



UNIVERSITÉ  
DE LORRAINE

ALL  
ARTS  
LETTRES ET  
LANGUES  
NANCY

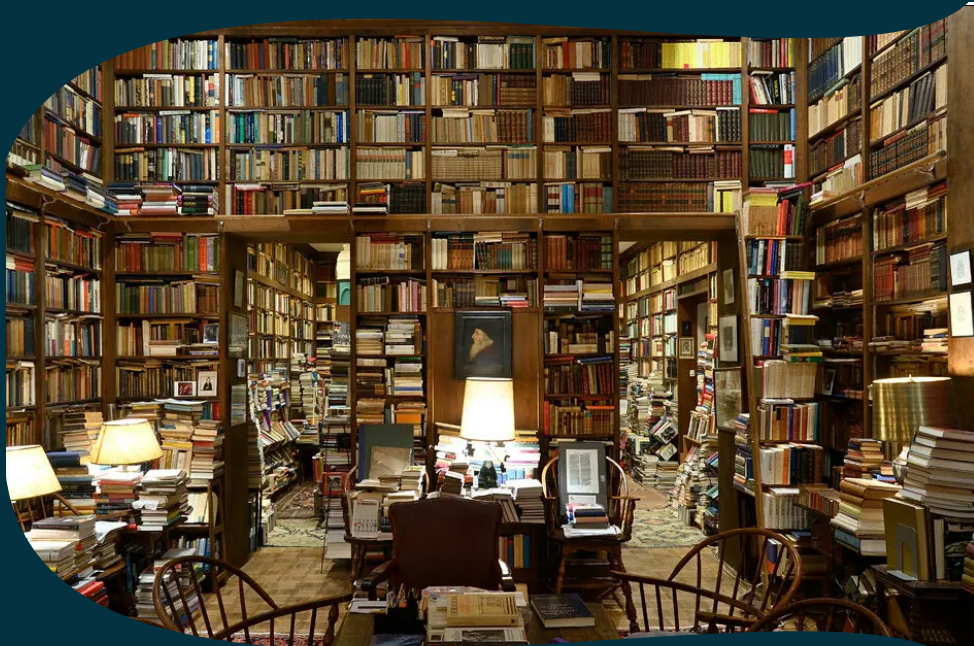
# GUIDE DES ÉTUDES

**Master** - Domaine Arts, Lettres et Langues

Mention Langues et sociétés

## Parcours Mondes Anglophones

Orientation Livres, Textes, Matérialités



Année universitaire 2023-2024



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et Langues - Nancy  
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N° des UE	Intitulé des UE	ECTS
<b>Semestre 7</b>		
UE 701	<p><b>Tronc commun - Culture et Sociétés</b>  <b>1 enseignement au choix :</b>                      EC - Approches de la diversité linguistique                      EC - Histoire culturelle de l'Europe                      EC - Musique et contre-culture en Grande-Bretagne                      EC - Relations interculturelles dans le romantisme européen                      EC - Être artiste au 21<sup>e</sup> s. : nouveaux horizons, nouveaux défis                      EC - Terminologie, Langue spécialisée et Technolecte                      EC - Humanités numériques ou Cultures numériques                      EC - Enseignement et numérique</p> <p><b>et :</b>                      Séminaires et conférences (10 heures à suivre + rapport)</p>	6
UE 702	<p><b>Langue et culture</b>  <b>Langue et culture anglaises :</b>                      Langue orale anglaise                      Traduction (version)  <b>Choix :</b>                      Traduction et traductologie                      Rédaction de documents professionnels en anglais  <b>Culture - 2 enseignements au choix parmi 3 :</b>                      Littérature                      Civilisation                      Linguistique</p>	9
UE 703	<p><b>Orientation Livres, Textes, Matérialités</b>                      Analyse et pratique du travail universitaire  <b>Choix :</b>                      Histoires, institutions, publics                      Avatars, mutations, adaptations</p>	

N° des UE	Intitulé des UE	ECTS
UE 703	<b>Méthodologie de la recherche :</b> Littérature et civilisation Linguistique et didactique	9
UE 704	<b>Activité intégratrice</b> Préparation du Mémoire de recherche	6
<b>Semestre 8</b>		
UE 801	<b>Tronc commun - Culture et Sociétés</b> <b>1 enseignement au choix :</b> EC - Littérature, théâtre et art en Russie EC - Culture transfrontalière dans l'espace Sar-Lor-Lux EC - Contact de langues et de cultures EC - Histoire des relations culturelles Amérique-Europe <b>et :</b> Séminaires et conférences (10 heures + rapport)	3
UE 802	<b>Langue et culture anglaises</b> <b>Langue :</b> Traduction (thème) Langue orale Prise de parole scientifique et professionnelle en anglais <b>Culture - 2 enseignements au choix parmi 3 :</b> Littérature Civilisation Linguistique	9
UE 803	<b>Orientation Livres, Textes, Matérialités</b> Avancée de la recherche <b>Choix :</b> Normes, marges, discours Du livre au texte, à l'écran et à la scène <b>Choix :</b> Didactics: English Language Teaching (M1 ERUDI) Linguistique contrastive appliquée à la traduction	9
UE 804	<b>Activité intégratrice</b> Mémoire	9

<b>MASTER 2<sup>e</sup> année</b>		
N° des UE	Intitulé des UE	ECTS
<b>Semestre 9</b>		
UE 901	<b>Tronc commun - Culture et Sociétés</b> <b>1 enseignement au choix :</b> EC - Approches de la diversité linguistique EC - Histoire culturelle de l'Europe EC - Musique et contre-culture en Grande-Bretagne EC - Relations interculturelles dans le romantisme européen EC - Être artiste au 21 <sup>e</sup> s. : nouveaux horizons, nouveaux défis EC - Terminologie, Langue spécialisée et Technolecte EC - Humanités numériques ou Cultures numériques EC - Enseignement et numérique <b>et :</b> Séminaires et conférences (10 heures à suivre + rapport)	6
UE 902	<b>Langue et culture anglaises</b> <b>Langue :</b> Rédaction de documents universitaires et professionnels en anglais <b>Choix :</b> Langue orale et qualité linguistique en anglais Linguistique contrastive appliquée à la traduction <b>Culture :</b> Littérature Civilisation	9
UE 903	<b>Orientation Livres, Textes, Matérialités</b> Histoire du livre et études textuelles : enjeux interdisciplinaires <b>Choix :</b> Avatars, mutations, adaptations Histoires, institutions, publics	9
UE 904	<b>Activité intégratrice</b> Préparation du Mémoire	6



N° des UE	Intitulé des UE	ECTS
<b>Semestre 10</b>		
UE 1001	Tronc commun - Culture et Sociétés Mémoire et soutenance	20
UE 1002	<b>Orientation Livres, Textes, Matérialités -</b> Conférences de professionnels du livre Langue orale: Présentation de travaux <b>Choix :</b> Normes, marges, discours Du livre au texte, à l'écran et à la scène	10



## MASTER 1

### ➔ UE 701 / Tronc commun - Culture et Sociétés

Langue d'enseignement : Anglais ou français

**Options Culturelles** (1 option de 12h au choix.

Cours à distance à ERUDI) :

- Approches de la diversité linguistique
- Histoire culturelle de l'Europe
- Musique et contre-culture en Grande Bretagne
- Relations interculturelles dans le romantisme européen
- Être artiste au 21ème siècle : nouveaux horizons, nouveaux défis
- Terminologie, Langue spécialisée et Technolecte
- Humanités numériques ou Cultures numériques
- Enseignement et numérique

## SEMESTRE A



+ Séminaires et conférences (10 heures à suivre + rapport)

### ➔ UE 702 / Langue et culture

Langue :

> Traduction (version) (16h)

Barbara Schmidt ✉ [barbara.schmidt@univ-lorraine.fr](mailto:barbara.schmidt@univ-lorraine.fr)

Entraînement à la traduction de textes fortement ancrés dans différents types de situations d'énonciation : fiction, théâtre, presse. Sensibilisation aux différences de registre et aux facteurs stylistiques.

et

> Langue orale (8h TD + 8h TP)

Robert Butler ✉ [robert.butler@univ-lorraine.fr](mailto:robert.butler@univ-lorraine.fr)

Ren Kamykowski ✉ [ren.kamykowski@univ-lorraine.fr](mailto:ren.kamykowski@univ-lorraine.fr)

Ce cours vise à aider les étudiants à consolider leurs compétences en langue orale, dans des situations à la fois imprévisibles et préparées. Nous y travaillerons la spontanéité et la maîtrise en expression orale dans des contextes divers et variés.

Nous nous attacherons à la prononciation, au rythme, au débit et à l'intonation, ainsi qu'à la maîtrise de soi lors de la prise de parole et de l'interaction – c'est-à-dire à la grammaire de l'oral et aux compétences communicationnelles. Des documents audio et audiovisuels serviront de base aux activités proposées. L'entraînement s'appuiera également sur des présentations individuelles et collectives, ainsi que sur des mises en situation non préparées et préparées. A ces travaux s'ajoutent l'analyse gestuelle et une meilleure maîtrise de la gestuelle lors de la prise de parole et des interactions.

#### + choix :

##### ☐ Traduction et traductologie (20h)

Philippe Mahoux ✉ [philippe.mahoux@univ-lorraine.fr](mailto:philippe.mahoux@univ-lorraine.fr)

Ce cours propose une section théorique consistant en un survol historique des théories de la traduction suivi d'une présentation de quelques approches fondamentales dont s'inspirent encore les travaux de traducteurs contemporains (E. A. Nida et les divers types d'équivalence, Vinay et Darbelnet et les «procédés», qui constituent toujours les principes de base des manuels français de traduction, J.C. Catford et ses «déplacements traductifs», K. Reiss et la théorie dite du «skopos», herméneutique de George Steiner, essentiellement). Il propose ensuite une section plus «pratique» dans laquelle sont analysées diverses traductions à la lumière de ces théories (à la fois de l'anglais vers le français, du français vers l'anglais, mais aussi à partir et vers d'autres langues) et enfin tentera de procéder à des comparaisons - et donc évaluations - de différentes traductions de mêmes textes-sources, la plupart du temps littéraires, notamment poétiques. Le travail consistera précisément en une critique de traductions existantes, à la fois de l'anglais vers le français et du français vers l'anglais.

#### ou

##### ☐ Rédaction de documents professionnels en anglais (12h)

André Kaenel (Groupe LTM et BBTT) ✉ [andre.kaenel@univ-lorraine.fr](mailto:andre.kaenel@univ-lorraine.fr)

Entraînement à la rédaction de supports professionnels en anglais (abstracts, mémos, présentation de projet culturel ou de recherche, rédaction de documents d'information ou de pages web, etc).

#### + choix Orientation (2 cours sur 3) :

##### ☐ Littérature (16h)

***The Grand Tour and Shorter Journeys: British Travellers and their Accounts of the Continent***

Nathalie Collé ✉ [nathalie.colle@univ-lorraine.fr](mailto:nathalie.colle@univ-lorraine.fr)

Local, regional, national and world travels have always generated a great variety of oral and written accounts. Among these feature literary accounts of both real and fictional journeys. This course will examine three of the major works of British travel literature produced in the long

eighteenth century, that period of time between the Restoration and the age of Romanticism which saw great political and economic changes, the questioning of religious faith, the development of individualism, rising conflict between the country and the city, and an expanding world view. Through these works, we will study the motivations of British travellers and travel writers in travelling and writing about their travels. We will pay particular attention to the idea, reality and representation of the Grand Tour – the aristocratic fashion and practice of sending young gentlemen to Europe (and in particular Paris, Venice, Florence and Rome) as the culmination of their classical education, and as a means of introducing them to the arts and cultures of France and Italy – in comparison with those of shorter journeys. Our examination of a variety of travels accounts, of both real and fictional travels, will enable us to assess eighteenth-century British travellers' and travel writers' views of the places they visited, the peoples they met and the cultures and customs they encountered *en route*.

#### Texts on the Syllabus:

- ✓ Course booklet ('fascicule') on Arche with a sample of texts and complementary documents.
- ✓ Henry Fielding, *The Journal of a Voyage to Lisbon*, 1755 (any paper edition; also available online at, for example, <https://www.gutenberg.org/files/1146/1146-h/1146-h.htm>)
- ✓ Tobias Smollett, *Travels Through France and Italy*, 2 vols., London, 1766 (any paper edition; also available online at, for example, <http://www.gutenberg.org/files/2311/2311-h/2311-h.htm>)
- ✓ Laurence Sterne, *A Sentimental Journey Through France and Italy, By Mr. Yorick*, 2 vols., London, 1768 (any paper edition; also available online at, for example, <http://www.gutenberg.org/dirs/etext97/senj10h.htm>)

#### ou

##### ☐ Civilisation - Space, Nation, and the American West (16h)

André Kaenel ✉ [andre.kaenel@univ-lorraine.fr](mailto:andre.kaenel@univ-lorraine.fr)

This course examines the relations between space and nation/nationalism in the United States, with a focus on the period from the late 19th to the mid-20th century. It will analyze the role the West played in the imaginary construction of the nation through a variety of textual sources (essays by historians and geographers, dime novels), images (paintings, photographs), movie westerns, and the emerging tourist industry of the 1920s and 1930s which Marguerite Shaffer has argued "promoted tourism as a ritual of American citizenship." By extension, these representations beg the question of their relation to history and, in the case of tourism, of the (in)authenticity of its "products."

#### Select Bibliography:

- ✓ Lavender, Catherine J. "Picturing the American West"
- ✓ Moore, Kevin et al. "Authenticity in tourism theory and experience. Practically indispensable and theoretically mischievous?" (2021)

- ✓ Shaffer, Marguerite S. "See America First': Re-Envisioning Nation and Region through Western Tourism" (1996)
- ✓ Smith, Henry Nash. *Virgin Land: The American West as Symbol and Myth* (1950)
- ✓ Turner, Frederick Jackson. "The Significance of the Frontier in American History" (1893)
- ✓ Tyrrell, Ian. "America's National Parks: The Transnational Creation of National Space in the Progressive Era" (2012)

ou

#### □ Linguistique (16h)

##### **Introduction à l'analyse critique du discours / Introduction to Critical Discourse Studies**

Robert Buttler ✉ [robert.buttler@univ-lorraine.fr](mailto:robert.buttler@univ-lorraine.fr)

In this unit, students will be introduced to Critical Discourse Studies (CDS), which has become a major approach to linguistics over the last twenty years. CDS incorporates a broad range of linguistic methods in order to provide an enhanced understanding of the socio-cognitive, cultural and contextual factors which shape discourse in society. Drawing primarily on methods in cognitive linguistics and pragmatics, students will be equipped with the tools required to analyse texts discursively, with a significant but not exclusive focus on Political Discourse Analysis. CDS is increasingly compatible with multimodal approaches, and amongst these is Gesture Studies, which will also be introduced during the semester. As a result, students will become familiar with the increasingly interdisciplinary nature of CDS.

##### **Recommended sources:**

- ✓ Augé, A. (2023). *Metaphor and Argumentation in Climate Crisis Discourse*. New York: Routledge.
- ✓ Fauconnier, G. and Turner, M. (1998). 'Conceptual Integration Networks.' *Cognitive Science*, Vol. 22 (2), pp. 133-187.
- ✓ Talmy, L. (1988). 'Force Dynamics in Language and Cognition.' *Cognitive Science*, Vol. 12 (1), pp. 49-100.
- ✓ van Dijk, T. (2011). *Discourse Studies: A Multidisciplinary Introduction*. 2nd ed. London: SAGE.
- ✓ Wodak, R. (2011). *The Discourse of Politics in Action: Politics as Usual*. New York: Palgrave Macmillan.
- ✓ Wodak, R. and Meyer, M. (2015). *Methods of Critical Discourse Studies*. 3rd ed. Los Angeles: SAGE.

## ➤ UE 703 / Orientation Livres, Textes, Matérialités

### ➤ Analyse et pratique du travail universitaire (6 séances de 2h + 50h de stage obligatoires)

John Bak ✉ [john.bak@univ-lorraine.fr](mailto:john.bak@univ-lorraine.fr)

Young researchers are often denied direct access to the daily research activities of the professors who teach them. Often, many thésards arrive at job interviews without having been exposed to research models beyond their own Master's mémoire and thèse.

Yet academic research involves a lot more than just sitting behind a computer screen or burying oneself in a stack of books. The goal of this course is twofold: to introduce students to the various issues, problems and activities that confront academic researchers today and to guide them in active research fieldwork that will contribute to their overall understanding of what academic research entails. Students will be assigned to a professor to assist him or her in the role of "research assistant" or "apprentice scholar" for a total of 50 hours (to be completed in the semester or over the entire year). Students will then meet weekly to discuss topics and exchange experiences. As "research assistants", students will participate actively in research on various levels, from aiding professors in the production of their own research (i.e., constructing a bibliography and tracking down sources, correcting proof pages, building a book index, etc.) to organizing a research seminar that will be held sometime during the academic year (drafting the seminar's problématique, contacting potential speakers, filling in the administrative paperwork, leading the seminar discussion, etc.). Research students will also be expected to participate in the Department's research center's (I.D.E.A.) scientific activities throughout the year.

#### + choix :

#### □ Histoires, institutions, publics (20h)

##### **History of Ideas in the Anglophone World: Concepts, Contexts and Controversies**

Stéphane Guy ✉ [stephane.guy@univ-lorraine.fr](mailto:stephane.guy@univ-lorraine.fr)

This course will examine the landmark intellectual traditions that have shaped political, social and economic thought in Britain and the Anglophone world over the centuries. The aim will be to understand how such notions as freedom, diversity, social or economic justice, the State or religion appeared and evolved in specific historical circumstances. Basing itself on the study of major as well as more marginal authors, the course will seek to explain how theoretical texts that are held to be significant and influential interacted with their contexts and contemporary debates or controversies, and how they have been retrieved and adapted over time as a response to new historical developments. Topics will include: liberalism according to Thomas Hobbes, Adam Smith, John Locke or F. A. Hayek; socialism: utopias, collectivism and social-democracy; the conservative mindset: Burke, Disraeli and the Tory tradition; the ethics of diversity: cultural identities and communitarianism.

A syllabus will be provided at the beginning of the semester with reading material and references on a weekly basis, each class focusing on a specific topic and/or author.

The classes being closely linked to the events organised within the research center IDEA, students will be expected to attend the seminars and conferences that will be held during the semester.

#### Reference books (available in the UL libraries):

- ✓ Ball, Terence; Bellamy Richard (Ed.), *The Cambridge History of Twentieth-Century Political Thought*, Cambridge ; New York ; Melbourne etc. : Cambridge University press; 2003
- ✓ Barker, Rodney S., *Political Ideas In Modern Britain : In and After The Twentieth Century*, London : Routledge; 1997
- ✓ Claeys, Gregory; Stedman Jones, Gareth (Ed.), *The Cambridge History of Nineteenth-Century Political Thought*, Cambridge ; New York : Cambridge university press; 2011
- ✓ Goldie, Mark; Wokler Robert (Ed.), *The Cambridge History of Eighteenth-Century Political Thought*. Cambridge : Cambridge university press; 2016
- ✓ Gournay, Jean-François ; Lessay, Franck ; Morvan, Alain, *Histoire des idées dans les îles britanniques*, Paris : Presses universitaires de France; 1996
- ✓ Horowitz, Maryanne Cline, *New Dictionary Of The History Of Ideas, Detroit, Michigan : Charles Scribner's Sons*; 2005
- ✓ Klosko, George (Ed.), *The Oxford Handbook of the History of Political Philosophy*, Oxford : Oxford University Press; 2011

#### ou

#### ☐ Avatars, mutations, adaptations (20h)

#### **The Changing Materiality of Literary Texts**

Nathalie Collé ✉ [nathalie.colle@univ-lorraine.fr](mailto:nathalie.colle@univ-lorraine.fr)

This course will explore both the concept and the reality of the materiality of literary texts, and their evolution from book publication to textual, visual and material reinterpretations. Its goal is to assess how the changing materiality of texts contributes to their continued or renewed production and circulation, as well as to their changing reception through various modes of adaptation and consumption that reflect both evolving technologies and reader / viewer / consumer expectations. We will thus consider the role of book and non-book embodiments of literary texts in the dissemination and perpetuation of such texts through time, space and socio-cultural milieux. Over the course of the semester, we will examine the interactions between the different material forms of literary texts and will try and see the connections between book culture, print culture, visual culture and material culture. We will look in particular at the phenomena of extra-illustration, literary postcards, card, board and video games, flap books and pop-up books, metamorphoses and sculpted books inspired by literary classics as manifestations of the evolving materiality of literary

texts. In so doing, we will assess D. F. McKenzie's "two concepts of 'text'": "the text as authorially sanctioned, contained, and historically definable" on the one hand, and "text as always incomplete, and therefore open, unstable, subject to perpetual re-making by its readers, performers, or audience" on the other hand (55). We will appraise texts "not as fixed, determined artefacts in a specific medium, but as potential" (51) and "as social products" (62) – that is, as social entities with an inherent ability to be adapted to different socio-cultural spheres and temporal contexts.

#### Short Bibliography (to be completed):

- ✓ BLAND, Mark. *A Guide to Early Printed Books and Manuscripts*. Hoboken, NJ: John Wiley & Sons, 2013.
- ✓ HOUSTON, Keith. *The Book: A Cover-to-Cover Exploration of the Most Powerful Object of Our Time*. New York: W. W. Norton, 2016.
- ✓ McKENZIE, D[onald] F[rancis]. *Bibliography and the Sociology of Texts*. Oxford: Oxford University Press, 1999.
- ✓ MELOT, Michel. *Livre*. Collection L'âme des choses. Paris: Éditions L'œil neuf, 2006.
- ✓ MERCIER, Alain, dir. *Les trois révolutions du livre*. Paris : Musée des Arts et Métiers / Imprimerie Nationale Éditions, 2002.
- ✓ NYSSSEN, Hubert. *Du texte au livre, les avatars du sens*. Paris: Nathan, 1993.
- ✓ PELTZ, Lucy. *Facing the Text: Extra-Illustration, Print Culture, and Society in Britain, 1769–1840*. San Marino, CA: Huntington Library Press, 2017.
- ✓ — . *The Pleasure of the Book : Extra-Illustration, an 18th-Century Fashion*. London: Victoria and Albert Museum, Royal College of Art, 1998.
- ✓ STEAD, Evangelina, ed. *Reading Books and Prints as Cultural Objects*. New Directions in Book History collection. Palgrave Macmillan, 2017.
- ✓ VAN MIERLO, Wim, ed. *Textual Scholarship and the Material Book*. Amsterdam; New York: Rodopi, 2007.

### Méthodologie de la recherche - Choix :

#### ☐ Littérature et civilisation (12h)

Barbara Schmidt ✉ [barbara.schmidt@univ-lorraine.fr](mailto:barbara.schmidt@univ-lorraine.fr)

Le cours s'adresse aux étudiants de M1 ayant choisi un sujet de mémoire dans le domaine de la culture (littérature, civilisation, arts) et vise à autonomiser ceux-ci dans la rédaction de leur futur mémoire de recherche.

Les étapes principales de la démarche de recherche seront abordées en cours : choix du sujet, recherche des sources, construction d'une bibliographie, élaboration d'une problématique, techniques de citation, consignes de rédaction et de présentation du mémoire. Des extraits d'anciens mémoires d'étudiants seront étudiés à l'appui.

ou

#### ☐ Linguistique et didactique (12h)

Alex Boulton ✉ [alex.boulton@univ-lorraine.fr](mailto:alex.boulton@univ-lorraine.fr)

Le cours s'adresse aux étudiants de M1 ayant choisi un sujet de mémoire dans le domaine de la linguistique ou de la didactique et vise à autonomiser ceux-ci dans la rédaction de leur futur mémoire de recherche. Les étapes principales de la démarche de recherche seront abordées en cours : choix du sujet, recherche des sources, construction d'une bibliographie, élaboration d'une problématique, techniques de citation, consignes de rédaction et de présentation du mémoire. Des extraits d'anciens mémoires d'étudiants seront étudiés à l'appui.

### ➔ UE 704 / Activité intégratrice

#### Préparation du Mémoire de recherche

## MASTER 1

### ➔ UE 801 / Tronc commun - Culture et Sociétés

*Langue d'enseignement : Anglais ou français*

#### Options Culturelles

*(1 option de 12h au choix. Cours à distance à ERUDI) :*

- ☐ Littérature, théâtre et art en Russie
- ☐ Culture transfrontalière dans l'espace Sar-Lor-Lux
- ☐ Contact de langues et de cultures
- ☐ Histoire des relations culturelles Amérique-Europe

## SEMESTRE B



+ Séminaires et conférences  
(10 heures à suivre + rapport)

### ➔ UE 802 / Langue et culture

#### Langue :

##### > Traduction (thème) (18h)

Céline Sabiron ✉ [celine.sabiron@univ-lorraine.fr](mailto:celine.sabiron@univ-lorraine.fr)

Entraînement à la traduction de textes fortement ancrés dans différents types de situations d'énonciation : fiction, théâtre, presse. Sensibilisation aux différences de registre et aux facteurs stylistiques.

et

##### > Langue orale (8h + 8h TP)

Anissa Dahak ✉ [anissa.dahak@univ-lorraine.fr](mailto:anissa.dahak@univ-lorraine.fr)

Kirsty Giffen ✉ [kirsty.giffen@univ-lorraine.fr](mailto:kirsty.giffen@univ-lorraine.fr)

L'objectif du cours est, en priorité, de perfectionner les compétences en compréhension orale des étudiants. Ceux-ci seront amenés à travailler sur des supports de type audio aussi bien que vidéo par le biais d'exercices divers (questions de compréhension, dictée, etc.). Ces supports permettront aussi d'aborder des questions de phonétique, liées aux phénomènes de la chaîne parlée, notamment. Enfin, ils pourront aussi être amenés à échanger sur les thèmes abordés dans les documents de sorte à pratiquer leur expression orale.

et

##### > Prise de parole scientifique et professionnelle en anglais (12h)

Monica Latham ✉ [monica.latham@univ-lorraine.fr](mailto:monica.latham@univ-lorraine.fr)

Ce cours vise à entraîner les étudiants à prendre la parole dans des situations de la vie professionnelle et scientifique : présentation d'un projet de recherche, d'un projet artistique, d'expositions, de tours guidés, etc. Les étudiants développeront des compétences de présentation



variées en apprenant à s'adapter à la durée et au public de chaque présentation : collègues ou jury universitaires, touristes, journalistes, partenaires institutionnels.

### Culture - Choix (2 cours sur 3) :

#### ☐ Littérature (16h)

##### **Biofiction: Authors as Characters in Fiction**

Monica Latham ✉ [monica.latham@univ-lorraine.fr](mailto:monica.latham@univ-lorraine.fr)

Biographical fiction names its protagonist after an actual historical figure but takes the liberty of altering biographical and historical facts. Considered a “bastard form” in the past, it has recently become a recognised, appreciated, and “dominant literary form”.

This course will focus on a modernist author who has become a character in many contemporary novels: Virginia Woolf. At the production level, we will be exploring the challenges that Kyo Maclear, Isabelle Arsenault and Susan Sellers faced when they turned their iconic subject's life into art and literature. At the reception level, we will examine how the contemporary authors have participated in augmenting the literary and cultural capital of their modernist predecessor.

##### **Students must purchase and read the following novels:**

- ✓ Sellers, Susan. *Vanessa and Virginia* (2008)
- ✓ Additional material for this course will be available online (fascicule de cours)

ou

#### ☐ Civilisation australienne (16h)

##### **Settler Colonial Logics in Australia**

Marilyne Brun ✉ [marilyne.brun@univ-lorraine.fr](mailto:marilyne.brun@univ-lorraine.fr)

This course will focus on the logics of settler colonialism in Australia. Settler colonialism, a specific form of colonialism that involves the long-term settlement of populations in a country already inhabited by Indigenous populations, has specific logics and mechanisms which will be studied in the course. Australian society has been structured by settler colonial logics since the arrival of European settlers in 1788; the course will explore these logics in both colonial and postcolonial Australia, towards Aboriginal Australians as well as “multicultural” Australians. Materials will be available to download before the beginning of classes.

ou

#### ☐ Linguistique (16h)

##### **Cognitive Linguistics**

Yvon Keromnes ✉ [yvon.keromnes@univ-lorraine.fr](mailto:yvon.keromnes@univ-lorraine.fr)

Cognitive Linguistics appeared in the 1970s and has been an increasingly active area of research since then. It is an integral part of Cognitive Science, which emerged in the 1960s with work

about human categorization, in particular Gestalt psychology. The view of language proposed by Cognitive Linguistics is that of a faculty intrinsically linked to other mental faculties, so that language users associate their use of a language to impressions from their experiences, what has been called an experiential view of language.

In this course, we will look at different topics discussed in Cognitive Linguistics, and we will assess the extent to which its approach of these topics differs from that of other linguistic theories.

##### **In order to get an idea of what to expect from this course, students might want to take a look at one or all of the following books:**

- ✓ Croft, W. & Cruse, A., 2004, *Cognitive Linguistics*, Oxford: Oxford University Press.
- ✓ Evans, V. & Green, M., 2006, *Cognitive Linguistics: An Introduction*, Edinburgh: Edinburgh University Press.
- ✓ Geeraerts, D., 2006, *Cognitive Linguistics: Basic Readings*, Berlin: Mouton de Gruyter.
- ✓ Ungerer, F. & Schmid, H.-J., 2006, *An Introduction to Cognitive Linguistics*, London/New York: Longman.

### ➔ UE 803 / Orientation Livres, Textes, Matérialités

#### ✓ Avancée de la recherche (journée de Master Nancy-Metz)

+ choix :

#### ☐ Normes, marges, discours (20h)

##### **“Consuming” fiction: literary awards and prizes in the English-speaking world**

Monica Latham ✉ [monica.latham@univ-lorraine.fr](mailto:monica.latham@univ-lorraine.fr)

This course examines the role and power of a few prestigious and lucrative literary prizes in the UK/Commonwealth/USA (The Man Booker Prize, The Man Booker International Prize, the Whitbread/Costa Book Award, The Women's Prize for Fiction, The Children's Laureate, The Guardian First Book Award, The Commonwealth Book Prize, The Pulitzer Prize, etc.), their different categories (fiction, poetry, biography, non-fiction) and criteria for selecting and shortlisting submitted works. We will study the value or qualities reward by these prizes, that is to say the aesthetic and cultural specificities of the winners, as well as their financial or commercial value, that is to say the impact these awards have on subsequent book sales and on the reputation of the prized authors. We will also consider editorial politics and marketing strategies used to promote these literary works, and their “consumption” by the reader. Thus, we will address questions related to both the production and the reception of such literary products.

##### **Students must purchase and read the following works before the beginning of the class:**

- ✓ J. M. Coetzee, *Disgrace* (Booker Prize, 1999)
- ✓ Mark Haddon, *The Curious Incident of the Dog in the Night-time* (Whitbread Book Award / Commonwealth Writers' Prize / Guardian Children's Fiction Prize, 2003)

- ✓ Elizabeth Strout, *Olive Kitteridge* (Pulitzer Prize, 2009)
- ✓ Lionel Shriver, *We Need to Talk About Kevin* (Orange Prize, 2005)

ou

#### □ Du livre au texte, à l'écran et à la scène (20h)

##### *The Transmedial Journeys of Tennessee Williams's «Streetcar»*

John Bak ✉ [john.bak@univ-lorraine.fr](mailto:john.bak@univ-lorraine.fr)

Because of its blend of poetic realism, social criticism, and psychological expressionism, Tennessee Williams's *A Streetcar Named Desire* (1947) has often been called the greatest American play of the 20th century. While the play's textual brilliance has a lot to do with this elevated status, its many "afterlives" have contributed to its stature. The play's first post-Broadway life, Elia Kazan's celebrated 1951 film, brought most of the play's theatre cast to the screen, pitting Vivien Leigh's classical British style against Marlon Brando's U.S. Method acting. If the film helped confirm the play's rank in the U.S. canon, and solidified Kazan's reputation as the country's premiere theatre and film director, it was not without its problems, namely the manner in which Williams and Kazan had to negotiate the play's adult themes and content to appease Hollywood's censors. The play later underwent several adaptations, including an opera, and several television pastiches (e.g., *The Golden Girls*, *The Simpsons*, *Modern Family*, and *Big Bang Theory*), the study of which will complement the play's worldwide appeal. European productions will also be discussed to highlight the exportation of American culture after World War II. The goal of the course is thus not only to study the play as drama and theatre, but also to explore its many lives around the world and through different media.

#### Select Bibliography

- ✓ Tennessee Williams (1947 play), *A Streetcar Named Desire* (any U.S. edition is fine, but avoid the Penguin edition, which bears alterations to the text for British censors).
- ✓ Elia Kazan (1951 film), *A Streetcar Named Desire* (DVD)—the purchase of which is not essential.
- ✓ André Previn (1995 opera), *A Streetcar Named Desire*, with a libretto by Philip Littell--the purchase of which is not essential.

Several articles and book chapters on each of these will be provided in class.

#### □ Didactics: English Language Teaching (14h)

Virginie Privas-Breaute ✉ [virginie.privas-breaute@univ-lorraine.fr](mailto:virginie.privas-breaute@univ-lorraine.fr)

In this course, you will be taught about the evolution of language teaching practices and theories in France along scientific research, from traditional methods to action-oriented approaches. You will be shown how to set up language lessons and include language activities and tasks after studying the five language skills (listening, speaking, interacting, reading, writing). In teams, you will have to examine language activity books for second education students, take some distance from what editors suggest and develop your own lessons based on what would have been studied.

NB: Il s'agit d'une version en anglais et enrichie du cours donné en français en L3 par l'enseignante

ou

#### □ Linguistique contrastive appliquée à la traduction (12h)

Catherine Chauvin ✉ [catherine.chauvin@univ-lorraine.fr](mailto:catherine.chauvin@univ-lorraine.fr)

Notions de linguistique contrastive/typologie (étude linguistique de langues comparées) et application à la traduction. On évoquera notamment ce semestre l'expression de la localisation et du mouvement dans les langues et son impact sur la traduction, ainsi que certains problèmes liés à la construction et/ou cohérence d'un texte en lien avec le passage d'une langue à une autre. Quelques rappels théoriques seront proposés, qui seront appliqués ensuite à partir d'un travail sur des textes à traduire ou traduits.

### ➔ UE 804 / Activité intégratrice

#### Mémoire

# MASTER 2

## ➔ UE 901 / Tronc commun - Culture et Sociétés

Langue d'enseignement : Anglais ou français

**Options Culturelles** (1 option de 12h au choix.

Cours à distance à ERUDI) :

- Approches de la diversité linguistique
- Histoire culturelle de l'Europe
- Musique et contre-culture en Grande Bretagne
- Relations interculturelles dans le romantisme européen
- Être artiste au 21ème siècle : nouveaux horizons, nouveaux défis.
- Terminologie, Langue spécialisée et Technolecte
- Humanités numériques ou Cultures numériques
- Enseignement et numérique

## SEMESTRE A



+ Séminaires et conférences  
(10 heures à suivre + rapport)

## ➔ UE 902 / Langue et culture

Langue :

> Rédaction de documents universitaires et professionnels (24h)

Stéphane Guy ✉ [stephane.guy@univ-lorraine.fr](mailto:stephane.guy@univ-lorraine.fr)

Ce cours a pour objectif de familiariser les étudiants avec la forme et la rhétorique des écrits et documents universitaires et professionnels en langue anglaise, dans les domaines de la recherche, de la traduction et du tourisme, et de les entraîner à la production de tels écrits et documents à partir de leurs propres domaines et sujets de recherche ou de compétence. Nous travaillerons ce semestre à la rédaction de *reports*, *bio statements*, *book reviews*, *literature reviews* ou *press reviews*, *abstracts* ou *brochures*, ainsi que de *book proposals* ou *project proposals*, en fonction de vos parcours et de leurs spécificités.

+ choix :

Langue orale et qualité linguistique en anglais (12h)

Nathalie Collé ✉ [nathalie.colle@univ-lorraine.fr](mailto:nathalie.colle@univ-lorraine.fr)

Ce cours vise à aider les étudiants à consolider leurs compétences en langue orale, dans des situations à la fois impromptues et préparées.

Nous y travaillerons la spontanéité et la maîtrise en expression orale dans des contextes divers et variés. Nous nous attacherons à la prononciation, au rythme, au débit et à l'intonation, ainsi qu'à la maîtrise de soi lors de la prise de parole et de l'interaction – c'est-à-dire à la grammaire de l'oral et aux compétences communicationnelles. Des documents audio et audiovisuels serviront de base aux activités proposées. L'entraînement s'appuiera également sur des présentations individuelles et collectives, ainsi que sur des mises en situation non préparées et préparées.

ou

Linguistique contrastive appliquée à la traduction (12h)

Yvon Keromnes ✉ [yvon.keromnes@univ-lorraine.fr](mailto:yvon.keromnes@univ-lorraine.fr)

Dans ce cours, nous commencerons par clarifier le rapport de la linguistique et de la traduction. La traduction est-elle de la linguistique appliquée ?

Il s'agira ensuite de tenter de répondre aux questions suivantes :

- ✓ Quelles sont les langues qui existent à travers le monde, qu'est-ce qui les unit et les distingue ?
- ✓ Comment classer les langues ? (types vs. origine).
- ✓ Les langues sont-elles commensurables ? (universalistes vs. relativistes et déterministes)
- ✓ Dans quelle mesure les similitudes et disparités se reflètent-elles dans la traduction ?
- ✓ Quels cadres théoriques pour comparer les langues (linguistique énonciative vs. linguistique cognitive).
- ✓ Que comparer ? Le lexique ? (emprunts, faux et vrais amis), la grammaire ? (temps et aspect).

Culture :

> Littérature (24h) (Cours à distance à ERUDI, UEN902)

**Le multiculturalisme : perspectives littéraires**

Mélanie Joseph-Vilain ✉ [melanie.joseph-vilain@u.bourgogne.fr](mailto:melanie.joseph-vilain@u.bourgogne.fr)

This course focuses on contemporary postcolonial works produced by writers in South Africa, the Caribbean and Great Britain. It will address major aspects of, and issues in, contemporary postcolonial and diasporic literatures: (re)appropriating history, the representation of otherness, magic realism, the inclusion of oral forms and attempts at reappropriating the English language and Western literary forms. The course will be based on contemporary works – two novels and a selection of poetry – and will combine theory and practice.

**Prescribed Texts:**

- ✓ Brink, André. *Devil's Valley*. 1998. London: Vintage, 2000. [also available in electronic format, Kindle for instance]
- ✓ Phillips, Caryl. *Crossing the River*. 1993. London: Vintage, 2006.

Selected poems by various writers (the selection will be provided in the brochure). Students will also be asked to read critical material (articles, book chapters, ...) on the works being studied.

et

> **Civilisation (24h) (Cours à distance à ERUDI, UEN902)**

**Le multiculturalisme: perspectives civilisationnistes**

Marc Deneire ✉ marc.deneire@univ-lorraine.fr

Multiculturalism explores the ways modern societies accommodate different cultures, religions, languages and customs, often with a special attention to minorities, migrants, and other “non mainstream” groups. It is an interdisciplinary endeavor that includes several academic domains such as philosophy (politics of recognition), political theory (nationalism, citizenship) law (cultural rights, self-determination), sociology (structural equality), education (values, tolerance), economics (socio-professional dimensions), and social psychology (accommodation).

This course will be structured around the following overlapping approaches to multiculturalism:

- (1) Philosophical foundations;
- (2) Political theory;
- (3) Linguistic and cultural rights;
- (4) Critical pedagogy;
- (5) Area studies: Britain, Canada, and the United States.

## ➔ UE 903 / Orientation Livres, Textes, Matérialités

> **Histoire du livre et études textuelles : enjeux interdisciplinaires (12h)**

Nathalie Collé ✉ nathalie.colle@univ-lorraine.fr

This course offers an introduction to the fields of book history and textual scholarship. It aims at presenting the different aspects of these fields of study and research – the history of the book, bibliography and the sociology of texts, as well as textual criticism and genetic criticism – and at pointing out the interdisciplinary issues which lie at the core of these branches of literary theory and practice. Questions relating to the material conditions of texts and books, their production, transmission, circulation and reception will be addressed. The vocabulary, tools, principles and techniques of analysis provided during this course are intended to give research students insights into current and dynamic areas of literary criticism.

**Bibliographie indicative (une bibliographie plus complète sera fournie en cours) :**

- ✓ Eliot, Simon and Jonathan Rose, eds. *A Companion to the History of the Book*. 2007. London: Wiley and Sons, 2011.
- ✓ Finkelstein, David and Alistair McCleery. *An Introduction to Book History*. London: Routledge, 2005.
- ✓ Grésillon, Almuth. *Éléments de critique génétique : Lire les manuscrits modernes*. Paris: CNRS Editions, 2016.

+ choix :

☐ **Avatars, mutations, adaptations (20h)**

**The Changing Materiality of Literary Texts**

Nathalie Collé ✉ nathalie.colle@univ-lorraine.fr

This course will explore both the concept and the reality of the materiality of literary texts, and their evolution from book publication to textual, visual and material reinterpretations. Its goal is to assess how the changing materiality of texts contributes to their continued or renewed production and circulation, as well as to their changing reception through various modes of adaptation and consumption that reflect both evolving technologies and reader / viewer / consumer expectations. We will thus consider the role of book and non-book embodiments of literary texts in the dissemination and perpetuation of such texts through time, space and socio-cultural milieux. Over the course of the semester, we will examine the interactions between the different material forms of literary texts and will try and see the connections between book culture, print culture, visual culture and material culture. We will look in particular at the phenomena of extra-illustration, literary postcards, card, board and video games, flap books and pop-up books, metamorphoses and sculpted books inspired by literary classics as manifestations of the evolving materiality of literary texts. In so doing, we will assess D. F. McKenzie’s “two concepts of ‘text’”: “the text as authorially sanctioned, contained, and historically definable” on the one hand, and “text as always incomplete, and therefore open, unstable, subject to perpetual re-making by its readers, performers, or audience” on the other hand (55). We will appraise texts “not as fixed, determined artefacts in a specific medium, but as potential” (51) and “as social products” (62) – that is, as social entities with an inherent ability to be adapted to different socio-cultural spheres and temporal contexts.

**Short Bibliography (to be completed):**

- ✓ BLAND, Mark. *A Guide to Early Printed Books and Manuscripts*. Hoboken, NJ: John Wiley & Sons, 2013.
- ✓ HOUSTON, Keith. *The Book: A Cover-to-Cover Exploration of the Most Powerful Object of Our Time*. New York: W. W. Norton, 2016.
- ✓ MCKENZIE, D[onald] F[rancis]. *Bibliography and the Sociology of Texts*. Oxford: Oxford University Press, 1999.
- ✓ MELOT, Michel. *Livre*,. Collection L’âme des choses. Paris: Éditions L’œil neuf, 2006.
- ✓ MERCIER, Alain, dir. *Les trois révolutions du livre*. Paris : Musée des Arts et Métiers / Imprimerie Nationale Éditions, 2002.
- ✓ NYSSSEN, Hubert. *Du texte au livre, les avatars du sens*. Paris: Nathan, 1993.
- ✓ PELTZ, Lucy. *Facing the Text: Extra-Illustration, Print Culture, and Society in Britain, 1769–1840*. San Marino, CA: Huntington Library Press, 2017.

- ✓ —. *The Pleasure of the Book : Extra-Illustration, an 18th-Century Fashion*. London: Victoria and Albert Museum, Royal College of Art, 1998.
- ✓ STEAD, Evangelia, ed. *Reading Books and Prints as Cultural Objects*. New Directions in Book History collection. Palgrave Macmillan, 2017.
- ✓ VAN MIERLO, Wim, ed. *Textual Scholarship and the Material Book*. Amsterdam; New York: Rodopi, 2007.

ou

☐ **Histoires, institutions, publics (20h)**

***History of Ideas in the Anglophone World: Concepts, Contexts and Controversies***

Stéphane Guy ✉ [stephane.guy@univ-lorraine.fr](mailto:stephane.guy@univ-lorraine.fr)

This course will examine the landmark intellectual traditions that have shaped political, social and economic thought in Britain and the Anglophone world over the centuries. The aim will be to understand how such notions as freedom, diversity, social or economic justice, the State or religion appeared and evolved in specific historical circumstances.

Basing itself on the study of major as well as more marginal authors, the course will seek to explain how theoretical texts that are held to be significant and influential interacted with their contexts and contemporary debates or controversies, and how they have been retrieved and adapted over time as a response to new historical developments. Topics will include: liberalism according to Thomas Hobbes, Adam Smith, John Locke or F. A. Hayek; socialism: utopias, collectivism and social-democracy; the conservative mindset: Burke, Disraeli and the Tory tradition; the ethics of diversity: cultural identities and communitarianism.

A syllabus will be provided at the beginning of the semester with reading material and references on a weekly basis, each class focusing on a specific topic and/or author.

**Reference books (available in the UL libraries):**

- ✓ Ball, Terence; Bellamy Richard (Ed.), *The Cambridge History of Twentieth-Century Political Thought*, Cambridge ; New York ; Melbourne etc. : Cambridge University press; 2003
- ✓ Barker, Rodney S., *Political Ideas In Modern Britain : In and After The Twentieth Century*, London : Routledge; 1997
- ✓ Claeys, Gregory; Stedman Jones, Gareth (Ed.), *The Cambridge History of Nineteenth-Century Political Thought*, Cambridge ; New York : Cambridge university press; 2011
- ✓ Goldie, Mark; Wokler Robert (Ed.), *The Cambridge History of Eighteenth-Century Political Thought*. Cambridge : Cambridge university press; 2016
- ✓ Gournay, Jean-François ; Lessay, Franck ; Morvan, Alain, *Histoire des idées dans les îles britanniques*, Paris : Presses universitaires de France; 1996

- ✓ Horowitz, Maryanne Cline, *New Dictionary Of The History Of Ideas, Detroit, Michigan : Charles Scribner's Sons*; 2005
- ✓ Klosko, George (Ed.), *The Oxford Handbook of the History of Political Philosophy*, Oxford : Oxford University Press; 2011

➔ **UE 904 / Activité intégratrice**

**Préparation du Mémoire de recherche**

Voir la liste des directeurs et leurs domaines de spécialité : <http://lcer-lea-nancy.formation.univ-lorraine.fr/anglais/formations/master-ice-mondes-anglophones/>

# MASTER 2



## SEMESTRE B

➔ UE 1001 / Culture et Sociétés  
Mémoire et soutenance

### ➔ UE 1002 / Orientation Livres, Textes, Matérialités - Choix :

#### ☐ Normes, marges, discours (20h)

*“Consuming” fiction: literary awards and prizes in the English-speaking world*

Monica Latham ✉ [monica.latham@univ-lorraine.fr](mailto:monica.latham@univ-lorraine.fr)

This course examines the role and power of a few prestigious and lucrative literary prizes in the UK/Commonwealth/USA (The Man Booker Prize, The Man Booker International Prize, the Whitbread/Costa Book Award, The Women’s Prize for Fiction, The Children’s Laureate, The Guardian First Book Award, The Commonwealth Book Prize, The Pulitzer Prize, etc.), their different categories (fiction, poetry, biography, non-fiction) and criteria for selecting and shortlisting submitted works. We will study the value or qualities reward by these prizes, that is to say the aesthetic and cultural specificities of the winners, as well as their financial or commercial value, that is to say the impact these awards have on subsequent book sales and on the reputation of the prized authors. We will also consider editorial politics and marketing strategies used to promote these literary works, and their “consumption” by the reader. Thus, we will address questions related to both the production and the reception of such literary products.

**Students must purchase and read the following works before the beginning of the class:**

- ✓ J. M. Coetzee, *Disgrace* (Booker Prize, 1999)
- ✓ Mark Haddon, *The Curious Incident of the Dog in the Night-time* (Whitbread Book Award / Commonwealth Writers’ Prize / Guardian Children’s Fiction Prize, 2003)
- ✓ Elizabeth Strout, *Olive Kitteridge* (Pulitzer Prize, 2009)
- ✓ Lionel Shriver, *We Need to Talk About Kevin* (Orange Prize, 2005)

ou

#### ☐ Du livre au texte, à l’écran et à la scène (20h)

*The Transmedial Journeys of Tennessee Williams’s «Streetcar»*

John Bak ✉ [john.bak@univ-lorraine.fr](mailto:john.bak@univ-lorraine.fr)

Because of its blend of poetic realism, social criticism, and psychological expressionism, Tennessee Williams’s *A Streetcar Named Desire* (1947) has often been called the greatest American play of the 20th century. While the play’s textual brilliance has a lot to do with this elevated status, its many “afterlives” have contributed to its stature. The play’s first post-Broadway life, Elia Kazan’s celebrated 1951 film, brought most of the play’s theatre cast to the screen, pitting Vivien Leigh’s classical British style against Marlon Brando’s U.S. Method acting. If the film helped confirm the play’s rank in the U.S. canon, and solidified Kazan’s reputation as the country’s premiere theatre and film director, it was not without its problems, namely the manner in which Williams and Kazan had to negotiate the play’s adult themes and content to appease Hollywood’s censors. The play later underwent several adaptations, including an opera, and several television pastiches (e.g., *The Golden Girls*, *The Simpsons*, *Modern Family*, and *Big Bang Theory*), the study of which will complement the play’s worldwide appeal. European productions will also be discussed to highlight the exportation of American culture after World War II. The goal of the course is thus not only to study the play as drama and theatre, but also to explore its many lives around the world and through different media.

#### Select Bibliography

- ✓ Tennessee Williams (1947 play), *A Streetcar Named Desire* (any U.S. edition is fine, but avoid the Penguin edition, which bears alterations to the text for British censors).
- ✓ Elia Kazan (1951 film), *A Streetcar Named Desire* (DVD)—the purchase of which is not essential.
- ✓ André Previn (1995 opera), *A Streetcar Named Desire*, with a libretto by Philip Littell——the purchase of which is not essential.

Several articles and book chapters on each of these will be provided in class.

#### Langue orale : présentation de travaux (12h)

Nathalie Collé ✉ [nathalie.colle@univ-lorraine.fr](mailto:nathalie.colle@univ-lorraine.fr)

Préparation à la présentation orale du mémoire et d’autres travaux.

Ce cours vise à entraîner les étudiants à présenter et à défendre leurs projets et travaux de recherche à différents moments de leur avancement (*work in progress*, travail finalisé), et sur différents supports (présentations PowerPoint, poster, etc.). Il vise également à poursuivre leur entraînement à la prise de parole, devant un auditoire prédéfini et connu mais aussi devant un public élargi. Il se basera sur l’observation, l’analyse, la reproduction et l’amélioration de modèles de présentation, et sur un travail interactif avec le groupe.

et **Conférences de professionnels du livre**

# Parcours Mondes Anglophones

Orientation Livres, Textes, Matérialités

## RESPONSABLE :

André Kaenel

✉ [andre.kaenel@univ-lorraine.fr](mailto:andre.kaenel@univ-lorraine.fr)

## SCOLARITÉ

✉ [all-ncy-master-contact@univ-lorraine.fr](mailto:all-ncy-master-contact@univ-lorraine.fr)

☎ 03 72 74 31 00

Accueil téléphonique du lundi au vendredi de 8h30 à 11h30

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🌐 Site web :

[ALL-NANCY.UNIV-LORRAINE.FR](http://ALL-NANCY.UNIV-LORRAINE.FR)

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🌐 Des études à l'emploi :

[LLCERLORRAINEETUDESEMPLOI.WORDPRESS.COM](http://LLCERLORRAINEETUDESEMPLOI.WORDPRESS.COM)

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