LV2	Voir les départements concernés*		El Moncef
HCA2-6	UE Découverte*			Delorme

\*More information will be provided at the information meeting in September.

## Semestre 1

- **HFA1N2 LANGUE – Pratique de la langue anglaise**

This is a refresher course on the grammar of English, aimed at helping you master its intricacies and achieve a better command of it. Through a wide variety of practice tasks, we will look at topics such as verb tenses, the order of adjectives, the difference between French and English nouns, the syntax of phrasal verbs or the relationships between past, present, future and reality. One hour in each session is devoted to the improvement of oral and written expression, based on extracts from literary texts and newspaper articles

Students are expected to come to class each week having prepared the assigned homework.

Please note that you are strongly encouraged not to use your laptop in class but rather to take notes in pen and paper.

### **Bibliography**

Bouscaren, J., *Linguistique Anglaise, Initiation à une grammaire de l'énonciation*, Ophrys, 1991

Bouscaren, J., J. Chuquet, & L. Danon-Boileau, *Introduction to a Linguistic Grammar of English, an Utterer-Centered Approach*, Ophrys, 1996.

Brasart, Ch., *L'Essentiel de la grammaire anglaise*, Armand Collin, 2015.

Larreya, P. & C. Rivière, *Grammaire explicative de l'anglais*, Longman, 2006.

Quirk, R. & S. Greenbaum, *A University Grammar of English*, Longman, 1973.

Yule, G., *The Study of Language*, Cambridge, 2007.

- **HFA1N5A Cultures et Sociétés**

### **Initiation à la civilisation du monde anglophone**

Ce cours propose une initiation au monde anglophone qui servira de socle aux étudiants pour les semestres suivants. Une heure de CM par semaine sera consacrée à l'introduction à la civilisation des États-Unis, autour des thèmes du territoire, du peuplement et des institutions. Une heure de CM par semaine sera consacrée à l'introduction de la civilisation de la Grande-Bretagne. En LLCE, un approfondissement sera proposé dès le second semestre (en GB et en US). Pour une description plus complète du cours, merci de vous reporter à la plateforme Madoc.

- **HFA1C7A Anglais Non Débutant**

### **Littérature américaine: Culture populaire et idéologie (2h CM, 1h TD, sur 11 semaines)**

Même si elle est beaucoup critiquée, la culture populaire connaît un succès sans précédent, et représente une force de création, à la fois artistique et "politique," au sens large de caisse de résonance de débats sociétaux et d'influence sur les mentalités.

Le cours entend aborder la culture populaire et son influence au travers de trois genres littéraires et de deux genres cinématographiques, qui bien entendu se font écho: le gothique et le fantastique, le roman policier, et la science-fiction en littérature, le film de gangster et le western au cinéma.

La nature spécifique des média concernés, la notion de genre, la tension entre imitation et invention esthétiques, les idéologies véhiculées consciemment ou inconsciemment par ces genres, mais aussi la force d'intervention critique de certaines oeuvres, figurent parmi les thèmes traités.

Les deux heures hebdomadaires de Cours magistral (CM) seront divisées entre littérature et cinéma. La partie littéraire s'attachera à fournir des grilles de lecture pour l'analyse des genres et discours littéraires, ainsi qu'à aborder certaines des questions centrales des genres concernés: qui est considéré comme criminel? (roman

ou nouvelle policière); qu'est-ce qui fait peur, selon les cultures et les époques? (Gothique et fantastique); qu'est-ce qui définit l'humain? Quelle est l'intérêt philosophique des mondes parallèles? (Science-fiction).

Une heure de Cours magistral par semaine sera consacrée à la question "culture populaire et idéologie" au cinéma. Seront abordés les différents niveaux de lecture d'un film et la notion de genres cinématographiques. Le cours mettra en particulier en lumière les aspects idéologiques de deux genres populaires (le film de gangster et le western) autour des notions de Rêve américain et de construction de la nation.

Les Travaux dirigés (TD) se pencheront sur des oeuvres particulières, et s'attacheront à analyser les procédés permettant de créer des effets littéraires (suspense, doute, terreur, etc.) dans le cadre d'une introduction progressive à la méthodologie de l'explication de texte et de l'analyse de films.

**Œuvres étudiées** (liste susceptible de variations, édition indifférente)

- Gothique/fantastique:

Edgar Allan Poe: "The Fall of the House of Usher" (1839)

Lovecraft: "The Rats in the Wall" (1924)

- Detective Story:

E. A. Poe: "Double Murder on the Rue Morgue" (1841)

Dashiell Hammett: *The Maltese Falcon* (1930)

- Science Fiction:

P. K. Dick: *Do Androids Dream of Electric Sheep?* (*Blade Runner*) 1968.

Semestre 2

- **HCA2-1-Anglais Langue 1 (ex-UE 21 – Initiation à la linguistique)**

This course will provide an introduction to the linguistic study of the English language, by reflecting upon its grammar and how it may differ from that of other languages, such as French, for instance. We will continue looking at nouns and verbs, and the underlying linguistic operations at stake in the phrases they appear in will be studied. Among other topics, we will reflect on the reasons why more reality means more nouns and more nouns means more reality; on how the choice of a determiner can modify our perception of reality; or how English encodes the expression of result.

Various practice tasks will be provided in the TD course.

The focus on noun and verb phrases will help students acquire a better command of that part of the grammar of English, while the class in general aims at getting students to reflect upon the nature of language.

Please note that you are strongly encouraged not to use your laptop in class but rather to take notes in pen and paper, as this will help you to better remember what is said in class.

**Bibliography**

Bouscaren, J., *Linguistique Anglaise, Initiation à une grammaire de l'énonciation*, Ophrys, 1991

Bouscaren, J., J. Chuquet, & L. Danon-Boileau, *Introduction to a Linguistic Grammar of English, an Utterer-Centered Approach*, Ophrys, 1996.

Brasart, Ch., *L'Essentiel de la grammaire anglaise*, Armand Collin, 2015.

Larrea, P. & C. Rivière, *Grammaire explicative de l'anglais*, Longman, 2006.

Quirk, R. & S. Greenbaum, *A University Grammar of English*, Longman, 1973.

Yule, G., *The Study of Language*, Cambridge, 2007.

- **HCA2-2A PHONETIQUE**

In this course, students will study the articulatory description of the English language. Their pronunciation will be improved thanks to regular phonetic transcription and use of the International Phonetic Alphabet, which should also allow students to develop their writing skills (e.g., spelling).

References

Duchet, J.L., 1994, *Code de l'anglais oral*, Gap : Ophrys.  
Jones, D., 1998, *English Pronunciation Dictionary*, revised by P. Roach and J. Hartman, Cambridge: C.U.P.  
Roach, P., 2000, *English Phonetics and Phonology*, Cambridge: CUP. Compulsory reading.  
Tench, P., 2011. *Transcribing the Sound of English. A Phonetics Workbook for Words and Discourse*. Cambridge University Press, C.U.P.  
Wells, J., 1990 (2000), *Longman Pronunciation Dictionary*, Harlow: Longman.

- **HCA2-2 LANGUE 2**

**B/C : Thème/Version**

- **HCA2-3A et HCA2-3B (civilisation et littérature)**

### **Civilisation britannique – Le Royaume-Uni de 1945 à nos jours (*The UK since 1945*)**

CM (1h hebdo) : Mme Charlotte BARCAT / TD (1h hebdo) : Mmes Charlotte BARCAT, Sylvie NAIL et Annie THIEC

Le cours magistral portera sur le Royaume-Uni de 1945 à nos jours. Nous évoquerons tout d'abord les grandes évolutions politiques depuis 1945 : la mise en place de l'Etat-Providence (*Welfare State*) pendant les années d'après-guerre, l'avènement du « thatchérisme » dans les années 1980, le « *New Labour* » de Tony Blair dans les années 1990 et 2000 et le retour des Conservateurs au pouvoir depuis 2010. Dans une seconde partie, nous étudierons plus particulièrement les « Troubles » en Irlande du Nord (1969-1998) et le processus de paix. La troisième partie portera sur la politique étrangère du Royaume-Uni : la mise en place d'un nouvel ordre mondial après 1945, la fin de l'Empire colonial britannique et le sentiment de « déclin » des années 1960 et 1970, la relation avec le Commonwealth et avec les Etats-Unis. Nous terminerons par un chapitre sur la relation entre le Royaume-Uni et l'Europe : le long chemin vers l'intégration européenne (1945-1973), les relations difficiles entre Margaret Thatcher et l'UE 5 (1979-1990), puis la montée de l'eurosepticisme qui nous mènera à la question du « Brexit ».

Les travaux dirigés auront pour but d'enseigner aux étudiants la méthodologie du commentaire de texte en civilisation, en s'appuyant sur des documents primaires datant des périodes étudiées en cours magistral. Une brochure contenant tous les textes à étudier sera distribuée lors du premier cours.

### **Bibliographie :**

**Obligatoire (déjà utilisé pour le premier semestre):** PICKARD Sarah, *Civilisation britannique / British Civilisation*, Paris, Langues pour Tous, **édition 2018**.

**Conseillé :** GRIFFITHS Simon, LEACH Robert, *British Politics (3rd edition)*, London, Palgrave Macmillan, 2018.

### **Disponibles à la BU :**

LEACH Robert, COXALL Bill, ROBINS Lynton, *British Politics*, London, Palgrave Macmillan, 2011.  
(= ancienne édition du livre ci-dessus – moins à jour).

BLAMONT Gérard, PAQUETTE Anne, *Les Clés de la Civilisation britannique*, Paris, Ellipses, 2000.

CHILDS David, *Britain since 1945: A Political History*, London, Routledge, 6<sup>th</sup> edition, 2006.

REYNOLDS David, *Britannia Overruled: British Policy and World Power in the 20th Century*, second edition, Harlow, Pearson Education Limited, 2000.

HUTCHINSON Wesley, *La question irlandaise*, Paris, Ellipses, 1997.

SELDON Anthony, COLLINGS Daniel, *Britain under Thatcher*, London, Longman, 1999.

SELDON Anthony, *Blair's Britain, 1997-2007*, Cambridge, Cambridge University Press, 2007.

HARRIS Trevor, *La Grande-Bretagne et l'Europe depuis 1945*, Paris, Ellipses, 1999.

CROWSON N.J., *Britain and Europe: A Political History since 1918*, London, Routledge, 2011.

## Literature : Introduction to British Literature

This course will provide students with an overview of English literature from the Middle Ages to our time. It will broach the three genres: fiction writing (novels and short stories), poetry and drama. At the end of term, students will be expected to have a general understanding of the history of English literature and the capacity to engage with a text and comment upon it in good English.

The lecture course (or *cours magistral*, CM) will present the various literary movements and tendencies of literature in the British isles. An introduction to medieval literature will lead us to the Elizabethan period (and Shakespeare), then we shall progress diachronically (chronologically) up to the literature of the twentieth and twenty-first centuries. The more canonical authors will be introduced, together with the main classics.

In smaller classes (or *travaux dirigés*, TD), students will be guided through a series of extracts from classics, and introduced to the basics of text commentaries in English: methodology, technical vocabulary, etc. By the end of term they should know what to look for in texts and how to present their findings.

### *Bibliography (compulsory)*

These books may be purchased, but can also be found at the University Library. Students are invited to refer to them regularly during term.

- Françoise Grellet, *A Handbook of Literary Terms : Introduction au vocabulaire littéraire anglais* (Hachette Supérieur)
- Françoise Grellet & Marie-Hélène Valentin, *An Introduction to English Literature, from Philip Sydney to Graham Swift* (Hachette Supérieur)

### *Bibliography (recommended suggestions)*

This is a list of books in which students are invited to pick and read, as much as they can—and want. It is ordered chronologically, from the Renaissance to our time.

[N is for novels, T for theatre, D for detective novels, G for graphic novels (BD)]

- Shakespeare, William. *Macbeth* or *Romeo and Juliet* (T)
- Austen, Jane. *Pride and Prejudice* (N)
- Dickens, Charles. *Great Expectations* (N)
- Wilde, Oscar. *The Importance of Being Earnest* (T)
- Woolf, Virginia. *Mrs Dalloway* (N)
- Beckett, Samuel. *Waiting for Godot* (T)
- Pinter, Harold. *The Caretaker* (T)
- Golding, William. *Lord of the Flies* (N)
- Tolkien, JRR. *The Hobbit* or *The Lord of the Rings* (N)
- McEwan, Ian. *Enduring Love* or *On Chisel Beach* or *The Children Act* (N)
- Churchill, Carol. *Top Girls* (T)
- Mitchell, David. *Cloud Atlas* (N)
- Waters, Sarah. *Fingersmith* (N)
- Coe, Jonathan. *The Rotters' Club* (N)
- Smith, Zadie. *White Teeth* or *WS* (N)
- Hawkins, Paula. *The Girl on the Train* (D)
- Simmonds, Posy. *Gemma Bovary* or *Tamara Drewe* (G)

### *Recommended Websites (to read about authors & access the full text of most classics)*

- BBC on famous authors:  
<http://www.bbc.co.uk/archive/writers/>
- The Norton Anthology of Literature Website:  
<http://www.wwnorton.com/college/english/nael/>
- The Online Literature Library:  
<http://literature.org>
- The Gutenberg Project:  
<http://www.gutenberg.org>
- Great Books Online:  
<http://www.bartleby.com>

• Shakespeare's Complete Works Online:  
<http://shakespeare.mit.edu>

- **HCA2-N4 LV2**

**Modernism : sociocultural context, literary practices (S. El Moncef)**

**Anciennement UE 24**

***Course Description***

The lecture course (*CM*) proposes to explore the key epistemological, socio-cultural, and esthetic elements that determined the emergence of modernist art and literature.

In the tutorials (*TD*), we will focus on various narratological, thematic, and sociocultural readings of representative stories by two modernist authors: William Faulkner and Ernest Hemingway. The course bibliography contains additional references to short stories by Raymond Carver. Some of the tutorials will operate as composition and language skills workshops during which we will deal with different aspects of composition as well as certain aspects of the craft of storytelling:

- **Constructing narrative structure—plot**
- **Reader expectations; building up suspense**
- **Point of view and perspective**
- **Characterization (creating and developing a character)**

During the workshops, you will be required to fulfill very simple, short composition assignments—team-written pieces of 250-400 words. These short creative writing tasks (describing an object, comparing two things, writing about a childhood memory, recounting a vacation trip, etc.) are in turn read by the educator and presented in class for editing, discussion, and analysis. This dimension of the workshop sessions involves discovery and exploration of the basic processes of composition:

- **Brainstorming (organizing thoughts, notes, note-taking)**
- **Drafting**
- **Proof-reading for narrative mistakes**
- **Proof-reading for stylistic mistakes (in-class group work with proof-reading worksheets)**
- **Final draft**

The first story that will be studied is Ernest Hemingway's "Old Man at the Bridge." Be sure to bring it to our first tutorial, in print or in digital form.

**The following bibliography is a mandatory reading list.**

***Course Bibliography***

Carver, Raymond. "Why Don't You Dance?" *Where I'm Calling from: Stories*.

Vintage, 1989 (Several editions available in the B.U. and online.)

———. "A Small, Good Thing." *Where I'm Calling from: Stories*. Vintage, 1989  
(Several editions available in the B.U. and online.)

———. "Nobody Said Anything." *Where I'm Calling from: Stories*. Vintage, 1989  
(Several editions available in the B.U. and online.)

Faulkner, William. "A Rose for Emily." *The Norton Introduction to Literature*.

Shorter Fourth Edition, 1987. (Several other editions available in the B.U. and online).

Hemingway, Ernest. "Old Man at the Bridge." Any edition. (Several editions  
available in the B.U. and online)

———. "The Snows of Kilimanjaro." Any edition. (Several editions available in the  
B.U. and online.)

- **HCA2-5 Reinforcement LV1**

**L1 – 2<sup>ème</sup> semestre**

**L1S205**



## **UE 25 renforcement civi et littérature (6h CM civi US + 12h TD)**

### **American history (F. LE JEUNE) :**

#### ***Introduction to American History (1763-1896).***

The lectures will focus on American history from a political, social and economic viewpoint by providing an overview of the main structural changes having taken place in the US, from 1763, at the end of the Seven Years' War to 1896 with *Plessy versus Ferguson* that re-enforced segregation in the US. Students will read complete chapters provided on our MADOC platform before the weekly lectures and tutorials in which we will analyse major texts in American history. At the end of the course students should be familiar with the most important people, ideas, and events of early American history, and understand their significance today.

#### **Bibliography**

Bowen Ralf and Michel Rezé, *Keywords in American Life*, Paris, Masson, 2003 (out of print but essential reading for both American history and literature, available on Amazon for a few euros).

Brinkley Alan, *American History, a Survey*, Boston, McGraw-Hill, 2007.

Boyer Paul Samuel, *American History, a Very Short Introduction*, Oxford, Oxford University Press, 2012.

Lagayette Pierre, *Les grandes dates de l'histoire américaine*, Paris, Hachette Supérieur, (2002), 5th edition, 2013. (the book includes chapters in French and in English)

- **HCA2N5 Renforcement LV2** (voir les départements concernés)

Section Lettres-Sciences humaines et sociales

Pour faciliter vos exposés et recherches

« La BU Lettres-Sciences humaines et sociales propose toute l'année des séances de formation thématiques aux ressources documentaires qu'elle met à votre disposition pour vos travaux. Ces formations sont les suivantes : utilisation des bases de données bibliographiques (par discipline comme PsycINFO, Francis...), Revues et presse en ligne, méthodologie de l'Internet, collection de Films documentaires.

Pour obtenir le calendrier des prochaines formations consultez la page d'accueil du portail documentaire Nantilus (<http://nantilus.univ-nantes.fr>) ou écrivez à: [dominique.drouin@univ-nantes.fr](mailto:dominique.drouin@univ-nantes.fr) »

