

Université de Poitiers
2022-2023

Brochure du MASTER LLCER
**Parcours « Mondes anglophones :
dynamiques et pluralités culturelles »**

Notions et problématiques
abordées dans ce Master

Penser la différence

Il s'agit de penser la différence ou les différences (qu'elles soient perçues ou imaginées, réelles ou imaginaires), de prendre en compte ses modalités d'expression (pamphlets et discours politiques, fictions dystopiques ou utopiques), d'analyser les effets de décalages induits, de mettre en relation dialectique féconde le différent et le même. Au plan littéraire, on interrogera les rapports entre le nouveau et l'ancien, le normé et le monstrueux, le naturel et l'artificiel. On se demandera si penser la différence mène à l'action, au changement, et à quel type de changement (création nouvelle, simple distorsion, voire corruption ?), ou si elle n'entraîne en fin de compte que la répétition ou presque du déjà existant (répétition et différence, variations). Au plan politique, on se demandera comment penser l'intégration dans une société, un pays, un État de groupes culturels et ethniques différents, comment réconcilier unité politique d'un État et diversité ethno-culturelle, et on s'interrogera sur la notion de multiculturalisme.

**Analyser les dynamiques culturelles et
interculturelles**

Il s'agit également d'approfondir le thème de la différence, en adoptant un angle d'attaque plus politique dans un premier temps. La construction et le développement

d'une société induit des relations culturelles naturelles ou impulsées par les institutions. La notion de dynamique interculturelle englobe à la fois celle d'intégration sociale, professionnelle ou politique ; elle permet de repenser les influences d'une culture sur une autre à travers la colonisation, l'annexion ou les migrations ; elle pose la question de représentations littéraires et artistiques nouvelles. Ainsi, dans un second temps, il s'agira d'analyser les dynamiques culturelles et interculturelles qui apparaissent et influencent la littérature et la vision, à travers elle, de sociétés où la culture est un processus en constante évolution.

Transferts culturels et politiques

Il s'agit au S3 de réfléchir à la distinction (pratique, formelle, réelle) entre les faits culturels ou/et politiques au sein d'une même culture dans un espace géographique (pouvant relever d'un "entre-soi") plus ou moins stable, et les faits culturels ou/et politiques qui résultent de circulations, de mouvements, de voyages, afin de les mettre en regard et d'en percevoir les différentes dynamiques. On s'interrogera sur le mouvement des hommes, de leur langue, de leurs œuvres, ainsi que sur les stratégies de déplacements, d'appropriations, de transpositions, de distorsions, de recréation dont on mesurera l'écart et l'apport. Se poseront les questions de la mondialisation et de ses impacts culturels et politiques, du post-colonialisme, du conflit, de la démocratie et de la mémoire.

Cultures en mouvement

On se demandera dans quelle mesure la circulation des œuvres et de leurs auteurs dans un contexte historique/géographique donné (colonisation, expansion impérialiste territoriale et/ou culturelle) fait émerger des formes nouvelles. Ainsi de diverses transformations du roman réaliste de la tradition occidentale par des formes d'expression de l'imaginaire issues de la rencontre des cultures occidentales et orientales. On pourra aussi aborder la question du croisement des disciplines, de la fécondation des expressions littéraires par d'autres champs de la connaissance. Comment, par exemple, la relation entre la culture dite "scientifique" et les arts s'est-elle nouée au cours des siècles? On pourra se demander si le célèbre débat lancé en 1959 par le chimiste et romancier britannique C.P. Snow sur "les deux cultures" est toujours d'actualité. L'approche civilisationnelle des cultures en mouvement portera ici sur les processus de transmission, de transfert, d'imprégnation, de métissages, de réappropriations, particulièrement en contexte migratoire, diasporique et/ou transnational.

MASTER 1

Semestre 1

UE1 – Tronc commun : enseignements fondamentaux – 6 ECTS

Méthodologie de la recherche
Suivi d'activités scientifiques
Outils numériques pour la recherche

Présentation des Humanités numériques (J. PRICE)

Nous aborderons d'abord l'utilisation de l'outil numérique pour la rédaction des travaux de Master. Utilisation des gestionnaires bibliographiques, structuration du mémoire, mise en forme, application des normes, édition.

La suite sera consacrée à une exploration du potentiel des humanités numériques.

BOUZIDI, Laïd et BOULESNANE, Sabrina, 2017. Les humanités numériques. L'évolution des usages et des pratiques. *Les Cahiers du numérique*. 2017. Vol. 13, n° 3-4, pp. 19-38.

DACOS, Marin et MOUNIER, Pierre, 2015. *Humanités numériques : État des lieux et positionnement de la recherche française dans le contexte international* : <https://hal.archives-ouvertes.fr/hal-01228945>

ELLIS, Katie, [sans date]. A Digital Humanities status report: Where are we now? - Binghamton News. *News - Binghamton University* : <https://www.binghamton.edu/news/story/775/a-digital-humanities-status-report-where-are-we-now>

GRIMSHAW, Mike, 2018. Towards a manifesto for a critical digital humanities: critiquing the extractive capitalism of digital society. *Palgrave Communications*. 27 février 2018. Vol. 4, n° 1, pp. 21.

SCHNAPP, Jeffrey (éd.), 2012. *Digital humanities*. Cambridge, MA : MIT Press.

SVENSSON, Patrik, 2010. The Landscape of Digital Humanities. *Digital Humanities Quarterly*. 20 juillet 2010. Vol. 004, n° 1.

VERLAET, Lise, 2017. *Enjeux et apports des recherches en humanités numériques*.

WHITSON, Roger et WHITTAKER, Jason, 2013. *William Blake and the Digital Humanities: Collaboration, Participation, and Social Media*. Routledge.

UE2 – Tronc commun : 3 séminaires croisés – 9 ECTS

« La démocratie à l'épreuve des conflits » (L. THOUVEREZ et A. MAGORD) Politiques linguistiques en contexte de minorisation

Ce cours vise à permettre de comprendre précisément ce qu'est une politique linguistique et tout particulièrement ce qu'implique sa mise en œuvre (politiques

d'aménagement linguistique), notamment sur le plan de l'éducation, dans le contexte de rapports entre groupes majoritaires et groupes minoritaires. Suite à une introduction théorique, le cours portera sur des études croisées entre les situations des minorités acadiennes et basques et catalanes.

Mot clés : statut des langues, bilinguisme, approches historique, politique, juridique, socio-psycho-linguistique du rapport aux langues, revitalisation ethno-linguistique.

les politiques linguistiques au Canada

<https://www.axl.cefano.ulaval.ca/amnord/canada.htm>

La loi sur les langues officielles au Canada

<https://www.canada.ca/fr/secretariat-conseil-tresor/services/valeurs-ethique/langues-officielles/loi-langues-officielles-et-vous.html>

Education « bilingue » dans les trois nationalités historiques d'Espagne

<https://journals.openedition.org/ccec/4722>

Protection et promotion de l'euskera

<https://journals.openedition.org/mimmoc/2073>

« Amérindianités (K. FAZILLEAU et CHANFREAU)

« Résoudre le problème Indien » : représentations de l'*Indien*, construction du discours colonial nord-américain, politiques indiennes assimilationnistes aux États-Unis du XVI^e au XX^e siècle.

Objectifs du séminaire

Analyser par l'étude de sources primaires la construction d'un discours colonial hégémonique européen puis étatsunien sur l'*Autre* colonisé.

Comprendre les enjeux de la représentation de l'altérité colonisée par l'étude croisée des représentations sur l'*Indien* et de la mise en place de politiques indiennes au cours du XIX^e et XX^e siècle.

Lectures conseillées

ADAMS, William Y. *Indian Policies in the Americas: from Columbus to Collier and Beyond*. Santa Fe: School for Advanced Research Press, 2014.

BERKHOFER, Robert F. Jr. *The White Man's Indian: Images of the American Indian from Columbus to the Present*. New York: Alfred A. Knopf, 1978.

PRUCHA, Francis Paul. « America's Indians and the Federal Government, 1900 to 2000: A Preeminent Historian of Indian Relations and Policy Reviews a Century of Tumult and Hope ». *The Wisconsin Magazine of History*, Vol. 84, No. 2 (Winter, 2000-2001), pp. 24-37.

« Politics of Diversity » (A. MAGORD)

“The politics of diversity in the United States and Canada” (A. MAGORD)

Cultural diversity is a sociological reality, which produces here and there contrasting reactions including in democratic societies: exalted by some in the name of mutual enrichment, condemned and opposed by others in the name of purity or of higher principles. This course will offer a comparative study of « multiculturalism » in Canada, the US and Europe: from a sociological perspective (immigration, ethnic mosaic), a philosophical perspective (universal/community values, citizenship) and a political

perspective (national and ethnic identities, models of integration, law and political programs).

Selected Bibliography

Le multiculturalisme @ 50 ans. Promouvoir l'inclusion et éliminer le racisme, Diversité canadienne/Canadian diversity, vol. 18, n°1, 2021

BILES, John, Meyer BURSTEIN and James FRIDERES, *Immigration and Integration in Canada in the 21st century*, Kingston, Ontario, Queen's University, 2008.

BISSOONDATH, Neil, *Selling Illusions: The Cult of Multiculturalism in Canada*, Toronto, Penguin, 2002.

JEDWAB, J. (dir.), *The Multiculturalism Question: Debating Identity in 21st Century Canada*, McGill-Queen's University Press, 2014.

TAYLOR, Charles, *Multiculturalism: Examining The Politics of Recognition*, Princeton University Press, 1994.

KALTEMBACK, Michèle, Jacques DORIN and Sheryl RAHAL, *Canadian Civilization*, Toulouse, Presses Universitaires du Mirail, 2007.

KYMLICKA, Will, *Multicultural Citizenship: a Liberal Theory of Minority Rights*, Oxford, Clarendon Press; New York, Oxford University Press, 1995.

UE3 – Parcours : Langue / traduction – 6 ECTS

Version (L. ANDRE)

Thème (A. McKEOWN)

UE4 – Parcours : séminaires de recherche – 9 ECTS

Séminaire de civilisation partagé

**“Union and Diversity: Permanent Challenge within the UK” (E.GIBSON)
& “Conflicts over the recognition of diversity in the United States: The debate over Political Correctness” (C. LE BIHAN)**

Presentation

1. (E. GIBSON)

The UK has always prided itself on being different – especially from its continental neighbours – cultivating a sense of British exception. This was often perceived as a form of arrogance on the other side of the Channel. The UK is indeed different in the sense that, unlike the European Union which is composed of sovereign states, it is a union of four different nations – Linda Colley describes it as “a mosaic of nations” – based on multiple identities and a multiplicity of territories. With the progress of the devolution process over the last twenty years, their respective claims for more institutional, political, cultural and financial autonomy have challenged the unity of an already asymmetrical country traditionally relying on highly centralised institutions to secure its existence as one country. The departure from the European Union – more commonly known as Brexit – has further aggravated this trend dividing nations, communities and

even families within the United Kingdom. Moreover, the Coronavirus pandemic has led to even greater social and economic inequalities in all four nations.

The main objectives of this seminar are to understand what bound – and still binds at least for the time being – those different nations together. It will focus more specifically on two of them – Scotland and Wales – on a comparative approach, one driven by its nationalists' wish to become independent, the other by its determination to strengthen its specific identity *via* its own legal system and its own Parliament.

Useful concepts : Autonomy – Devolution – Diversity – Division – (British) exception – Identity – Nation – Union – Unity – Sovereignty

Selected Bibliography

BOGDANOR, Vernon, *Devolution in the UK*, Oxford, Oxford University Press, 2001.

BOGDANOR, Vernon, *Devolution*, Oxford, Oxford University Press, 1979.

BROWN, Gordon, *My Scotland, Our Britain. A Future worth Sharing*, London, Simon and Shuster, 2014.

COLLEY, Linda, *Acts of Unions and Disunion*, London, Profile Books, 2014.

FEDTKE, Jorg and Markesinis B.S. (eds.), *Patterns of Regionalism and Federalism. Lessons for the UK*, Oxford, Hart Publishing, 2006.

MORGAN O., Kenneth, *Rebirth of a Nation: A History of Modern Wales*, Oxford, Oxford University Press, 1982.

RAWLINGS, Richard, *Brexit and the Territorial Constitution*, London, The Constitution Society, 2017.

2. (C. LE BIHAN-COLLERAN)

“Conflicts over the recognition of diversity in the United States: The debate over Political Correctness”

In the early 1990s, the debate over “political correctness”, which had begun on American campuses in the mid-1980s, became a national one notably after President George Bush weighed in to denounce what he considered as a threat to free speech. However what was at stake in this debate went beyond the defense of free speech. Indeed, “political correctness” came to be associated with a movement in favor of the implementation of multiculturalism in universities through the recognition of the diversity of the American population not only in the curricula but also in the student, teaching and administrative bodies. But its aim went beyond a mere recognition of this diversity, as it demanded the adoption of measures to ensure respect for diversity and greater sensitivity toward ethnic, racial and sexual minorities as well as women. All these demands made in the name of minorities and women had broader implications for the American society. Indeed, through a theoretical framework based on an analysis of how and why the relations between these groups and the dominant group, ie white Anglo-Saxon protestant men, were constructed according to a framework of difference which systematically asserted minorities’ and women’s inferiority to the latter, the proponents of “political correctness” aimed at challenging the American identity as it was created by the Founding Fathers and maintained through the inculcation of the values of this dominant group in all aspects of education.

This seminar will thus endeavor to understand the ins and outs of the debate over “political correctness”, both from a theoretical and a pragmatic perspective, and reflect

notably on the link between “political correctness” and multiculturalism, education and culture, democracy and identity politics.

Selected Bibliography

- AUFDERHEIDE, Patricia, ed. *Beyond PC: Toward a Politics of Understanding*, Saint Paul (Minnesota): Graywolf Press, 1992.
- BERMAN, Paul, ed., *Debating P.C. : The Controversy over Political Correctness on College Campuses*, New York : Dell Publishing, 1992.
- DICKMAN, Howard, ed., *The Imperiled Academy*, New Brunswick (USA); London (UK): Transaction Publishers, 1993.
- DUNANT, Sarah, ed., *The War of the Words: The Political Correctness Debate*, London: Virago Press, 1994.
- HUGHES, Geoffrey, *Political Correctness: A History of Semantics and Culture*, Chichester (West Sussex, UK): Wiley-Blackwell, 2010.
- LEA, John, *Political Correctness and Higher Education: British and American Perspectives*, New York; London: Routledge, 2009.
- LE BIHAN, Christèle, « La polémique autour du mouvement politiquement correct sur les campus américains », Thèse de doctorat, Université d’Angers, 1998.
- LE BIHAN, Christèle, « Le ‘politiquement correct’ » : un instrument de pouvoir ou une instrumentalisation par le pouvoir ? », in Taoufik Djebali, dir., *Minorités et pouvoir dans les pays anglophones*, Paris : l’Harmattan, 2014, p. 71-89.
- LE BIHAN, Christèle, “Multiculturalism in the United States: A *Fait Accompli* ? “, in Sami Ludwig, dir., *American Multiculturalism in Context*, Cambridge Scholars Publishing, 2017, p. 413-434.
- NEWFIELD, Christopher and STRICKLAND, Ronald, ed., *After Political Correctness: The Humanities and Society in the 1990s*, Boulder; San Francisco; Oxford: Westview Press, 1995.
- WILLIAMS, Jeffrey, ed. *PC Wars: Politics and Theory in the Academy*, New York; London: Routledge, 1995.
- WILSON, John K., *The Myth of Political Correctness: The Conservative Attack on Higher Education*, Durham; London: Duke University Press, 1995.

Séminaire de littérature et adaptation cinématographique

“Shakespeare on Screen: Trans-cultural Transpositions of *Hamlet*” (P. DROUET)

Presentation

Hamlet is Shakespeare’s most famous tragedy and still worldwide stage and screen transposed. This seminar intends to explore the passage from script to screen, and to compare several film adaptations, from various periods of times (running from 1948 to 2000) and different cultures (English, Italian, American, Russian).

Focusing on key scenes in the tragedy (the uncanny apparition of Hamlet’s father’s ghost; the encounter between Hamlet and Ophelia orchestrated by eavesdropping Polonius; the ‘mousetrap’ to catch the conscience of the murderer; the confrontation between Hamlet and his ‘lustful’ mother; Ophelia’s madness and drowning; the gravediggers’ scene; the final sword fight between Hamlet and Laertes) in

the films by Laurence Olivier (1948), Grigori Kosintsev (1964), Franco Zeffirelli (1990), Kenneth Branagh (1996) and Michael Almereyda (2000), this seminar will invite a comparative approach, in which both socio-political stakes and aesthetics choices are taken into account, so as to analyse timeless notions such as dread, fratricide, regicide, revenge, intelligence, repudiation, action, sacrifice and madness, and to see how film directors both adapt a play dating back to 1600 to their own cultural context and time, while still transmitting its timeless pieces of thought on human nature.

Selected Bibliography

- AUMONT, Jacques et Michel MARIE, *Dictionnaire théorique et critique du cinema*, 2e édition, Paris, Armand Colin, 2008.
- CROWL, Samuel, *Screen Adaptations: Shakespeare's Hamlet. The Relation between Text and Film*, London, Bloomsbury, coll. « Arden Shakespeare », 2014.
- DE BAECQUE, Antoine et Philippe CHEVALLIER (dir.), *Dictionnaire de la pensée du cinema*, Paris, PUF, 2012.
- HATCHUEL, Sarah, VIENNE-GUERRIN, Nathalie, (eds.), *Shakespeare on Screen: Hamlet*, Mont-Saint-Aignan, Publications des universités de Rouen et du Havre, 2011.
- PINEL, Vincent, *Dictionnaire technique du cinéma*, Paris, Armand Colin, 2008.
- SHAKESPEARE William, *Hamlet*, ed. G.R. Hibbard, The Oxford Shakespeare, Oxford, Oxford University Press, 1994.

Selected Filmography

- ALMEREYDA, Michael, *Hamlet. The Denmark Corporation*, 2000 (Ethan Hawke is H).
- BRANAGH, Kenneth, *Hamlet*, 1996 (Kenneth Branagh is H).
- KOSINTSEV, Grigori, *Hamlet*, 1964 (Innokenti Smoktounovski is H).
- OLIVIER, Lawrence, *Hamlet*, 1948 (Lawrence Olivier is H).
- ZEFFIRELLI, Franco, *Hamlet*, 1990 (Mel Gibson is H).

Séminaire de littérature

“‘Fucking English’: profanity, dialect and slang in the works of Irvine Welsh (*Trainspotting*) and Linton Kwesi Johnson (*Selected Poems*)” (A. McKEOWN)

Presentation

This seminar is a look at how English has been abused and reinvented in the works of Linton Kwesi Johnson and Irvine Welsh. It is an opportunity to discuss how social diversity in post-war Britain has impacted on language and how this translates into literature. Voices (urban dialect/Jamaican patois) once judged incorrect and inappropriate by the standards of “standard” taste are now championed as serious literature. Looking at profanity, dialect and slang in the two texts we will consider a number of topics, including:

*bad language: what the fuck is that? *the art of being offensive *spoken idiom/ broken idiom *language and morals

Selected Bibliography

- LINTON KWESI JOHNSON, *The Poetry Archive*, <https://www.poetryarchive.org/poet/linton-kwesi-johnson>.
- MORACE, Robert, *Irvine Welsh's Trainspotting*, Continuum Contemporaries, 2001.

SILVERTON, Peter, *Filthy English: The How, Why, When and What of Everyday Swearing*.
Portobello Books, 2010.
Urban dictionary, <https://www.urbandictionary.com>.

MASTER 1

Semestre 2

UE1 – Tronc commun : enseignements fondamentaux et points de vue croisés – 6 ECTS

Méthodologie de la recherche
Suivi d'activités scientifiques
Outils numériques pour la recherche
Projet tuteuré
1 séminaire croisé

Présentation des projets tutorés (A. COUSSON)

L'objectif des projets tutorés est d'identifier ses compétences et les mettre en valeur au service d'un projet professionnel. À travers une série de cours et d'ateliers, vous apprendrez à définir les compétences acquises au cours de votre formation et grâce à vos expériences professionnelles, les analyser et les mettre en valeur, en particulier dans un format numérique grâce à un eportfolio. Vous pourrez réfléchir à la construction de votre projet professionnel. Vous travaillerez aussi à améliorer vos CV et lettres de motivation, ainsi qu'à préparer un entretien pour un stage ou un entretien d'embauche.

Intervenantes : Anne Cousson (maîtresse de conférences en civilisation britannique et coordinatrice des projets tutorés), Delphine Garcia (Responsable Pôle Communication, Orientation et Insertion Professionnelle, UFR Lettres & Langues) et Marigel Garcia Lozano (Ingénieure Pédagogique, UFR Lettres & Langues)

Humanités numériques (R. ALESSI)

De la naissance de l'informatique aux *Digital Humanities*: histoire, valeurs, épistémologies. La science ouverte et l'éthique scientifique : logiciels libres, systèmes de contrôle de version. Algorithme et intelligence artificielle.

Indications bibliographiques :

Maurice V. WILKES, David J. WHEELER et Stanley GILL, *The Preparation of Programs for an Electronic Digital Computer* (1951; 2 éd., Reading, Massachussets: Addison-Wesley, 1957).

Donald E. KNUTH, *The Art of Computer Programming*, vol. 1, *Fundamental Algorithms* (3 éd., Boston: Addison-Wesley, 2018).

Emmanuel LAZARD et Pierre MOUNIER-KUHN, *Histoire illustrée de l'informatique* (EDP Sciences, 2016).

Le séminaire croisé reste à préciser

UE2 – Parcours : langue / traduction – 6 ECTS

Version (P. DROUET)

Thème (A. McKEOWN)

UE3 – Parcours : séminaires de recherche – 6 ECTS

Séminaire de civilisation

Building up the political: the circulation of ideas and the law-making process (A. COUSSON)

Presentation

Politicians are often accused of not living in “the real world”, of being cut off from the daily life of “ordinary citizens”. However, policies are not constructed without taking into account the social environment and public opinion. Indeed, a large variety of actors participate to building the law and the discourse surrounding the law-making process. Those discussions create a space of exchanges that favours the circulation of ideas as well as the conflicts which are part and parcel of the democratic process. They can happen inside the institutional framework (in Parliament, in Whitehall, with the input of lobbies) or outside (in the press, during electoral campaigns...). In this context, cultural exchanges and diversity are key in understanding how bills evolve.

In this seminar, students will reflect on the process of political influence, identify the actors more precisely, and think about the relationship between the public and politicians in the United Kingdom. Theoretical approaches will be used to analyse specific case studies.

Bibliography

WRIGHT Tony, *British Politics: A Very Short Introduction*, 3rd edition, Oxford: OUP, 2020.
RUSSELL Meg and GOVER Daniel, *Legislation at Westminster*, Oxford, OUP, 2017.

A selection of articles will be distributed in the course of the semester.

Séminaire de littérature

“Cultural Hybridity in Asian-American Literature and Soviet-American Literature” (M. TAUGIS)

Presentation

This seminar will examine and compare the various forms of hybridity which a number of contemporary Asian-American and Soviet-American writers represent and explore in their novels and short stories. This class will therefore focus on literary representations, cultural hybridity (as opposed to biological hybridity). Cultural hybridity involves the mélange or blending of different cultures, in the wide sense of the term “culture” including language, history, memory, values, religion, ethical beliefs and practices, food habits or practices, etc.

Hybridity must be understood as *métissage*, a cross-cultural interweaving which connects and transforms the individuals and the forms of life involved in this interweaving. Interweaving is an essential metaphor to preclude the perception of hybridity as a house divided against itself, as a compound in which differences are absolute, immutable, and irreconcilable. The metaphor illustrates the idea that hybridity is a bond, a relationship which can be productive and transformative and cannot be reduced to mere heterogeneity or multiplicity.

This approach enables the observer and the reader to see hybridity not only as a predicament or problem but also as an asset, an instrument of emancipation and subversion.

The seminar will concentrate on two novels, Gish Jen's *Mona in the Promised Land* and Gary Shteyngart's *The Russian Debutante's Handbook*, together with short stories by Chang-Rae Lee, David Bezmozgis, and Lara Vapnyar.

The students will be expected to have read the two novels, *Mona in the Promised Land* and *The Russian Debutante's Handbook*, before the beginning of the seminar.

Selected Bibliography

BEZMOZGIS, David, *Natasha and Other Stories*, NY, Farrar, Straus and Giroux, 2004.

FREEDMAN, Jonathan, *Klezmer America. Jewishness, Ethnicity, Modernity*, NY, Columbia University Press, 2008.

GRUSINSKI, Serge, *La pensée métisse*, Fayard, 2002 (1999) ; *The Mestizo Mind*, trans. Deke Dusinberre, London, Routledge, 2002.

JEN, Gish, *Mona in the Promised Land*, Vintage, 1997 (1996) – à lire en amont

JEN, Gish, *The Girl at the Baggage Claim: Explaining the East-West Culture Gap*, Vintage, 2018 (2017).

ORLECK, Annelise, *The Soviet Jewish Americans*, Brandeis University Press, 1999.

SHTEYNGART, Gary, *The Russian Debutante's Handbook*, NY, Riverhead Books, 2002 – à lire en amont

VAPNYAR, Lara, *Broccoli and Other Tales of Food and Love*, NY, Pantheon Books, 2008.

Séminaire de civilisation

“Transatlantic dialogue in popular culture” (J. PRICE)

Presentation

This seminar will explore cultural passage and exchange between the British Isles and North America. Those who emigrated, or who were transported, from the British Isles to North America, during the historical period of migration to the New World, brought with them their linguistic and cultural “luggage” which spread throughout North America. Their traditional cultures (vernacular language, folk tales, music, song, dance, games etc.) evolved through processes of diachronic development and intermixing, with reciprocal influences, borrowing, fusion and hybridization. In areas of high concentrations of British migrants their cultures have persisted in recognizable form until the present day.

Through the processes of modernity these “traditional cultures” have been incorporated into so-called “popular culture”. Through military and economic alliance and exchange, the “special relationship” between the United States and the United Kingdom, the development of modern transport and communication systems, reciprocal

influences have intensified with increased crossing and re-crossing of the Atlantic. Since the 19th century, American popular culture has exerted an increasing influence in the British Isles, reinforced by the advent of audio-visual media and information and communication technology. While American influences are dominant in the present day, British and Irish traditional and popular cultures still continue to influence North America.

Selected Bibliography

- CAROSSO, Andrea. 'The Paradox of Re-Colonization': *The Transatlantic Sixties*, edited by Grzegorz KOSC., Transcript Verlag, 2013, pp. 122–43.
- DOWLING, Martin W. 'Confusing Culture and Politics: Ulster Scots Culture and Music'. *New Hibernia Review*, vol. 11, no. 3, Autumn 2007, pp. 51–80.
- FLINT, Kate. 'Transatlantic Currents', *American Literary History*, vol. 21, n° 2, Oxford University Press, 2009, p. 324–334.
- GOLD, John R., 'Gathering The Voices Of The People? Cecil Sharp, Cultural Hybridity, And The Folk Music Of Appalachia', *Geojournal*, Vol. 65, N° 1-2, 2006, p. 55–66.
- HORN, Adrian, *Juke Box Britain: Americanisation and Youth Culture 1945-60*, Manchester and New York, Manchester University Press, 2009. (Print)
- MARTINO, Pierpaolo, 'Transnational Metamorphoses of African Orality: L. K. Johnson's Dub Poetry', *Journal des Africanistes*, vol. 80, n° 1-2, 2010, p. 193.
- MAZIERSKA, Ewa. 'The Eternal Postmodernity of Blackpool'. *From Moscow To Madrid: Postmodern Cities, European Cinema*. I.B. Tauris, 2003, pp. 214–34.
- PICKERING, Michael. 'John Bull in Blackface'. *Popular Music*, vol. 16, no. 2, Cambridge University Press, 1997, pp. 181–201.
- RIDNER, Judith. 'Using the Historical Society of Pennsylvania's "Irish Immigrant Letters Home" to Teach Nineteenth-Century Irish Immigrant History'. *Journal of American Ethnic History*, vol. 33, no. 4, 2014, pp. 56–60.
- SISKIND, Janet. 'The Invention of Thanksgiving: A Ritual of American Nationality'. *Critique of Anthropology*, vol. 12, no. 2, June 1992, pp. 167–91.
- THOMPSON, Roger. 'Salem Revisited'. *Journal of American Studies*, vol. 6, no. 3, Cambridge University Press, 1972, pp. 317–36.
- WILLIAMS, Paul. *Paul Gilroy*. New York: Routledge, 2013.

UE4 – Rédaction du mémoire de recherche (TER) – 12 ECTS

Mémoire en langue anglaise de 50 pages minimum, avec soutenance devant un jury

MASTER 2

Semestre 3

UE1 – Tronc commun : outils – 6 ECTS

Méthodologie : approfondissement de la recherche
Suivi d'activités de laboratoire
Projet tuteuré

UE2 – Parcours : Langue / traduction – 6 ECTS

Version (P. DROUET)

Thème (J. JOHNSON)

UE3 – Parcours : séminaires de recherche – 9 ECTS

Séminaire de civilisation

British and American Exceptionalism (E. GIBSON & K. FAZILLEAU)

Presentation of the British Exceptionalism lecture (E. GIBSON)

The objective of this lecture will be to provide a better understanding of the multifaceted concept of British exceptionalism. To start with, its historical origins will be examined from its heyday under the British empire in the XIXth century – when Britain ruled the waves” – to the decolonisation process and the emergence of the Commonwealth as “a force for good” achieving change within continuity in the XXth century. Then it will focus on the revival of British exceptionalism in the XXIst century culminating under Brexit and post-Brexit Britain trying to recapture its original might through “global Britain”.

In a second part, British exceptionalism will be examined institutionally from the almost unique nature of the British uncoded Constitution, erected on the Magna Carta, via the still unelected House of Lords to the British constitutional monarchy and the question of its future raised during the 2022 Platinum Jubilee marking the 70th year on the throne of Queen Elizabeth II.

Finally, British exceptionalism as a source of permanent tensions both within the various nations forming the United Kingdom but also between Britain and its traditional allies will be discussed. This last part of the lecture will particularly focus on the “special relationship” between Britain and America analysing the interactions between British and American exceptionalism – how they inspired each other but also fuelled misunderstandings and confrontation. Yet contemporary international uncertainties

and conflicts more than ever plead for closer cooperation between Britain and America within and outside NATO.

Selective bibliography

HILL C., and Beadle, S. *The Art of Attraction. Soft power and the UK's Role in the World.* London: British Academy, 2014.

REYNOLDS, David. *Island Stories: An Unconventional History of Britain.* New York: Basic Books, 2020.

SANDERS, D. *Losing an Empire. Finding a Role: An Introduction to British Foreign Policy since 1945,* London: Palgrave Macmillan, 1st ed., 1989.

SANGHERA, S. *Empireland: How Imperialism Has Shaped Modern Britain.* London: Penguin Books, 2021.

STEPHENS, Philip. *Britain Alone: The Path from Suez to Brexit.* London: Faber & Faber, 2021

RICKETTS, Peter. *Hard Choices. What Britain does next?* Atlantic Books, 2021

Presentation of the American Exceptionalism lecture (K. FAZILLEAU)

This seminar aims at understanding, exploring and analyzing the creation and development of American exceptionalism from the 17th century to nowadays. As early as the 17th century, the Americans formed their identity around what they believed differentiated them from the European colonial powers and also from the Native American nations whose lands they coveted. Analyzing the development of the American exceptionalist discourse allows for a better understanding of the process of forming a national identity around the concepts of the Manifest Destiny, a divine mission and the flourishing of the idea that the American nation is elevated to a higher moral plan than others, and hence have a moral purpose of acting in defense of freedom and democracy in their own country but also internationally.

The exceptionalist ideology is still used today to both define and criticize American society, institutions and beliefs. You will be asked to dive into the paradoxes of the American exceptionalist ideology by studying the ambiguities and contradictions embedded in the exceptionalist discourse and its anti-imperialist norms which are deeply rooted around the idea of divine mission to hold and spread freedom and democracy.

Selective Bibliography

CEASER, James W., "The Origins and Character of American Exceptionalism", *American Political Thought*, vol. 1, no. 1, 2012, pp. 3–28.

DUNN, Charles S., (ed.), *American Exceptionalism: The Origins, History and Future of the Nation's Greatest Strength*, Lanham, Rowman & Littlefield Publishers, 2013.

HOGSON, Godfrey, *The Myth of American Exceptionalism*, New Haven, Yale University Press, 2009.

TOCQUEVILLE, Alexis de, *Democracy in America*, New York: G. Dearborn & Co., 1838.

WEINBERG, Albert K., *Manifest Destiny: A Study of Nationalist Expansionism*, Baltimore: Johns Hopkins University Press, 1935.

Séminaire de littérature

Gender and Sexuality in Medieval Literature (K. ZIEMAN)

Presentation

Many medieval texts engage a long history of antifeminist writing—most famously Chaucer's Wife of Bath, whose husband reads to her nightly from his "Book of Wicked Wives." We will look at this antifeminist tradition and some responses to it as a jumping off point for thinking about pre-modern conceptualizations of femininity in the romance tradition in particular. What issues concerning gender and sexuality were debated within medieval romance? How has this pervasive genre shaped our conceptions of gender roles in sexual relations? How have they shaped our understanding of sexuality?

Texts Studied

Chaucer, "The Wife of Bath's Prologue and Tale"

Jankyn's book of wikked wyves / ed. by Ralph Hanna III & Traugott Lawler

Gower, *Confessio amantis*

Sir Gawain and the Green Knight

The Squire of Low Degree

Bibliography

Anke Bernau, 'Medieval Antifeminism,' in *The History of British Women's Writing, 700-1500*. New York: Palgrave, 2012

Howard Bloch, *Medieval Misogyny and the Invention of Western Romantic Love*. Chicago: Univ of Chicago Press, Carolyn Dinshaw, *Chaucer's Sexual Poetics*. Madison: Univ of Wisconsin Press, 1989.

Carolyn Dinshaw, *Getting Medieval: Sexualities and Communities, Pre- and Postmodern*. Durham, Duke Univ Press, 1999.

Diane Watt, *Amoral Gower: Language, Sex, Politics*. Minneapolis, Univ of Minnesota Press, 2003

Séminaire de civilisation

"Ethnocultural dynamics and politics in a globalized world » (A. LE MOING)

For a long time, Western Europe and North America have been meeting the challenges of immigration and integration. Today both continents have to deal with incorporating millions of immigrants whose cultures, languages, religions and ethnic backgrounds are often different from those of the majority population and from those of long-established immigrants. This course aims at (re)thinking ethnic and cultural dynamics in Western societies and more generally in a globalized world. Indeed, globalization of trade and the growth of migration in the early 21st century have revived the question of cultural, national and ethnic identities in many places. In this course, key notions will be defined (cultural diversity, integration, acculturation, ethnicity, intercultural relations...) and discussed in different contexts: in Western Europe (France, Great Britain) and in North America (the United States and Canada).

Selected Bibliography

ALBA, Richard and Nancy Foner, *Strangers no more: immigration and the challenges of integration in North America and Western Europe*, Princeton University Press, 2015.

BARTH, Fredrick, *Ethnic groups and boundaries : the social organization of culture*

- difference*, Boston : Little Brown and Company, 1969.
- BERRY, John W., “Research on Multiculturalism in Canada” in *International Journal of Intercultural Relations*, 37, 2013.
- JUTEAU, Danielle, *L’ethnicité et ses frontières*, 2^e Edition, Montréal, Presses Universitaires de Montréal, 2015.
- STEVENSON, Garth, “Contrasting Images: “Multiculturalism” as conceptualized in Canada and the United States”, Annual Meeting of the Canadian Political Science Association, Montreal, June 3, 2010: <https://cpsa-acsp.ca/papers-2010/Stevenson.pdf>

UE4 –Stage et rapport de stage – 9 ECTS

MASTER 2

Semestre 4

UE1 – Tronc commun : outils – 6 ECTS

Approfondissement de la recherche
Suivi d'activités scientifiques
E-portfolio

UE2 – Parcours : langue / traduction – 6 ECTS

Version (L. André)

Thème (J. Johnson)

UE3 – Parcours : séminaires de recherche – 6 ECTS

Séminaire de littérature

“Truth is stranger than fiction”: investigating literary journalism (S. NOIRARD)

Presentation

While journalism may broadly be described as collecting, and selecting information to make it available to the public, literary journalism, or reportage literature, appears as a border genre, defined by the IALJS as “literary non-fiction” which notably “emphasizes cultural revelation”. The aim of this seminar is to interrogate the genre and its definition, while exploring notions such as objectivity, observation, truth, art and craft, as well as the witnessing and writing process.

It will first give an overview of the roots of literary journalism in 18th and 19th century Britain and America, with a particular emphasis on the relations between news writing and fiction. It will then study the methods, ethics and aesthetics of reportages in the 20th and 21st century, focusing particularly on war coverage, and the way political or military strategies, empathy, and the different medias that permeate everyday life, influence story telling and demand for constant writing negotiation. Is journalism an art? Is reportage literature objective? How does it portray the world and shape folk memory? What is the difference between news writing, literary journalism, social journalism, sensationalism, muck-raking? Who is the audience and how can readers benefit from or be influenced by literary journalism?

A selection of articles, as well as extracts from war reports and foreign correspondents' diaries, will be provided, which students will analyze and compare in order to discover the different techniques of literarization, and reflect upon their impact on representation and the reading experience. Students will then be asked to write and

present their own reportage, providing information on the event/place/issue they chose, the way they decided to frame and stage it, as well as the techniques they used.

Selected Bibliography

DOW, William, MAGUIREK, Roberta (ed.), *The Routledge Companion to American Literary Journalism*, Aldington & New York, Routledge, 2020.

HARTSOCK, John c., *Literary Journalism and the Aesthetics of Experience*, Amherst & Boston, University of Massachusetts Press, 2016.

ITALIA, Iona, *The Rise of Literary Journalism in the Eighteenth century, Anxious Employment*, Abingdon & New York, Routledge, 2005.

KEEBLE, Richard, WHEELER, Sharon (ed.), *The Journalistic Imagination, Literary Journalists from Defoe to Carter*, Abingdon & New York, Routledge, 2007.

KERBY, Martin, *Sir Phillip Gibbs and English Journalism in War and Peace*, London, Palgrave Macmillan, 2016.

UNDERWOOD, Doug, *Journalism and the Novel: Truth and Fiction, 1700-2000*, Cambridge, Cambridge University Press, 2008.

WILLIAMS, Kevin' *A new History of War Reporting*, Abington & New York, Routledge, 2020.

Séminaire de civilisation

US Foreign Policy. Frameworks, Backgrounds, and Challenges (J. ZARIFIAN)

Presentation

This seminar explores relations between the United States and the world. It first discusses the theoretical and institutional framework of US foreign policy, then focuses on the historical background of US foreign relations, and finally analyzes today's US foreign strategies, main bilateral relations, and the place of the United States in world geopolitics. In other words, this seminar aims to analyze contemporary US foreign policy's main features and challenges, through the lens of history, while addressing the political and intellectual culture that fuels it, and of the people and institutions that shapes it.

Bibliography

GADDIS, John Lewis, *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War*, Oxford University Press, 2005.

HOLSTI, Ole, *Making American Foreign Policy*, Routledge, 2006.

HOOK, Steven, *U.S. Foreign Policy: The Paradox of World Power*, CQ Press, 2020 (6th Edition).

JENTLESON, Bruce, *American Foreign Policy: The Dynamics of Choice in the 21st Century*, W. W. Norton & Company, 2013 (5th Edition).

MCCORMICK, James (Ed.), *The Domestic Sources of American Foreign Policy: Insights and Evidence*, Rowman & Littlefield, 2017 (7th Edition).

PATERSON, Thomas, CLIFFORD J. Garry, BRIGHAM Robert, et al. *American Foreign Relations: A History, Volume 2: Since 1895*, Wadsworth Publishing, 2014 (8th Edition).

REEDER, Tyson (Ed.), *The Routledge History of U.S. Foreign Relations*, Taylor & Francis, 2021.

SMITH, Tony, *Foreign Attachments: The Power of Ethnic Groups in the Making of American Foreign Policy*, Harvard University Press, 2000.
Foreign Affairs (bimonthly magazine)

Séminaire de littérature

Human and Non-Human Animals in Pre-Modern Literature (K. ZIEMAN)

Presentation

Michel de Montaigne famously mused: 'Quand je me jouë à ma chatte, qui sçait si elle passe son temps de moy plus que je ne fay d'elle?' Montaigne's musing testifies to centuries of thinking about the lives of animals, lives often defined in opposition to those of 'humans' perceived as fundamentally different and other to animals. Philosophers, cultural theorists and writers have often questioned the ways in which humans have defined animality and have considered the ways in which a division between human and 'beast' has been used to justify decidedly inhumane treatment of both human and nonhuman animals as well as the desecration of the environment in which they live. Whether it pertains to pampered pets, whose companionship is used to reflect on human subjectivity or wild animals used as foils for humanity's less civil passions, the question of the animal is central both to literary expression and critical inquiry. This course will focus specifically on pre-modern iterations of the question of the animal found in bestiaries, romance, and political allegory,

Texts Studied

The Aberdeen Bestiary
Marie de France, "Bisclavret," "Yonec"
CHAUCEUR, Geoffrey, "The Nun's Priest's Tale"
GOWER, John, *Vox clamantis*
Sir Gawain and the Green Knight

Select Bibliography

AGAMBEN, Giorgio, *The Open: Man and Animal*, Stanford, Stanford University Press, 2004.
COETZEE, J.M. *The Lives of Animals*. Ed. Amy Gutmann. Princeton: Princeton UP, 1999
CRANE, Susan, *Animal Encounters: Contacts and Concepts in Medieval Britain*, Philadelphia, University of Pennsylvania Press, 2013.
TURNER, Marion, ed., *Handbook of Middle English Studies*, West Sussex, Wiley-Blackwell, 2013.
SALISBURY, Joyce E, *The Beast Within: Animals in the Middle Ages*, New York, NY, Routledge, 2011.

UE4 – TER : mémoire de recherche – 12 ECTS

Mémoire de recherche en langue française d'au moins 80 pages, avec soutenance devant un jury