

# Classes in English 2016-2017

## LCE3/19a: READING PICTURES- BRITISH & AMERICAN ART

Fall Semester

THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 18 hours      **ECTS credits:** 3

### OBJECTIVE:

At the end of the class, the student should be able to analyse different types of pictures (paintings, engravings, drawings) thanks to technical terms. He/she also should be able to spot key moments of history and acquire some cultural notions.

### COURSE PROGRAM:

This class will look at key moments in history and basic cultural concepts using various artistic supports: paintings, engravings, sketches, photos etc. We shall also learn the technical vocabulary needed for this type of analysis.

We shall be looking at three main areas:

- The visual arts in the English-speaking world in the 20th century.
- How to understand and analyse the visual arts in English
- Structuring an artistic analysis or commentary

### BIBLIOGRAPHY:

A handout will be available in the first class, as well as a selective bibliography.

## LCE3/23a : SHAKESPEARE IN POPULAR CULTURE

Spring Semester

THIS CLASS IS TAUGHT IN ENGLISH

**CLASSES:** 18 hours      **ECTS credits:** 3

### OBJECTIVE:

This course proposes to study the place of Shakespeare in modern popular culture, and will consider a range of topics including film, TV, comics, written fiction, and social networks. No prior knowledge of Shakespeare's plays is required, although it can obviously make things easier.

Students will be asked to choose a topic from a list for an oral presentation and a final paper to be handed in at the end of the semester.

### BIBLIOGRAPHY:

-Douglas Lanier, *Shakespeare and Modern Popular Culture*, Oxford University Press, 2002.

-*The Cambridge Companion to Shakespeare and Popular Culture*, ed. Robert Shaughnessy, Cambridge University Press, 2007.

### ASSESSMENT:

Oral presentation: 1/3 of the final grade  
Research paper: 2/3 of the final grade

## AS4/4a: INTRODUCTION TO FRENCH FILMS

Fall Semester

THIS CLASS IS TAUGHT IN ENGLISH

**LECTURES:** 18 hours      **ECTS:** credits: 3

### OBJECTIVE:

This course aims to provide students with a historical and theoretical introduction to the study and analysis of French cinema. The fundamental vocabulary and language of film studies will be introduced through a program of screenings of French classic films from the 50s and 60s in order to explore aesthetic and psychoanalytic approaches to film. Among others, films such as *Ascenseur pour l'échafaud* (Lift to the Scaffold, Louis Malle, 1958), *Le feu follet* (The fire within, Louis Malle, 1963), *A bout de souffle* (Breathless, Jean-Luc Godard), *Les cousins* (Claude Chabrol, 1958) will compose the program and help us to put into perspective some important issues brought out by the films.

### ASSESSMENT:

During the last class, written final exam with an extract from a film. The exam will last 2 hours.

## AS5/16a : INTRODUCTION TO CONTEMPORARY PHOTOGRAPHY AND DOCUMENTARY FILM

Spring Semester

THIS CLASS IS TAUGHT IN ENGLISH

**Lectures:** 12 hours      **ECTS credits:** 2

### OBJECTIVE:

This course aims to provide students with an introduction to the scope of anthropological and aesthetic approaches to contemporary French photography and documentary film. Thus, photographs and films will be studied and analysed as artistic tools for a visual exploration of contemporary topics and issues. Photographs and documentary films made by French artists, such as Chris Marker, Sophie Calle, Raymond Depardon, Christian Boltanski, will allow us to bring to light important topics of art and postmodern society.

### ASSESSMENT:

During the last class, written final exam lasting 2 hours.

## LEA2/14d: BUSINESS NEGOCIATION

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

**CLASSES:** 18 hours      **ECTS credits:** 3

### OBJECTIVE:

At the end of the course students should be able to:

- Formulate and express ideas in English
- Influence and convince people in English
- Know the technical vocabulary used in business negotiation in English
- Analyse power relationships
- Construct a negotiating strategy

-Bring negotiations to a successful conclusion  
 -Understand the basic cultural factors which influence intercultural negotiating

#### **COURSE PROGRAM:**

Setting the framework :  
 Introductions, greetings, starting a conversation  
 Expressing first impressions and personal opinions  
 Clarifying the agenda and the key points  
 Starting negotiations :  
 Seeking information about needs, summarising, checking and reformulating  
 Referring back to previous discussions  
 Fixing deadlines and future meetings  
 The main points :  
 Making suggestions, giving precise details  
 Conditions and requirements  
 Reacting to an offer  
 Accepting, refusing and explaining your reasons  
 Problem solving :  
 Explaining why you disagree  
 Clarifying problems, suggesting modifications  
 Applying pressure, coming to a compromise  
 Making agreements :  
 Summarising the main points  
 Defining actions points and precise arrangements  
 Distributing responsibilities  
 Drawing up a written agreement

#### **LEA3/23b : INTRODUCTION TO MANAGEMENT**

##### **Spring Semester**

THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To help students understand management via a class based on experience and tough reality. We shall discuss some key texts and testimonies by managers and explore various important themes. We aim to give students a realistic idea of what a manager's daily life is like.

#### **COURSE PROGRAM:**

1° The **Tools of Management**: The Team, the Organisation, the Organisation Chart, the Meetings  
 2° **Human Resources**: Recruiting, Training, Salary strategy, career development, Coaching.  
 Communication: Building your network strategy for your professional objectives »  
 3° **Other management Key Responsibilities**: Commercial law, Shrinkage, Communication, Health and Security, Customers Service, Ethics.  
 4° **Management and Motivation**: Work force motivation, Basic Principles to remember. Le management et la motivation.  
 5° **Motivation**: the key to Performance improvement:  
 Employee Motivation Techniques.  
 6° **Handling tricky situations**. Disciplinary Problems, Poor Performance, Grievances.  
 7° **What are the attributes of personal effectiveness?** What is Leadership ?  
 8° **Motivation strategies**, Motivational team building, Motivational coaching and training motivation. Stratégie de motivation.

9° **Retail Management** and store operations.  
 10° **Sales Management**.

#### **SET BOOK:**

Harvard Business School professor Linda A. Hill's classic book, *Becoming a Manager: Mastery of a New Identity* (Harvard Business Press, 2003)

#### **AIT4M/3a: INTERNATIONAL MARKETING**

##### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 20 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

A company, whatever its size and its sector, must pay more and more attention to foreign trade, in order to maintain or obtain a place in world business. But exporting can't be improvised. The objective of this course is to present to students the main issues linked with companies' international marketing strategy and to study the successive steps of a marketing strategy orientated to exports.

#### **Companies international development:**

Reasons for internationalization

#### **Export policy:**

- Export diagnosis
- Choosing target markets

#### **Export strategy:**

- Products
- Retailing
- Export costing
- Communication

#### **ASSESSMENT:** Individual or group project

#### **BIBLIOGRAPHY:**

A. BARELIER, J. DUBOIN, F. DUPHIL, N. GEVAUDANCONTAL,  
 L. GRATALOU, G. KUHN, C. LEVY, J. PAVEAU, J.M. SARAN – *Exporter – Pratique du commerce international* – Foucher, 2000  
 C. CROUE – *Marketing international* – Perspectives, De Boeck, 1999  
 C. PASCO-BERHO – *Marketing international* Dunod, 2000

#### **AIT4C/3b : INTERNATIONAL MANAGEMENT**

##### **Fall Semester**

**Lectures:** 25 hours

**ECTS credits:** 3

THIS COURSE IS TAUGHT IN ENGLISH

#### **OBJECTIVE :**

The aim is for students to understand the issues at stake in managing international teams.

#### **COURSE PROGRAM:**

- What is culture ?
- Major elements of culture
- Critical dimensions of cultural differences
- Cultural diversity and project management
- Cultural synergy
- Effective team building

**AIT5C/4c : COMMUNICATION MANAGEMENT****Fall Semester**

THIS CLASS IS TAUGHT IN ENGLISH  
GRADUATE STUDENTS AND/OR BUSINESS MAJORS  
ONLY

**Lectures:** 20 hours      **ECTS credits:** 2

**OBJECTIVE:**

Communication Management is a course focused on managing the communication function in all its diversity. The course will explore corporate and other organizational communication aims, practices, publics, policies, plans, and channels in a variety of corporate and organizational settings. The aim of the course will be to equip students with the understanding and tools necessary to evaluate a company's objectives, then to develop and manage an appropriate communications plan allowing the company to effectively manage its communication in furtherance of those objectives with all of the pertinent publics (consumers, investors, employees, suppliers, government agencies, the media, and pertinent interest groups).

Upon completion of this course, students should be able to:

1. Conduct a basic organizational communication needs assessment
2. Produce and identify clear strategic objectives for a range of situations, as well as appropriate tactics, in line with corporate goals
3. Consider and prioritise the needs of different publics/stakeholders in a range of situations
4. Understand which media channels to use for various messages and publics
5. Select appropriate research and evaluation tools
6. Develop a comprehensive communications plan

**COURSE PROGRAM:**

Corporate communication refers to the totality of a corporation's efforts to lead, motivate, persuade, and inform its various publics. The emphasis of the course will be strategic in nature. In other courses you will learn in depth about public relations, media relations, intercultural human relations, corporate communications, marketing, branding, etc. and the tools you need to conduct them effectively. This course will focus on analyzing overall communication needs and developing the right mix of communication tools, allocating resources, identifying barriers and solutions for overcoming them, and developing and managing an effective plan for internal and external communications.

**LCE1/3a & 7a INTERCULTURAL  
COMMUNICATION****Fall & Spring Semesters**

**Lectures:** 12 hours      **ECTS credits:** 2 per semester

THIS COURSE IS TAUGHT IN ENGLISH  
IT IS POSSIBLE TO JOIN THE CLASS IN JANUARY.

**OBJECTIVE:**

Discuss the nature and role of culture, to identify and explain the principal elements of culture and the importance of cultural differences on general

behaviour; to describe the influence of culture on general behaviour; and to begin to develop intercultural sensitivity.

**COURSE PROGRAM:****Semester 1:**

Defining culture:

- Definitions, concepts, elements and images of culture
- Distinguishing between objective and subjective culture
- Exploring stereotypes, preconceptions and generalisation
- Recognising the cultural differences that make a difference.

Values: The foundation of culture:

- Understanding the importance of values
- One's own and others' values
- How values define cultural assumptions

Research into culture, Part I:

- Kluckhohn and Strodtbeck: cultural orientations

The Challenges of Intercultural Communication:

- The "stumbling blocks" to intercultural communication
- Recognising the elements of non-verbal communication
- Exploring non-verbal communication.
- Exploring culture shock

**BIBLIOGRAPHY:**

- Hofstede, Geert., *Cultures and Organizations. Software of the Mind*

- Trompenaars, Fons., *Riding the Waves of Culture*

- Hall, Edward T., *Understanding Cultural Differences*

- Marx, Elisabeth, *Breaking Through Culture Shock*

- Storti, Craig, *The Art of Crossing Cultures*

- Jean-Benoit Nadeau & Julie Barlow *Sixty Million Frenchmen Can't be Wrong*

<http://www.sietar-france.org>: Site for the Society for

Intercultural Education, training and research

[www.geert-hofstede.com](http://www.geert-hofstede.com): Geert Hofstede

[www.7d-culture.com](http://www.7d-culture.com). Fons Trompenaars & Charles Hampden-Turner website

[www.executiveplanet.com](http://www.executiveplanet.com): Practical advice to facilitate

working and communicating across cultures and countries.

**LEA3/18a: INTERNATIONAL  
COMMUNICATION****Fall Semester**

THIS CLASS IS TAUGHT IN ENGLISH

**Lectures:** 18 hours      **ECTS credits:** 2

**OBJECTIVE:**

To understand communication in the context of different world cultures. To understand how to communicate effectively with people whose cultures differ from our own.

**COURSE PROGRAM:**

Cultural Basics

- Understanding the elements of culture
- Dimensions of culture

Cultural comparison

Communication

- What is communication
  - Different ways of communicating
  - Verbal & Non Verbal communication
  - Intercultural & International communication
  - How communication differs
  - How to improve communication and be efficient
  - What is an international manager
- How to be an international manager

#### **BIBLIOGRAPHY:**

Software of the Mind : Geert Hofstede  
International Management :Helen Deresky Richard Mead  
Intercultural communication : Fred Jandt, James Neuliep  
Communication : Larry Barker

### **MCC3/20d: THE MEDIA AND SOCIAL REPRESENTATIONS**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 18 hours      **ECTS credits:** 3

#### **OBJECTIVE:**

The mass media shapes our lives every day. Our awareness of the world is often mediated through media representations. These representations do not simply convey information but also influence our understanding of society, its social categories and even ourselves. In this course we will explore how media makes meaning. We will examine how newspapers, television, radio, ads and more are produced, transmitted, and received. In addition we will discuss the ideologies and/or values conveyed by the media and debate its effect on individuals apply this understanding through collaborative projects.

#### **COURSE PROGRAM**

The course will introduce theories about media and society in order to explore how media creates and represents meaning:

Society and Media

What is the role of media—newspapers, television, internet—in shaping our modern society? What values does it communicate? What social narratives does it create? How can we study such signs and symbols that make up media messages?

### **LCE3/19b : DIDACTICS OF ENGLISH 1**

**Fall Semester**

THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 18 hours      **ECTS credits:** 3

#### **OBJECTIVE:**

Students will discover and discuss the basic principles of early language acquisition as well as the curriculum laid down by the French education authorities and the expected level required at the end of primary school education as expressed by the Common European Framework of Reference for Languages. Study of these will lead to practical ideas for their implementation in primary school English lessons.

#### **COURSE PROGRAM:**

Students will reflect on and assess their own experience of primary school second language learning (if relevant) and start to identify features which are essential to effective early language teaching.

\* Aims and methods of language teaching for young learners with practical demonstrations.

\* Discussion of the practicalities and pre-requisites specific to language learning.

\* Integrating language work and other subjects in the primary school curriculum.

#### **ASSESSMENT:**

Students will be assessed on their participation in, and preparation of, typical primary school teaching methods and activities.

· A written test on some aspect of teaching English in the primary school classroom

· Students will prepare a lesson for primary school children based on a specific language objective.

#### **BIBLIOGRAPHY:**

BO N° 7 26 avril 2007 hors série Préambule commun

p 4-8 ; p 25-33

BO n° 8 30août 2007 hors série : école primaire

<ftp://trf.education.gouv.fr/pub/edutel/bo/2007/hs8/hs>

8\_anglais.pdf

Enseigner les langues vivantes à l'école élémentaire

<http://eduscol.education.fr/cid45718/enseigner-leslangues-ecole.html>

Common European Framework of Reference for Languages

[http://www.coe.int/t/DG4/Portfolio/?L=E&M=/main\\_pa\\_ges/introduction.html](http://www.coe.int/t/DG4/Portfolio/?L=E&M=/main_pa_ges/introduction.html)

[http://www.coe.int/t/DG4/Portfolio/?L=E&M=/main\\_pa\\_ges/levels.html](http://www.coe.int/t/DG4/Portfolio/?L=E&M=/main_pa_ges/levels.html)

Teaching English in the Primary classroom, Susan Halliwell Edition, Longman

The Primary English teacher's guide, Gail Ellis, Edition Penguin

### **LCE1/4a : INTRODUCTION TO BUSINESS ENGLISH**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours      **ECTS credits:** 2

#### **OBJECTIVE:**

For students to have a clear understanding of the business environment, develop important practical business skills such as presenting, attending meetings, telephoning, negotiating and socializing in a business context, and acquire useful business English vocabulary for use in a variety of practical contexts.

#### **COURSE PROGRAM:**

- Making contact and fixing appointments

- Hiring and firing the language of human resources

- Presenting a Company and your colleagues, understanding and creating job descriptions
- Receiving visitors - guided tours, presentations, arranging a schedule/accommodation etc;
- Participating in or chairing meetings -presenting a project, giving opinions, agreeing and disagreeing politely
- Basic telephone skills

### **LCE1/8a: INTRODUCTION TO BUSINESS ENGLISH 2**

#### **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

For students to have a clear understanding of the business environment, develop important practical business skills such as presenting, attending meetings, telephoning, negotiating and socializing in a business context, and acquire useful business English vocabulary for use in a variety of practical contexts.

#### **COURSE PROGRAM:**

- Basic business correspondence
- Making and taking an order, and following through
- Presenting and launching a product
- Complaining and problem-solving - orally or in writing
- Money & statistics
- Understanding accounts, budgets, graphs and balance sheets in English etc.

### **LCE1/1c: THE RISE OF THE NOVEL**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Hours:** 24 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

This course will offer an introduction to the novel in English and in particular its origins. Particular attention will be paid to 18<sup>th</sup> century authors and how their work defined the genre for the future. Excerpts from novels will also be studied. Attention will be paid to the ways in which literary texts can be approached.

The works of Daniel Defoe, Henry Fielding and Jonathan Swift will be examined in detail.

### **LCE1/4c: VILLAINS IN SHAKESPEARE**

#### **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Hours:** 24 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

This course will examine in detail the wicked characters in Shakespeare's plays, which involves a study of evil and wickedness in themselves. Particular attention will be given to two plays, *Othello* and *King Lear*.

### **LCE1/1C: AMERICAN LITERATURE FROM ITS EARLY MANIFESTATIONS UNTIL THE MODERNIST PERIOD**

#### **Fall Semester**

THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 24 hours

**ECTS credits:** 3

#### **COURSE DESCRIPTION:**

**Survey of American Literature:** This course is a survey of American literature from its beginnings to the first 1920s. Focusing on the cultural background of the Puritan heritage, with the experience of wilderness and the democratic experiment in mind, we will study the awakening of a self-consciously American literary sensibility and follow some of its transformations in several works by major writers.

**Seminar:** After a brief introduction to various methodological approaches, the course will focus intensively on the practical aspects of reading literary texts: recognizing images and symbols, interpreting figures of speech, identifying narrative functions and verse structures, etc., and move on as the semester progresses to writing textual commentaries in English.

#### **Set Books**

Novel: Edith Wharton, *Ethan Frome*, 1911. Ed. Penguin.

Short Stories:

- Washington Irving, "Rip Van Winkle" (1819-1820).
- Nathaniel Hawthorne, "Young Goodman Brown" (1835).
- Edgar Allan Poe, "The Oval Portrait" (1842), "The Fall of the House of Usher" (1845).
- Kate Chopin, "Désirée's Baby" (1893), "The Story of an Hour" (1894).
- Stephen Crane, "The Blue Hotel" (1898)
- Henry James "The Jolly Corner" (1908).
- Willa Cather, "The Enchanted Bluff" (1909).

#### **Bibliography:**

Amfreville, Marc ; Antoine Cazé & Claire Fabre. Histoire de la littérature américaine. Paris : Presses Universitaires de France, collection « L », 2010.  
Asselineau, Roger, The Transcendentalist Constant in American Literature, New York, New York University Press, 1980.  
Baudrillard, Jean, Amérique, 1986, Paris, Editions Grasset et Fasquelle, 2000.  
Cabau, Jacques, La Prairie perdue : Le roman américain, 1981, Paris, Editions du Seuil, collection « Points », 1999.  
Grellet, Françoise. An Introduction to American Literature: Time Present and Time Past, Hachette Université, 2005 [new and expanded edition]...  
Lewis, R.W.B., The American Adam: Innocence, Tragedy and Tradition in the Nineteenth Century, Chicago, The University of Chicago Press, 1955.  
Ludot-Vlasak, Ronan & Jean-Yves Pellegrin. Le Roman Américain. Paris : Presses Universitaires de France, collection « L », 2011.  
Marx, Leo, The Machine in the Garden: Technology and the Pastoral Ideal in America, New York, Oxford University Press, 1964.

Pétillon, Pierre-Yves, La Grand-route : espaces et écriture aux Etats-Unis, Paris, Editions du Seuil, 1979.

Royot, Daniel, La Littérature américaine, Paris, Presses Universitaires de France, Collection "Que sais-je?", 2004.

Ruland, Richard & Malcolm Bradbury, From Puritanism to Postmodernism: a History of American Literature, New York, Viking Penguin, 1991, 1992.

Wagner-Martin, Linda, The Modern American Novel, 1914-1945: A Critical History, Boston, Twayne, 1990.

### **LCE1/5c: NATURE IN AMERICAN LITERATURE** **Spring Semester**

THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 24 hours      **ECTS credits:** 3

#### **COURSE DESCRIPTION:**

Starting out with a study of Ralph Waldo Emerson's essay "Nature," the aim of this class is to examine authors writing about the natural environment. We will see how Emerson's essay influenced his contemporaries (especially Thoreau and Whitman) before looking at more contemporary authors. This course will address various interpretations of untamed landscapes (the wilderness), viewpoints on nature, and concerns of regional land degradation.

Students will be handed out a reader that includes essays (Emerson, Rick Bass, Barry Lopez...), memoirs (Thoreau, Pete Fromm) and short stories (Jack London, William Faulkner, Ann Beattie, Valerie Martin, Rick Bass, Pete Fromm and Ron Rash).

#### **SET BOOK:**

Richard Ford, *Wildlife* (1990), London, Harvill Panther, 1995.

#### **Bibliography:**

Buell, Lawrence, The Environmental Imagination: Thoreau, Nature Writing and the Formation of American Culture, Cambridge (MA), Harvard University Press, 1995.

Chénétier, Marc, Au-delà du soupçon, Paris, Editions du Seuil, "le don des langues", 1989.

Granger, Michel, ed., Lieux d'Amérique, Lyon, Presses Universitaires de Lyon, 2010.

### **LCE1/2d & 6d : INTRODUCTION TO PHONETICS**

**Fall & Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours      **ECTS credits:** 2

#### **COURSE PROGRAM:**

- A summary of the different sounds in the English language – basic phonology
- English vowels and consonants, how they are produced and how to transcribe them
- The relationship between pronunciation, stress and rhythm

#### **BIBLIOGRAPHY:**

- J. C. WELLS, *Longman's Pronunciation*

### Dictionary

### **LCE1/2e : ENGLISH ORAL COMPREHENSION & EXPRESSION**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours      **ECTS credits:** 2

#### **COURSE PROGRAM:**

Film, TV & radio clips will be studied and analysed in order to help students understand English in a wide range of national, regional and social contexts and to improve their own speaking skills.

### **LCE1/6e : ENGLISH ORAL EXPRESSION**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours      **ECTS credits:** 2

#### **COURSE PROGRAM:**

Students will be encouraged to express themselves in fluent grammatically correct English in a variety of registers.

Students will participate in role playing, improvisation and formal presentations.  
Level B2.

### **LCE2/9c : LOVE IN SHAKESPEARE'S POETRY**

**Fall Semester**

THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 18 hours      **ECTS credits:** 2

#### **COURSE DESCRIPTION:**

An in-depth study of William Shakespeare, *The Sonnets and a Lover's Complaint*, John Kerrigan (Ed.), Penguin, 2004.

### **LCE2/9c : AMERICAN WOMEN WRITERS IN CONTEXT 1**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours      **ECTS credits:** 2

In the 19th century, women writers were often writing on the domestic sphere and on sentimental matters. Things began to change in the middle of the century when women started looking at other spheres, discovering what they could do outside the home place. Discussing the place of women in the canon, this class will focus on several writers whose work helped change the face of women for the centuries to come. By revisiting stereotypes to better condemn them, some women writers paved the way for emancipation long before they were given the right to vote.

The seminar will be based on close-readings of texts by women writers, sometimes in relation to works by male writers that will be handed out separately. Students are expected to have

purchased and read *Four Stories by American Women* edited by Cynthia Griffin Wolff (Penguin) for the first class.

**A selection of stories will be handed out in the form of a reader**

Susan Petigru King, "A Marriage of Persuasion" (1857).  
Constance Fenimore Woolson, "Felipa" (1876).  
Charlotte Perkins Gilman, "The Giant Wisteria" (1891).  
Kate Chopin, "Her Letters" (1895).

**Required reading:** *Four Stories by American Women*, ed. Cynthia Griffin Wolff. Penguin edition.

**Bibliography:**

Donaldson, Susan V., *Competing Voices: The American Novel, 1865-1914*, Boston, Twayne, 1998.  
Perrin-Chenour, Marie-Claude, *Les Romancières américaines*, Paris, Ellipses, 1995.  
Louvel, Liliane & Claudine Verley, *Introduction à l'étude de la nouvelle*, Toulouse, Presses Universitaires du Mirail, 1993.  
Showalter, Elaine, *A Jury of Her Peers: Celebrating American Women Writers from Anne Bradstreet to Annie Proulx*, New York, Vintage Books, 2010.  
---, *A Literature of Their Own: From Charlotte Brontë to Doris Lessing*, London, Virago, 1977.  
Ullmo, Anne, *Edith Wharton : La Conscience entravée*, Paris, Belin, "Voix américaines", 2001. [BUV]  
Verley, Claudine, *Lectures critiques en anglais : A Guide to Critical Reading of Fiction in English*, Paris, Ophrys, 1998.  
Wagner-Martin, Linda, *The Modern American Novel, 1914-1945: A Critical History*, Boston, Twayne, 1990.

**LCE2/13c : AMERICAN WOMEN'S WRITERS IN CONTEXT 2**

**Spring Semester**

THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 2h per week      **ECTS credits:** 2

In the 19th century, women writers were often writing on the domestic sphere and on sentimental matters. Things began to change in the middle of the century when women started looking at other spheres, discovering what they could do outside the home place. Discussing the place of women in the canon, this class will focus on several writers whose work helped change the face of women for the centuries to come. By revisiting stereotypes to better condemn them, some women writers paved the way for emancipation long before they were given the right to vote.

The seminar will be based on close-readings of texts by women writers, sometimes in relation to works by male writers that will be handed out separately. Students are expected to have read Cather's *My Antonia* for the first class.

**The other texts will be handed out in the form of a reader.**

Willa Cather, *My Antonia* (1923). [Oxford Classics]  
Elizabeth Madox Roberts, "The Scarecrow" (1932)

Katherine Anne Porter, "The Journey" (1936)  
Eudora Welty, "A Worn Path" (1941)  
Elizabeth Spencer, "The Business Venture" (1987)

**Bibliography:**

Bandry, Michel. *Elizabeth Spencer : Du Sud au monde*. Paris : Belin, Collection "Voix américaines", 2003. [BUV]  
Cixous, Hélène, *Le Rire de la Méduse et autres ironies* [1975], Foreword by Frédéric Regard, Paris, Galilée, 2010.  
Harbour Unrue, Darlene. *Understanding Katherine Anne Porter*. Columbia: University of South Carolina Press, 1988.  
Perrin-Chenour, Marie-Claude, *Willa Cather : L'écriture de la Frontière, la frontière de l'écriture*, Paris, Belin, « Voix américaines », 1996. [BUV]  
Pitavy-Souques, Danièle. *La Mort de Méduse : l'art de la nouvelle chez Eudora Welty*. Lyon: Presses Universitaires de Lyon, 1992.  
---. *Eudora Welty : Les sortilèges du conteur*. Paris : Belin, coll. « Voix Américaines, » 1999. [BUV]  
Showalter, Elaine. *A Jury of Her Peers: Celebrating American Women Writers from Anne Bradstreet to Annie Proulx*, New York, Vintage Books, 2010.  
---, *A Literature of Their Own: From Charlotte Brontë to Doris Lessing*, London, Virago, 1977.

**LCE2/13d : BRITISH LITERATURE AND WORLD WAR I**

**Spring Semester**

THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 24 hours      **ECTS credits:** 3

**COURSE DESCRIPTION:**

This course will focus on the 1991 novel *Regeneration*, by Pat Barker. This complex, highly-regarded novel deals with the experience of British soldiers treated for shell shock during World War I, including not only fictional characters but several major writers – notably Robert Graves, Siegfried Sassoon, and Wilfred Owen.

Owen is widely regarded as one of the most important war poets from the period, in any language; both Graves and Sassoon (who, unlike Owen, survived the war) produced both influential poetry and autobiographical work concerning their wartime experience – work that in turn influenced Barker's novel. That novel was also adapted as a fine film in 1997. Reading these and other works together – the novel, the film adaptation, and a selection of poetry and prose by some of the most important British writers of the last century – will allow for a rich intertextual study across several different genres and styles at once. The Great War's centenary renders this work more important than ever.

**BIBLIOGRAPHY**

Pat Barker. *Regeneration*. Novel. Viking Press, 1991;  
Penguin Books, 2008.  
*Regeneration*. Film. Dir Gillies MacKinnon, 1997.  
*Poems of the Great War*. Penguin Books, 1998.  
(Excerpts from autobiographical works such as Graves' *Good-Bye to All That* and Sassoon's

*Memoirs of an Infantry Officer* may also be examined, along with historical sources, to provide suitable context.)

### **LCE2/9d & 13d : ENGLISH ORAL EXPRESSION**

#### **Fall & Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours      **ECTS credits:** 2 per semester

**COURSE PROGRAM:** Students will be encouraged to express themselves in fluent grammatical English in a variety of registers. Students will participate in role plays, improvisations and formal presentations. An introduction to public speaking will be given.  
Level C1.

### **LCE2/11b : INTERMEDIATE PHONETICS**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours      **ECTS credits:** 2

**COURSE PROGRAM:**

- The international phonetic alphabet
- Phonetic transcription
- Phonology

**BIBLIOGRAPHY:** P. ROACH, *English Phonetics & Phonology*; Cambridge University Press

### **LCE2/15b : INTERMEDIATE PHONETICS 2**

#### **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours      **ECTS credits:** 2

**COURSE PROGRAM:**

- Stress patterns
- Intonation
- Assimilation

**BIBLIOGRAPHY:** P. ROACH, *English Phonetics & Phonology*; Cambridge University Press

### **LCE2/9c : ACADEMIC WRITING**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours      **ECTS credits:** 2

**OBJECTIVE:**

The aim of this course is to guide students in the methods of and the approaches to quality academic research in literature and civilization.  
Course activities will emphasize reading and writing as complementary processes.

**COURSE PROGRAM:**

The first part of the course will focus on reading and research practices: gathering and filtering information from available research tools in the library and on the internet, and the development of

effective critical reading skills. The second part of the course will focus on the writing process: organizing source material and information and the steps necessary in the creation of coherent research-based essays and term papers.

**ASSESSMENT:**

Regular assessed writing assignments will be given throughout the semester.

### **LCE2/15c : CREATIVE WRITING**

#### **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours      **ECTS credits:** 2

**OBJECTIVE:**

In an effort to gain further proficiency in both reading and writing in academic and nonacademic settings, students in this course will actively engage in the writing process and examine, as both readers and writers, a variety of fiction and non-fiction texts.

**COURSE PROGRAM:**

Course activities will focus on the production of written texts in a variety of styles and genres (fiction, poetry, film script, journalism etc.) in order to create a higher awareness of the strategies involved in effective written communication.

**ASSESSMENT:**

Regular assessed writing assignments will be given throughout the semester.

**Required text:**

ANSON, Chris M. & SCHWEGLER, Robert A., *The Longman Handbook for Writers and Readers* (4th Edition)

### **LCE3/17c : ADVANCED SHAKESPEARE**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours      **ECTS credits:** 3

**OBJECTIVE:**

Students will concentrate particularly on writing literary dissertations and in depth study of the text both with regard to content and to the language, style and staging. The technique of the historical play will also be compared with that of the romantic comedy.

**SET BOOK:**

- SHAKESPEARE, *Titus Andronicus*
- SHAKESPEARE, *Twelfth Night*

### **LCE3/17e MONEY IN ENGLISH LITERATURE**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours      **ECTS credits:** 3

**OBJECTIVE:**

The presence of money in literature, paintings or arts immediately demonstrates a symbolic



intention underlying the surface text. It stands for values and meanings that by far exceed the traditional commercial and financial features of money. Thus, money functions as a fundamental element in the author's strategy by generating themes, symbols and values that participate in the construction of the narrative.

In the United States, money evokes meanings that are particular to the American cultural space. It becomes closely connected with the core of the white American male identity founded on historical, cultural and religious characteristics.

Martin Amis's novel provides us with a double cultural approach to money since the novel, which has a protagonist who is half American and half English, positions itself both in the American tradition and the classical English tradition.

Moreover, the book which was first published in 1984 mirrors and questions the financial and economic developments that took place in the eighties.

#### SET BOOKS:

Martin Amis, **Money**, Penguin, 1985.

John Dos Passos, **The Big Money**, Houghton Mifflin Company, 1933

Norman Mailer, **An American Dream**, Henry Holt and Company, 1965

Henry Miller, **"Money and How It gets that Way"** in *Stand Still Like the Hummingbird*, A New Directions Paperbook, 1962

Films:

**Money** (mini TV series), UK, 2010

Melvyn Le Roy, **Gold Diggers of 1933**, USA, 1933

### LCE3/21e THE BRITISH SHORT STORY: CRIME, HORROR AND FANTASY

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 3

#### COURSE PROGRAM:

The short story is a particular form with its specific rules and traditions which has developed in the last 150 years to cover practically every genre and sub-genre of fiction. The British short story in particular has thrived in popular fiction, the so-called minor genres, and enjoyed a great success with the reading public.

In this course we shall be looking at a century and a half of crime, fantasy and horror and charting what has changed and what remained the same in this specific form of deceptively light entertainment.

#### Set Stories :

- 1) Wilkie Collins, "A Terribly Strange Bed", 1852.
- 2) George MacDonald, "The Golden Key", 1867.
- 3) Oscar Wilde, "The Canterville Ghost", 1887.
- 4) Arthur Conan Doyle, "Silver Blaze", 1892.
- 5) G.K. Chesterton, "The Blue Cross", 1911.

6) Virginia Woolf, "A Haunted House", 1921

7) Agatha Christie, "The Witness for the Prosecution", 1924

8) M.R. James, "Lost Hearts", 1931

9) Charles Williams, "Et in Semperitem Pereant", 1935

10) Dorothy L. Sayers, "Striding Folly", 1939.

11) C.S. Lewis, "Forms of Things Unknown" (FP: 1966, written around 1958)

12) Joan Aiken, "The Serial Garden"

13) J.R.R. Tolkien, "Leaf by Niggle", 1945

14) J.K. Rowling, "The Tale of the Three Brothers", 2008.

### LCE3/21d: THE UNCANNINESS OF THE ORDINARY IN THE AMERICAN SHORT STORY Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 3

#### COURSE DESCRIPTION:

The short story has always been a popular literary genre in the United States. Very often, stories can be read in newspapers like *The Saturday Evening Post*, or magazines, like *The New Yorker*, *Atlantic Monthly*, *Ladies Home Journal*, *Redbook*..., before they are collected in book form or integrated into novels. Focusing on the short story as a genre and on its form, this class is intended to introduce students to a variety of writers whose stories were published between 1962 and 2011. It will enable students to ponder on major themes in American fiction (the ordinary, human relationships, gender relations, communication...) and on specific modes (the gothic, the fantastic...).

#### SET BOOKS:

1. John Cheever, "Reunion," 1962, The Stories of John Cheever (New York: Knopf, 1978).
2. Ann Beattie, "Imagined Scenes," Distortions (New York: Doubleday, 1976).
3. Raymond Carver, "So Much Water so Close to Home," What We Talk About When We Talk About Love (New York: Vintage, 1989).
4. Elizabeth Spencer, "The Fishing Lake" (1964) and "The Adult Holiday" (1965), The Stories of Elizabeth Spencer (New York: Doubleday, 1981).
5. Richard Ford, "Great Falls," 1982, Rocksprings (London: Harvill Panther, 1988).
6. Jay McInerney, "Smoke," 1985, How it Ended: New and Collected Stories (New York: Knopf, 2009).
7. Amy Hempel, "In the Cemetery Where Al Jolson Is Buried," Reasons to Live (New York: HarperPerennial, 1985).
8. Jayne Anne Phillips, "Something that Happened," Fast Lanes (New York: Dutton, 1987).
9. Lorrie Moore, "Like Life," Like Life, 1990 (New York: Plume, 1991).

10. Ann Pyne, "A Visitation," In the Form of a Person (New York: Knopf, 1992).
11. Christine Schutt, "What Have You Been Doing?," Nightwork (New York: Knopf, 1996).
12. Michael Chabon, "Spikes," Werewolves in their Youth (New York: Picador, 1999).
13. Joyce Carol Oates, "The Skull: A Love Story," "2002, I am No One You Know (New York: Ecco, 2004).
14. Nicole Krauss, "From the Desk of Daniel Varsky," 2007, The Best American Short Stories, ed. Salman Rushdie (Boston: Houghton Mifflin, 2008).
15. Karen Russell, "Vampires in the Lemon Grove," 2007, The Best American Short Stories, ed. Salman Rushdie (Boston: Houghton Mifflin, 2008).
16. Don Delillo, "The Starveling," Granta 117, "Horror" (Autumn 2011).

### **LCE3/18a ENGLISH ANALYTICAL GRAMMAR**

#### **Fall & Spring Semesters**

YOU MAY JOIN THE CLASS IN JANUARY  
THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

To provide students with the theoretical tools they need to analyse the grammatical structures in English they may meet and provide an overview of Linguistics in English.

#### **COURSE PROGRAM:**

This class will give a general overview of the study of English grammar and linguistics in France. We shall concentrate on the basics of enunciative grammar particularly concentrating on the noun, the verb and the complex sentence.

#### **BIBLIOGRAPHY**

Adamczewski, H. *Grammaire linguistique de l'anglais*. Paris : Colin, 1982.  
Cotte, P. *L'Explication grammaticale des textes anglais*. 2ème édition. Paris : P.U.F., 1996.  
Joly, A. et O'Kelly, D. *Grammaire systématique de l'anglais*. Paris : Nathan, 1989.  
Lapaire, J.-R. et Rotgé, W. *Linguistique et grammaire de l'anglais*. Toulouse : P.U. Mirail, 1991.  
Larrea, P. et Rivière, C. *Grammaire explicative de l'anglais*. 3ème édition. Paris : Longman France, 2005.  
Souesme, J.-C. *Grammaire anglaise en contexte*. Paris : Ophrys, 1992.

### **LCE3/17f-21f : PUBLIC SPEAKING**

#### **Fall & Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours

**ECTS credits:** 1

#### **OBJECTIVE:**

Teaching students to express themselves clearly and fluently in public in formal and professional settings.

#### **COURSE PROGRAM:**

- Public speaking
- Making oral presentations
- Role plays

### **LCE4/1C: TRAVEL, INITIATORY JOURNEYS AND EXILE IN ENGLISH LITERATURE**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 5

Travel is a common theme in English literature, but with many variations. The traveller may be on the road towards his heart's desire, or equally he may be escaping from a disaster area or from persecution. He may be wandering vaguely, seeking to discover new lands or looking for the place he belongs. The journey may also be metaphorical, representing the road to maturity or self-discovery or even heaven. He may equally be an exile or a refugee, suffering from culture shock, nostalgia or even alienation. This class will explore these themes in several well-known English-speaking authors.

This class requires a certain knowledge of English literature and is recommended for English majors, future English teachers and students who have already taken a few classes in English literature in their home university.

#### **Works to be studied:**

Poems and Songs:

- Robert Frost, "The Road Not Taken"
- Robert Browning, "Home Thoughts from Abroad"
- Rupert Brooke, "Night Journey"
- Noël Coward, "Mad Dogs and Englishmen"

Novels and Short Stories: (Extracts will be studied in class)

- J.D. Salinger, *Catcher in the Rye*
- Madeleine L'Engle, *Camilla*
- E.M. Forster, *Passage to India*
- Rudyard Kipling, *Kim*
- Edgar Allan Poe, *The Narrative of Arthur Gordon Pym of Nantucket*
- Herman Melville, *Moby Dick*
- Edith Wharton, "Roman Fever"
- Elizabeth Spencer, "The Light in the Piazza"
- Willa Cather, *O Pioneers!*
- Cormac McCarthy, *All the Pretty Horses*
- John Bunyan, *The Pilgrim's Progress*
- Daniel Defoe *Robinson Crusoe*
- Jonathan Swift, *Gulliver's Travels*
- Charles Dickens, *Great Expectations*
- Joseph Conrad, *Heart of Darkness*
- William Golding, *Lord of the Flies*

#### **Assessment**

Students will be asked to do a research paper on one or more of the works listed here. The final exam (5 hours) will be a choice between a long essay and a comparative commentary.

### **LCE4/2c : ADVANCED LITERARY SEMINAR : CHARACTERS: FROM EVOLUTION TO METAMORPHOSIS**

## Spring Semester

### THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 2 hours per week    **ECTS credits:** 5

International students taking this class should already have a good knowledge of English Literature

#### COURSE DESCRIPTION:

- \* Mythical Heroes, Emblematic Figures
- \* Heroes and Anti-Heroes,
- \* Beyond the Individual Character

Many characters in English literature have taken on a life of their own through the centuries and in many different cultures. They have become emblematic figures, adopted by several authors in literature, film, comics, television and advertising. Examples include: King Arthur, Robin Hood, Romeo and Juliet, Hamlet, Jane Eyre, Dr Jekyll and Mr Hyde, Sherlock Holmes, Dracula, Scarlett O'Hara, Huckleberry Finn etc.

In this class we shall ask why and how fictional characters outgrow the works which created them and examine examples of this phenomenon.

It is interesting to note that not only heroes, but also villains and anti-heroes may become mythical, Shakespeare's Falstaff or Sam Spade in The Maltese Falcon are prime examples.

While, traditionally, writing fiction meant creating heroes or, at the very least, protagonists, since the mid-20th century this is no longer necessarily the case. The use of multiple narratives or viewpoints of a single situation has led to forms of the novel or short-story where the characters do not provide the focal point and may even be said to disappear.

#### SET BOOKS:

Richard Ford, *Let Me Be Frank With You*, New York, Ecco, 2014.

William Shakespeare, *King Lear*

Anne Brontë, *The Tenant of Wildfell Hall*

T.H. White, *The Once and Future King*

Jane Austen, *Sense and Sensibility*

#### EVALUATION:

Students will be requested to write a detailed research paper on one of the set books for their coursework. The final exam will be an oral.

### LCE4/2a: ADVANCED LINGUISTICS SEMINAR -ANALYTICAL GRAMMAR (ENGLISH)

#### Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours    **ECTS credits:** 5

#### OBJECTIVE:

The aim of this class is to help students think analytically about English grammar and to analyse the use of grammar in a selection of texts, mainly taken from contemporary English literature.

#### COURSE PROGRAM:

We shall work of extracts from literary texts in English and analyse the English grammar we find in them (tenses, modes, syntax, morphology etc.). We shall also learn various linguistic theories to aid this analysis.

#### BIBLIOGRAPHY:

Bouscaren, Janine et Jean Chuquet. 1992. Grammaire et textes anglais : Guide pour l'analyse linguistique, Paris, Ophrys.

Bouscaren, Janine. 1992 Introduction to a Linguistic Grammar of English : an utterer-centred approach, Paris, Ophrys.

Larrea, Paul et Claude Rivière. 2005. Grammaire explicative de l'anglais. Pearson Education.

Rotgé, Wilfrid et Lapaire, Jean-Rémi. 2004. Réussir le commentaire grammatical de textes. Paris : Ellipses

### LCE4/6a :ADVANCED LINGUISTICS SEMINAR: GRAMMAR AND TRANSLATION

#### Spring Semester

**Classes:** 12 hours    **ECTS credits:** 5

THIS COURSE IS TAUGHT IN ENGLISH & FRENCH

#### OBJECTIVE:

The aim of this class is to help students think analytically about French grammar and its relationship to translation from French to English.

#### COURSE PROGRAM:

We shall analyse extracts from French literary texts, covering all aspects of grammar. Students will learn to compare and contrast French and English grammar, using various contemporary linguistic theories. We shall particularly deal with concrete difficulties caused by the differences between the structure of the two languages. Students will learn how to explain and justify their choices in translation and to place these choices in context with regard to the linguistic coherence of the whole text.

#### BIBLIOGRAPHY:

Chuquet, Hélène et Paillard, Michel. 1987.

Approche linguistique des problèmes de traduction. Paris : Ophrys.

### H4/2aJ & 6aJ: THE ENGLISH MEDIA

#### Fall and Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours    **ECTS credits:** 3 per semester

#### COURSE PROGRAM:

Understanding the Media and writing for the Media in English.

Student will study the press in English and analyse extracts from television and radio.

Special emphasis will be placed on journalistic language and the appropriate register for use in the different media.

### AIT4/11f & 15f: BUSINESS ENGLISH 4

### Fall and Spring Semesters

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 40 hours      **ECTS credits:** 2 per semester

#### OBJECTIVE:

Speak fluently and coherently on business subjects  
Use accurate vocabulary in all usual situations of business life

Express oneself naturally in work place

Understand the details of professional documents in English without help

Prepare a speech on a business or economic subject

Make a business presentation

Write well-structured professional documents

Understand complicated conversations between several English speakers about economic issues

#### COURSE PROGRAM:

Presentations in English : presenting figures, situations, new products, a balance sheet, a new production or management process

Writing in business English : letters, emails, reports, minutes, manuals, brochures

Using professional documents : articles, leaflets, manuals, budgets, job descriptions, instruction sheets

### AIT5/2b: BUSINESS ENGLISH 5

#### Fall Semester

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 40 hours      **ECTS credits:** 3

#### OBJECTIVE:

Speak fluently and coherently on business subjects  
Use accurate vocabulary in all usual situations of business life

Express oneself naturally in work place

Understand the details of professional documents in English without help

Prepare a speech on a business or economic subject

Make a business presentation

Write well-structured professional documents

Understand complicated conversations between several English speakers about economic issues

#### COURSE PROGRAM:

Presentations in English : presenting figures, situations, new products, a balance sheet, a new production or management process

Writing in business English : letters, emails, reports, minutes, manuals, brochures

Using professional documents : articles, leaflets, manuals, budgets, job descriptions, instruction sheets

### LCE1/5b BRITISH HISTORY 1760 - 1914

#### Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 18 hours      **ECTS credits:** 3

#### COURSE PROGRAM:

Great Britain from the Industrial Revolution up to WWI (1760-1914)

The course deals with the evolution of British civilisation of the mid XVIIIth up to the early XXth century. Processes and events are studied in a chronological order. It gives the different stages of the Industrial Revolution and the shift from a rural society to an industrialised one. The Victorian Era and Victorianism are then studied as proofs of political, social and cultural transformations up to the Great War.

1- Introduction to the industrial society: an acceleration of history

2- Industrial Revolution, phase one

3- Industrial Revolution, Phase Two

4- The three major phases of the Victorian Period

5- Victorian Society

6- "Great transformation" of British Civilisation

#### BIBLIOGRAPHY:

Christopher Harvie and H.C.G. Matthew, Nineteenth- Century Britain: A Very Short Introduction, Oxford University Press, 2000

### LEA2/10a: BRITAIN HISTORY: FROM THE INDUSTRIAL REVOLUTION TO WWI

#### Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 12 hours      **ECTS credits:** 2

#### OBJECTIVE:

At the end of the course, students should understand and be able to comment on the main point of British society since the Industrial Revolution

#### COURSE PROGRAM:

- The Industrial Revolution up to WWII

- Economic and social conditions during Victorian Times

- Political Evolution up to Universal Suffrage

- Between the wars

-

#### BIBLIOGRAPHY:

- Ouvrage indispensable: Norman Lowe, *Mastering Modern British History*, London, Macmillan, 2009.

### LCE2/9b : BRITISH HISTORY: FROM THE ORIGINS TO THE END OF THE MIDDLE AGES

#### Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours      **ECTS credits:** 2

#### COURSE PROGRAM:

- Roman conquest

- Anglo-Saxon era

- Norman Conquest
- The Normans and the Civil War
- The Plantagenet era (creation of parliament, first civil liberties, etc.)
- The 14th century: pre-reformation movements, peasants' revolt, etc.
- The Wars of the Roses
- Beginnings of the Renaissance

#### **BIBLIOGRAPHY:**

Kenneth O. MORGAN, *The Oxford History of Britain*; Oxford University Press

### **LCE2/13b : RENAISSANCE, REFORMATION AND REVOLUTION IN BRITAIN (1485-1760)**

#### **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours      **ECTS credits:** 3

#### **COURSE PROGRAM:**

- 16th and 17th centuries
- Tudor concept of monarchy
- The Reformation
- James I and the divine rights of Kings
- The Civil War
- The Commonwealth (early democratic movements, Protestant pluralism, etc.)
- The Restoration
- The Glorious Revolution (establishment of a constitutional monarchy)
- The Hanoverian succession
- The First Prime Ministers
- The Enlightenment and Methodism

#### **BIBLIOGRAPHY:**

Kenneth O. MORGAN, *The Oxford History of Britain*; Oxford University Press

### **LCE2/13a : THE UNITED STATES FROM THE CIVIL WAR TO THE END OF THE GREAT DEPRESSION**

#### **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours      **ECTS credits:** 3

#### **OBJECTIVE:**

Acquire an understanding of the key historical moments and social movements in the United States in the 1865-1940 period; Acquire ability to reason and explain the causes and consequences of key events in the period studied; Learn to analyse and comment on primary and secondary documents; Acquire oral and written skills in English.

#### **COURSE PROGRAM:**

The course focuses on the history of the United States from the end of the Civil War to the Great Depression.

Course units are divided as follows:

Reconstruction

African Americans under Reconstruction and Beyond

Native American Indians

Western Settlement

The Growth of Big Business  
The Labor Movement  
American Imperialism  
The Progressive Era  
Prosperity and the Stock Market Crash  
The Great Depression and the New Deal

#### **BIBLIOGRAPHY:**

BUENKER John D. & Edward R. KANTOWICZ, eds., *Historical Dictionary of the Progressive Era, 1890-1920* (Greenwood Press, 1988)

CHAMBERS, John Whiteclay. *The Tyranny of Change: America in the Progressive Era, 1890-1920* (Rutgers University Press, 2000)

NASH, Gary B. *Atlas of American History* (Facts on File, 2006)

PARRISH, Michael E. *Anxious Decades: America in Prosperity and Depression, 1920-1941* (W W Norton & Co. Ltd., 1994)

RODRIGUEZ, Junius P., ed. *Slavery in the United States: A Social, Political, and Historical Encyclopedia* (ABC-CLIO Ltd, 2007)

Tindall & Shi, *America: A Narrative History* (Norton)

Artaud, Denise. *Le New Deal*. Paris : Armand Colin, « U2 », 1969.

#### **INTERNET WEBSITES:**

[www.ourdocuments.gov/content.php?flash=old&page=milestone](http://www.ourdocuments.gov/content.php?flash=old&page=milestone)  
[www.digitalhistory.uh.edu/](http://www.digitalhistory.uh.edu/)  
[www.uk-us.org/](http://www.uk-us.org/)  
[library.wisc.edu/etext/WIReader/Contents/Idea.html](http://library.wisc.edu/etext/WIReader/Contents/Idea.html)

### **LCE3/17b : BRITISH SOCIAL AND POLITICAL HISTORY 1945-1990**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 2 hours      **ECTS credits:** 3

**COURSE PROGRAM:** *Domestic Politics and Social Issues in Great Britain 1945 – 1991*

1. Preparing for peace / reconstruction
  - \* Nationalisation / centralization
  - \* The beginnings of the Welfare State
  - \* Re-establishment of political identities (end of coalition, persistence of two-party system, decline of liberals / establishment and death of SDP)
2. Economic questions
  - \* J.M. Keynes & Co
  - \* Sterling parity / deflation / devaluation
  - \* From rationing to the affluent society and back to austerity
  - \* The growth of an underclass
3. Industrial relations
  - \* The role of the TUC and its relationship with the Labour party
  - \* Cooperation to conflict to decline of the unions
  - \* Questions of unemployment
4. The Arts
  - \* The beginnings of a government cultural policy
    - The swinging sixties and birth of pop Music
    - Creation of teen culture
  - \* Culture & the regions / minorities
5. The decline of established religion and the liberalisation of public morals

- Britain as a pluralistic society
- The "Honest to God" debate / rise of Evangelicalism
- The media / scandal / the invasion of Privacy
- Homosexuality / abortion / censorship, etc.

#### **BIBLIOGRAPHY:**

D. THOMSON – *England in the Twentieth Century* – Penguin  
 K.O. MORGAN – *The People's Peace* – Oxford University Press  
 A. CAIRNCROSS – *The British Economy since 1945* – Oxford University Press  
 M. SMITH – *British Foreign Policy: Tradition, Change & Transformation*

### **LCE3/21a : ESSENTIAL THEMES IN 19th CENTURY BRITISH CIVILISATION**

#### **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours      **ECTS credits:** 3

#### **COURSE PROGRAM:**

« Britain in the 19th century : important issues »  
 I- Emancipation : from the abolition of slavery to the Suffragette Movement  
 II- The Irish question  
 III- The Reforming spirit and the Social question  
 IV- The Imperial predicament  
 V- Cultural and ideological

### **LCE3/17a : U.S. DOMESTIC POLICY SINCE 1945**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours      **ECTS credits:** 3

#### **OBJECTIVE:**

This course will present some of the key moments in U.S. domestic policy since World War II, with specific focus on the economic, national security, immigration and social welfare strategies and approaches of the Eisenhower, Johnson, Nixon and Reagan administrations.

#### **COURSE PROGRAM:**

1. Introduction
  - Domestic policy institutions and decisionmakers
2. Truman into Eisenhower
  - Cold War backdrop
  - National Security Agency
  - G.I. Bill
3. Eisenhower: Policing the Home Front
  - McCarthyism / HUAC
4. Eisenhower: The affluent society
5. LBJ
  - Kennedy inheritance
  - The Great Society
6. LBJ
  - The New Left
  - Counterculture
7. Nixon
  - The Cauldron Bubbles
  - Energy crisis / economic decline

8. Nixon
  - Plastering the cracks
  - Watergate and its legacy
9. Reagan
  - The rise of conservatism
  - Reaganomics
10. Reagan
  - Consequences of Reaganomics
  - The Republican Age

#### **ASSESSMENT:**

A research paper and a final written exam.

#### **BIBLIOGRAPHY:**

CHAFE, William H. *The Unfinished Journey: America Since World War II* (Oxford University Press, 2002)  
 CHAFE, William H. SITKOFF, Harvard, and BAILEY, Beth, eds. *A History of Our Time: Readings in Postwar America* (Oxford University Press, 2007)  
 FRASER, Steve & Gary GERSTLE, eds. *The Rise and Fall of the New Deal Order, 1930-1980* (Princeton University Press, 1999)  
 LAFEVER, Walter *America, Russia, and the Cold War 1945-2002* (New York: McGraw-Hill, 2002)  
 TINDALL & Shi, *America: A Narrative History* (Norton)

#### **INTERNET WEBSITES:**

[www.ourdocuments.gov/content.php?flash=old&page=milestone](http://www.ourdocuments.gov/content.php?flash=old&page=milestone)  
[www.digitalhistory.uh.edu/](http://www.digitalhistory.uh.edu/)  
[www.uk-us.org/transformations](http://www.uk-us.org/transformations)

### **LEA1/2b: BRITISH INSTITUTIONS**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 12 hours      **ECTS credits:** 2

#### **OBJECTIVE:**

At the end of the class, students should be familiar with the functioning of British institutions and should answer correctly and fluently about the content of the program.

#### **COURSE PROGRAM:**

- Political Geography
- Parliament
- Constitution
- Government
- Electoral System
- Political Parties
- Devolution
- Trade Unions
- The Welfare State

#### **BIBLIOGRAPHY:**

- BLAMONT, Gérard et Anne Paquette, *Les clés de la civilisation britannique*, Ellipses, 2000.  
 - BONNET-PIRON, Daniel, *La civilisation britannique*, Nathan, 2007  
 - OAKLAND, John, *British Civilization: an Introduction*, Routledge, 2006.

### **LEA1/2e : AMERICAN HISTORY: UNITY AND DIVERSITY IN THE AMERICAN SOCIETY**

#### **Spring semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours

**ECTS credits:** 2

**OBJECTIVE:**

Acquire an understanding of important questions regarding U.S. history and society; Learn to analyse and comment on primary and secondary documents; Acquire listening and written skills in English.

**COURSE PROGRAM:**

The course is divided into 4 thematic units, which in each case will be approached from a historical perspective:

Unit I - The United States: immigration, the melting pot

Unit II - Growth of the United States and Its Regions

Unit III - Minorities and ethnic Identities

Unit IV - Religion

**ASSESSMENT:** An written exam and a final written exam.

**BIBLIOGRAPHY:**

Mauk & Oakland *American Civilization: An Introduction*, Routledge

Nash, Gary B. *Atlas of American History*, Facts on File, 2006

Tindall & Shi, *America: A Narrative History*, Norton

**INTERNET WEBSITES:**

[www.ourdocuments.gov/content.php?flash=old&page=milestone](http://www.ourdocuments.gov/content.php?flash=old&page=milestone)  
[www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)  
[www.uk-us.org](http://www.uk-us.org)

**LCE1/1b INTRODUCTION TO BRITISH CIVILIZATION**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 18 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

- Physical and human geography
- Population and social class
- Religion and education
- The institutional environment
- Elections and the political parties
- The evolution of the welfare state
- Britain and the world

**BIBLIOGRAPHY:**

- Pierre Lurbe, Peter John, *Civilisation britannique*, Hachette supérieur, 2010.

**LCE1/1a : INTRODUCTION TO AMERICAN CIVILISATION**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 18 hours

**ECTS credits:** 3

**OBJECTIVE:** To acquire knowledge about important questions regarding the U.S. population;

to gain an understanding of important issues in U.S. society; to learn to analyse and comment on primary and secondary documents; and acquire oral and written skills in English.

**COURSE PROGRAM:**

The course is divided into five thematic units, which in each case will be approached from an historical perspective:

- Settlement of North America and the growth of the United States
- Immigration
- Native Americans
- Slavery and African Americans
- Mexican Americans/Hispanics

**BIBLIOGRAPHY:**

- Mauk & Oakland *American Civilization: An Introduction*, Routledge

- Nash, Gary B. *Atlas of American History*, Facts on File, 2006

- Sicard, Pierre and Frédérique Spill, eds. *Regards sur l'Amérique, Approche documentaire des Etats-Unis*. Paris : A. Colin, 2011.

- Carrez, Stéphanie and Sandrine Ferré-Rode. *Panorama de l'histoire des Etats-Unis*. Studyrama, 2013.

**INTERNET WEBSITES:**

[www.ourdocuments.gov/content.php?flash=old&page=milestone](http://www.ourdocuments.gov/content.php?flash=old&page=milestone)  
[www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)  
[www.uk-us.org](http://www.uk-us.org)

**LCE1/5a : UNITY AND DIVERSITY IN AMERICAN SOCIETY**  
**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 18 hours

**ECTS credits:** 3

**OBJECTIVE:**

Acquire knowledge about important questions regarding U.S. history;  
Gain an understanding of important issues in U.S. society;  
Learn to analyse and comment on primary and secondary documents;  
Acquire oral and written skills in English.

**COURSE PROGRAM:**

The course is divided into 4 thematic units that focus on the themes of unity and diversity in American society, which in each case will be first approached from a historical perspective, before an examination of the contemporary period:

Unit I Geography, Regions

Unit II People: Religion

Unit III People: Minority Groups

Unit IV Beliefs and Values : The American Way of Life

**ASSESSMENT:** An oral exam (15 mins. preparation, 15 mins. presentation) and a question which students will have to answer in English.

**BIBLIOGRAPHY:**

Mauk & Oakland *American Civilization: An Introduction*, Routledge

Nash, Gary B. *Atlas of American History*, Facts on File, 2006  
Tindall & Shi, *America: A Narrative History*, Norton

**INTERNET WEBSITES:**

[www.ourdocuments.gov/content.php?flash=old&page=milestone](http://www.ourdocuments.gov/content.php?flash=old&page=milestone)  
[www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)  
[www.uk-us.org](http://www.uk-us.org)

**LEA2/14a: AMERICAN GOVERNMENT**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 12 hours

**ECTS credits:** 2

**OBJECTIVE:**

Acquire an understanding of important questions regarding U.S. history and society;  
Learn to analyse and comment on primary and secondary documents;  
Acquire oral and written skills in English.

**COURSE PROGRAM:**

- The U.S. Constitution
- The U.S. Congress
- The U.S. President
- The U. S. Supreme Court
- The U.S Presidential Elections

**BIBLIOGRAPHY:**

- E. Ashbee & N. Ashford, *U.S. Politics Today*, Manchester University Press, 1999.
- M. Landy & S. M. Milkis, *American Government. Balancing Democracy and Rights*, Cambridge University Press, 2008.
- M. J. C. Vile, *Politics in the USA*, Routledge, 2010.

**WEBSITE RESOURCES :**

<http://www.ourdocuments.gov/content.php?flash=old&page=milestone>  
<http://www.digitalhistory.uh.edu/>  
<http://www.america.gov/>

**LCE2/9a : AMERICAN GOVERNMENT AND INSTITUTIONS**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

Acquire an understanding of important questions regarding the theory and practice of state and federal government in the United States;  
Acquire ability to reason and explain the causes and consequences of government decisions;  
Learn to analyse and comment on primary and secondary documents; Acquire oral and written skills in English.

**COURSE DESCRIPTION:**

The course focuses on the workings of the U.S. Constitution and government, with lectures on: Origins and Principles of The Constitution  
The Bill of Rights and Amendments  
The Executive Branch  
The Legislative Branch

The Legal Branch  
Federalism  
Lobby Groups  
Political Parties  
Feminism

**BIBLIOGRAPHY:**

Mauk & Oakland *American Civilization : An Introduction* (Routledge)  
Tindall & Shi, *America: A Narrative History* (Norton)  
Vile, John R. *A Companion to the United States Constitution and Its Amendments* (Praeger Publishers, 2006)  
Fraser, Steve & Gary Gerstle, eds. *The Rise and Fall of the New Deal Order, 1930-1980* (Princeton University Press, 1999)  
Sicard, Pierre and Frédérique Spill, eds. *Regards sur l'Amérique , Approche documentaire des Etats-Unis*. Paris : A. Colin, 2011.  
Carrez, Stéphanie and Sandrine Ferré-Rode. *Panorama de l'histoire des Etats-Unis*. Studyrama, 2013.

**LEA3/18d : FROM WELFARE TO WORKFARE: BRITAIN IN THE 20th CENTURY**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours

**ECTS Credits:** 2

**OBJECTIVE:**

At the end of the course the student should be able to: know the moments, the themes and the overall logic of the United Kingdom's social and economic policy, from the construction of the Welfare State and the development of a consensual policy from World War II to the refocusing on work (Workfare) and the emphasis on the competitiveness of Blairism.

**COURSE PROGRAM:**

The origins of the Keynesian Welfare State  
The economic and social evolution during the "consensus" period  
The Thatcher era  
The rise of the Shumpetarian Workfare State

**BIBLIOGRAPHY:**

Norman LOWE, *Mastering Modern British History*, London, Macmillan, 2009.  
A larger bibliography will be suggested and commented during the first class.

**LEA3/18e : ECONOMIC HISTORY OF THE UNITED STATES**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

- 1 – The pre-colonial period
- 2 – The colonial period
- 3 – The new nation
- 4 – Civil War and Reconstruction: the 1860s
- 5 – The Gilded Age: 1865-1900
- 6 – The Progressive era: 1890-1920



- 7 – The Roaring Twenties: 1920-1929
- 8 – The Great Depression and the New Deal: 1929-1945
- 9 – Post-War economy: 1945-1960
- 10 – Stagflation in the 1970s
- 11 – The economy in the 1980s
- 12 – The economy in the 1990s
- 13 – Sept. 11, 2001 and the U.S. economy
- 14 – From 2002 to 2008

#### BIBLIOGRAPHY:

- Michael French, *U.S. Economic History since 1945*, Manchester University Press, 1997.
- Ronald Seavoy, *An Economic History of the U.S.: From 1607 to the Present*, Routledge, 2006.
- J. Malsberger & J. N. Marshall, *The American Economic History Reader : Documents & Readings*, Routledge, 2008.

#### LCE3/21b : URBANISM IN AMERICA

##### Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours **ECTS credits:** 3

#### COURSE PROGRAM: The relationship between city and nature

- Reform movements
- Immigration and urban politics
- Housing, squalor and Jacob Riis
- Suburbia and utopia
- Domesticity and civilization
- Wilderness and the rise of environmentalism (preservation and conservation)
- American landscape painting
- Tourism
- The park movement

#### ASSESSMENT:

There will be a written test in class as well as a final oral exam

#### LCE4/3b ADVANCED CIVILISATION SEMINAR: INTERCULTURAL ENCOUNTERS IN THE ENGLISH-SPEAKING WORLD

##### Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24h total **ECTS credits:** 5

**Prerequisite:** Students must have some previous knowledge of British and American History.

**OBJECTIVE:** This class is destined for students who already have a reasonable knowledge of British and American history and want to look at these in the light of particular themes, while at the same time extending their understanding of other parts of the English-speaking world. It will be divided into 12 geographical teaching blocks.

#### COURSE PROGRAM

- 1- The American collective imagination
- 2- Experience of Mobility
- 3- Culture shock
- 4- Cultural diversity and Social Class

- 5- Language: source and emblem of cultural differentiation
- 6- Sexism, racism, and what else in the American primaries?
- 7- Ethnic Minorities in Britain
- 8- The Special Relationship – or not?
- 9- The Commonwealth Today
- 10- Britain in Europe
- 11- The Three Other Nations: Scotland, Wales, Northern Ireland
- 12- Anglo-French Relations

#### ASSESSMENT

Students will submit a research paper and there will be a final exam (5 hours).

#### LCE4/6c: BRITISH POPULAR CULTURE

##### Spring Semester

THIS CLASS IS TAUGHT IN ENGLISH

**Lectures:** 12 hours total **ECTS Credits:** 3

**OBJECTIVES:** To introduce students to those aspects of British culture which every British person knows, but which are not usually studied in university.

#### COURSE PROGRAM:

From Marie Lloyd to Mr. Bean, the course will take a look at popular forms of entertainment in Britain.

- Sport/football songs
- Music halls and comic opera
- Radio and television comedy & series
- Different types of humour
- Popular songs
- Comic verse
- Pub culture/drinking songs

#### EVALUTATION:

Students will be expected to write a paper on a subject of their own choice. There will be an oral exam at the end of the semester.

#### H4/5aRI : STRATEGIC INTELLIGENCE

##### Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours **ECTS credits:** 3

#### COURSE PROGRAM:

The general purpose of this course is to provide the students with the intellectual tools and knowledge to assess the 'inevitably difficult challenge', faced by democratic societies and especially by their leaders, 'of balancing intelligence and security needs against fundamental commitments to constitutional government and human liberty' (Russel A. Miller, *US National Security, Intelligence and Democracy*, Routledge, 2008).

Intelligence (or 'strategic intelligence' or 'secret intelligence') plays a critical role in everything related to foreign affairs, diplomacy and defense policies. 'In short, intelligence is the processing of information. Functionally, intelligence is similar to journalism and academic research. Unlike the media, think tanks and other information producers, however, intelligence deals only in foreign information, providing it to a restricted government clientele, and often tailors its products

(briefings, maps, reports, digitized data, etc) to specific policymakers. Moreover, intelligence has its own dedicated and sometimes exotic information sources, including secret agents and elaborate systems of high tech sensors' (John Macartney, 'Teaching Intelligence: Getting Started', American University & AFIO 28 March 1999).

This course is specifically devoted to intelligence, but it regards the study of intelligence issues as a counterpart of other international relations, foreign and defense policies courses. It focuses on three things: 1/ on concepts, paradigms, schools of thought and national perceptions, 2/ on some specific contemporary and operational issues such as state secrecy, intelligence in the policy-making process and the question of politicization, and 3/ some ethical paradoxes regarding covert action and more generally the political challenges democratic societies are facing regarding intelligence activities.

#### **Achievements expected by the end of the module:**

- to assess the competing conceptions of strategic intelligence;
- to understand the developments of intelligence organizations;
- to discuss the main theoretical approaches to intelligence;
- to evaluate the key theoretical debates concerning the intelligence cycle;
- to understand the problems encountered by states regarding major strategic surprise and intelligence failure;

#### **BIBLIOGRAPHY:**

- Loch K. Johnson, *Handbook of Intelligence Studies*, Routledge, 2009;
- Christopher Andrew, Richard J. Aldrich and Wesley K. Wark (eds.), *Secret Intelligence: A Reader*, Routledge, 2009;
- Bruce D. Berkowitz and Allen E. Goodman, *Best Truth: Intelligence in the Information Age*, New Haven, Yale University Press, 2000;
- Michael Herman, *Intelligence Power in Peace and War*, Cambridge University Press, 1996;
- Mark M. Lowenthal, *Intelligence: From Secrets to Policy*, Fourth edition, CQ Press, 2009.

### **E3/2f : INTRODUCTION TO PSYCHOLOGY IN FRANCE**

Spring Semester

#### **THIS COURSE IS TAUGHT IN ENGLISH**

**Classes:** 18 hours      **ECTS credits:** 3

#### **COURSE PROGRAM:**

2 themes, each studied for 9 h.

1) Clinical psychology is a wide and diversified field of research and practice which aims at the human suffering within the setting of the psychological consultation. It includes diagnoses, evaluation and therapy according to various approaches and has a particular methodology and epistemology. Clinical psychology in France has a specificity related to its historical development and the key role of psychoanalysis. We will study these dimensions starting from the characterization of clinical interview, the position of the clinical psychologist and some chosen paradigmatic situations of

intervention arising in our contemporary background

2) Basic themes in social psychology: stereotypes, prejudice, discrimination, conformity, groups and norms, cross-cultural psychology, occupational psychology

### **LEA1/1d & 5d : WRITTEN EXPRESSION IN ENGLISH**

Fall and Spring Semester

THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 12 hours      **ECTS credits:** 1

**OBJECTIVE:** Helping students to understand written English and to express themselves fluently in that language.

**COURSE PROGRAM:** We shall study the English and American press and a series of texts about social and economic issues. Students will be expected to learn vocabulary.

**ASSESSMENT:** a 1 hour exam divided into two parts : comprehension questions on a text and a short essay

#### **BIBLIOGRAPHY:**

- *Le mot et l'idée* or a similar vocabulary book
- *Journalease* (a book of useful vocabulary for studying the press)

### **LEA1/1e & 5e : ORAL EXPRESSION IN ENGLISH**

Fall and Spring Semesters

THIS CLASS IS TAUGHT IN ENGLISH

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:** Improving students' understanding of audio texts and their oral expression.

**COURSE PROGRAM:** Listening to soundtracks; presentations, role plays, debates. Exercises for pronunciation, accent and intonation.

**PERSONAL WORK:** Listening to the BBC, films in English, preparing presentations etc.

**ASSESSMENT:** The final grade will be the average of two or three tests

### **LCE4/5b U.S. FOREIGN POLICY**

Spring semester

THIS CLASS IS TAUGHT IN ENGLISH

**CLASSES:** 24 hours      **ECTS credits:** 3

#### **OBJECTIVE:**

This course aims at understanding how the U.S. foreign policy is formulated and articulated, and what are the specificities of this country in the matter. The executive and the legislative branch will be covered, as well as other actors such as the

lobbies, the think tanks and the civil society. We will also focus on theoretical approaches and the importance of U.S. for the rest of the world. The evaluation of the impact of the U.S. foreign policy will be emphasized to evaluate the assumption of "think local, act global" used to define the importance of this country in the world.

#### **BIBLIOGRAPHY**

Charles Philippe David, *Au sein de la Maison Blanche. La formulation de la politique étrangère des Etats-Unis*, Paris, Presses de Sciences Po, 2015.

Henry R. Nau, *At Home Abroad: Identity and Power in American Foreign Policy*, Ithaca, Cornell University Press, 2002.

Joseph Nye, *The Paradox of American Power*, Oxford, Oxford University Press, 2002.

Susan Strange, *The Retreat of the State: The Diffusion of Power in the World Economy*, Cambridge, Cambridge University Press, 1996.

Fareed Zakaria, *The Post-American World*, New York, Norton, 2008.

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<b>AIT5T/1e: ECONOMICS OF TOURISM</b>
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**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 20 hours (block)

**ECTS credits:** 1

#### **OBJECTIVE:**

- Acquire knowledge about the economics of running hotels, restaurants and tour operators
- Work out whether a company or project is financially viable
- Work out how much profit a tourism project can make while respecting the principle of sustainability
- Develop a new idea in the area of business tourism and create a plan to finance it

#### **COURSE PROGRAM:**

- What makes tourism projects successful – examples of successful projects by young entrepreneurs in Canada and the US
  - New technologies and their role in the economics of tourism
  - Financial viability for hotels
  - New ideas and how to set up a new tourism company
  - Marketing for tourism
  - Social media marketing and advertising tourism
-