

Detailed Course Description LCA2
2021-2022

LICENCE LLCER anglais
Second Year

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Second Year, Semester 3

NOTE on UE 301 & 302

- The proposed readings and exercises will cover vocabulary based on the following chapters of J. Rey, C. Bouscaren and A. Mounolou's book, *Le Mot et l'Idée 2 anglais* (Ophrys):
 - Exotic animals and countries
 - Trades and professions
 - Religion
 - Sounds and lights
 - Fashion
 - Media and new technologies
 - Environment and pollution

UE 301 Oral English (6 ECTS)

Elements of General Linguistics (Christine COPY) 3 ECTS

This course provides a general introduction to linguistics. The main themes that will be dealt with are:

- **Language and cognition:** is there a specific area in our brain that controls speech? And, (since the answer is 'yes'), what do we know about it? Is language specific to humans?
- **Language families and the origins of language:** there exists some 5000 languages today, which can be grouped into a handful of 'families'. For instance, French and English both descend from a mother tongue called (Proto-)Indo-European. Hebrew and Arabic are both part of the Semitic family. However, do the different families stem from a common primitive ancestor? Or are they evidence that languages developed independently in more than one place after the first *homo sapiens* had already left Africa?

Bibliography

- *General references* (additional references may be suggested in classes)
- Crystal, D. (1995) *The Cambridge Encyclopedia of the English Language*, Cambridge: Cambridge University Press.
- Larreya, P. & Watbled, J.-P. (1994) *Linguistique générale et linguistique anglaise*, Paris : Nathan Université.
- Fuchs C. et al., (1992) *Les linguistiques contemporaines*, Hachette.

Langage & cognition

Hombert, J-M et Lenclud, G. (2014) *Comment le langage est venu à l'homme*. Fayard.

Melher, J. et Dupoux, E. (2002) *Naitre Humain*, Odile Jacob.

- *History of the English language*

Barber, C. (1993) *The English Language, A Historical Introduction*, Cambridge: Cambridge University Press.

Phonetics (Evelyne CAUVIN, Adrien MELI) 2 ECTS

Syllabus

1. *English phonemes*

Review of IPA phonetic transcription (*Internationa Phonetic Alphabet*)

Review of vowel and consonant pronunciation

2. *Rhythm and sentence stress*

The rhythm of English (stress-timed language, isochrony concept)

Stressing of lexical and function words

Stress and vowel reduction

Strong and weak forms

3. *Word stress*

Rhythm basics

Stress placement in polysyllabic words (Normal Stress Rule in dissyllables and words of three syllables or more, secondary stress)

Prefixes in dissyllabic words

Suffixes : main neutral and non-neutral suffixes

Bibliography

Dictionaries:

- D. Jones, *English Pronouncing Dictionary*, 16th edition.
- J. C. Wells, *Pronunciation Dictionary*, Longman, 1990.

Reference books:

- J. L. Duchet, *Code de l'anglais oral*, Ophrys, 1994.
- L. Guierre, *Règles et exercices de prononciation anglaise*, Armand Colin Longman, 1987.

Oral Expression and Comprehension (Ronnell BERRY, Edwin GARCIA) 1 ECTS

The different classes are split between listening activities and individual or group participation. These exercises aim at developing different skills: reformulating/synthesizing audio recordings, oral presentations of written or video documents (with/without notes), speech making and class presentations. All learning materials will be taken from English language newspapers and magazines. A syllabus will be provided.

UE 302 Written English (6 ECTS)

Grammar (Christine COPY) 2 ECTS

The first semester of the second year focuses on the noun phrase.

Syllabus

- Types of nouns
- Specific and generic reference
- Determiners : a(n), the, Ø
- Quantifiers: some, any, no, each, every, all, both, either, few, little
- Demonstratives: THIS vs. THAT
- Adjectives and comparisons
- N of N, N's N, N N

Suggested Bibliography

Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad & Edward Finegan. 1999. *The Longman grammar of spoken and written English*. London: Longman.

Greenbaum, S. and Quirk, R. *A Student's Grammar of the English Language*, Longman.

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

Rivière, C., *Simple English*, Ophrys.

Translation (Thème : Robin RICHARDSON ; C Le ROUX / Version : Raphaël RIGAL ; BASCOUL) 3 ECTS

This class is dedicated to translation – mainly literary translation – and is based, among other things, on the vocabulary presented in *Le Mot et l'Idée 2*.

It aims to help students to acquire reflexes in translation, to consolidate their grammatical and lexical knowledge of French and English, as well as to make them aware of the differences between the two languages.

Bibliography

- *Translation techniques*:
 - M. Ballard, *Manuel de version anglaise. La traduction de l'anglais au français*, Paris, Nathan Université, 1991.
 - H. Chuquet, *Pratique de la traduction*, Paris, Ophrys, 2002.
 - F. Grellet, *The Word against the Word : initiation à la version anglaise*, Paris, Hachette, nouvelle éd. 2006.
 - J.-M. Thomson, *From and into English*, Paris, Dunod, 1993.
 - Perrin, *L'anglais : Comment traduire*, Paris, Hachette (coll. « Les Fondamentaux »), 2000.
- *Comparative stylistics*:
 - J. Guillemin-Flescher, *Syntaxe comparée du français et de l'anglais*, Paris, Ophrys, 2000.
- *Vocabulary*:
 - M.-F. Alamichel, *Enrichir son vocabulaire en anglais*, Ellipses, 1995 (literary vocabulary, pretty high level).
 - J.-M. Dumong, J. Pouvelle et C. Knott, *Du Mot à la Phrase*, Ellipses, 1994 (contemporary vocabulary, less literary).

Written expression (Raphaël RIGAL) 1 ECTS

The aim of this course is to help students understand the way narratives are built and organized – either in literature, in cinema, or in video games; this includes argumentative discourse, which often relies on similar structures. This understanding will be reached both theoretically and practically, by the analysis and creation of narratives. The students will also have to use the linguistic skills they have acquired or are in the process of acquiring, along with the analytical skills developed in literature and history classes. The ultimate goal will be to produce consistent, fluid, and linguistically correct narratives or argumentative discourses.

UE 303 Civilization (8 ECTS)

History of the UK and Analysis of Historical Documents (Gilles ROBEL) 4 ECTS

The Making of the United Kingdom and the Constitution of a British Identity: A Historical Overview from the Origins to the mid-18th Century

Cultural, intellectual, political, economic and social history of Britain from the origins to the 18th Century.

This course provides an overview of British history until 1745. It looks broadly at social, political and economic developments and analyses the making of the United Kingdom. Many of these issues continue to resonate in contemporary Britain (Scottish independence referendum, Brexit referendum etc.)

The tutorials (1h30 TD per week) give an opportunity to develop and deepen some of the points mentioned in the Plenary (1h CM per week). They rest on reading and analysing at home primary and secondary sources (speeches, legal texts, prints, videos...) and lead to sharpening one's practice of text commentaries in civilization, which in turn develops the students' analytical and writing capabilities.

Main themes broached (indicative)

Week 1	The First Inhabitants of Britain. Celtic and Roman Britain
Week 2	The Anglo-Saxon Invasions. The Celtic Kingdoms. The Spread of Christianity. 410-1066
Week 3	The Early Middle Ages I (1066-1215): Normanisation and Feudalism.
Week 4	The Early Middle Ages II (1066-1215): Magna Carta and the Decline of Feudalism. Towards a United Island.
Week 5	The Late Middle Ages 1215-1485: The Emergence of Parliament. The Tudor Age I (1485-1547). The English Reformation
Week 6	The Tudor Age I (1547-1558). The Consequences of the Reformation. Protestant and Catholic Struggles.
Week 7	The Tudor Age II (1558-1603). The Elizabethan Age. The Scottish Reformation.
Week 8	The Stuart Era I (1603-1649). The Power of Parliament. The Religious Crisis. The Civil Wars
Week 9	Republican Britain 1649-1660. The Commonwealth and the Protectorate.
Week 10	The Stuart Era III (1660-1689) The Restoration and the Glorious Revolution
Week 11	The Early 18 th Century. The Birth of Britain. The Jacobite Rebellions.
Week 12	Economic and Social Changes in the 18 th Cent.: The Start of the Industrial Revolution

Bibliography

David Mc Dowall. *An Illustrated History of Britain*. Longman, 1995 (**mandatory**)

American Civilization and History (CM 12h, TD 24h) (Xavier LEMOINE ; Martin BERNY) 4 ECTS

Introduction to American History: The Rise of a Nation

The lectures (CM) will present the birth and rise of the United States and the development of its democratic ideals from the pre-Colonial period to the end of the 19th century. The following major issues will be dealt with: the early migration, the colonial period (Puritan values), the birth of the United States (Revolutionary actions, Democratic institutions); the Westward expansion (the frontier; the Indian Removal); Slavery (Civil War, the Reconstruction Era, and reform movements) and Industrial America (The Gilded Age). This presentation will help us show the multiple trends leading to the construction of the American nation.

The TD classes will be based on the close reading of primary sources (famous speeches, reports, and letters etc.) selected to illustrate the main issues tackled in the lectures. The aim is to understand how historical narratives are created thanks to primary sources and to start thinking about the main US historical events critically. This work is based on active class participation that aims at developing analytical skills to explain and comment a historical document thanks to class presentation and written assignments (textual analysis mainly).

Bibliography

- MARTIN Jean-Pierre, ROYOT Daniel, eds., *Histoire et civilisation des Etats-Unis : Textes et documents commentés du XVII^e siècle à nos jours*, Nathan, Paris, 1988 (or 6^{ème} édition publiée chez A. Colin en 2005).
- VINCENT Bernard, ed., *Histoire des États-Unis*, Flammarion, Paris, 1994.
- ZINN Howard, *A People's History of the United States From 1492 to the Present*, 2nd Edition, London and New York: Longman (1980/1996).

UE 304 Literature (7 ECTS)

French: literature and cinema (Marianne ACQUA ; Camille PAGES) 2 ECTS

The aim of the course is to develop a reflexion on the issues raised by the adaptation of 19th century literary texts to the cinema and to understand the reception issues specific to each of these two forms.

Syllabus :

- Alexandre Dumas fils, *La Dame aux camélias*, [1848], Pocket Classiques, 2010.
- *Moulin Rouge !*, Baz Luhrmann, 20th Century Fox, 2001.
- *La Traviata*, Giuseppe Verdi, Opéra en trois actes, représenté pour la première fois en 1853.

⇒ Students will have read the novel during the summer break and will be given a reading test during the second class of the semester.

Preliminary bibliography

A. Lagarde et L. Michard, *XIX^e siècle les grands auteurs français : anthologie et histoire littéraire*, Bordas, 1993.
E. W. Said, *L'Orientalisme : L'Orient créé par l'Occident*, Seuil, 2005.

➤ On film analysis

L. Jullier, *L'analyse de séquences*, Armand Colin, 2004.

L. Jullier et M. Marie, *Lire les images de cinéma*, Larousse, coll. « Comprendre et reconnaître », 2009.

F. Vanoye, *L'adaptation littéraire au cinéma. Formes, usages, problèmes*, Armand Colin, 2011.

UK & Commonwealth Literature (S. SOUKAI, I. MARCHESSOU, K. ZAARAOUI) 5 ECTS

This class will be devoted to the study of two major British works : Shakespeare's *King Lear* and Mary Shelley's *Frankenstein*. These works will allow us to learn more about the Elizabethan theatre of which Shakespeare is the most famous figure, and about the Romantic and Gothic movement which were so popular in the late 18th and 19th century. Though they belong to different genres and periods, this early 17th century tragedy and this 19th century novel deal with common themes and questioning that our careful analysis will try to uncover, giving us the opportunity to practice textual analysis as well as the methodology of the essay.

The students are required to buy the works in the editions mentioned below so that the page numbers given in class may be easily followed by everyone. It is also strongly recommended to have read *King Lear* before the first class and to have started *Frankenstein*.

- William Shakespeare, *King Lear*, The Oxford Shakespeare, Oxford World's Classics, Oxford University Press, 2001, reprinted 2008
- Mary Shelley, *Frankenstein*, Penguin Classics, 2003

UE 305 Mandatory Elective Courses (3 ECTS)

Choose one of the following optional courses.

NB: If too few students register for a given course, it could be canceled

Literature and Cinema (Robin RICHARDSON)

The course focuses on the cinematic adaptation of literary works: the analysis of the movies underlines the links, in terms of technique and meaning, with the novel, short story or play which inspired them, and on the nature of the transfers operated between texts and images and texts and dialogues.

Syllabus

- *Casino Royale*, novel by Ian Fleming (1953) and film directed by Martin Campbell (2006)
 - *The Duel*, short story by Joseph Conrad (1908) and *The Duellists*, film directed by Ridley Scott (1977)
- N.B.: Students should start reading *Casino Royale* (I. Fleming) as soon as possible, as they will be required to have finished it by week 3 of the course (recommended edition: Penguin Modern Classics). *The Duel* can be found online: <https://www.gutenberg.org/ebooks/2305>

Bibliography

- F. Vanoye, A. Goliot-Lété, *Précis d'analyse filmique*, Nathan Université, 2004.
- M. Ryan, M. Lenos, *An Introduction to Film Analysis*, Continuum Publishing Group, 2012.
- L. Jullier, *L'analyse de séquences*, Armand Colin, 2004.
- L. Jullier, M. Marie, *Lire les images de cinéma*, Larousse, 2009.
- J-M Clerc, M. Carcaud-Macaire, *L'adaptation cinématographique et littéraire*, Klincksieck, 2004.
- F. Vanoye, *L'adaptation littéraire au cinéma : Formes, usages, problèmes*, Armand Colin, 2011
- J. Chapman, *Licence to Thrill: A Cultural History of the James Bond Films*, I B Tauris & Co Ltd, 2007 (1999)
- C. Linder (Editor), *The James Bond Phenomenon: A Critical Reader*, Manchester University Press, 2009 (2003)
- M. Letourneux, *Fiction à la chaîne : littératures sérielles et culture médiatique*, Seuil, 2017
- William B. Parrill, *Ridley Scott: A Critical Filmography*, McFarland & Co, 2011
- A Barkman, A Barkman, J McRae (Eds), *The Culture and Philosophy of Ridley Scott*, Lexington Books, 2013

Spanish as a Second Language (RIVADEYNERA; FRANCESCHI Maria-Eugenia) 3 ECTS

This course is for students who already have a basic command of Spanish. Classes will focus on the following language skills: listening and reading, speaking and writing as well as oral interaction. The study materials include: reference grammar textbooks and workbooks, literary texts, press articles, songs, A/V documents and E-learning methods. The course aims to reach the A2/B1 (elementary level) under the CEFR (Common European Framework of Reference for Languages).

Bibliography:

- *Aula Internacional 2*, Jaime Corpas, Eva García y Agustín Garmendia, ed. Difusión, ISBN: 978-84-15640-10-3
- *Espagnol express (Espagne et Amérique latine)*, Lorenzo de los Ríos, Éditions du Dauphin, ISBN: 2-7163-1203-6
- *Exercices d'espagnol*, Maribel Molio, Studyram, ISBN: 2-84472-940-1
- *¡Ya lo sé! Les mots pour le dire*, André Godet, Ellipses Édition, ISBN: 978-2-7298-7262-5
- *Ejercicios gramaticales de español*, L. Busquets y L. Bonzi, Verbum, ISBN: 84-7962-087-0

German as a second language (DERUAZ) 3 ECTS

Required level: A2-2. This class aims at working on the various abilities to communicate in German (oral and written comprehension and expression in interaction) thanks to various sources (texts, recordings and videos). The class also includes specific work on German language and vocabulary. Class work will be based on hand outs from the reference book MENSCHEN A2 (Hueber).

Second Year, Semester 4

NOTE on UE 401 and UE 402

- The proposed readings and exercises will cover vocabulary based on the following chapters of J.Rey', C. Bouscaren and A. Mounolou's book, *Le Mot et l'Idée 2 anglais* (Ophrys) :
 - Finance and economics
 - Feelings
 - Human behaviour
 - The spirit
 - The evolution of society
 - Opinion
 - Literary criticism

UE 401 Oral English (4 ECTS)

Elements of Structural Linguistics (Lionel DUFAYE) 2 ECTS

This course aims at providing Licence students with the fundamentals of morphology and syntax of modern English. The second semester will be organized as follow:

- General linguistics: a historical overview.
- Phonology (a brief introduction to structuralism through).
- Morphology (derivation, inflexion, compounding)
- Fundamentals of syntactic analysis.

A particular emphasis will be put on syntax. We will review basic concepts such as: parts of speech, phrase parsing, types of clauses. More advanced notions will then be introduced: argument structure, syntactic movements...

Bibliographie

- Carnie, A., 2004, Syntax, London: Blackwell.
- Haegeman, L., 2006, Thinking Syntactically : Malden-Oxford-Victoria: Blackwell.
- Pollock J.-Y., 1998, Langage et cognition, Presses Universitaires de France, 2de édition.
- Radford A., 1988, Transformational Grammar, Cambridge University Press.
- Rivière, C., 2004, Pour une syntaxe simple à l'usage des anglicistes, Paris : Ophrys.
- Trask, L. R., 1993, A Dictionary of Grammatical Terms In Linguistics, Routledge.

Phonetics (Evelyne CAUVIN ; Adrien MELI) 1 ECTS

Sequel of S3 syllabus

1. *Main pronunciation rules for single vowels and digraphs*

2. *Rhythm and intonation*

Context-free tonicity

Concept dependent tonicity

The five basic tones

Tone units

Bibliography

Dictionaries:

- D. Jones, *English Pronouncing Dictionary*, 16th edition.

- J. C. Wells, *Pronunciation Dictionary*, Longman, 1990.

Reference Studies:

- J. L. Duchet, *Code de l'anglais oral*, Ophrys, 1994.
- L. Guierre, *Règles et exercices de prononciation anglaise*, Armand Colin Longman, 1987.

Oral Expression and Comprehension (XX) 1 ECTS

The different classes are split between listening activities and individual or group participation. These exercises aim at developing different skills: reformulating/synthesizing audio recordings, oral presentations of written or video documents (with/without notes), speech making and class presentations. All learning materials will be taken from English language newspapers and magazines. A syllabus will be provided.

UE 402 Written English (6 ECTS)

Grammar (XX) 2 ECTS

The second semester of the second year focuses on the complex sentence, so that students can analyze complex sentences in texts, as well as produce grammatically accurate complex sentences.

Syllabus

- Simple sentences, compound sentences and complex sentences
- Nominal clauses
- Relative clauses
- Adverbial clauses
- Causative structures

Suggested bibliography

Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad & Edward Finegan. 1999. *The Longman grammar of spoken and written English*. London: Longman.
 Greenbaum, S. and Quirk, R. *A Student's Grammar of the English Language*, Longman.
 Larreya, P. et C. Rivière, *Grammaire explicative de l'anglais*, Longman.
 Rivière, C, *Syntaxe simple à l'usage des anglicistes*, Ophrys.

Translation (Version : Raphael RIGAL ; A.-C. BASCOUL, Thème : Robin RICHARDSON,C Le Roux) 3 ECTS

Essentially literary translations, linked to the themes explored in *Le Mot et l'Idée 2*. The purpose of this class is to help you flex your translation muscle, to consolidate your grammatical and lexical knowledge of English and French, and to feed your thoughts on the differences between the two languages

Bibliography

- *Translation methodologies:*
 - M. Ballard, *Manuel de version anglaise. La traduction de l'anglais au français*, Paris : Nathan Université, 1991.
 - H. Chuquet, *Pratique de la traduction*, Paris : Ophrys, 2002.
 - F. Grellet, *The Word against the Word : initiation à la version anglaise*, Paris : Hachette, nouvelle éd. 2006.
 - J.-M. Thomson, *From and into English*, Paris: Dunod, 1993.
 - Perrin, *L'anglais : Comment traduire*, Paris : Hachette (coll. « Les Fondamentaux »), 2000.
- *Comparative Style analysis:*
 - H. Chuquet et M. Paillard, *Approche linguistique des problèmes de traduction*, Paris : Ophrys, 1985-2002.
 - J. Guillemin-Flescher, *Syntaxe comparée du français et de l'anglais*, Paris : Ophrys, 2000.
- *Vocabulary:*
 - J.-M. Dumong, J. Pouvelle et C. Knott, *Du Mot à la Phrase*, Ellipses, 1994 (vocabulaire contemporain moins littéraire).

Written Expression (Raphael Rigal) 1 ECTS

The aim of this course is to help students understand the way narratives are built and organized – either in literature, in cinema, or in video games; this includes argumentative discourse, which often relies on similar structures. This understanding will be reached both theoretically and practically, by the analysis and creation of narratives. The students will also have to use the linguistic skills they have acquired or are in the process of acquiring, along with the analytical skills developed in literature and history classes. The ultimate goal will be to produce consistent, fluid, and linguistically correct narratives or argumentative discourses.

UE 403 Civilization (10 ECTS)

US History and Analysis of Historical Documents (Xavier LEMOINE ; Martin BERNY ; Ronnel BERRY) 4 ECTS

A World Full of Protests and Crises: 20th Century America

The **lectures** (CM) will be dedicated to further our understanding of how the United States became a world leader despite (or thanks to) its own domestic struggles. The period studied will span from the two World Wars to the Watergate Scandal (1970s) focusing on how each Administration (Wilson, Truman, Eisenhower, Kennedy, Johnson, and Nixon) dealt with the major crises of their times: the wars (World Wars, Cold War, Vietnam War) and the economic and social challenges (McCarthyism, the Civil Rights Movement, the Vietnam War, the Counterculture). This syllabus also aims at exploring the main areas (foreign policy, politics, and culture) and concepts (ideology, epistemology, resistance etc.) that define US civilization today while providing a clear sense of the US history timeline.

The **TD** classes will be based on analyzing various documents, primarily from the period understudy, in order to be able to discuss major crises and protests and develop a strong reflection on how history is elaborated through political speeches, private letters, official documents, the press etc. and their interpretations. Methodological work will focus mostly on the French-style essay based on quotations (“dissertation citationnelle”) in order to develop the ability to produce a well-crafted demonstration in written and oral form. Class presentations and discussions will also include training to develop the capacity to produce visual analyses (posters, political cartoons, photo journalism etc.) in the context of historical events.

Bibliography

- GADDIS John Lewis. *The Cold War*. New York: Penguin Books, 2005.
- GREENSTEIN, Fred I. *The Hidden-Hand Presidency: Eisenhower as Leader*. Baltimore and London: The John Hopkins University Press, 1982/1994.
- GRIFFITH, Robert. *The Politics of Fear: Joseph R. McCarthy and the Senate*. 1970, Second edition, Amherst: The University of Massachusetts Press, 1987.
- *Reporting Vietnam, Part One: American Journalism 1959-1969*. New York: The Library of America, 1998.
- *Reporting Civil Rights, Part One: American Journalism 1941-1963*. New York: The Library of America, 2003.

UK Civilization and History (Marie-Elise CHATELAIN) 4 ECTS

The course continues and develops the study of contemporary Britain initiated in L1. The syllabus includes a historical overview examining the major events and periods in the 20th century which have shaped contemporary British society, the historic evolution of the political institutions of the UK, and the history of Ireland.

Plenary lectures, as well as a compendium of texts and visual documents will enable the activities in the TDs: text commentaries and analyses of videos, images, statistical charts, etc.

Syllabus

- From 1900 to the 1930s: Liberal legislation, WW1, economic and social crises
- WW2 and the Labour legislation 1945-1951
- The Swinging Sixties: pop music, fashion, legislation and “the end of Victorianism”
- From the Thatcher years to Blair’s decade: economic and social changes
- David Cameron and coalition government: an assessment
- 2013-2016: The Brexit issue
- The “Irish Question”
- British political institutions and constitutional reform
- Devolution in Scotland, Wales and Northern Ireland and the Scottish referendum

UE 404 Literature (8 ECTS)

French (Camille PAGE) 2 ECTS

Literature and painting

The aim of the course is to study the dialogue between literature and painting at different periods of time whether it be writing painted works or painting written works.

Preliminary bibliography

- C. Baudelaire, *Critique d'art*, suivi de *Critique musicale*, édition de Claude Pichois, Folio, coll. « Folio Essais », 1992.
- D. Bergez, *Littérature et peinture*, Armand Colin, 2004.
- P. Dethurens, *Écrire la peinture. De Diderot à Quignard*, Citadelles & Mazenod, 2018.
- D. Diderot, *Salons*, édition de Michel Delon, Folio, 2008.
- M. Joly, *Introduction à l'analyse de l'image*, Nathan Université, 1993.
- M. Mélot, *L'Illustration. Histoire d'un art*, Skira, 1984.

American Literature (Claire CONILLEAU, Isabelle MARCHESSOU) 5 ECTS

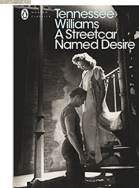
This course aims to study two American writers: Nathaniel Hawthorne and Tennessee Williams. The former, writing in the 19th c., is considered by many to be a founding father of American literature; the second, a powerful representative of contemporary Southern drama in the 20th c. These will give us the opportunity of studying traditions and genres typical of American literature, as well as of examining the influence of American history on the country's literature as well as the aesthetics of both narratives. The course is based on textual analysis (commentaries and essays), class work and oral presentations. A bibliography will be handed out in class.

Syllabus

- 1) Nathaniel Hawthorne, *The Scarlet Letter and Other Writings*. Norton Critical Edition, 2005 (first published 1850).



- 2) Tennessee Williams, *A Streetcar Named Desire*. Penguin Classics, reprinted 2009 (first published 1947).



Note: You must have the correct editions of the assigned texts so as to have the same page numbers. It is absolutely **IMPERATIVE to have read the texts BEFORE** the course begins – watching film adaptations or reading summaries will not be enough for this course.

Poetry and Romanticism in the 19th century in England and American Echoes (Olivier BROSSARD; Michèle DRAPER; Raphaël RIGAL) 1 ECTS

In the wake of the 1st year “Introduction to poetry” class, this course will focus on British romantic poets (Blake, Wordsworth, Coleridge, Shelley, and Keats), their place and role in troubled times and their considerable influence on English language and world literature. Time allowing, at the end of the semester, we will move on to American literature with two poets who, although they cannot be said to be romantics in the strict sense of the word, have been influenced by romantic ideas and writings: Emily Dickinson and Walt Whitman usher American literature into the 20th century and modernity. Special attention will be paid to the place of subjectivity in romantic poetry and to the definition(s) of lyricism and lyric poetry, a vexed issue in the history of poetry.

The purpose of the class is for students to continue reading verse in English, to deepen their knowledge of English literature and to fathom the extent of the literary and philosophical (but

also social and political) changes that Romantic writers and thinkers have brought about. Finally, this course is meant to segue into the 3rd year “Panorama of American poetry” class. As for all literature classes, students will be asked to develop critical approaches to thinking about literary works and to improve writing and communication skills in English. Close attention will be paid not only to learning the key notions and ideas of romanticism but also to spelling, grammar, and syntax when writing about and discussing the poems on the syllabus. During the semester, students will be required to write commentaries on the poems on the syllabus.

Bibliography

- Students will be provided with a poetry handout at the start of the semester
- Recommended books :
 - F. Grellet, *A Handbook of Literary Terms*, Hachette, 1996.
 - *Méthodologie / analyse littéraire* Auteur coll., *Figures libres, figures imposées : l'explication de texte en anglais*, Hachette, 1993.

UE 405 Mandatory Electives Courses (3 ECTS)

Choose ONE of the following electives:

NB: If too few students register for a given course, it may be withdrawn from the course listing, except for the internships which are individual electives.

Two week Internship in an Organization or a Corporation

Internship to last a minimum of 30 hours in an educational institution or 70 hours in a company or organization, either continuously or discontinuously, with a training agreement between the university and the organization and a report in English at the end based on your activities and conclusions.

Contextual Image Analysis: US TV Series against the Real (Xavier LEMOINE)

The TV series is a fairly recent and growing phenomenon which was sparked by HBO productions including *The Sopranos* (1999-2007). Where does this new genre come from and why is it so popular? What are the main themes and styles which made it possible for this new type of production to help grasp the cultural turns and transformations of the American society? The rise of the TV series as commodities or art objects with subversive or normative meaning questions their real status, characteristics and messages. By focusing on a few of the most significant series, this course will explore the defining traits of this genre. The following series will be studied: *The Wire*, *Mad Men*, *Sense8*. These works can help us analyze questions central to contemporary America but also the recurrent themes that shaped the meaning of the American nation (violence, commodification, globalization, gender, sexuality, race, class etc.) and the way they are represented (production, esthetics, ideologies). A more specific corpus (1 season or episode) will be given at the beginning of the term.

Bibliography

Allrath Gaby, Gymnich Marion. (ed.) *The Narrative Strategies in Television Series*. New York: PalgraveMcMillan, 2005.

Edgerton, Gary R. ed. *Mad Men: Dream Come True TV*. London, New York: I.B. Tauris, 2011

Holt Jennifer, Perren Alisa, eds. *Media Industries: History, Theory, and Method*. Malden, MA: Wiley-Blackwell, 2009.

Hudelet, Ariane, *The Wire: Les règles du jeu*. Paris : PUF, 2016

Jason Mittell, Jason. *Complex Television: The Poetics of Contemporary Television Storytelling*. 2011 (online version/ 2015 NYU published version). <http://mcpress.media-commons.org/complextelevision/>

Olsson Jan, Lynn Spigel. *Television after TV: Essays on a Medium in Transition*. Durham: Duke University Press, 2004

Williams, Linda. *On The Wire*. Durham: Duke University Press, 2014.

Online Journal: <http://tvseries.revues.org>

Spanish (FRANCESCHI Maria-Eugenia) 3 ECTS

This course is for students who already have a basic command of Spanish. Classes will focus on the following language skills: listening and reading, speaking and writing as well as oral interaction. The study materials include: reference grammar textbooks and workbooks, literary texts, press articles, songs, A/V documents and E-learning methods. The course aims to reach the A2/B1 (elementary level) under the CEFR (Common European Framework of Reference for Languages).

Bibliography:

- *Aula Internacional 2*, Jaime Corpas, Eva García y Agustín Garmendia, ed. Difusión, ISBN: 978-84-15640-10-3

- *Espagnol express (Espagne et Amérique latine)*, Lorenzo de los Ríos, Éditions du Dauphin, ISBN: 2-7163-1203-6

- *Exercices d'espagnol*, Maribel Molio, Studyrum, ISBN: 2-84472-940-1

- *¡Ya lo sé! Les mots pour le dire*, André Godet, Ellipses Édition, ISBN: 978-2-7298-7262-5

- *Ejercicios gramaticales de español*, L. Busquets y L. Bonzi, Verbum, ISBN: 84-7962-087-0

German (DERUAZ) 3 ECTS

Required level: A2-2. This class aims at working on the various abilities to communicate in German (oral and written comprehension and expression in interaction) thanks to various sources (texts, recordings and videos). The class also includes specific work on German language and vocabulary. Class work will be based on hand outs from the reference book MENSCHEN A2 (Hueber).

Instructions for other languages will be given at the start of term.

Grading System

UE/ REF Apo.	Continuous Assessment	%	Finals (in class)	%	Exam session 1	%	Exam session 2
1CAU301 UE 301 Oral English							
1CAE302 Elements of General Linguistics	Test in class	50%	Final Test	50%			Exam 1h
1CAE301 Phonetics	Written test in class 1h30	50%	Final Test 1h30	50%			Exam 1h30
Oral Expression and Comprehension	1 Oral Comprehension Test in Class 1 Oral presentation 15'	25%	Final Test 2h	50%			Exam 1h30
1CAU302 UE 302 Written English							
1CAE304 Grammar	1 Test in Class	50%	Final Test 1h30	50%			Exam 1h30
1CAE305 Translation	1 test in class	50%	Final Test 2h30	50%			Exam 2h30
1CAE306 Written expression	1 Test in class (midterm)	50%	Final Test 2 h	50%			Exam 2h
1CAU303 UE 303 Civilization							
1CAE307 US Civilization and History	1 Oral presentation Assessment of class participation 1 Test in class	20% 30%	Final Test 3h	50%			Exam 3h
1CAE308 History of the UK and analysis of historical Documents	1 Test in class 1 Take home test Assessment of class participation & attendance	50%	Final Test 3h (Course questions and textual analysis)	50%			Exam 3h (course questions & textual analysis)
1CAU304 UE 304 Literature							
1CAE309 French	1 dissertation or textual analysis	50%	Final Test (dissertation)	50%			Exam (Dissertation)

1CAE310 UK & Commonwealth Literature	1 Oral presentation Written text analysis text or essay	30% 20%	Final Test 3h (textual analysis or dissertation)	50%			Exam 3h
1CAU305 UE 305 Electives							
1CAE311 Literature and Cinema	1 or 2 Test(s) in class	50%	Final Test (sequence analysis + essay) 3h	50%			Exam 3h
1CAE313 LV2 Spanish	Oral work Written work	20% 20%	Final Test 2h	60%			Exam 1h30
1CAE312 LV2 German	Vocabulary Test oral Presentation	25% 25%	Final Test 1h30	50%			Exam 1h30

UE/ Apogées Ref.	Continuous Assessment	%	Finals (in class)	%	Exam session 1	%	Exam session 2
1CAU401 UE 401 Oral English							
1CAE402 Elements of General Linguistics	Test in Class	50 %	Final Test	50%			Exam 1h
1CAE401 Phonetics	Written test in class 1h30	50 %	Final Test 1h30	50%			Exam 1h30
1CAE403 Oral Expression and Comprehension	1 Oral Comprehension Test in Class 1 Oral presentation	25 % 25 %			Exam 2h	50 %	Exam 1h30
1CAU402 UE 402 Written English							
1CAE404 Grammar	1 Test in class	50 %	Final Test 1h30	50%			Exam 1h30
1CAE405 Translation	1 Test in class	50 %	Final Test 2h30	50%			Exam 2h30
1CAE406 Written expression	1 Test in Class (midterm)	50 %	Final Test 1h	50%			Exam 2h
1CAU403 UE 403 Civilization							
1CAE407 UK Civilization and History	1 Take home test 1 Oral presentation	50 %			Exam 3h	50 %	Exam 3h

1CAE408 US History and Analysis of Historical Documents	-Oral presentation & class participation -Test in class (1h30)	20 % 30 %			Exam 2h30	50 %	Exam 2h30
1CAU404 UE 404 Literature							
1CAE409 French	1 textual analysis 1 dissertation	25 % 25 %			Exam (essay) 3h		Exam (essay) 3h
1CAE410 US Literature	1 Test in class 1 Oral presentation & assignments	30 % 20 %			Exam 3h	50 %	Exam 3h
1CAE411 Poetry	Take home test	50 %			Exam 3h	50 %	Exam 3h
1CAU405 UE 405 Electives							
1CAE412 Internship	Internship preparation	20 %			Internship & Report	80%	
1CAE413A Contextual Image Analysis (TV series)	Oral presentation & class participation	50 %	Final Test 2h	50%			Exam 2h
1CAE413C LV2 Spanish	Oral work Written work	20 % 20 %	Final Test 1h30	60%			Exam 1h30
1CAE413B LV2 German	Vocabulary Test Oral presentation	25 % 25 %	Final Test 1h30	50%			Exam 1h30

Main terms used in the French grading system

Cc : “contrôle continu”: ongoing testing, such as oral or written assignments throughout the semester ; their weighted average is part of your grade

DST: “Devoir sur table”: graded test taken in class

DM: Devoir maison: Take home exam

Partiel: midterm **OR** final test in class (usually in the last weeks of the course)

Examen: exam or final exam

Examen Session 2: make up exam session (June) for the students who failed their semester.