

Syllabus de Cours Thématique en Anglais 3A 2024-2025

Thèmes proposés au S1 et S2

Debating International Issues S1/S2

Caroline BRAY

This course aims at allowing students to acquire knowledge on, analyse and debate on a wide range of international issues, that are chosen by the group at the beginning of the course. Some examples of the subjects chosen by the students in 2023-2024 are:

- The restitution of art to former colonies
- Political polarisation
- Women's migration
- Modern piracy
- Korean soft power
- Conspiracy theories
- The sexualization of women in sport

Format of the classes : This is a *flipped learning class*: students firstly acquire/deepen their knowledge on the subject through weekly readings and videos chosen by their peers, and submit a short written personal reflective analysis. The classes are then organized around debates and discussions on the subjects.

Requirements :

C1 level.

Key words: reading, research, note-taking, written analysis, student-organised classes, creativity, involvement, active participation.

Intersectionality and Privilege: equality, inclusion, diversity S1/S2

Caroline BRAY

This course will be : focusing on how different organizations, groups, professionals... are aiming to move from the awareness of privilege, to action on questions such as unconscious bias, micro-aggressions, and allyship.

This course aims to : create an open, honest and safe space for learning and discussion on these themes, based on readings, case studies... from the anglophone world.

This course won't be : a platform for any particular group, or for privilege shaming.

Requirements :

C1 level.

Key words : reading, research, written reflections, workshops, presentations, creativity, open-mindedness, curiosity, introspection, active participation.

Eloquence and elegance in writing and speaking S1/S2

Reia ANQUET

This course is designed to help third-year university students enhance their writing and speaking skills in English by focusing on eloquence and elegance in communication. Through interactive lectures, group discussions, and practical exercises, students will develop their ability to articulate ideas clearly, persuasively, and with grace in both written and oral forms.

Weekly Themes

Introduction to Eloquence and Elegance

Foundations of Effective Communication

The Art of Storytelling

Vocabulary and Word Choice

Sentence Structure and Flow

Persuasive Writing and Speaking Techniques

Elegance in Style and Tone

Adapting to Different Contexts and Audiences

Public Speaking Essentials

Critiquing and Analyzing Eloquence and Elegance

Learning Outcomes

After following this course students will:

- 1) Understand and apply the principles of eloquent and elegant communication.
- 2) Improve their writing and speaking abilities to engage, persuade, and inspire audiences.
- 3) Analyze and critique the eloquence and elegance in various forms of communication.
- 4) Implement appropriate strategies to tailor their communication style to various contexts and audiences.

Course Requirements:

For each class you need to carry out the required readings or viewings of document(s). You are also expected to participate in class discussion.

EVALUATION ACTIVITY 1

90% of FINAL GRADE

Grades from weekly exercises:

EVALUATION ACTIVITY 2

10% of FINAL GRADE

CLASS PARTICIPATION

Do you engage in class discussions?

Do you participate in class?

Thèmes proposés seulement au S1

Knowledge of non European civilizations **S1**

Nordine HOCINE

You need to have a good B2 to be at ease on this course.

You will study the historical events, socioeconomic conditions, political institutions, cultural and ideological attitudes that have marked various time periods throughout the history of non European civilizations.

You will examine historical events, cultural developments, and social and family structures. You will be encouraged to use critical-thinking and problem-solving skills to evaluate the achievements of civilizations in the fields of political governance, science, technology, and the arts.

SPECIFIC FOCUS

- OTTOMAN AND FRENCH ALGERIA
- MEDIEVAL AFRICAN EMPIRES & CIVILIZATIONS
- HISTORY OF THE OTTOMAN EMPIRE
- HISTORY OF CHINA
- HISTORY OF JAPAN
- HISTORY OF KOREA
- SHAMANISM IN MONGOLIA

There will be specific group based tasks, creative workshops and discussions on a variety of history features, theories, thinkers or case studies. Students will be required to do a lot of research, share and work with their partner(s), build a team spirit and develop their communicational skills.

This is not a conventional course as it is designed according to the 'learning by doing' philosophy. This means that the teacher will provide broad information and loose instructions and will act as a facilitator and a motivational counsellor. Students will act as participants and will therefore be entirely in charge of building up the content of this class. You will be asked to use your freedom in the choice of topics and formats.

The focus of this class is not on the performance factor. You will need your soft skills and your goal must be to learn, share and grow as an individual and as a group.

Learning by doing / Semi-guided autonomy / Collaborative skills / Creativity and genuine curiosity / Thinking outside of the box / Freedom / Positive attitude / Open-mindedness and free-thinking / Non judgmental attitude

Grading

- *Student continuous engagement*
 - *Quality of team work*
 - *Generation of ideas*
 - *Experiential skills*
 - *Analytical skills*
 - *Communicational skills*
-

Indigenous Peoples and (de)colonisation S1

Reia ANQUET

Today, Indigenous Peoples' rights are outlined in international law conventions such as the United Nations Declaration of Indigenous Peoples (UNDRIP) or the UN Convention on Biological Diversity (through the Nagoya Protocol). This course will investigate how and whether these rights are being put into action through norm and regulation processes around the world at the national and local levels. In order to do this, it will take a deeper look at the theories of postcolonialism, decolonisation and anti-colonialism proposed by academics and activists. Mainly focusing on British settler societies, this course will also investigate the different methods of colonisation: trade, religion, culture, science, mapping, and knowledge production. It will discuss the pre-colonial, the colonial period and its aftermath. We will explore such questions such as, what are traditional knowledge, customary law systems and the different forms of indigenous governance? What are Indigenous Peoples' connections to Nature and how do they differ to Western practices? How was colonial power enforced and what are its remnants today? How is justice perceived and can it be achieved for Indigenous Peoples? What are Indigenous Peoples doing to attain what they want? What (re)conciliation processes exist between Indigenous and non-indigenous peoples in settler colonies? In taking this course, students will be asked to reflect on the notion of 'Western society', and analyse what the features of a true 'postcolonial society' might be and whether one can exist.

Weekly Themes

1. Indigenous Peoples: What, where, when? Identity politics
2. Postcolonial and decolonisation theory: What is the current state of academic thinking?
3. Anticolonial: Indigenous Peoples' activist movements across the globe
4. Indigenous Peoples' international institutions
5. Customary Law: Different ways of Thinking
6. Traditional Knowledge: Different ways of Knowing
7. Living with Nature: Different ways of Being
8. Power and colonisation: Western governance and governmentality
9. British forms of colonisation: Australia, Canada, New Zealand, and South Africa
10. Binary forms? Western and Other cultures

Learning Outcomes

After following this course students will:

- Comprehend and be able explain the main features of the colonisation process: its history and how it affects the world today;
- Describe identity politics and how this plays a role in modern society;
- Understand the legacies of the 'Western': legal system, knowledge production, and systems of power; and
- Contrast and critique different societal values

Course Requirements:

For each class you need to carry out the required readings or viewings of document(s). You are also expected to participate in class discussion.

Evaluation*

EVALUATION ACTIVITY 1

50% of FINAL GRADE

LEADER OF SMALL GROUP DISCUSSION:

- For each week of class there are essential documents to read or watch. You will be responsible for guiding your fellow students on one of these.
- What are the main arguments of the document? What are its positive and negative aspects?
- You will lead a discussion/activity on the document helping your fellow students understand it fully.

EVALUATION ACTIVITY 2

40% of FINAL GRADE

ORAL ACTIVITY/QUIZ/GAME:

Design a 20-minute class activity for your classmates to help them 'enjoy' and understand the week's topic

EVALUATION ACTIVITY 3

10% of FINAL GRADE

CLASS PARTICIPATION

- Do you engage in class discussions?
- Do you participate in class?

Overview

In this course, you will delve into the intricate and multifaceted nature of the environment, exploring the challenges and intricacies of regulation, governance, law, and politics that come with it. Through a comprehensive examination of various forms of representation of nature, such as fine arts, media, literature, non-fiction writing, and documentaries, you will gain a deeper understanding of how humans perceive and express the environment. This course takes a multidisciplinary approach, drawing on fields like philosophy, politics, sociology, law, economics, and policy to provide you with a comprehensive understanding of the topic. By the end of the course, you will have developed a nuanced perspective on the environment and the complex factors that shape our relationship with it.

Goals

1. Categorise different forms of environmental philosophical thought.
2. Appraise cultural works focusing on nature and the environment.
3. Examine the role of the environment and nature in modern society.
4. Contrast and critique different societal values.
- 5.

Requirements

For each class you need to carry out the required readings. You are also expected to participate in class discussion.

Topics:

REPRESENTATIONS OF THE ENVIRONMENT-LITERATURE & ECOCRITICISM REPRESENTATIONS OF THE ENVIRONMENT-MEDIA OTHER THAN WRITING REPRESENTATIONS OF THE ENVIRONMENT-NON-FICTION WRITING SUSTAINABLE DEVELOPMENT – AN OXYMORON? WESTERN THOUGHT/PARADIGMS/POSITIVISM & THE SEPARATION OF NATURE & HUMAN, and ENVIRONMENT & SOCIETY

ECOPHILOSOPHY ENVIRONMENTAL LAW ENVIRONMENTAL ECONOMICS ENVIRONMENTAL POLICY ENVIRONMENT AND POPULATION/NEO-MALTHUSIAN THEORY/DOOMSDAY PREDICTIONS

INDIGENOUS PEOPLES AND THE ENVIRONMENT GLOBAL GOVERNANCE OF THE ENVIRONMENT DIFFERENT BIOSPHERES: THE SEA, THE DESERT, THE FOREST, THE MOUNTAINS

Evaluation

50% of FINAL GRADE LEADER OF SMALL GROUP DISCUSSION:

- For each week of class there are essential readings to carry out.
- You will be responsible for guiding your fellow students on one of these articles.
- What are the positive/negative aspects of the reading? What criticisms have been made about it? Which intellectual paradigm is the reading coming from?
- You will lead a discussion/activity on the article helping your fellow students understand it fully.

40% of FINAL GRADE

ORAL ACTIVITY/QUIZ/GAME:

Design a 20-minute class activity for your classmates to help them 'enjoy' and understand the week's topic

10% of FINAL GRADE

Class participation

- Do you engage in class discussions?
 - Do you come to class? ;)
-

Revolutionize Our Education Systems **S1**

Fatima TASABEHJI

"The only thing that interferes with my learning is my education." - Albert Einstein

Course Description

Dive into the world of global education systems and discover how education shapes, and is shaped by, political, cultural, and social forces. This course offers an engaging journey through historical and contemporary examples from around the world, challenging students to think critically and creatively about educational reforms.

Prepare to be inspired by real-world case studies and dynamic discussions that will empower you to envision and propose transformative educational solutions.

Goals

- Understand education's role in political control and cultural assimilation
- Examine various holistic teaching methods and programs
- Reframe preconceived ideas of what education means to you
- Enhance english writing and speaking skills to express opinion and convince audience of educational reforms

Requirements

For each class you need to carry out the required readings or viewings of document(s). You are also expected to participate in class discussion.

Topics

1. Unveiling Personal Narratives in Education. Analysis of dangerous campaigns such as "Education for all" and "No Child Left Behind,"
2. The Story of Canadian Residential Schools: History and impact on Indigenous communities
3. How can interculturalism heal the world ? Education's role in "healing the divide"
4. Emotional intelligence, wellness, and vulnerability in schools (Brené Brown)
5. Mental health and trauma-Family Constellations: A Way for Teachers and Students to Heal Together
6. Non traditional approaches to mental and emotional literacy in education
7. The holistic curriculum - Soul Connections and Earth Connections- The role of Indigenous Traditions in the Climate Crisis
8. Guiding Young Children Toward Their Innate Loving Nature- Educating the New Humanity (Debate- can spirituality have a place in education?)
9. The Interplay Between Education and Identity Formation: Towards an Identity- Centered Education
10. Educational Reform Propositions lead by students

Evaluations

Evaluation Activity 1 40% of final grade

Leader of class discussion
about class reading/video

Evaluation Activity 2 50% of final grade

Final Project (Education reform
presentation+ report)

Evaluation Activity 3

10% of final grade

Class participation/ attendance
- Do you engage in class discussions?

(OPTIONAL BONUS) 10% of

final grade
Class insight Journal

Secrets & lies in film S1

Shalimar PREUSS

Course Description:

Focusing on films from the last 80 years, we will explore filmmaking as an art form.

We will study and evaluate these films and interpret the meaning conveyed by their form and poetics. We will analyze narrative structure, cinematography, mise-en-scène, editing, sound design and -above all- the *meaningful* interaction of these elements.

We will attempt to articulate a particular film's hidden structure (its « secret ») and how this film shapes our perception of reality (its *construct* of this reality that we might refer to as the pretty « lies » the film uses to reveal a certain truth about the world).

Goals:

Students will be invited to identify and analyze formal choices and techniques in the assigned films, attending to the greater aesthetic significance and stakes of these choices within a particular film

Overall, the goal of the course is to help students develop a set of skills that will enable them to experience all forms of cinema in new and exciting (and critical) ways.

Course Requirements:

Students are required to watch the assigned films before class.

Students are expected to participate in class discussion.

Evaluation:

40% of final grade: individual oral presentation of weekly topic analyzed in assigned film.

40% of final grade: you will break-down and analyze a given sequence from one of the films from the course and create your own "Screencast" : a video in which the scene plays on, while your audio commentary guides us to see what caught your eye (3 minutes max).

20% of final grade: class participation.

Thèmes proposés seulement au S2

Forensic Psychology and unsolved crimes **S2**

Nordine HOCINE

You need to have a good B2 to be at ease on this course.

This class is for those who are willing to know more about forensic psychology in the field of criminology. You will also engage in criminal case study and quality reporting.

FORMAT

1. Lectures about the fascinating world of forensic psychology
2. Specific group based tasks, creative workshops and discussions on a variety of criminal cases or unsolved mysteries.

Students will be required to do a lot of research, share and work with their partner(s), build a team spirit and develop their analytical and communication skills as well as their soft skills.

You will also have to engage in crime mystery solving and thus develop your detective and argumentative skills. You will question the official and unofficial theories of an unsolved mystery and come up with a theory of your own.

This is not a conventional course as it is designed according to the 'learning by doing' philosophy. This means that the teacher will provide broad information and loose instructions and will act as a facilitator and a motivational counsellor. Students will act as participants and will therefore be entirely in charge of building up the content of this class. You will be asked to use your freedom in the choice of topics and formats.

The focus of this class is not on the performance factor. You will need your soft skills and your goal must be to learn, share and grow as an individual and as a group.

Interest in psychology and neuroscience / Learning by doing / Semi-guided autonomy / Collaborative skills / Creativity and genuine curiosity / Thinking outside of the box / Freedom / Positive attitude / Open-mindedness and free-thinking / Non judgmental attitude /

*criminal cases (+ all types of cases)

Grading

- Student continuous engagement
 - Quality of team work
 - Generation of ideas
 - Experiential skills
 - Analytical skills
 - Communicational skills
-

Life in the 21st Century S2

James ANDERSON

NB. To be comfortable in this class you need a confirmed B2.

This course will examine the principal challenges of the 21st Century (political, environmental, economic, technological, etc.). We will begin with a review of the first two decades of the 21st century, then engage in research of topics of interest to students.

Topics covered may include:

- the shifting geopolitical landscape
- technology and work
- health and bioengineering
- environmental change and migration
- communication and storytelling
- art and culture
- technology and war
- artificial intelligence
- religion
- populism and nationalism

Requirements and organization

Each week students will choose topics of interest to them, which they will briefly present to the class in order to initiate discussion and or activities with the goal of brainstorming solutions to the challenges of the 21st Century.

INQUIRY/CRITICAL THINKING QUESTIONS

How do we envision and create a world we want for ourselves and for future generations? What unmet needs exist in our local and global communities?

How do we identify structural solutions to global issues? How can we work together to plan a course of action? Evaluation

Students will be evaluated on the following:

- News of the week (20%)
- Discussion facilitation (20%)
- Class participation (20%)
- Written reactions (40%)

Post-war Culture and Society in the United States - A Cinematic

Exploration S2

James ANDERSON

Overview and requirements:

Post World War II America has been marked by profound transformations in society, politics and culture as well as in the country's standing and position in world affairs. We will begin by examining attitudes and values during the deceptively conformist 1950's with the goal of contrasting mainstream culture with the increasingly diverse country which grew out of WWII. Our discussion of these subcultures will intensify with the close examination of the more turbulent society of the 1960's and 1970's, followed by the conservative backlash that began in the 1980's. We will then begin the difficult and sometimes confusing examination of the 1990's and early 21st century, characterized by an increasingly polarized and fragmented political and cultural landscape as well as by a country deeply traumatized by the 9/11 attacks. Students will thus gain an understanding of the profound transformations which have occurred in American culture over this period. For each period discussed, we will watch a movie.

You need to have a good working knowledge of English, (C1 or high B2). You will be expected to be at ease in both reading and listening comprehension – numerous documents in English need to be studied to understand and take part in class debates.

Movies

Some Like It Hot

Dr. Strangelove

The Graduate

Jaws

Taxi Driver

Wall Street

Boyz in the Hood

Thelma and Louise

Social Network

ATTENTION - Some of these movies address sensitive issues and/or contain scenes which may trouble some (violence including rape, sexism, racism, offensive language, etc.). It is therefore advised that students consult synopses of the films before choosing the class.

EVALUATION

40% of FINAL GRADE

FINAL EXAM

-Oral or written exam based on the movies we have watched.

60% of FINAL GRADE

CLASS WORK

- In groups, students will complete one oral presentation of 10 minutes maximum on a topic assigned in class (25%).

-In groups, students will complete one oral movie review (20%).

-Active class participation. (15%).

Introduction to SCREENWRITING

A very strange love affair S2

Shalimar PREUSS

Course description:

This course is a hands-on introduction to the techniques of screenwriting.

Around the theme of « a very strange love affair » (a quote from Hitchcock's Notorious), we will study several screenplays and the films that followed. Films might include Notorious (1946) by Alfred Hitchcock, The piano (1993) by Jane Campion, Eternal sunshine of the spotless mind (2004) by Michel Gondry or Moonrise Kingdom (2012) by Wes Anderson.

We will explore key concepts in the art of screenwriting such as point-of-view, character, and conflict to inspire and instruct the students as writers of a scene intended for the screen.

The class will focus on both craft and content, alternating between mini-lectures, practical writing exercises and readings of students' work. In addition to covering the fundamentals - such as structure, timing, rhythm, and dialogue - our discussions will delve into how screenwriters convey emotion and meaning within narratives that are destined to become films.

Goals:

The ambition is to give students a greater awareness of the underlining narrative structure in most films and to provide them an opportunity to express what they have explored regarding dramatic structure, visual language, and character development in the writing of a scene a piece of fiction.

Course Requirements:

Students must watch the assigned films and read the required screenplays.

There will be writing assignments with a focus on rewriting what has been produced in class.

Students are expected to participate in class discussion.

Evaluation:

40% of final grade: individual oral presentation of the scene you are writing (what *paradox* do you wish to explore, what are the *stakes* at hand for your characters, what is the *subtext*).

40% of final grade: reading of your finalized scene in class (5 minutes max).

20% of final grade: class participation.

Australian identity through TV, film and literature S2

Reia ANQUET

Overview

This course investigates how the Australian identity has been forged within this Oceanic nation using different and varied written and media sources: art, movies, TV shows, newspaper, literature, nonfiction writing, and documentaries.

Objectives

Categorise different aspects of national identity.

Appraise cultural works focusing on different aspects of modern society.

Examine the role and process of colonisation.

Contrast and critique different societal values.

Topics

THE FIRST AUSTRALIANS – 60,000+ YEARS OF INDIGENOUS CULTURE

Bridging the gap, reconciliation – INDIGENOUS AUSTRALIA AND JUSTICE

AUSTRALIAN LANGUAGE & HUMOUR

NATIONAL PSYCHE AND IDENTITY – the bushranger, the miner, the larrikin, the bloke, and the ANZAC. What is national identity?

THE BOTTOM-END OF THE WORLD – AUSTRALIA’S GLOBAL ROLE

RIDING THE MINING TRUCK TO NATIONAL WEALTH – the Australian economy

AUSTRALIA’S CONSTITUTIONAL MONARCHY – A REAL DEMOCRACY?

A LAND OF CONVICTS & WOGS – SOCIAL MOBILITY & IMMIGRATION

A COUNTRY OF TRADE UNIONS – THE AUSSIE BATTLER

THE BUSH / THE OUTBACK / THE BEACH

“TOO MUCH SPORT IS HARDLY ENOUGH” – SPORT IN AUSTRALIA

THE PUB: BEER, PUB MUSIC AND BEING AUSTRALIAN

Evaluation

40% of FINAL GRADE

Class Discussion Organiser

Every week you will have some kind of work to prepare – either watching a video, reading some literature or an article. For this grade you will lead the class on a discussion on the week’s topic

40% of FINAL GRADE

ORAL ACTIVITY/QUIZ/GAME:

Design a 20-minute class activity for your classmates to help them ‘enjoy’ and understand the week’s topic

20% of FINAL GRADE

Class participation

- Do you engage in class discussions?
- Do you come to class on time?