

## Strasbourg EUCOR course catalogue, academic year 2023-24

You will find below the list of courses offered by the English department for EUCOR students, arranged by code, with the number of hours taught, of exams to take, and of ECTS that can be gained.

The contents of the courses, as well as practical information about times and places of the classes appear in the next pages in the same order. TDs are tutorials in groups of 20 to 30 students. 'Civilisation' courses are about history, and sometimes art history.

For further information about the courses, please contact [vuillem@unistra.fr](mailto:vuillem@unistra.fr).

For information about registration, contact [lge-student-mobility@unistra.fr](mailto:lge-student-mobility@unistra.fr)

**AUTUMN TERM:** the classes in the autumn term start on 11 September and end in December (some exams might occasionally take place in January). Ideally, registration should be done before 11 September, but it is still possible until the end of September.

**WINTER/ Spring TERM:** the classes start on 5 February and end in May (some exams might occasionally take place in early June). The deadline for registration is 15 January.

### Premier semestre (Autumn term)

Code	N° of hours	How to get ECTS	N° of ECTS
LG20CM20	9h	1 exam	Combine with at least 12h to gain 3 ECTS
LG20CM21	18h	LG20CM20 compulsory. 1 exam	LG20CM20+LG20CM21 =3ECTS
LG20CM22	12h	1 exam	Combine with at least 12h to gain 3 ECTS
LG20CM30	9h	LG20CM31 compulsory 2 exams	LG20CM30+LG20CM31 =3ECTS
LG20CM31	18h	LG20CM30 compulsory 1 exam	LG20CM30+LG20CM31 =3ECTS
LG20CM32	12h	1 exam	Combine with at least 12h to gain 3 ECTS
LG20EM11	6h	1 exam	Combine with at least 18h to gain 3 ECTS
LG20EM12	24h	2 exams	3 ECTS
LG20EM20	12h	1 exam	Combine with at least 12h to gain 3 ECTS
LG20EM21	12h	LG20EM20 compulsory. 1 exam	LG20EM20+LG20EM21 = 3 ECTS
LG20EM22	18h	2 exams	Combine with at least 6h to gain 3 ECTS
LG20EM30	12h	1 exam	Combine with at least 12h to gain 3 ECTS
LG20EM31	12h	LG20EM30 compulsory. 1 exam	LG20EM30+LG20EM31 = 3 ECTS
LG20EM32	18h	1 exam	Combine with at least 6h to gain 3 ECTS

**LG20CM20 - LG20CM21 : American literature (required level: B2)**

**1-Lecture (LG20CM20):** Dr Sophie Mantrant, Wednesday 11am-12noon, amphi 1 (Patio)  
“Nineteenth-Century American Literature”

**2-TD (LG20CM21)** (tutorials in large groups) :

- Edgar Allan Poe, *The Fall of the House of Usher and Other Writings*, ed. David Galloway (Penguin Classics, 2004)
- Emily Dickinson, *Emily Dickinson*, ed. Helen McNeil (Everyman's Poetry, 1997)

- choose one among the following groups:

Group n°	Teacher	Time	Room
1	C. Bour-Lang	Monday 2-4pm	420 (Escarpe)
2	C. Lebold	Tuesday 8-10am	019 (Palais U)
3	A. Eastman	Tuesday 12noon-2pm	5144 (Patio)
4	C. Lebold	Tuesday 4-6pm	Amphi 2 (Patio)
5	C. Bour-Lang	Wednesday 2-4pm	Amphi 2 (Patio)

**LG20CM22 : British literature (required level: B2)**

**Group 1 (Pr. Ross, Tuesday 2-3pm, 3209 Patio):**

*The Granta Book of the Irish Short Story*, (ed.) Anne Enright, London: Granta, 2011.

**Group 2 (Dr. Misset, Thursday 10-11am, 4103 Patio):**

Maria Edgeworth, *Belinda* (1801), Oxford University Press, 2020.

**Group 3 (Pr. Ross, Thursday 2-3pm, 4R01 Patio):**

*The Granta Book of the Irish Short Story*, (ed.) Anne Enright, London: Granta, 2011.

**Group 4 (Dr. Moghaddassi, Thursday 3-4pm, 3204 Patio):**

"An Introduction to Middle English Breton Lays"

Syllabus: Sir Orfeo, Lay Le Freine, Sir Degaré, Sir Launfal.

*The Middle English Breton Lays*, ed. Anne Laskaya and Eve Salisbury, TEAMS, Middle English Texts Series (Kalamazonn: Medieval Institute Publications, 1995).

Also online : <https://d.lib.rochester.edu/teams/publication/laskaya-and-salisbury-middle-english-breton-lays>

**Group 5 (Dr. Moghaddassi, Thursday 4-5pm, 3204 Patio):**

"An Introduction to Middle English Breton Lays"

Syllabus: Sir Orfeo, Lay Le Freine, Sir Degaré, Sir Launfal.

*The Middle English Breton Lays*, ed. Anne Laskaya and Eve Salisbury, TEAMS, Middle English Texts Series (Kalamazonn: Medieval Institute Publications, 1995).

Also online : <https://d.lib.rochester.edu/teams/publication/laskaya-and-salisbury-middle-english-breton-lays>

**LG20CM30-31-32 : Civilisation (required level: B2)**

**1-American Civilisation - Lecture (LG20CM30), Dr. Potriquet, Monday 1-2pm, amphi 3, Patio**

The Birth and Growth of the American Constitution : from 1787 to 1937

These lectures will survey the history of the American Constitution from its birth to the New Deal era. The history of this fundamental text will be put in perspective with the country's political, economic and social transformations; topics will include slavery and abolition, the industrial revolution and the birth of a federal welfare state.

**2- American Civilisation TD (LG20CM31):** The program is the same as for the lecture, with an emphasis on reading historical documents and practicing the French exercise of "commentaire de texte".

This tutorial course is designed to further students' understanding of American institutional history. Primary source documents drawn from a variety of sources (speeches, essays, court decisions and newspaper articles) will be studied in class in order to improve students' analytical and writing skills.

Required reading: *America - A Narrative History* (9th brief one-volume international student edition) by George Brown Tindall and David E. Shi. W. W. Norton & Co., 2013. (ISBN-10: 0393920720). Available at the Librairie du Monde Entier located Place Kléber, and through most online booksellers (Amazon.fr, Chapitre.com, Decitre.fr, etc.)

Choose one of the following.

	Teacher	Time	Room
1	G. Potriquet	Monday 2-4pm	3201 (Patio)
2	G. Potriquet	Monday 4-6pm	5202 (Patio)
3	G. Cressman	Tuesday 2-4pm	Amphi 5 (Patio)
4	G. Cressman	Thursday 10am-12noon	3R-E05 (Patio)
5	G. Cressman	Thursday 12noon-2pm	Ss103H (Le Bel)

**3-British civilisation (LG20CM32):**

**Reform & Modernization in Britain (18th & 19th centuries)**

During the second year of the Licence, we look back to the long eighteenth and nineteenth centuries. This long timeframe is examined as a time of origins and transitions, of

contradictions and conflict during which Britain dealt with reform and modernization, and British society created itself anew. The chronological span will be from c. 1688 to 1918, but this may vary according to the topic and the precise focus of the lecturers.

Choose one of the following:

	<b>Teacher</b>	<b>Time</b>	<b>Room</b>
1	P. Collombier-Lakeman	Monday 10-11pm	5139 (Patio)
2	P. Collombier-Lakeman	Monday 11pm-12noon	5139 (Patio)
3	T. Heron	Tuesday 8-9am	5ss01 (Patio)
4	T. Heron	Tuesday 9-10am	5ss01 (Patio)
5	M. Hillion	Wednesday 1-2pm	4305 (Patio)

### Politiques Linguistiques (LG20EM11)

**Lecture (LG20EM11)**, Dr. Moghaddassi, Tuesday 2-3pm, Amphi 4, Institut Le Bel

Where did English come from? Why is spelling so remotely linked to actual pronunciation? What languages have come into contact with English and what were the consequences? This overview provides answers to such questions: starting from the origins of the English language we trace back language contact throughout the centuries leading to today's dynamic usage and continuing evolution.

### Linguistics (LG20EM13)

**TD (LG20FM13)**

	<b>Teacher</b>	<b>Time</b>	<b>Room</b>
1	Dr. Maechling	Tuesday 9-11am	4R02 (Patio)
2	Pr. Pukli	Thursday 4-6pm	014 (Studium)
3	Dr. Consigny	Wednesday 10am-12noon	5ss01 (Patio)
4	Dr. Kostantzer	Wednesday 2-4pm	3209 (Patio)

For the contents of each of those groups, see below. Group 2 is entirely in French and not open to international students.

**Group 1 (Marie-Pierre Maechling) Contrastive linguistics and translation.**

This class will be taught in French.

This class aims at enriching our understanding of the French and English languages through translation. The first part of the semester will be devoted to comparing French and English in terms of syntax and semantics. Then we will use these tools to analyse full texts and comment on their translations, or to make our own translations and explain our choices.

**Group 2 (Monika Pukli), Sociocognitive perspectives on language: Exploring the complexities of mind and culture**

This course in linguistics explores how language shapes and is shaped by culture and cognition, offering a comprehensive perspective on the intricate connections among them. Have you ever wondered how humans developed language? Do animals communicate differently from us? How do children learn to speak? What is the connection between language and thought? Are you curious about the evolving nature of global communication in a digital world? Through thought-provoking discussions and in-depth exploration, this course will provide you with a comprehensive understanding of some of the fundamental questions in the study of language.

Engagement is key in this course, as you will participate in group work, individual research tasks, and peer teaching. Active involvement and a high degree of autonomy are crucial for successful learning outcomes.

### **Group 3 (Antoine Consigny), Semantics**

The class is taught in English.

The aim of this course is to look at meaning, in as many of its facets as possible. Starting with a definition of semantics, it explores several different approaches (componential analysis, the prototype theory, ...) in order for the students to acquire as many tools as possible for the description of meaning and its justification. In a second part, some pragmatic aspects are presented.

### **Group 4 (Stéphane Kostantzer), A linguistic approach to literary texts**

The objective of this course is to show how a primarily linguistic approach to literary texts (short poems or extracts taken from the Romantic period) can help apprehend a poem's unity, an author's style, and perhaps a genre. The first two weeks of the course will be used to provide the students with a general theoretical framework, inspired by utterer-centred theories, and the remaining weeks will consist of an application to a selection of texts that will be given in class together with a bibliography.

## **LG20EM20-21-22 : Literature (required level: C1)**

### **LG20EM20: British Literature, Lecture, Dr Vuillemin – Renaissance English Literature**

This course will work as an introduction to Renaissance English literature, by dealing first with poetry (more specifically with the early modern English sonnet), and second with drama, with one of Shakespeare's great tragedies, *Macbeth*. Students are strongly advised to read a few sonnets (for instance [by Sir Philip Sidney](#) and [by Samuel Daniel](#)) and the play before the start of term.

### **LG20EM21: British Literature Travaux dirigés. Set texts (all groups).**

1. 'The early modern sonnet from Wyatt to Milton': a booklet for this course will be available for purchase from the university's printing services (Studium) at the beginning of term. It will also be downloadable from the Moodle page of the CM (the enrolment key will be given to you during the first lecture).

2. SHAKESPEARE, W. *Macbeth*. Oxford : Oxford World's Classics, The Oxford Shakespeare, ed. Nicholas Brooke, 1998.

Choose one of the following groups :

	<b>Teacher</b>	<b>Time</b>	<b>Room</b>
1	Dr. Vuillemin	Tuesday 4-5pm	009H Le Bel
2	Dr. Vuillemin	Wednesday 12noon-1pm	Salle Meursault (Pangloss)
3	Dr. Eastman	Thursday 2-3pm	3RE 02 (Patio)
4	Dr. Eastman	Thursday 3-4pm	3RE 02 (Patio)

### **LG20EM22: TD, American Literature**

#### **Group 1, Dr. Delage-Toriel, Tuesday 4-5pm, 4305, Patio**

*Song of Solomon*, Toni Morrison [1977], édition Vintage, 2004. Electronic copies are to be avoided.

This course invites students to an in-depth approach to the art of narrative fiction but also allows them to explore the liveliness of African-American culture, with its use of irony, allegory, myth and music. Through the coming-of-age story of a young man, Toni Morrison reflects on the underpinnings of the civil rights movement while steering clear of gender and race stereotypes.

#### **Group 2, Dr. Lebold, Wednesday 8-10am, 4305, Patio**

##### ***"You Want it Darker ? / Leonard Cohen, passeur de lumière"***

This class will offer a systematic study of Canadian poet, novelist and singer Leonard Cohen's universe, texts and poetic masks. We will see how the artist reinvented traditional figures like the troubadour, the metaphysical poet, the zen master and the Jewish prophet all along his multiple careers. We will see how he built upon existentialism and a syncretic mysticism to create a metaphysical universe in which a theology of love meets a recurring portrait of the Falling man. Looking at the singer's whole career, from his youthful texts to his ultimate LP, *You Want It Darker*, the course will focus on poems, songs, extracts from novels as well as performances and videos by Cohen. We will thereby establish a poetics of the popular song as a sanctuary, a place of solace and of revelation.

*A detailed bibliography including a list of audio documents will be handed in during the first class.*

Feel free to become acquainted with the following before the first class :

Leonard Cohen, *Songs of Leonard Cohen*, 1967

*I'm Your Man*, 1988

*Ten New Songs*, 2001

#### **Group 3, Dr. Lebold, Wednesday 2-4pm, 5ss01, Patio**

##### ***"You Want it Darker ? / Leonard Cohen, passeur de lumière"***

This class will offer a systematic study of Canadian poet, novelist and singer Leonard Cohen's universe, texts and poetic masks. We will see how the artist reinvented traditional figures like the troubadour, the metaphysical poet, the zen master and the Jewish prophet all along his multiple careers. We will see how he built upon existentialism and a syncretic mysticism to create a metaphysical universe in which a theology of love meets a recurring portrait of the Falling man. Looking at the singer's whole career, from his youthful texts to his ultimate LP, *You Want It Darker*, the course will focus on poems, songs, extracts from novels as well as performances and videos by

Cohen. We will thereby establish a poetics of the popular song as a sanctuary, a place of solace and of revelation.

*A detailed bibliography including a list of audio documents will be handed in during the first class.*

Feel free to become acquainted with the following before the first class :

Leonard Cohen, *Songs of Leonard Cohen*, 1967

*I'm Your Man*, 1988

*Ten New Songs*, 2001

#### **Group 4, Dr. Eastman, Thursday, 4-6pm, 1107, Patio**

Nathaniel Hawthorne, *The Scarlet Letter* [1850], Penguin Classics.

*The Scarlet Letter* is a classic of American literature, but has also been described by critics as “diabolical”. Focusing on transgression and punishment, on the relations between individual and society, on the psychology of guilt, on gender roles, it has much to tell us about contemporary American society. We will look at Hawthorne’s treatment of literary genre, his unsettling play with character, voice, and narrative viewpoint, his highly visual style, and attempt to read *The Scarlet Letter* as a language experiment.

### **LG20EM30-31-32 : Civilisation (required level: C1)**

#### **LG20EM30, lecture: Dr. Heron, Tuesday 1-2pm, Amphi 4, Patio**

Twentieth-Century Britain

This course consists of a series of lectures designed to introduce students to the history of the United Kingdom in the twentieth century. At the dawn of the century, the United Kingdom was at the height of its power, its Empire “over which the sun never set” a legacy of the Victorian era; and yet Edwardian Britain was recognisably modern. Though still highly stratified and blighted with inequality, British society was becoming ever more democratic. During the middle of the century, Britain had to grapple not only with two world wars, but also with severe economic crises and, because of decolonisation and the rise of the United States on the international scene, the loss of its status as hegemonic power. However, Britain would emerge from this period as a multi-ethnic society, with a strong welfare state and a vibrant popular culture which exerted an influence out of all proportion to its size. At once modern and conservative, forward-looking and nostalgic for an imperial past, the United Kingdom during the second half of the twentieth century was marked by the struggle for the rights of women, sexual and ethnic minorities, the break-up of the post-war consensus and the quest to redefine its identity in an age of increasing nationalist sentiment (Northern Ireland, Wales, Scotland) and consolidation of what would later become the European Union.

### **LG20EM31 : TD**

The tutorial course will encourage students to confront their theoretical knowledge of twentieth century Britain to primary source documents of various types. At the end of the course, students will be expected to be able to write a coherent, well-argued analysis of relevant historical documents. Choose one of the following:

	<b>Teacher</b>	<b>Time</b>	<b>Room</b>
1	Dr. Heron	Thursday 8-9pm	3RE 05 (Patio)
2	Dr. Heron	Thursday 11am-12noon	1107 (Patio)
3	Dr. Heron	Thursday 1-2pm	3RE 03 (Patio)
4	Dr. Heron	Thursday 2-3pm	3RE 05 (Patio)

### **Bibliography**

- Black, Jeremy. *A History of the British Isles*. Palgrave, second edition, 2003.
- Carnevali, Francesca, et al. *Twentieth-Century Britain*. Edited by Francesca Carnevali and Julie-Marie Strange. Routledge, 2007.
- Clarke, Peter. *Hope and Glory: Britain 1900-2000*. Penguin, 2004.
- Cunningham, Hugh. *The Challenge of Democracy: Britain 1832-1918*. Longman, 2001.
- Marr, Andrew, *A History of Modern Britain*. Pan Macmillan, 2007.
- Marr, Andrew. *The Making of Modern Britain*. Pan Macmillan, 2010.
- Morgan, Kenneth O. *The Oxford Illustrated History of Britain*. Oxford University Press, 1984.
- Morgan, Kenneth O. *Britain since 1945*. Oxford University Press, 2001.
- Sandbrook, Dominic. *Never Had It So Good. A History of Britain from Suez to the Beatles*. Abacus, 2005.
- Sandbrook, Dominic. *White Heat. A History of Britain in the Swinging Sixties*. Abacus, 2006.
- Sandbrook, Dominic. *State of Emergency. Britain 1970-1974*. Penguin, 2011.
- Sandbrook, Dominic. *Seasons in the Sun. The Battle for Britain 1974-1979*. Penguin, 2013.

Students are strongly encouraged to consult primary sources and academic journals:

- Primary sources:

[https://eudocs.lib.byu.edu/index.php/History\\_of\\_the\\_United\\_Kingdom:\\_Primary\\_Documents](https://eudocs.lib.byu.edu/index.php/History_of_the_United_Kingdom:_Primary_Documents)

- Jstor: <http://www.jstor.org.scd-rproxy.u-strasbg.fr/>

- Periodicals Archive Online: <http://pao.chadwyck.co.uk.scd-rproxy.u-strasbg.fr/home.do>

- Taylor & Francis online: <http://www.tandfonline.com.scd-rproxy.u-strasbg.fr/>

- Wiley Online Library: <http://onlinelibrary.wiley.com.scd-rproxy.u-strasbg.fr/>

### **LG20EM32 American Foreign Policy in the 20th Century (1898- 2008)**

This series of nine two-hour tutorial courses will offer students a different perspective on the history of the United States. By studying American foreign policy, students will not only further their knowledge of the country's rich history in the twentieth century; they will also understand how the United States positioned itself on the world stage. How other countries viewed this foreign policy will also be studied in class, where primary source documents and newspaper articles will be used as a basis for discussion.

*History of American Foreign Policy, Volume 2: From 1895* (4th Revised edition) by Gerald A. Combs. M.E. Sharpe, 2012. (ISBN-10: 0765633507).

Choose one of the following groups



	<b>Teacher</b>	<b>Time</b>	<b>Room</b>
1	Dr. Potriquet	Monday 10am-12noon	017H (Le Bel)
2	Dr. Potriquet	Tuesday 9-11am	115 (Palais U)
3	Dr. Potriquet	Wednesday 9-11am	1107 (Patio)

**Deuxième semestre (Winter / Spring term)**

<b>Code</b>	<b>N° of hours</b>	<b>How to get ECTS</b>	<b>N° of ECTS</b>
LG20DM20	12h	LG20DM21 compulsory. 2 exams	LG20DM20+LG20DM21 =3ECTS
LG20DM21	18h	LG20DM20 compulsory. 2 exams	LG20DM20+LG20DM21 =3ECTS
LG20DM22	12h	1 exam	Combine with at least 12h to gain 3 ECTS
LG20DM30	9h	LG20DM31 compulsory. 2 exams	LG20DM30+LG20DM31 =3ECTS
LG20DM31	18h	LG20DM30 compulsory. 2 exams	LG20DM30+LG20DM31 =3ECTS
LG20DM32	12h	1 exam	Combine with at least 12h to gain 3 ECTS
LG20DM34	9h	1 exam	Combine with at least 12h to gain 3 ECTS
LG20FM11	6h	1 exam	Combine with at least 18h to gain 3 ECTS
LG20FM13	24h	2 exams	3 ECTS
LG20FM20	12h	1 exam	Combine with at least 12h to gain 3 ECTS
LG20FM21	12h	LG20FM20 compulsory. 2 exams	LG20FM20+LG20FM21 = 3 ECTS
LG20FM22	18h	2 exams	Combine with at least 6h to gain 3 ECTS
LG20FM30	9h	1 exam	Combine with at least 12h to gain 3 ECTS
LG20FM31	12h	LG20FM30 compulsory. 2 exams	LG20DM30+LG20FM31 = 3 ECTS
LG20FM32	18h	1 exam	Combine with at least 6h to gain 3 ECTS

**LG20DM20 - LG20DM21 : British literature (required level: B2)**

This unit seeks to place literary works in their historical and cultural context, while exploring their artistic dimension. The tools, methods and practices of textual analysis will be further investigated through close reading of literary texts.

Nineteenth-century British literature will be studied through an overview of British fiction and poetry in that century and a thorough analysis of *The Rime of the Ancient Mariner*, by Coleridge and *Wuthering Heights*, by Brontë. Reading and writing skills are developed in relation to argumentative analysis.

**1-Lecture (LG20DM20):** Dr Andrew Eastman, Dr Fanny Moghaddassi Tuesday 1-2pm, amphitheatre 1 (Institut Le Bel)

Nineteenth-century British literature will be studied through an overview of British fiction and poetry in that century and a thorough analysis of *The Rime of the Ancient Mariner*, by Coleridge and *Wuthering Heights*, by Brontë.

**2-TD (LG20DM21)** (tutorials in large groups) : Samuel COLERIDGE, *The Rime of the Ancient Mariner*, (edition: *The Rime of the Ancient Mariner and Other Poems*, Dover Publications) + Emily BRONTE, *Wuthering Heights*, 1847 (Penguin Classics).

- choose one among the following groups:

Group n°	Teacher	Time	Room
1	A. Eastman	Monday noon-2pm	Patio 3R E01
2	A. Eastman	Monday 2-4pm	Patio 3R E01
3	F. Moghaddassi	Thursday 2-4pm	212 (St Georges)
4	C. Ross	Thursday 4-6pm	3208 (Patio)
5	C. Bour-Lang	Friday 3-5pm	Patio 3R E05

**LG20DM22 : American literature (required level: B2)**

**Group 1 (Dr. Delage-Toriel, Tuesday 2-3pm, 3209 Patio):**

Vladimir Nabokov, *Invitation of a Spring* (Penguin edition)

This short novel, written by Russian-American writer Vladimir Nabokov at the same time as *Lolita*, will be the focus of the course. Together, we shall observe its treatment of such key themes as exile, loss, memory, comedy vs tragedy, along with its narrative tricks, puns and stylistic devices. Students are expected to have read the novel before the course has begun.

**Group 2 (Mrs Desnain, Tuesday 2-3pm, 4307 Patio):**

This course seeks to explore the works of Sylvia Plath, and in particular her novel *The Bell Jar* (1963).

I will be using the 2019 Faber&Faber edition in class, so I recommend getting this one, but we will make do if you are unable to get this particular edition. Students will be provided with a reading schedule on the first day of class. Though the novel is written with a lot of humour, be aware that it does deal with sensitive topics.

Trigger warning : mental health issues (mostly depression), self-harm and suicide.

**Group 3 (Dr. Delage-Toriel, Wednesday 4-5pm, 4307 Patio):**

Vladimir Nabokov, *Invitation of a Beheading* (Penguin edition)

This short novel, written by Russian-American writer Vladimir Nabokov at the same time as *Lolita*, will be the focus of the course. Together, we shall observe its treatment of such key themes as exile, loss, memory, comedy vs tragedy, along with its narrative tricks, puns and stylistic devices. Students are expected to have read the novel before the course has begun.

**Group 4 (Dr. Eastman, Thursday 11-12am, 5146 Patio):**

Henry James, *Washington Square* (1880; Penguin Classics edition).

An early realist work by a major American writer. Henry James's novel set in 1840s New York portrays the conflict between a young woman and her father about her intentions to marry a penniless young man. Romance, power, gender, innocence, illusion are at issue in James's novel, which manifests his characteristic tendency to leave much unsaid.

**Group 5 (Dr. Lebold, Thursday 1-2pm, 3201 Patio):**

INTO THE BEAT: An introduction to the Beat Generation

Bibliography :

- Kerouac Jack, *On the Road*, Penguin [1957]
- Ginsberg Allen, *Howl & Other Poems*, City Light Bookstore [1956]
- "Pull My Daisy" (movie by Robert Frank, 30') [1959]

In our study of Ginsberg's *Howl* and Kerouac's *On The Road*, we will approach the beat generation as a bohemian, avant-garde group and literary brotherhood based on

- a) the embrace of norms, values and mores that work against mainstream America
- b) the extension of literary subjects to untapped domains
- c) the invention of a new form of writing that mirrors be-bop jazz and action painting
- d) a spiritual search for awakening that intermingles a quest for sainthood, a mysticism of excess and shades of Zen Buddhism.

**1-Lecture (LG20DM30), Pr. Ibata, Wednesday 1-2pm, amphi 4, Patio**

*Victorian Britain: Society, Politics and Culture.*

This course aims to examine the social and cultural diversity of Victorian Britain (1837-1901) through the analysis of textual and visual primary sources. The selection of documents will highlight the main concerns of the times: poverty and social injustice, industrialisation and urbanisation, political reform, as well as the place of women in society. The emphasis will be placed on social, political and cultural evolutions, labour conditions in the industrial age, living conditions in fast-growing cities, and the perception of these issues by various social actors.

*Reading list:*

Susie Steinbach, *Understanding the Victorians* (Oxford and New York: Routledge, 2012)  
 Bernas, C., Gaudin, E., Poirier, F., *The Document in British Civilisation Studies* (Paris: Ophrys, 2000)  
 Briggs, Asa, *Victorian People*, Chicago : University of Chicago Press, 1955  
 Bury, L., *Civilisation britannique au XIXème siècle*, Paris : Hachette, 2001  
 Charlot M. & Marx R., *La société victorienne* (Paris : A. Colin, 1978)  
 Chris Williams, *A Companion to Nineteenth Century Britain*, London: Blackwell, 2004

**2-TD (LG20DM31):** The program is the same as for the lecture, with an emphasis on reading historical documents and practicing the French exercise of “commentaire de texte”.  
Choose one of the following.

	<b>Teacher</b>	<b>Time</b>	<b>Room</b>
1	P. Collombier-Lakeman	Monday noon-2pm	3204 (Patio)
2	P. Collombier-Lakeman	Monday 4-6pm	409 (Escarpe)
3	T. Heron	Tuesday 3-5pm	320 (St Georges)
4	H. Ibata	Wednesday 10am-noon	5ss01 (Patio)

**3-American civilisation (LG20DM32):**

This course will be devoted to the study of a fundamental episode in American history, the Civil War (1861-1865) and Reconstruction (1865-1877). An analysis of the roots of this conflict followed by a discussion of its short and long-term consequences will provide students with an opportunity to grasp the significance of that event. Contemporary texts and photographs will provide the bulk of primary documents for this course. Broader questions such as the nature of history will be discussed in class.

Recommended reading : *Forever Free : the Story of Emancipation and Reconstruction* by Eric Foner. Vintage, 2006 (ISBN-10: 0375702741 / ISBN-13: 978-0375702747).

Choose one of the following:

	<b>Teacher</b>	<b>Time</b>	<b>Room</b>
1	M. McNamara	Tuesday 11pm-noon	115 (StGeorges)
2	D. Coppens	Tuesday 5-6pm	321 (St Georges)
3	D. Coppens	Tuesday 6-7pm	321 (St Georges)

4	I. Ettaoui	Thursday 10-11am	3208 (Patio)
5	I. Ettaoui	Thursday noon-1pm	5ss01 (Patio)

**4-Lecture (LG20DM34)**, Dr. Hillion, Wednesday noon-1pm, amphi 6, Patio : The British Empire

### Spreading the written word (LG20FM11)

**Lecture (LG20FM11)**, Dr. Moghaddassi, Dr. Vuillemin, Thursday 11am-noon, AT9, Atrium : Spreading the written word in the British Isles from the Middle-Ages to the 18th century

This series of lectures is about the way the written word circulated in the British Isles from the Middle-Ages to the Enlightenment, from the scroll to the codex, from manuscript to print, how it was affected by historical context, and how it played a role in the course of history in return.

### Linguistics (LG20FM13)

#### **TD (LG20FM13)**

	Teacher	Time	Room
1	Pr. Pukli	Monday 12noon-2pm	5ss01 (Patio)
2	Dr. Maechling	Tuesday 12noon-2pm	3RE 02 (Patio)
3	Dr. Higgs	Wednesday 10am-12noon	5146 (Patio)
4	Dr. Kostantzer	Wednesday 12noon-2pm	115 (St Georges)

For the contents of each of those groups, see below. Group 2 is entirely in French and not open to international students.

#### **Group 1 (Monika Pukli) Sociolinguistic perspectives on phonological variation: A variationist study of English accents.**

This course explores phonological variation in English accents through a variationist approach. It examines a diverse range of accents, their social and geographical dimensions, and the factors influencing phonological variation. Students will develop an understanding of the variationist framework and study two varieties in particular: Received Pronunciation (RP) and General American (GA). They will subsequently further explore regional, social, and stylistic variation in order to interpret phonological patterns in English accents.

Active participation is essential for success in this course, as students will engage in various activities such as group work, independent research tasks, and peer teaching. Active involvement and a strong sense of autonomy will significantly contribute to achieving positive learning outcomes.

#### **Group 2 (Marie-Pierre Maechling), Stylistics and narratology**

This class will be devoted to text analysis: first we will dwell on narratology and examine the importance of narration and perspective in a narrative text, and then we will thoroughly study the syntactic and semantic devices at work in a text. Our final aim is to understand how a text literally « makes sense ».

### **Group 3 (Lyndon Higgs), Sociolinguistics**

Broadly speaking, Sociolinguistics is the study of the links between language and society. In this class, we will begin by defining key terms in sociolinguistics, before going on to look at some varieties of English and their connections with the age, gender, geographical location, and social class of the speaker. We will also examine some recent varieties of English and their evolution. Audio and video documents will be available for study on the Moodle page.

### **Group 4 (Stéphane Kostantzer), A linguistic approach to humour**

The objective of this course is to show how linguistics can help analyse humorous effects. The first part of the course will be the occasion to introduce a wide range of theories (from Anscombe, Ducrot, Attardo, Grice, Bakhtin, to name a few), which we will then try to put in application via a selection of predominantly literary texts, which will be given in class together with a bibliography.

## **LG20FM20-21-22 : Literature (required level: C1)**

### **LG20FM20: “American Comics”, Lecture, Dr Delage-Toriel**

This course offers a panorama of American comics, from their origins to the late XXth century. Through the study of landmark works and artists, students will learn to appraise the aesthetics specific to this medium as well as the shifting roles played by this art within American culture and society.

### **LG20FM21: TD, American Literature**

#### **Group 1, Pr. Manolescu, Monday noon-1pm, 4103, Patio**

Philip Roth, *The Human Stain*, Vintage, 2005.

In this class we will focus on Philip Roth's novel *The Human Stain* (2000) and its representations of identity, especially race. We will place the novel in a series of contexts: the United States at the end of the 20<sup>th</sup> century and the beginning of the 21<sup>st</sup> century, the Vietnam war, segregation, racial discrimination and also campus politics. We will examine historical contexts, narrative strategies, characterization, and the representations of identity the novel proposes. Please read the novel before coming to class.

#### **Group 2, Dr. Delage-Toriel, Thursday 10-11am, 009H, Institut Le Bel**

Octavia Butler, *Kindred* (Headline edition published in 2018).

This course focuses on Octavia Butler's 1979 novel *Kindred*. Often considered an important precursor of the neo-slave narrative, this piece of work interweaves the genres of speculative fiction and the historical novel. Through close readings of the novel, we will examine the way in which this prime example of black feminist postmodernity maps the interlocutions of race, gender and history. The course will also make incursions into the 2018 graphic novel adaptation by Damian

Duffy and John Jennings and study ways in which the two media may converse within the specific boundaries of their own languages. **The novel must be bought and read before the beginning of the course.** *Kindred*, Octavia Butler, Damian Duffy, John Jennings (Abrams ComicArts published in 2018) : may be bought -- extracts will be provided on Moodle

**Group 3, Dr. Eastman, Thursday, 10-11am, AT9, Atrium**

*American Cityscapes*

This course will study the portrayal of the city in American art (paintings, photographs, poems and prose texts) of the early-to-mid twentieth century, as a way of introducing the basic issues, practices, and artistic movements in American modernism. In class, we will work on bringing text and image into mutual relation, by linking and comparing themes and modes of representation in a synthetic commentary. Texts, images, syllabus, and bibliography will be made available on the Moodle page.

**Group 4, Dr. Lebold, Friday, 9-10am, 4305, Patio**

*Fragmented Realities / T.S. Eliot and the Poetry of a Lost Generation*

The course will be devoted to studying how, just before and after World War I, T.S. Eliot attempted to poetically confront and integrate a modernity that was fragmented and despaired. His work will be connected to the surrounding aesthetics, culture and philosophy.

Provisional Bibliography:

Baldick Chris, *The Concise Oxford Dictionary of Literary Terms*, OUP.

T.S. Eliot, *Selected Poems*, Faber and Faber.

**LG20FM22 Literature of the British Isles**

**Group 1: Dr. Moghaddassi, Dr. Vuillemin, Tuesday 8am-10am, room to be announced**

Travelling into Magic in Late Medieval and Early Modern Literature

Geoffrey Chaucer, extracts from *The Canterbury Tales* (online edition: <https://quod.lib.umich.edu/c/cme/CT/1:3.2?rgn=div2;view=toc>)

William Shakespeare, *The Tempest*, ed. Stephen Orgel (Oxford World's Classics, 2008) – recommended edition

**Group 2: Dr Vuillemin, Tuesday 10am-12noon, 5ss01 Patio**

Early modern poetry and land: an ecocritical approach.

In this course, we will study a selection of poems written from the 16th century to the early 19th century that are concerned with land and nature. We will see how those poems exemplify specific considerations of space and place, as well as how they interacted with social and economic history and how they accompanied the progressive emergence of modern intellectual property. We will study forms and genres such as the pastoral, the georgic, and the topographical poem, within the larger framework of questions raised by ecological thought: to what extent can the early modern period be seen as a turning point in the evolutions that triggered the Anthropocene? How did poetry reflect, and possibly participate in those evolutions?



This course also aims to strengthen your knowledge of early modern literature, and of texts usually seen as central to the shift towards modernity.

A booklet including a selection of essential texts (including the poems) will be provided, and made available by January at *Imprimerie de la DALI* (Studium)

### **Group 3: Dr. Moghaddassi, Thursday 8-10am, 115 St Georges**

An Introduction to Middle English Literature

*The Canterbury Tales*, Geoffrey Chaucer (The Franklin's Tale, The Wife of Bath's Prologue and Tale), *Sir Gawain and the Green Knight*.

Chaucer: <https://quod.lib.umich.edu/c/cme/CT/1:3.2?rgn=div2;view=toc>

And: <https://chaucer.fas.harvard.edu/pages/text-and-translations>

*Sir Gawain and the Green Knight, A New Verse Translation*, Simon Armitage (Norton, 2008)

### **Group 4: Pr. Ciaran Ross, Thursday noon-1.30pm, 320, St Georges**

Text book : James Joyce, *Dubliners* (1914)

Edition: Penguin, Modern Classics, 2000. (Introduction by Terence Brown)

This course focuses on James Joyce's celebrated book of modernist short stories *Dubliners*, written in 1904 but not published until 1914. While Joyce considered *Ulysses* (1922) and *Finnegans Wake* (1939) to be his sole important works, his short stories constituted a milestone in the history of short prose fiction and a remarkable and precocious achievement in their own right. Our first classes will deal with the Irish literary context, and the wider modernist background to "early" Joyce before looking at the conception, reception, and general structure of *Dubliners*. Particular attention will be paid to terms such as "epiphany", "scrupulous meanness", "paralysis", these being essential to understanding Joyce's realist aesthetic.

Students are expected to have read beforehand the **first three** stories of the volume. A bibliography will be put on moodle later in the year.

Moodle address : <https://moodle3.unistra.fr/course/view.php?id=22733>

## **LG20FM31-32 : Civilisation (required level: C1)**

### **LG20FM30, lecture: Dr. Potriquet, Wednesday 2-3pm, Amphi 5, Patio**

This course first consists of a series of six lectures designed to complete the historical and political background of third-year undergraduate students. After a brief overview of political and institutional developments since the 1930's, the lectures will closely examine all major federal institutions: the Congress, the Supreme Court and the Presidency. American politics, national and local, will also be covered this semester.

## LG20FM31 : TD

The tutorial course is meant to enable students to confront their theoretical knowledge to contemporary issues. In each class, secondary source documents will be used to initiate a discussion of current topics ranging from the presidential election, the future of political parties to recent trends in American federalism. Choose one of the following:

	Teacher	Time	Room
1	Dr. Potriquet	Tuesday 10-11pm	3209 (Patio)
2	Dr. Potriquet	Tuesday 3-4pm	3202 (Patio)
3	Dr. Potriquet	Tuesday 4-5pm	3RE 05 (Patio)
4	Dr. Potriquet	Wednesday 9-10am	5102 (Patio)

### **Required reading:**

**Marc Landy and Sidney M. Milkis. *American Government: Enduring Principles, Critical Choices*. Cambridge University Press, 2014.**

### **Books**

- Aldrich, John H. *Why Parties? A Second Look*. University of Chicago Press, 2011.
- Beland, Daniel and Alex Waddan. *The Politics of Policy Change: Welfare, Medicare, and Social Security Reform in the United States*. Georgetown University Press, 2012.
- Cronin, Thomas and Michael A. Genovese. *The Paradoxes of the American Presidency*. Oxford University Press, 2009.
- Fiorina, Morris P. et. al. *Culture War? The Myth of a Polarized America* (3rd ed.). Longman, 2010.
- Flanigan, William and Nancy H. Zingale. *Political Behavior of the American Electorate* (12th ed.). CQ Press, 2009.
- Holyoke, Thomas T. *Competitive Interests: Competition and Compromise in American Interest Group Politics*. Georgetown University Press, 2011.
- Medvic, Stephen K. *New Directions in Campaigns and Elections*. Routledge, 2011.
- O'Brien, David M. *Storm Center: the Supreme Court in American Politics*. W. W. Norton, 2011.
- Peters, Guy B. *American Public Policy: Promise and Performance* (8th ed.). CQ Press, 2009.
- Skocpol, Theda and Vanessa Williamson. *The Tea Party and the Remaking of Republican Conservatism*. Oxford University Press, 2012.
- Stonecash, Jeffrey M. (ed.) *New Directions in American Political Parties*. Routledge, 2010.
- Smith, Steven M. *The American Congress* (7th ed.). Cambridge University Press, 2011.
- Thurber, James A. and Candice J. Nelson (ed.). *Campaigns and Elections American Style* (3rd ed.). Westview Press, 2009.
- Tushnet, Mark. *The Constitution of the United States of America: a Contextual Analysis*. Hart Publishing, 2009.

### **Recommended websites**

- Students are referred to the page created for this course on the Moodle platform.
- In addition, they are advised to consult academic journals available through the following portals:
- Jstor: <http://www.jstor.org.scd-rproxy.u-strasbg.fr/>
  - Periodicals Archive Online: <http://pao.chadwyck.co.uk.scd-rproxy.u-strasbg.fr/home.do>
  - Taylor & Francis online: <http://www.tandfonline.com.scd-rproxy.u-strasbg.fr/>
  - Wiley Online Library: <http://onlinelibrary.wiley.com.scd-rproxy.u-strasbg.fr/>

Regular reading of American newspapers on line (New York Times, Washington Post) is strongly recommended.

## LG20FM32

**Group 1 : Pr. Ibata, Monday 2-4pm, 3204, Patio**

### **The Golden Age of British Painting.**

The 18th and 19th centuries are generally considered to be the golden age of British painting. As Britain became a leading economic power, the visual arts also began to flourish, with the creation of the Royal Academy in 1768, and the development of a distinctive and ambitious artistic identity. British painters of the period were not only seeking to demonstrate their ability to compete with the greatest masters of continental Europe, they were also responding to the political, intellectual and industrial revolutions of their time by exploring new pictorial forms and themes that reflected man's evolving relationship with the world. This course will examine some of those responses through the works of artists like William Hogarth, John Constable, J.M.W Turner and the Pre-Raphaelites.

Recommended reading :

- Brown, David Blayney et al. *Late Turner: Painting set free*. London: Tate Publishing, 2015.
- Bruckmuller-Genlot, Danielle. *Peinture et Civilisation Britanniques*, Ophrys 2000.**
- Einberg, Elizabeth. *Hogarth the Painter*. London: Tate publishing, 1997
- Hermann, Luke, *Nineteenth Century British Painting*, Giles de la Mare Publishers, 2000.
- Lyles, Anne. *Constable: The Great Landscapes*. London: Tate publishing, 2006
- Myrone, Martin. *L'âge d'or de la peinture anglaise : de Reynolds à Turner*, Paris : Réunion des musées nationaux, 2019.
- Solkin, David. *Painting for Money : The Visual Arts and the Public Sphere in Eighteenth-Century England*. New Haven and London: Yale University Press, 1993.
- Vaughan, William. *British Painting: The Golden Age*. London: Thames and Hudson, 1999.**
- Wood, Christopher. *The Pre-Raphaelites*. London: Weidenfeld and Nicolson, 1981

**Group 2 : Dr. Heron, Tuesday 8-10am, 353H, Institut Le Bel**

*Popular music in postwar Britain*

This course aims to introduce students to the field of cultural studies in general and popular music studies in particular. It will address the history and main features of postwar popular music in the British Isles and, through the study of theoretical texts as well as primary sources, will examine how popular culture intersects with issues such as power, politics, youth, space, race, gender and sexuality.

### **Selective bibliography:**

- Brake, Mike. *Comparative Youth Culture: The Sociology of Youth Cultures and Youth Subcultures in America, Britain and Canada*. New York : Taylor and Francis, 2003
- Chastagner, Claude. *De la culture rock*. Paris : Presses universitaires de France, 2016.
- Clayton, Martin, et al. *The Cultural Study of Music: A Critical Introduction*. New York : Routledge, 2012.
- Frith, Simon. *Sound Effects: Youth, Leisure, and the Politics of Rock'n'Roll*. New York : Pantheon Books, 1982.
- Frith, Simon and Andrew Goodwin, eds. *On Record: Rock, Pop, and the Written Word*. Londres : Routledge, 2000.
- Hall, Stuart and Tony Jefferson, eds. *Resistance Through Rituals: Youth Subcultures in Post-War Britain*. Londres : Routledge, 2003.
- Hebdige, Dick. *Subculture: The Meaning of Style*. Londres : Routledge, 2006.
- Longhurst, Brian. *Popular Music and Society*. Cambridge : Polity Press, 1995.
- Pirrenne, Christophe. *Une histoire musicale du rock*. Paris : Fayard, 2011.
- Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Harlow: Pearson Longman,**

2011.

Storey, John. *From Popular Culture to Everyday Life*. New York : Routledge, 2014.

Turner, Graeme. *British Cultural Studies: An Introduction*. London, Routledge, 2009.

**Group 3 : Dr. Hillion, Thursday 3-4.30pm, Amphi 2, Patio**  
**After the Empire : independence and nation-building in India (1947-1977)**

This course aims to introduce students to the history of decolonisation and post-colonial nation-building. It focuses on the case of India to better understand the relationship between newly independent countries, the Commonwealth and the world at large through the second half of the 20th century. What factors led to the independence of India in 1947 and what happened after the British left? How did Indian nationalism emerge and transform over three decades? Through our examination of primary and secondary sources, we will try to answer these questions by looking at foundational moments of India's modern history such as the fight for independence, Partition, and the Emergency. Students will also discuss the role of literature and culture in the nation-building process through the analysis of Salman Rushdie's *Midnight's Children*, a novel which reflects on the ambivalences of history-writing.

**Selective bibliography:**

- Blom Hansen, Thomas. *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*. Princeton: Princeton University Press, 1999.

- Darwin, John. *The Empire Project: The Rise and Fall of the British World System 1830-1970*. Cambridge: Cambridge University Press, 2009.

- Guha, Ramachandra. *India after Gandhi: The History of the World's Largest Democracy*. New York: HarperCollins, 2007.

- Khilnani, Sunil. *The Idea of India*. London: Penguin, 1997. Prakash, Gyan. *Emergency Chronicles: Indira Gandhi and Democracy's Turning Point*

- Princeton : Princeton University Press, 2019.

- Rushdie, Salman, *Midnight's Children*, London: Jonathan Cape, 1981. (compulsory reading)