

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 2017-2023.

SEMESTER 1

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

UE	MODULES	COURSES	NB HOURS/TERM	SUPERVISOR
HCA5-1	LANGUE (7)	Version	24h TD	Thiec
		Creative Writing	12h TD	El Moncef
HCA5-2	LANGUE (8)	Linguistique énonciative	12h CM + 12h TD	Collin
		Langue orale	12h TP	Lecteurs
HCA5-3	CULTURE	Civilisation (A/B)	12h CM + 24h TD	Thiec Ivol
HCA5-4	SPECIALISATION	Au choix : (A/B/C) * Etudes Linguistiques * Etudes Nord-Américaines * Etudes Victoriennes	36h	Donazzan Feith Walezak
HCA5-5	OPTION découverte professionnelle	Au choix : * FLE (A) * Traductologie (B) * Projet culturel (C=non ouvert en 2022-23)	12h CM + 24h TD (A) 12 CM/ 24 TD (B) 24 CM/12TD (C)	Amar Blandeau
HCA5-6	Renforcement LV1	* Renforcement LV1	36h TD	Carboni/Thiec

SEMESTER 2

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

UE	MODULES	COURSES	NB HOURS/ TERM	SUPERVISOR
HCA6-1	LANGUE (9)	Thème	24h TD	Ivol
		Compréhension orale- restitution	12h TD	Thiec
HCA6-2	LANGUE	Linguistique	12h CM + 12h TD	Collin
		Langue orale	12h TP	Lecteurs
HCA6-3	CULTURE	Littérature	12h CM + 24h TD	Walezak
HCA6-4	SPECIALISATION	Au choix : * Etudes Anglaises /A * Etudes Ecossaises /B * Etudes Empire/Commonwealth/C	36h TD	Blandeau Thiec Le Jeune
HCA6-5	OPTION découverte professionnelle	Au choix : * FLE (A) * Traductologie (B) * Projet culturel (C)=non ouvert 2021-22	12h CM + 24h TD (A) 12 CM/ 24 TD (B) 24 CM/12TD (C)	Amar Blandeau
HCA6-6	Renforcement LV1	Renforcement LV1	36h TD	Donazzan
HCA6N6A	Renforcement LV2	Renforcement LV2	36h TD	Godet

COURSE DESCRIPTION

Semestre 1

- **HCA5-1 / B**

Salah El Moncef

Creative Writing

This course is meant to introduce students to different aspects of creative writing and advanced composition. Instruction will focus on specific theme-based writing genres that we will explore together in order to learn about the various elements of language, structure, and style that go into a piece of writing. The composition genres proposed in this course are articulated along three axes:

- **Narrating the self**
 - Writing a fictional diary entry
 - First-person narrative of a formative personal experience
 - Compositions that feature a combination of first-person narration, reported speech, and free indirect discourse
- **Characterization: identity and experience**
 - Narratives/Compositions that describe a character's personal, regional, or cultural background and its effect on his or her world vision, life, and professional choices
 - Narratives/Compositions that revolve around childhood experiences and their importance in shaping self-image and identity
 - Narratives/Compositions that revolve around educational experiences: assessing the role and value of high school and university—their influence on one's world vision and cultural practices, self-discipline and sense of purpose, career orientation and life choices
- **Setting and description**
 - Narratives/Compositions that describe a given place and its emotional impact (setting and mood)

- Narratives/Compositions that focus on local-color realism
- Narratives/Compositions that explore and experiment with potential connections between flash fiction and the descriptive sketch (writing a series, interconnected or not, of flash stories)

Classroom work on the above axes will be organized in teams of 4 or 5 students. Starting with the first class, students are invited to work together to form the team in which they will be working during the whole semester. Starting with our discussions during the first and second classes, each individual team selects **ONE** thematic axis and develops its project on the basis of the compositional and stylistic specificities of the axis selected. The work of each team consists in elaborating a composition based on the selected axis, starting with the first stage of the project—**brainstorming and planning**—and concluding with the final stage: **proofreading the finished composition and eventually publishing it online** (*).

Throughout this process, the students will be supported and assisted by their fellow students and the teacher. Most of the classroom experience will therefore revolve around concrete aspects of planning and brainstorming, composition, drafting, and copy-editing. We will frequently work on correcting the various projects as they evolve through the composition process—tackling specific problems of grammar, style, and structural organization. Throughout the process, the teacher will be available to tutor and assist the students—in class as well as online or during his office hours.

Theoretically, the duration of the writing project is twelve weeks. Validation of this class is based on *Contrôle Continu (CC)*. Therefore, while the composition is an important element in the validation process, other aspects of classroom activity will determine final grade attribution.

(*) This process may include uploading your composition on Young Blood, the student writing platform of the English Department.

Length of your final composition project: 2000 words (maximum)-800 words (minimum)

• **HCA5-2 LANGUE**

(ex UE 52) : ‘Linguistique énonciative en contexte’ I

This course aims at introducing the linguistic analysis of texts taking into account the different markers. Taking the example of different types of text typologies, journalistic and literary, we will show that linguistic markers draw distinctive constraints of the text typology.

The focus of this class will be the presentation of the different enunciative levels and the setting of different narrative forms.

Bibliography

J. Bouscaren & J. Chuquet (1987). *Grammaire et textes anglais, guide pour l'analyse linguistique*. Gap : Ophrys.

J. Bouscaren, S. Persec et al. (1998). *Analyse grammaticale dans les textes*. Gap : Ophrys.

E. Gilbert (1993). « La théorie des opérations énonciatives d'Antoine Culioli » in *Les théories de la grammaire anglaise en France*, Chapitre III, P. Cotte et al. Paris : Hachette.

• HCA5-2– Langue: ‘Oral English I’

This course proposes conversation classes with *lecteurs/lectrices* (English-speaking graduate students from various countries with whom the English Department has established exchange links.)

Students will focus on text and image analysis and will analyse and compare texts and images on a particular theme.

Students are expected to take every opportunity both within the classroom and in their everyday lives, to practise their spoken English.

• HCA5-3 – CULTURE

We can wonder whether the US and the UK in the last 40 years have managed to renew the democratic model or whether they have transformed it so deeply that this concept is no longer meaningful. In other words, is democracy still a valid concept to understand contemporary British and American societies? To what extent do contemporary forms of populism (left and right) weaken traditional parliamentary structures and belief systems?

I: The United States (From the Reagan Years to the Present) (CM 6h : Mme Ambre IVOL ; TD : Mme Ambre IVOL and Mme Aurélie GODET)

- The ‘Disuniting’ of America: minority perspectives and identity politics versus the New Right – The Reagan Years
- Globalization – The Clinton years
- Failed Democracy in times of renewed crisis – from George W. Bush to the Present

Bibliography

Frank Thomas, *What’s the Matter with Kansas? How Conservatives Won the Heart of America*, New York: Holt McDougal, 2005.

Dworkin Ronald, *Is Democracy Possible Here*, Princeton & Oxford: Princeton University Press, 2006.

** Faragher John M. et. al. *Out of Many: A History of the American People*, Upper Saddle River NJ.: Prentice Hall, 2003. ****Available at the campus library.** COMPULSORY

Pomper Gerald M. & Weiner Marc D., eds., *The Future of American Democratic Politics*, New Brunswick, New Jersey & London: Rutgers University Press, 2003.

West Cornel, *Democracy Matters*, New York: Penguin Press, 2004.

* Zinn Howard, *A People's History of the United States from 1492 to the Present*. HarperCollins: 2003

***Available at the campus library. RECOMMENDED**

II. United Kingdom (from the Blair years to the present day) (A. Thiec)

The changing role of the British Parliament: the rise of a 'presidential style' and the role of spin doctors and special advisors; the reform of the House of Lords.

Devolution and the British state: the challenges of multi-level politics; the English Question; new forms of local/regional governance.

Democracy and participation: reconnecting voters with politics; electoral reform; referendums.

The 2015 British general election and beyond: a Disunited Kingdom?; the impact of the Scottish independence referendum; Human Rights in the UK; the in/out referendum on EU membership.

Selected bibliography

Blair, Tony, *A Journey*, London: Hutchinson, 2010.

Bogdanor, Vernon, *The New British Constitution*, Oxford: Hart Publishing, 2009.

Bogdanor, Vernon, *The Coalition and the Constitution*, Oxford: Hart Publishing, 2011.

Jenkins, Simon, *Thatcher and Sons: a Revolution in Three Acts*, London: Penguin, 2007.

Seldon, Anthony, *Blair's Britain 1997-2007*, Cambridge: CUP, 2007.

Seldon, Anthony, Finn, Mike (eds), *The Coalition Effect - 2010-2015*, Cambridge: CUP, 2015.

• **HCA5-4A (Anciennement UE 54)**

Études nord-américaines

(M. Feith, S. El Moncef, A. Godet, 3x 12h TD)

VIOLENCE AND POWER RELATIONS

1. The Ethnic Presence on Stage (Michel FEITH)

The stage has a specific way of making ethnic subjects visible, but also of conveying cultural stereotypes, so that the issues of power and violence may be visible or symbolic. Starting from the 19th century minstrel shows, we may enlighten this poetics and politics of the staging of the ethnic/racial body on the American stage, through a corpus that starts with the experiments of the 1920s, to reach the postmodern deconstructions of the late 20th century. Since drama texts are incomplete without a production, we will also have recourse to film adaptations of the plays, in the absence of live productions.

The works under study will be selected from the following list:

Eugene O'Neill: *The Emperor Jones* (1920),

Dubose Hayward / George & Ira Gershwin: *Porgy and Bess* (1934) opera.

Amiri Baraka: *A Black Mass* (1966), in *Four Black Revolutionary Plays*, New York, Marion Boyars, 1993.

August Wilson. *Fences* (1985), film adaptation by Denzel Washington (2016)

David Hwang: *M. Butterfly* (1988), David Cronenberg adaptation (1993)

2. Predation, urban violence, sexual politics:

Inter-gender power relations and Neo-Darwinian Discourse in *American Psycho* and *In the Cut*

Salah El Moncef

Ever since Upton Sinclair's groundbreaking novel,¹ the symbolic status of the city as a Darwinian jungle in American fiction and film has undergone various mutations and metamorphoses, from the association of extramarital seduction with predation in F. Scott Fitzgerald's *The Great Gatsby* to the representation of predatory dog-eat-dog intersubjective relations as a general social principle in Thomas Harris's *The Silence of the Lambs*. The novels that we will study (Brett Easton Ellis's *American Psycho* and Susanna Moore's *In the Cut*) along with their film adaptations present us with many narrative topoi that revolve around predatory, male-dominated conceptions of inter-gender relations. Accordingly, this course seeks to analyze the textual status of predation both as the indicator of a Neo-Darwinian discursive field ("survival of the fittest") and as a trope with ramified symbolic declinations operating at different narrative levels. To that end, we will organize our analysis of the works under study along two principal axes:

- **The predator-prey nexus** in Ellis's novel and the various strategies of objectification of the other: the gaze of the predator-as-collector; the ritualized capture of the prey as sacrificial being; the symbolized mode of operation of the serial killer and his contemplation of his victims as hunt trophies.
- **Inversion of the predatory nexus** in Moore's novel: the female narrator's consciousness of women's triple reification—through the male gaze, through a male-centered language, and through male-dominated conceptions of seduction and sexuality. Faced with these modes of reification, the narrator of *In the Cut* feels challenged to develop strategies of resistance and role inversion.

The works that will be discussed in class present us with complex links between criminal and victim, objectifier and objectified—modes of pathological bonding and relating that operate as so many symptomatic signifiers, revealing under the misleading veneer of mutual seduction and sexual attraction the ailments of a male-dominated capitalist society built on competition with and radical subjection of the other.

WARNING

1 Upton Sinclair, *The Jungle* (New York: Dover Publications, 2001).

Before registering for this class, please bear in mind that the bibliography and filmography listed below include works that contain disturbing or shocking language and/or images.

Bibliography

- Butler, Judith. "Gender Trouble, Feminist Theory, and Psychoanalytic Discourse."
Feminism/Postmodernism. Ed. Linda J. Nicholson. London; New York: Routledge, 1990.
(Highly recommended.)
- Campion, Jane. *In the Cut*. Los Angeles: Sony Pictures, 2004. **(Mandatory = Obligatoire.)**
- Cixous, Hélène. "The Laugh of the Medusa." Trans. Keith Cohen and Paula Cohen. *Signs: Journal of Women in Culture and Society* 1.4 (1976): 875-893.
- Ellis, Brett Easton. *American Psycho*. London; Oxford: Picador, 1998. **(Mandatory = Obligatoire.)**
- Ferguson, Charles H. *Inside Job*. Los Angeles: Sony Pictures, 2011.
- Harron, Mary. *American Psycho*. Paris: Metropolitan Video, 2001. **(Mandatory = Obligatoire.)**
- Herrmann, Claudine. *Les Voleuses de langue*. Paris: Édition des Femmes, 1976. **(Highly recommended.)**
- Moore, Susanna. *In the Cut*. New York: Alfred A. Knopf, 1995. **(Mandatory = Obligatoire.)**
- Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *After Modernism: Rethinking Representation*. Ed. New York: The New Museum of Contemporary Art, 1989.
- Owens, Craig. "The Discourse of Others: Feminists and Postmodernism." *The Anti-Aesthetic: Essays on Postmodern Culture*. Ed. Hal Foster. Seattle, WA: Bay P, 1983.
- Seltzer, Mark. "Serial Killers (II): The Pathological Public Sphere," *Critical Inquiry* 22.1 (1995): 122-149. **(Highly recommended.)**
- Sexton, Ann. "Her Kind." *The Complete Poems*. Boston; New York: Mariner Books, 1999. **(Highly recommended.)**

3. American Myths (Mme Aurélie GODET)

Largely based on in-class discussion of thought-provoking texts and visual documents, this course will help you think critically and challenge the myths that dominate U.S. culture, including:

- the myth of the model family ("Harmony at Home")
- the myth of empowerment through education ("Learning Power")
- the myth of technological progress ("The Wild Wired West")
- the myth of individual opportunity ("Money and Success")
- myths of gender ("True Women and Real Men")
- the myth of the melting pot ("Created Equal")

Readings will provide a healthy mix of personal and academic writing, representing a wide variety of genres, styles, and rhetorical strategies. Featured authors will include Gary Soto, Stephanie Coontz, Mike Rose, Sherry Turkle, Barbara Ehrenreich, Jamaica Kincaid, Jean Kilbourne, Rebecca Solnit, Sherman Alexie, Ta-Nehisi Coates, Nikole Hannah-Jones, Peggy Orenstein, Yuval Noah Harari, and Jean M. Twenge.

In addition to texts, visual portfolios of myth-related images (cartoons, photographs, posters) will invite students to examine how visual “texts” are constructed and how, like written texts, they are susceptible to multiple readings and rereadings.

All of the materials address the cultural struggles that animate American society — the tensions that result from the expectations established by our dominant cultural myths and the diverse realities that these myths often contradict.

Recommended reading:

AJA, Alan, Daniel Bustillo, William Darity Jr., and Darrick Hamilton, “From a Tangle of Pathology to a Race-Fair America,” *Dissent* (Summer 2014): 39–43.

COONTZ, Stephanie “What We Really Miss About the 1950’s,” from *The Way We Really Are* (New York: Basic Books, 1998).

COATES, Ta-Nehisi Coates, “The Case for Reparations,” *The Atlantic* (June 2014).

EHRENREICH, Barbara, *Nickel and Dimed: On (Not) Getting By in America* (New York: Henry Holt & Company, 2001).

GOLDRICK-RAB, Sara, *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream* (Chicago: University of Chicago, 2016).

SOLNIT, Rebecca, *Men Explain Things to Me* (San Francisco: Haymarket Press, 2014).

TURKLE, Sherry, *Reclaiming Conversation: The Power of Talk in a Digital Age* (2015).

TWENGE, Jean M. “Has the Smartphone Destroyed a Generation?,” *The Atlantic* (September 2017).

- **HCA5-4B ETUDES LINGUISTIQUES**

Language variation and varieties of English (M. Donazzan, 24h)

What is it that makes two languages differ? This course will offer a brief overview of the notion of language variation and discuss the parameters that linguists use to describe variation, be it across distant languages or (what is more interesting) distinct forms of one language. In the second part of the class, we will tackle specific phenomena, such as negative concord, question formation and different strategies for building predicative structures.

We will look at a variety of examples and will review empirical data, taking into consideration, when relevant, the effects that the writer/speaker wants to convey or the social impact of language.

Requirements include a basic knowledge of syntactic theory and a great interest for language and languages. Relevant reading will be handed out throughout the course.

A computational look at phonetic variation across time, space and communities (F. Chevalier, 12h)

This course will address the question of variation at the phonetic level from different perspectives:

- diachronic variation (sound change), i.e. documenting the evolution of pronunciation;
- dialectal variation (“accents” of English), i.e. mapping dialectal areas through spoken data;
- sociolinguistic variation, i.e. identifying the complex relationships between speakers’ social attributes (gender, age, social class, etc.) and the way they speak.

This class will consist in a “data-driven” approach to language and linguistic studies, with the use of online databases of spoken speech (oral corpora) and different computational tools (e.g. spectral

analysis of the speech signal, data visualisation); the extent of this approach will be dependent on several factors such as class size or availability of IT classrooms.

Recommended references (available at the University Library)

Hughes, A., Trudgill, P., & Watt, D. (2012). *English accents & dialects : an introduction to social and regional varieties of English in the British isles*. London: Routledge.

Ladefoged, P. (2003). *Phonetic data analysis: an introduction to fieldwork and instrumental techniques*. Malden: Blackwell or Ladefoged, P. (1993). *A Course in phonetics*. Fort Worth: Harcourt Brace.

Meyerhoff, M. (2006). *Introducing sociolinguistics*. London: Routledge.

Podesva, R. J., & Sharma, D. (Eds.) (2013). *Research methods in linguistics*. Cambridge: Cambridge University Press.

Suggested references (available at the University Library)

Desagulier, G. (2017). *Corpus linguistics with R: introduction to quantitative methods in linguistics*. New York: Springer.

Hock, H. H., & Joseph, B. D. (1996). *Language history, language change, and language relationship : an introduction to historical and comparative linguistics*. Berlin: Mouton de Gruyter.

Svartvik, J., & Leech, G. N. (2006). *English: One tongue, many voices*. New York : Palgrave Macmillan.

Wells, J. C. (1982). *Accents of English. (Vol. 1, 2, 3)*. Cambridge: Cambridge University Press.

• HCA5-4C ANGLAIS ÉTUDES VICTORIENNES

- Victorian Literature (Emilie Walezak) 18h TD

“I am Heatchcliff”, *Wuthering Heights* et ses adaptations dans la culture littéraire et populaire

Corpus:

Emily Brontë. *Wuthering Heights* [1847]. (Edited by Alexandra Lewis). New York et Londres, Norton (Norton Critical Editions), 2019.

Students are requested to read the book before the beginning of term.

- History : The « second » British Empire (1763-1902)

This course covers the history of the British Empire from 1763 to 1902: from the Seven Years War and the loss of the American colonies which marked the end of the “first” Empire, to the rise of the “second” British empire in the course of the nineteenth century, under George III and Queen Victoria, in Asia, the Pacific, Canada and Africa, even in Ireland, to the beginning of the demise of the empire after the end of the Boer War (1899-1902). (The actual demise of the Empire (“decolonisation”) will be discussed in UE 64 in the second semester).

The history of the British Empire is a vast subject so the syllabus will be selective in its approach, and examine the issues which contribute most to an overall assessment of the nature of British imperialism. The primary sources discussed in class represent the British perspective on “their” Empire in Canada, Australia, India and Africa.

Bibliography:

Mandatory reading: LLOYD, T.O, *The British Empire (1558-1995)*, Oxford, Oxford University Press, 1999. (BU)

+

pre-requisite reading:

BLACK, Jeremy and Donald Macrauld, *Nineteenth-Century Britain*, London, Palgrave, 2003. (BU)

- LANGFORD Paul, *The Eighteenth Century : 1688-1815*, Oxford, Oxford University Press, 2002, (BU)
or 2nd year courses in “Victorian Studies” (UE 45)

Courses available on MADOC**• HCE5-5A : FLE**

Cette option constitue une initiation à la didactique des langues et cultures à travers l'exemple du Français Langue Etrangère (FLE). Les étudiants y acquièrent les connaissances et compétences linguistiques, culturelles et méthodologiques de base nécessaires à l'enseignement du français à un public non francophone, en France ou à l'étranger. Placés eux-mêmes en situation d'apprenants d'une langue nouvelle, ils sont amenés à réfléchir aux mécanismes d'apprentissage d'une langue/culture ainsi qu'aux questions théoriques qui les sous-tendent. Et ils apprennent à élaborer les solutions pédagogiques adaptées aux besoins spécifiques des publics divers auxquels un enseignant ou un formateur de FLE peut se trouver confronté.

HCA5-5B (1er semestre) et HCA6-5B (2nd semestre)

Option découverte professionnelle

1h CM Analyse filmique (cours transversal en français accueillant étudiants de LLCE et LEA)
(Agnès Blandeau)

+ 2h TD = 1h traductologie (**Lisa Kargl, Catherine Collin**) + 1h sous-titrage (une groupe anglais/français, un groupe espagnol/français). Les étudiants sont répartis en deux groupes en traductologie et en sous-titrage anglais/français en raison du nombre élevé d'inscrits. Le CM a lieu le vendredi de 13h à 14h, le TD de traductologie de 14h à 15h (groupe 1) puis de 15h à 16h (groupe 2), et le TD de sous-titrage anglais/français de 16h à 17 (groupe 1) et de 17h à 18h (groupe 2).

Le cours magistral s'attache à sensibiliser les étudiants au langage cinématographique, et plus particulièrement à ce que celui-ci a en commun avec une production littéraire comme un roman ou une nouvelle : le fait de raconter une histoire. Les procédés de narration filmique seront examinés attentivement et illustrés au moyen d'extraits de films tirés de diverses cinématographies. Le cours étant transversal, il sera dispensé en français.

Bibliographie:

Francis Vanoye, *Récit écrit, récit filmique*, Paris: Nathan (Université), 1989.

McFarlane, Brian, *Novel to Film: An Introduction to the Theory of Adaptation*, Oxford: Clarendon Press, 1996.

Mast, Gerald, Marshall Cohen, Leo Braudy, eds., *Film Theory and Criticism*, New York, Oxford: O.U.P., (1974), 1992.

• **HCA5-5C - Ce cours n'est pas ouvert en 2021 - 22**

Projet culturel

Creative Writing

This course is an introduction to creative writing and advanced composition. Instruction will center upon specific theme-based writing assignments through which we will explore various writing genres that deal with a wide array of social and cultural topics, ranging from book reviews to “flash travelogues” to personal impressions based on study-abroad experiences. Course requirements include uploading by the students of their final composition project on Young Blood, the student writing platform of the English Department (last three weeks of classes). Some of the composition topics that may be selected by students:

- Travel writing

- Short descriptive pieces on a travel experience

- Reflections on the importance of traveling
- Brief reflections on the experience of being an exchange student
- “Flash travelogues”: brief impressions on the experience of traveling overseas
- Brief reflections on the experience of discovering a different country and culture

- **Exchanges**

- Interviews in English with eminent personalities in culture and the arts
- Book and film reviews (inserted illustrations highly recommended for film reviews)
- Restaurant reviews (inserted illustrations highly recommended)
- Art gallery reviews (inserted illustrations highly recommended)
- Art event reviews: concerts, installations, happenings, etc. (inserted illustrations highly recommended)

- **Cultural encounters**

- Detailed descriptive compositions on an aspect of national or local heritage: monuments, festivals, museums, national parks, etc. (inserted illustrations highly recommended)
- Detailed descriptive composition on an aspect of European heritage: a monument, a festival, a museum, a political institution, etc. (inserted illustrations highly recommended)

Most of the classroom experience will revolve around concrete elements of writing, drafting, and copy-editing. We will be working on various linguistic and stylistic aspects of composition as well as on aspects of online publishing.

Length of your final composition project: 3000 words (maximum)-1500 words (minimum)

• **HCA5-6**

Civilisation :

Power to the people ? Forms of citizen engagement in the United Kingdom and the United States today.

This course will look at a wide range of civic forms of activism which have arisen in both the UK and the US at the turn of the century. The purpose of the class, which will rely on active student participation (research projects & oral presentations), is to question the significance of various types of « populism » - whether progressive or conservative – that currently contribute to shape the public discourse in both the cultural and the political arenas.

Volet 1 (18h) : the United Kingdom (**A. Thiec**)

Volet 2 (18h) : the United States (**A. Ivoll**)

- Littérature :

• Emilie Walezak, Angela Carter et la réécriture des contes de fée

Corpus

Angela Carter, *The Bloody Chamber* (1979), London: Vintage, 2016.

Students are requested to read all the stories before the beginning of term.

• Pierre Carboni : Childhood, nature and myth-making in Seamus Heaney's early poetry (1966-1979)

Seamus Heaney, who received the Nobel Prize for Literature in 1995, was born in County Derry, Northern Ireland, in 1939. His early collections of poems, *Death of a Naturalist* (1966), *Door into the Dark* (1969), *Wintering Out* (1973), *North* (1975), and *Field Work* (1979), were written during the conflict that raged between Protestant and Catholic factions in Northern Ireland from the late 1960s to 1998 ("The Troubles"). The class will examine the way Heaney brings politics into poetry by fusing the personal with the political through sound and rhythm, imagery and metaphor.

A booklet containing the poems that will be studied during class will be provided at the beginning of term.

Bibliography

- CORCORAN, Neil, *The Poetry of Seamus Heaney: A Critical Study*, London, Faber, 1998.

- DEANE, Seamus, *Strange Country: Modernity and Nationhood in Irish Writing since 1790*, Oxford, Clarendon Press 1997.

- HENSEN, Michael, and Annette Pankratz, eds, *The Aesthetics and Pragmatics of Violence*, Passau, Stutz, 2001.

- MOLINO, Michael R., *Questioning Tradition, Language, and Myth: The Poetry of Seamus Heaney*, New York, Catholic University of America Press, 1994.

- O'BRIEN, Eugene, *Seamus Heaney and the Place of Writing*, Gainesville, Florida University Press, 2002.

---, *Seamus Heaney: Creating Ireland of the Mind*, Dublin, Liffey Press, 2003.

- SCOTT, Jamie S., and Paul Simpson-Housley, editors, *Mapping the Sacred: Religion, Geography, and Postcolonial Literatures*, Amsterdam, Rodopi, 2001.

- WILLS, Clair, *Improprieties*

• HCA61A Thème écrit (Responsable:)

Ce cours aura lieu par tranche de 2h hebdomadaires. Les étudiants se préparent à la traduction en anglais d'un texte littéraire français. Il s'agira d'abord d'analyser la qualité littéraire du texte source, pour déterminer comment rendre au mieux les effets du texte dans la langue d'arrivée, mais aussi de se donner les moyens et les connaissances en anglais d'effectuer de manière satisfaisante ces traductions.

La difficulté des traductions en L3 est très supérieure à celles de L2, et les étudiants doivent sans attendre effectuer le travail sur la langue qui s'impose. En outre, une amélioration du niveau de langue leur sera profitable dans toutes les matières où ils rédigent en anglais.

Ce travail se décompose globalement en quatre domaines complémentaires :

- Pratique régulière de la traduction, d'une part en effectuant régulièrement les traductions demandées en cours par les enseignants, d'autre part, si le besoin s'en fait sentir, en s'entraînant grâce à des manuels.
- Apprentissage du vocabulaire (manuels, fiches personnelles par thèmes, relevé du vocabulaire inconnu dans vos lectures, etc.). Le niveau de précision lexicale requis en L3 est bien plus élevé qu'en L2 et nous attirons l'attention des étudiants sur la nécessité d'effectuer cet apprentissage régulièrement tout au long de l'année.
- Travail de la grammaire anglaise. Ce sont les erreurs les plus coûteuses, et les étudiants doivent faire l'effort d'un apprentissage régulier de la grammaire, voire d'une remise à niveau lorsque c'est individuellement nécessaire. Les questions de temps, d'aspect, d'articles, le cas possessif, les relatives, traduction du "on" français, mais aussi les fautes les plus graves—verbes irréguliers, conjugaisons, pronoms personnels, formation des interrogatives et des négatives—, doivent être parfaitement maîtrisées.
- Lectures en anglais, mais aussi en français : c'est ainsi que l'on se familiarise avec les richesses stylistiques de la langue de départ et de la langue d'arrivée, et que l'on apprend à mobiliser les possibilités de l'anglais propres à chaque difficulté de traduction du français. Les grands traducteurs sont toujours de grands lecteurs.

Bibliographie :

Manuels :

- GRELLET, Françoise. *Initiation au thème anglais : The Mirrored Image* (Hachette Supérieur)
- JULIÉ, K. & C. GRIMAL. *Recueil de thèmes anglais* (Hachette Supérieur)

Grammaire :

- BOUCHER, P. & F. OGÉE. *Grammaire appliquée de l'anglais* (Sedes)
- LARREYA, P. & Cl. RIVIÈRE. *Grammaire explicative de l'anglais* (Longman)

Vocabulaire :

- GOSSET, Claude. *Le mot et l'idée* (Ophrys) [basique]
- RAFROIDI, P., PLAISANT, M, SCHOTT, D-J. *Nouveau manuel de l'angliciste: Vocabulaire du thème, de la version et de la rédaction* (Ophrys) [avec des extraits littéraires]
- VITALE, Geoffrey. *Words in Context: A Practical Guide to the Vocabulary of Perception and Movement* (Dunod) [malheureusement épuisé, mais se trouve parfois d'occasion : un des meilleurs livres de vocabulaire anglais]

• **HCA6-1 (Thiec)**

Compréhension orale-restitution

This course is aimed at helping students develop their language skills in terms of listening comprehension, using authentic extracts from various British and American radio programmes broadcast on Radio Four and NPR.

It is highly recommended that students listen to British and American radio stations regularly and assiduously, and this from the beginning of the academic year.

Suggestions of radio programmes:

BBC Radio Four (www.bbc.co.uk/radio4)

You and Yours

Woman's Hour

PM

NPR (www.npr.org)

Morning Edition

Weekend Edition

All Things Considered

News and Notes

Suggestions of topics: Family and relationships ; Politics and society ; Education ; Environment ; Health.

• **HCA6-2**

- Langue : 'Linguistique énonciative en contexte' II

This course aims at introducing the linguistic analysis of texts taking into account the different markers. Taking the example of different types of text typologies, journalistic and literary, we will show that linguistic markers draw distinctive constraints of the text typology.

The focus of this class will be the presentation of the different enunciative levels and the setting of different narrative forms.

Bibliography

J. Bouscaren & J. Chuquet (1987). *Grammaire et textes anglais, guide pour l'analyse linguistique*. Gap : Ophrys.

J. Bouscaren, S. Persec et al. (1998). *Analyse grammaticale dans les textes*. Gap : Ophrys.

E. Gilbert (1993). « La théorie des opérations énonciatives d'Antoine Culioli » in *Les théories de la grammaire anglaise en France*, Chapitre III, P. Cotte et al. Paris : Hachette.

– Langue : Oral English II

This course proposes conversation classes with *lecteurs/lectrices* (English-speaking graduate students from various countries with whom the English Department has established exchange links.)

The emphasis in this module is on poetry analysis, and developing presentation skills. Students are asked to compare and contrast two poems and lead a class discussion about them.

Students are expected to take every opportunity both within the classroom and in their everyday lives, to practise their spoken English.

• HCA6-3A Anglais Littérature CM (12 heures)

Emilie Walezak

Blurred Genres: Collapsing Boundaries and the Desire to Experiment with Literary Norms.

Genre criticism has been variously appreciated in literary history. In the aftermath of Romanticism, which valued the individual act of creation, it was viewed with suspicion, as normative and prescriptive. More recently, post-structuralism, through its engagement with textuality and meaning production, has somehow dismissed the taxonomic concern of literary classifications. Yet, there is a return to genre theory which is evidenced by the amount of critical material currently being produced in the field.

The purpose of this seminar is to draw from genre criticism to improve methods of reading by investigating literary corpora in the anglophone world (North America, Britain, Ireland, postcolonial and more widely global and diasporic literatures) from the 19th century onward. Useful reminders of the canonical triad: lyric, epic, drama will foster a more targeted reflection on the erasure of firm boundary lines between genres and the limitless possibilities which their cross-pollination permits.

Genres will be shown to occupy an intermediary position between Literature and single works, between a text and a set of rules, between several works sharing a common feature, but also between a work and its readership (audience), between past and present, memory and perception, history and theory. This is precisely this intermediary generality (“généralité intermédiaire” Antoine Compagnon) that will serve as our point of entry.

Genres will then be presented as fluid and porous entities, and therefore as amenable to literary experimentation through norm transgression and subversion, through revisionism and hybridisation. It will be suggested that the identification of genre is tightly bound up with the experience of reading, what Jean-Marie Schaeffer defines as readerly genericity “généricité lectorale”. The reader finds his/her bearings in a text by recognising certain generic rules. These rules in turn lead him/her to derive expectations from his/her act of reading. Thus can be deduced a generic competence of the reader which implies both “horizons of expectations” (Jauss) and intentionality (Dufrenne).

1. Introductory course.

Why is the question of genre helpful to read better, come to a better understanding of textuality (how a text is placed in the spectrum of literary production) and reflect on what predetermines the act of reading?

- First step: sensitising students to the issue at stake.

Laurence Sterne *Tristram Shandy* (how a text of fiction relies upon dramatisation in its enunciation), Robert Southey “The Cataract of Lodore” (how a pre-romantic poem conveys the ideal of a primitive, Adamic language precluding all generic divisions), Dylan Thomas *Under Milk Wood* (how a classic ‘play for voices’ relies on some of the attributes of the lyric -sound patterns, harmony, euphony etc.).

2. The Main Genre Classifications

Mimesis and diegesis: Plato and Aristotle (the extension of the acceptance of *mimesis* with the latter).

The canonical triad: lyric, epic, drama, wrongly assumed to go back to the Greeks, since the Romantic period. (See Gérard Genette “Introduction à l’architexte”, 1979*)

German romanticism and the subjective/objective criterion (Friedrich Schlegel - Hölderlin, Goethe and Hegel).

- Second step: contrasting three texts by using generic criteria.

Miss Havisham 1/ extract from Charles Dickens’s *Great Expectations*, 2/ ‘Havisham’, poem by Carol Ann Duffy (*Meantime*), 3/John Olon-Scrymgeour, *Miss Havisham’s Fire. Opera in Two Acts*.

3. A Historical Survey of Genre Theory in the Anglophone World

Formal and Linguistic Approach: Northrop Frye, *Anatomy of Criticism* (1957);

Pragmatic Approach: Alastair Fowler, *Kinds of Literature. An Introduction to the Theory of Genres and Modes* (1982;)

Towards the End of Genre Criticism: Culler, Jonathan. “Towards a Theory of Non-Genre Literature.” In *Surfiction*. Ed. Raymond Federmann, 1975/Marie-Laure Ryan. “Introduction. On the Why, What and How of Generic Taxonomy”, *Poetics* vol. 10, nos 2-3 (June 1981) and Robert Champigny “For and Against Genre Labels” in the same volume.

The Reception of French Theory: Maurice Blanchot *The Book to Come* [1959] (2003), Jacques Derrida. *Parages* [1986] (2010 for the English translation)

- Third step: discussing the canonical triad in a Modernist narrative (which is, as to its own nature, itself largely open to the debate on genericity).

James Joyce, *A Portrait of the Artist as a Young Man*, Chap. 5, the exchange between Stephen and Lynch on the three progressive forms.

4. The Novel's Heterogeneity

Quick survey on the Anglo-Saxon approach to the novel: *novel vs romance*. Ian Watt, *The Rise of the Novel* before tackling the intrinsic a-genericity of the novel (Georg Lukács [1914], Mikhaïl Bakhtin [1978] or Marthe Robert: the indefinite, parasite genre).

➤ Fourth step: studying an extract from a contemporary fiction informed by previous narrative and poetic forms.

Philip Roth, *American Pastoral* (1998). From Hesiod, Theocritus, Ovid, Virgil, The Bible and American Pastoralism (Leo Marx) to counterpastoralism. The historicity of genres as mutating forms (borrowing from biology - see Fowler).

5. The Poetic Novel

Quick survey on the lyric which leads to the genre later referred to as poetry: Roman Jakobson's poetic function of language. Autotelicity. Poetry as the original language (Shelley, *In Defense of Poetry* "In the infancy of society every author is necessarily a poet, because language itself is poetry"). Images/versification/formal constraints/Troping. Poetic theories: enthusiasm, inspiration, ambiguities (Empson).

➤ Fifth step: the poetic novel, viewed in the context of the Modernist collapse of genres, and the introduction of the notions of "Text" and literariness.

Virginia Woolf *The Waves*, what happens when the traditional markers of narrative discourse are eclipsed by the non figurative.

Two additional critical entries: Jean-Yves Tadié, Le récit poétique (1994).

Jean-Michel Maulpoix, La poésie a mauvais genre (2016).

6. The Prose Poem

The form is most often traced back to nineteenth-century French symbolist writers. Indeed, the advent of the form in the work of Aloysius Bertrand and [Charles Baudelaire](#) marked a significant departure from the strict separation between the genres of prose and poetry at the time. It has been present in American literature since the emergence of modernism.

➤ Sixth step: investigating an American prose poem.

William Carlos Williams, extracts from "Spring and All" (1923). [To get familiarised with the Williamsian universe, Jim Jarmush, *Paterson* (2016)]

7. The Possibility of a Poetic Drama

Quick survey on drama. The play as text and theatrical interpretations. Dramaturgy and theatricality.

➤ Seventh step: the claim for a hybridity of the theatrical medium.

T.S. Eliot, *Murder in the Cathedral*. Verse drama. Study of an excerpt.

8. Drama in Fiction

The issue of theatricality in fiction writing has been studied from the examples of a whole array of novels. It has been a major field of research in Dickensian criticism since the publication of Robert Garis's *Dickens Theatre: A Reassessment of the Novels* (1965) followed by Anny Sadrin, *Dickens ou le roman-théâtre* (1992).

- Eighth step: Podsnappery, dramatic characterisation and its transfictional migration in postcolonial parody.

Charles Dickens, *Our Mutual Friend* (extract) and Salman Rushdie, *The Satanic Verses* (extract).

9. Dramatic Monologue in Poetry

The dramatic monologue presents a way of bringing the poet's self into the public world, while simultaneously denying responsibility and masking presence. It destabilizes the relationship between the poet and the poem's speaking voice as the "I" of the monologue exhibits an overdetermined and objectified selfhood.

- Ninth step: a diachronic take on the dramatic monologue from Renaissance painters as masks, hypnotic projection of a deceased "I" and feminine engagement with a famous, anonymous figure.

Robert Browning "Andrea del Sarto" (1-49), Emily Dickinson "It was not death, for I stood up", Carol Ann Duffy "Anne Hathaway" (from *The World's Wife**)

10. Postmodernist Generic Interplay

Graham Swift's *Ever After* has been studied mostly as a Neo-Victorian fiction engaged in a reflection on historiography and Darwinian epistemology. It also displays the shape shifting potential of the Text to adopt various genres: the diary, the confession, the film script whilst pondering on acting and theatrical representation, through its Shakespearean intertext.

Case study: Graham Swift, *Ever After** (1992)

11. Whither Genres? - The Postcolonial perspective.

How, through drama, the Caribbean poet and playwright Derek Walcott revisits Robinson Crusoe and Man Friday from a postcolonial perspective, by playing on mimicry and the carnivalesque in a politically committed comedy.

Case study: Derek Walcott, *Pantomime* (1978)

12. Genre and Gender

“The question of genre – literary genre but also, gender, *genus*, and taxonomy more generally – brings with it the question of law, since it implies an institutionalised classification, an enforceable principle of non contamination and non contradiction.

Case study: Jeanette Winterson, <i>Sexing the Cherry</i> (1989)

Compulsive reading (literary corpus)

Carol Ann Duffy, *The World's Wife* (1999), London: Picador, 2011.

Graham Swift, *Ever After* (1992), London: Vintage, 2008.

Derek Walcott, *Remembrance and Pantomime* (1978), New York: Farrar Straus and Giroux, 1980.

Two brochures will be handed out, one with extracts from critical sources on genre, the other comprising all the extracts that will be studied, or simply evoked, in the lectures.

Bibliography:

Introductions (in French to get familiarised with the area of studies)

Combe, Dominique. *Les genres littéraires*. Paris : Hachette, 1992.

Macé, Marielle. *Le genre littéraire (textes choisis et présentés par Marielle Macé)*, Collection Corpus, Paris Garnier Flammarion: 2004. [Outstanding introduction by Marielle Macé who has considerably renewed this field of study. See **Marielle Macé**, *Styles. Critique de nos formes de vie*, Gallimard, « « nrf essais », 2016 or *Façons de lire, manières d'être*, Paris : Gallimard, coll. "NRF Essais", 2011.

Stalloni, Yves. *Les genres littéraires*. 2008. 128 Tout le savoir. Paris: Armand Collin, 2016.

A few helpful texts

Duff, David, ed. *Modern Genre Theory*. (Longman Critical Readers). Harlow: Pearson Education-Longman, 2000.*

_____, ed. *Modern Genre Theory*. (Longman Critical Readers). London: Routledge, 2014.*

https://books.google.es/books?id=zXV_BAAAQBAJ

2015

Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton (NJ): Princeton UP, 1957.*

Hernadi, Paul. *Beyond Genre: New Directions in Literary Classification*. Ithaca: Cornell UP, 1972.

Kearns, Michael. "Genre Theory in Narrative Studies." In *Routledge Encyclopedia of Narrative Theory*. Ed. David Herman, Manfred Jahn and Marie-Laure Ryan. Abingdon and New York: Routledge, 2005. 201-5.*

Wellek, René, and Austin Warren. "Literary Genres." In Wellek and Warren, *Theory of Literature*. 1949. Harmondsworth: Penguin, 1963. 226-37.

• HCA6-3 / B Tutorials 24h TD

The tutorials (TD) will be based on in-depth readings of texts (fiction, poetry or drama) and prepare students for oral and written commentaries centred on the seminal notion of genres and their blurring. Students will be taught the methodology and specific vocabulary of text analysis. The texts will be taken from the three genres and students should master the different issues and technical vocabulary specific to the study of each genre. They will learn to envisage the issue of genres and their porosity in all their possible meanings, and to problematize and present their commentaries in relation to this literary issue.

Evaluation: The examination will consist in either an oral or a written commentary on a text not previously studied in class. The text will be a poem or an extract from a work of fiction or from a play (19th, 20th, or 21st centuries). The commentary should be an organised commentary (not a linear analysis) and focus on the genres and the porosity of genres. Students who have chosen to take an oral examination in "Civilisation" (HCA5-3A/HCA5-3B, 1st semester) must take the written examination in Literature (HCA6-3A, HCA6-3B, 2nd semester), and vice versa. Students who are back from a first semester abroad and Erasmus students who did not take first-semester UE53 class in civilisation may choose either the written or the oral format for their examination.

• HCA6-4 SPECIALISATION (A/B/C)

- English (Medieval) Studies (x 18h) /A

1) Old English (Charles Brasart)

This class will be an introduction to the history of English, going all the way back to Proto-Indo-European, the ancestor of almost European languages, before focusing on Old English, an umbrella term for a number of Germanic dialects spoken in Medieval England. Together we will look at its grammar, its vocabulary, its (probable) pronunciation, using classic texts from the period. We will study how languages evolve over time, why, and how the analysis of earlier stages of English can help us better understand the English we speak today.

You should be warned right from the start that this will be a difficult class. Old English is almost an altogether different language than English. It will help if you speak or have studied German.

Useful reference books for this course are:

- The *Bosworth-Toller Anglo-Saxon Dictionary*, www.bosworth.ff.cuni.cz, a fantastic online dictionary of Old English.

- Carruthers, Leo, *L'anglais médiéval: introduction, textes commentés et traduits*, Paris: Brepols, 1997.
- Freeborn, Dennis, *From Old English to Modern English*, London: MacMillan, 1992.
- Hogg, Richard & R.D. Fulk, *A Grammar of Old English*, Oxford: Wiley-Blackwell, 2011.
- Mitchell, Bruce & Fred Robinson, *A Guide to Old English*, Oxford: Wiley-Blackwell, 2012[1964].
- Stevanovitch, Colette, *Manuel d'histoire de la langue anglaise des origines à nos jours*, Paris: Ellipses, 2008[1997].

2) Texts in Middle-English (Agnès Blandeau)

The course aims at familiarizing the students with various texts, be they in prose or in verse, written during the later part of the Middle Ages. The extracts under study will be taken from different sources and genres, from Chaucer's Canterbury Tales to some Middle English Breton lays like Sir Launfal of Sir Degaré. Some fifteenth-century sermons will also be taken into consideration, so that the students may have a fairly good idea of the wide spectrum covered by the production of texts, written by anonymous authors for the most part, from the early 14th to the late 15th centuries in England.

Bibliography:

- Kermode, Frank & Hollander, John, *The Oxford Anthology of English Literature, Vol.1: The Middle Ages through the 18th Century*, New York: Oxford University Press, 1973.
- Corrie, Marilyn, *A Concise Companion to Middle English Literature*, ed. Wiley-Blackwell, 2009.
- Chambers, Edmund Kerchever, *English Literature at the Close of the Middle Ages*, Oxford: Oxford Clarendon Press, 1964.

- Scottish Studies (2 x 18h) /B

1. Politics and society in Scotland after devolution (18h) – Annie Thiec

The new Scottish Parliament established in May 1999 was designed to embody a “model for democracy” - more open and more accessible - which would help create “a society that fosters integration and respects diversity”. To what extent can the devolved institutional framework, with the Parliament now in its fifth session, be said to have delivered a “new” politics and a “new” society?

This course will centre on the new institutional arrangements in place in Scotland, how they have impacted on the relationship between Scotland and the rest of the United Kingdom, as well as on Scottish politics and society and the perception and meaning of Scottish identity in the 21st century.

Bibliography

- BECHHOFFER, Frank, McCRONE, David (eds) (2009), *National Identity, Nationalism and Constitutional Change*, Basingstoke, Palgrave Macmillan.
- BECHHOFFER, Frank, McCRONE, David (2015), *Understanding National Identity*, Cambridge, Cambridge University Press.
- BOGDANOR, Vernon (1999), *Devolution in the United Kingdom*, Oxford, Oxford University Press.
- BROMLEY, Catherine, CURTICE, John, McCRONE, David, PARK, Alison (eds) (2006), *Has Devolution Delivered?*, Edinburgh, Edinburgh University Press.

- CAIRNEY, Paul (2011), *The Scottish Political System since Devolution – From New Politics to New Scottish Government*, Exeter, Imprint Academic.
- DEVINE, T.M. (2006), *The Scottish Nation 1700-2007*, London, Penguin.
- DEVINE, T.M. (ed) (2008), *Scotland and the Union, 1707 to 2007*, Edinburgh, Edinburgh University Press.
- DUCLOS, Nathalie (2014), *L'Écosse en quête d'indépendance ? Le référendum de 2014*, Paris, Presses de l'Université Paris-Sorbonne.
- McCRONE, David (2001), *Understanding Scotland – The Sociology of a Nation*, London, Routledge (second edition).
- PATERSON, Lindsay, BROWN, Alice, CURTICE, John, HINDS, Kirstin, McCRONE, David, PARK, Alison, SURRIDGE, Paula (2001), *New Scotland, New Politics?*, Edinburgh, Polygon.
- REICHER, Stephen, HOPKINS, Nick (2001), *Self and Nation*, London, Sage.
- SMITH, Anthony D. (1991), *National Identity*, London, Penguin.

2. Poetry in the Nation: contemporary Scottish poets and national bards in dialogue (18h) – P. Carboni

Announcing the creation of the post of Scots Makar (National Poet for Scotland) and the name of its first holder, Edwin Morgan, the Scottish First Minister Jack McConnell said in February 2004: "It is vitally important that we recognise the significant contribution of poetry to the culture of Scotland. This position will symbolise the success and of Scottish poets in the past and the potential of Scottish poetry in the future".

This course focuses on poetry-writing in the Scottish national context between the age of Union and the contemporary post-devolution era. Comparing the classical examples of the "National Bards", Robert Burns and Sir Walter Scott, with the works of modern poets such as Edwin Muir, Liz Lochhead (who held the position of Scots Makar between 2010 and 2016), Robert Crawford, and Jackie Kay (the current Scots Makar), it examines the changing role of poets in society as well as on the varieties of their expressions of both nationhood and selfhood over the centuries.

A poetry booklet will be provided.

Bibliography

- BELL, Eleanor. *Questioning Scotland: Literature, Nationalism, Postmodernism*. Basingstoke: Palgrave Macmillan, 2004.
- , and Gavin MILLER, eds. *Scotland in Theory: Reflections on Culture and Literature*. Amsterdam and New York: Rodopi, 2004.
- CRAIG, Cairns. *Intending Scotland: Explorations in Scottish Culture since the Enlightenment*. Edinburgh: Edinburgh University Press, 2009.
- GIFFORD, Douglas, ed. *Addressing the Bard: Twelve Contemporary Poets Respond to Robert Burns*. Edinburgh: Scottish Poetry Library, 2009.
- GIFFORD, Douglas, and Alan RIAICH, eds. *Scotlands: Poets and the Nation*. Manchester: Carcanet Press, 2004.
- GLEN, Duncan. *The Poetry of the Scots: An Introduction and Bibliographical Guide to Poetry in Gaelic, Scots, Latin and English*, Edinburgh, Edinburgh UP, 1991.

McCLURE, J. Derrick. *Language, Poetry and Nationhood*. East Linton: Tuckwell Press, 2000.
NICHOLSON, Colin, and Matt McGUIRE, eds. *The Edinburgh Companion to Contemporary Scottish Poetry*. Edinburgh, Edinburgh University Press, 2009.
RIAICH, Alan. *What is Scottish Literature?* Glasgow: Association for Scottish Literary Studies, 2008.
WHYTE, Christopher. *Modern Scottish Poetry*. Edinburgh: Edinburgh University Press, 2004.

S6 HCA-6-4 – Commonwealth Studies (36 h)

- F. Le Jeune (18h) « Multiculturalism in perspective in post-colonial nations (1867-2019) »

This course is an introduction to the concept of multiculturalism in post-colonial nations within the British Commonwealth today.. Post-colonial nations are nations established by British settlers on conquered native lands, which are now autonomous and independent nations within the Commonwealth. We will start with the study of Canada which in 1971 officially became the first multicultural state in the world. We will survey the way in which Canada and Australia have dealt and still deal with emigration, with the native question, by examining their policies in terms of emigration, assimilation, reconciliation and citizenship....

The class will be organised around some short lectures (available ahead of time on Madoc), along with the analysis of a series of press articles (see our *Reader*) or TV documentaries (accessible on Madoc).

Bibliography

Castles, Steven, *Mistaken Identity : Multiculturalism and the Demise of Nationalism in Australia*, Sydney, Pluto, 2001 (BU)

Kimlycka, Will, *Multicultural Citizenship*, Oxford, Clarendon Press, 1995

----, *Politics in the Vernacular : Nationalism, Multiculturalism and Citizenship*, Oxford, Oxford University Press, 2001 (BU)

Kymlycka W. and Bashir Bashir eds, *The Politics of Reconciliation in Multicultural Societies*, Oxford, Oxford University Press, 2008

- Sylvie Nail "Migrations and race relations in the UK" (18h)

In this class, we shall analyse population movements to and from the UK and their consequences on the British society in the 21st century. This entails going back in history to put the present into a historical perspective and understand race relations today.

Through short lectures, as well as through the study of documents (texts, photographs, graphs and statistics, as well as extracts from films), this course will focus on three aspects:

- A rapid reminder of the historical background (waves of population into the British Isles, the British in the Empire)
- The situation since World War Two (immigration policies, race relations, multiculturalism 1970s-2016)
- A snapshot of the British population in the 21st century (ethnic composition, cultural influences)

Bibliographie

Akala, *Natives: Race and Class in the Ruins of Empire*, London, Two Roads, 2018.

Halimi, Suzy et Didier Lassalle, [Minorités, intégration en Grande-Bretagne et dans les pays du Commonwealth](#), Revue du CRECIB, 17(2), 2012.

Hansen, Randall, *Citizenship and Immigration in Postwar Britain: The Institutional Origins of a Multicultural Nation*, Oxford, OUP, 2000.

Hirsch, Afua, *Brit(ish): On Race, Identity and Belonging*, London, Vintage, 2018.

Lassalle Didier, « La généralisation progressive du recueil de statistiques ethniques au Royaume-Uni », *Population*, Vol. 53 (3), 1998, p. 609-630. DOI : 10.3917/popu.p1998.53n3.0630. URL : <https://www.cairn.info/revue-population-1998-3-page-609.htm>

Mathieu, Félix, « The failure of state multiculturalism in the UK? An analysis of the UK's multicultural policy for 2000–2015 », *Ethnicities*, Vol. 18(1), 2018, p.43–69. <https://journals.sagepub.com/doi/pdf/10.1177/1468796817713040>

Millat, Gilbert, *The Multicultural Challenge in Britain*, Revue du CRECIB, XIV, 4, 2008.

• HCA6-5A

FLE

Chaque CM abordera les difficultés d'enseigner sa propre langue (apprise de manière intuitive) et sur certaines règles du français (points de grammaire et de prononciation principalement, ainsi que quelques points de culture) que les Français eux-mêmes ignorent. Autant que possible, l'accent sera mis sur les différences entre le français et les autres langues, et plus particulièrement les langues enseignées à la Faculté afin de mieux préparer à l'enseignement du FLE les étudiants francophones qui souhaiteraient enseigner le français dans un pays où est parlée une des langues apprises en LLCE ou en LEA. Cela n'exclut pas d'enseigner le FLE en France à des étrangers venus s'installer dans le pays et qui souhaitent acquérir ou consolider leurs maîtrise de la langue.

Pour chaque TD, les étudiants travailleront en groupes et mettront en place une activité pédagogique pendant 30 minutes en lien chaque semaine avec le CM associé.

Points abordés dans le cours :

Phonétique

- La surdit  en langue  trang re : A quoi est-elle due ? Comment la corriger ?
- Le syst me phonologique du fran ais : les sons probl matiques pour les apprenants selon leur pays d'origine
- L' lision et la liaison : le cauchemar de l'apprenant (le hibou, l'hu tre et le petit-(t)ami(s))
- Expression articul e et d bit rapide : « Chuis pas v'nu paske t'y  tais pas non plus, et ch  pas si tu s'ra l  d'main », ph nom nes d'assimilation et d'encha nement
- L'accentuation et le rythme du fran ais : « On se calme ! », l'intonation tout en douceur du fran ais

Grammaire

- Grammaire de l'écrit vs grammaire de l'oral : la dislocation, quels usages ? Comment ça fonctionne ? (« Moi, mon frère, son vélo, il le prend que quand il en a vraiment besoin. »)
- Le genre et le nombre : la lune et le soleil, le cigare et la cigarette ; le cutter et les ciseaux, comment savoir ? Quelle utilisation peut-on faire des app pour smartphones dédiées à cette acquisition ?
- Les pronoms : « Qui est 'on' ? », « vous ou tu ? », « ils ou elles ? », et tous les autres...
- La place des adjectifs et constituants contraints : Un grand homme ou un homme grand ? Un beau ballon mais un ballon bleu...
- L'usage des temps : « il marchait, il marcha, il a marché... » (explication de l'usage des temps les plus problématiques pour l'apprenant, y compris le subjonctif, et les temps du conditionnel et du contrefactuel)

Culture

- Constructions préfabriquées : salutations et formules de politesse, politesse grammaticale vs politesse lexicale (« Vous auriez pas du feu, s'il vous plaît ? »), scénarios et rites de la vie quotidienne
- La culture française avec et au-delà des clichés : qui sont les Français et comment fonctionnent-ils ?

• HCA6-5B (2nd semestre) [et HCA5-5B (1er semestre)]

Option découverte professionnelle

1h CM Analyse filmique (cours transversal en français)

+ 2h TD de sous-titrage de film.

Le cours magistral s'attachera à sensibiliser les étudiants au langage cinématographique, et plus particulièrement à ce que celui-ci a en commun avec une production littéraire comme un roman ou une nouvelle : le fait de raconter une histoire. Les procédés de narration filmique seront examinés attentivement et illustrés au moyen d'extraits de films tirés de diverses cinématographies. Le cours étant transversal, il sera dispensé en français.

En TD, les étudiants recevront une formation en sous-titrage, du français vers l'anglais pour les uns, et du français vers l'espagnol pour les autres.

Bibliographie:

Francis Vanoye, *Récit écrit, récit filmique*, Paris: Nathan (Université), 1989.

McFarlane, Brian, *Novel to Film: An Introduction to the Theory of Adaptation*, Oxford: Clarendon Press, 1996.

Mast, Gerald, Marshall Cohen, Leo Braudy, eds., *Film Theory and Criticism*, New York, Oxford: O.U.P., (1974), 1992.

• HCA6-6

Renforcement LV1 / LV2

Volet 1 : Cultural studies : MAJORITY AND MINORITY IN FILM

S. El Moncef, A. Blandeau, A. Godet.

- “Something nobody knows about”²: Knowledge, power, and gender performatives in Hitchcock’s American period films (S. El Moncef)

This course seeks to explore the challenges as well as the half-expressed potentialities of gender relations in several of Alfred Hitchcock’s American period films. The inquiries developed in class will revolve around questions of gendering and the conditioning of gender relations through socially determined “performatives” (Judith Butler, *Gender Trouble*). In analyzing the key Hitchcockian theme of knowledge, our work will be based on the premise that the director’s central female protagonists often rely—consciously or unconsciously, explicitly or implicitly—on daring strategies of gender role problematization or even inversion in order to affirm vital existential attributes such as self-assertion in acts and in discourse, autonomy, and independence.

WARNING

Before registering for this class, please bear in mind that the bibliography and filmography listed below include works that contain disturbing or shocking language and/or images.

Course filmography

Hitchcock, Alfred. *Shadow of a Doubt*. Los Angeles: Universal Pictures, 1943.
———. *Rear Window*. Los Angeles: Paramount Pictures, 1954.
———. *Vertigo*. Los Angeles: Paramount Pictures, 1958.
———. *North by Northwest*. Los Angeles: Metro-Goldwyn-Mayer, 1959.
———. *The Birds*. Los Angeles: Universal Pictures, 1963.
———. *Marnie*. Los Angeles: Universal Pictures, 1964.

Course bibliography

Butler, Judith. “Gender Trouble, Feminist Theory, and Psychoanalytic Discourse.”
Feminism/Postmodernism. Ed. Linda J. Nicholson. London; New York: Routledge, 1990.
Freedman, Jonathan and Richard Millington, eds. *Hitchcock’s America*. Oxford: Oxford
UP, 1999.
Herrmann, Claudine. *Les Voleuses de langue*. Paris: Édition des Femmes, 1976.
Hooks, Bell. *Reel to Real: Race, Sex and Class at the Movies*. New York; Oxford:
Routledge, 2008.

2 1. Alfred Hitchcock, *Shadow of a Doubt* (Los Angeles: Universal Pictures, 1943). “I have a feeling that inside you somewhere, there’s something nobody knows about.... Something secret and wonderful and ... I’ll find it out” (Uncle Charlie to Young Charlie).

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *After Modernism: Rethinking Representation*. Ed. New York: The New Museum of Contemporary Art, 1989.

Owens, Craig. "The Discourse of Others: Feminists and Postmodernism." *The Anti-Aesthetic: Essays on Postmodern Culture*. Ed. Hal Foster. Seattle, WA: Bay P, 1983.

- Film and Text (Agnès Blandeau)

The course examines the rather fascinating and at times disturbing relationship between masters and servants, as reflected in both text and film. Among the extracts under study are *The Servant*, the film script written by Harold Pinter for Joseph Losey's film in 1962, as well as *The Help*, a 2006 American novel by Kathryn Stockett made into a film in 2011. The theme of the upstairs and downstairs world will be addressed through the study of some significant and illustrative extracts from various novels and films.

Bibliography:

Kathryn Stockett, *The Help*, Penguin Books, 2006.

Harold Pinter, *The Servant and Other Screenplays*, London, Faber & Faber, 1971.

J.C. Tibbetts & J.M. Welsh, eds., *The Encyclopedia of Novels into Film*, 2nd ed., Checkmark Books, (1998) 2005.

R. Stam & A. Raengo, eds., *Literature and Film*, Blackwell Publishing, 2005.

Laurent Mellet & Shannon Wells-Lassagne, *Etudier l'adaptation filmique. Cinéma anglais, cinéma américain*, Rennes: P.U.R., 2010.

- Towards a Cultural History of the United States (Aurélie Godet)

This course is meant to enhance your knowledge of US cultural history while simultaneously working on your critical reading, writing, and speaking skills.

The iconic images of Uncle Sam and Marilyn Monroe, or the "fireside chats" of Franklin D. Roosevelt and the oratory of Martin Luther King, Jr.: these are the words, images, and sounds that populate American cultural history. From the Boston Tea Party to the Dodgers, from the blues to Andy Warhol, dime novels to Disneyland, the history of American culture tells us how previous generations of Americans have imagined themselves, their nation, and their relationship to the world and its peoples.

This course recounts the history of U.S. culture and its creation by diverse social and ethnic groups. In doing so, it emphasizes the historic role of culture in relation to broader social, political, and economic developments. Across the lines of race, class, gender, and sexuality, as well as language, region, and religion, diverse Americans have forged a culture with a global reach, inventing stories that have shaped a national identity.

Recommended reading:

BERNABEI, Roberto, Francesca Castria Marchetti, and Stefano Zuffi. *La Peinture américaine* (Paris: Gallimard, 2002).

BRUNET, François (Ed.). *L'Amérique des images : Histoire et culture visuelle des États-Unis* (Paris: Hazan, 2013).

CROTHERS, Lane. *Globalization and American Popular Culture* (New York: Rowman and Littlefield, 2012).

KORNFELD, Eve. *Creating an American Culture, 1775-1800. A Brief History with Documents* (Boston: Bedford/St. Martin's, 2001).

KUISEL, Richard. *Seducing the French: The Dilemma of Americanization* (New York: University of California Press, 1993).

MCKEVITT, Andrew C. *Consuming Japan: Popular Culture and the Globalizing of 1980s America* (Chapel Hill: University of North Carolina Press, 2017).

MARTEL, Frédéric. *De la Culture en Amérique* (Paris : Gallimard, 2006).

----- . *Mainstream : enquête sur la guerre globale de la culture et des médias* (Paris: Flammarion, 2011).

PELLS, Richard. *Modernist America: Art, Music, Movies, and the Globalization of American Culture* (New Haven: Yale University Press, 2011).

ROYOT, Daniel, Jean-Loup Bourget, and Jean-Pierre Martin. *Histoire de la culture américaine* (Paris: Presses Universitaires de France, 1993).

SAUNDERS, Frances Stonor. *The Cultural Cold War: the CIA and the World of Arts and Letters* (New York: New Press, 2013).

TOURNÈS, Ludovic. *Américanisation* (Paris: Fayard, 2020).

VAN ESCHEN, Penny. *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War* (Cambridge: Harvard University Press, 2004).

• HCA6-61: RENFORCEMENT

The Grammar of Discourse (Donazzan (12h)

Discourse can be defined in two ways : as the unit of language above the sentence, or as a specific mode of language in use, a game where two or more players interact, with the aim of exchanging information. As any game, then, discourse obey to certain rules, which are mutually shared and understood by all players. In this class, we will introduce the rules that define the grammar of discourse, focussing more specifically on inferential mechanisms, such as pragmatic and logical inferences. The class is designed for students who wish to deepen their knowledge of linguistic analysis, and may be useful to students interested in translation and text analysis. Requirements : attendance to class, read and discuss additional material, analyse discourse samples.

Approaching Phonetics and Phonology (F. Chevalier, 12h)

This class will address a few questions related to the learning and teaching of spoken English. Examples of possible topics include: the use of acoustic analysis in measuring articulatory skills, top-down or a bottom-up approaches to language (from segmental phonetics, to suprasegmental phonetics, phonology, and morphology – or *vice versa*), or the integration of dialectal/sociolinguistic variation in a structured phonetic/phonological system. A list of references will be provided nearer the time.

BIBLIOTHÈQUE UNIVERSITAIRE

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 »