ENGLISH TRACK COURSE CATALOG

University of Bordeaux

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ECONOMICS

University of Bordeaux
Fall Semester

LICENCE 1 – Semestre 1

INTRODUCTION TO STUDIES IN ECONOMICS AND MANAGEMENT - 3.5
DEALING WITH NUMBERS: specific vocabulary and types of numbers, large numbers, fractions, exponents and radicals, percentage changes and index numbers; long and short scales of numbering systems; the CPI.
WHAT IS ECONOMICS: definition and terminology, limited resources, scarcity and opportunity cost, the three questions of economics, economic systems and characteristics of the market system.
Maslow’s hierarchy of needs, types of business organizations. Self-interest and the invisible hand metaphor in A.Smith’s The Wealth of Nations.
Definition of macroeconomics and microeconomics.
Volume horaire CM 17,5

INTERNATIONAL ECONOMICS INSTITUTIONS – 3.5
1. International trade issues : from GATT to WTO
Free trade versus protectionism; Historical overview; The GATT (1947-1995) ; The WTO (1995-today)
2. Current account and external adjustment issues: the IMF
Exchange rate regimes and external adjustment theories ; The IMF’s role in the Bretton Woods system; The IMF after the collapse of the Bretton Woods system; Current functioning of the IMF; Critical review of IMF policies
3. Development issues : the World Bank
Development economics; The Bretton Woods conference and the creation of the World Bank; Institutional issues and functioning ; World Bank policies and practices
Volume horaire CM 17,5

LICENCE 2 – Semestre 3

APPLIED ECONOMIC SEMINAR – 3.5
Volume horaire CM 17,5

EUROPEAN ECONOMICS – ECON 100B – 4.5
This course covers the history and institutions of the European Union Regional Trading Arrangements; the Regional Trading Arrangements Theory; how growth effects the Monetary Union and related topics; and enlargement problems and prospects.
Volume horaire CM 21

LICENCE 3 – Semestre 5

INTERNATIONAL MIGRATION – 3.5 – ECON 101
International migration is a key aspect of globalization. While migrants represent about 3 percent of the world population, a relatively stable figure, immigrants now represent nearly 10 percent of the population of OECD countries, a twofold increase in just a couple of decades.
Media attention and the public discourse increasingly focus on South-North migration, low-
skilled migrants, and refugees, as well as social integration issues, either linked to poverty or cultural factors. And yet migration also takes place between rich countries, and increasingly involves highly educated individuals, whose economic impact on destination countries is largely positive. This course presents a broad picture of international migration in recent history and a detailed picture of its recent trends, and introduce the analytical and empirical tools that are necessary to evaluate its impact on the host countries.

**Volume horaire CM 17,5**

**INTERNATIONAL TRADE – ECON 159 - 5.0**


**Volume horaire CM 31,5**

**PROJECT MANAGEMENT – 3.5**

**Volume horaire CM 31,5**
ENGLISH AND NORTH-AMERICAN LITERATURE AND CIVILIZATION
http://www.u-bordeaux-montaigne.fr/fr/formations/offre-de-formation-2016-2020.html
Bordeaux Montaigne – Department of English

Fall semester

Link to the full course brochure of the English department, which includes more detailed course descriptions and bibliographies:

LICENCE 1 – Semestre 1

LIA1Y1 – TRADUCTION 1 – FR 178 A – 4.5
Apprendre à traduire un texte littéraire contemporain simple en respectant le style et le registre.
Se sensibiliser aux procédés de traduction, à la syntaxe comparée de l’anglais et du français.
Acquérir le vocabulaire de la vie courante.
LIA1M11 - 1 h de Thème : traduction français-anglais
LIA1M12 - 1h de Version : traduction anglais-français

Volume horaire TD 24

LIA1Y2 / LIA1M21 – LANGUE ÉCRITE 1 – Linguistique anglaise 1 – 4.5
This course aims to help the students consolidate their command of English grammar through a practical approach based on exercises. It introduces theoretical elements that are useful in analysing parts of speech in terms of the nature / function interaction so as to pave the way for further linguistic analyses. It also reintroduces the basic grammatical rules necessary to a correct use of the tenses and aspects of English. The lexicology part, which is taught either in English or in French, gives an overview of the major word-formation processes, focusing on lexical acquisition.
Language mostly used in class: French.

Volume horaire CM 12 + TD 12

LIA1Y3 – LANGUE ORALE 1 – 3.0
LIA1M32- PHONETIQUE ET PHONOLOGIE 1
Enseignement théorique visant une connaissance du système linguistique au niveau phonétique et phonologique qui apporte l'indispensable réflexion sur les faits de prononciation devant conduire à l'autocorrection et à l'autonomie.

Volume horaire TD 12

LIA1Y5/ LIA1M51A - CIVILISATION BRITANNIQUE ET DU COMMONWEALTH – HIST 152 - 5.0
BRITISH IDENTITIES: AN INTRODUCTION TO CONTEMPORARY ISSUES
For this subject, students are asked to analyze civilization documents in a critical way, using the historical, political and social contexts to present these documents in English. The course closely combines the online lecture (CM) with classes (TD) and focuses on the topic of British identities in the 21st century: Britain as the “four-nation state”, multicultural Britain, Britain in Europe. These issues will be dealt with both from a historical and a contemporary perspective.
This course introduces students to British literature through various literary extracts chosen in connection with a specific theme. The aims of this course are:

• to encourage students to acquire the reading skills necessary for literary study.
• the ability to construct and convey meaning in speech and writing.
• to appreciate the formal ways in which authors achieve their effects.
• to develop the student’s knowledge of literature through a selection of canonical texts proposed by the teacher.

Volume horaire CM 12 (CM online) + TD 18

LIA3Y1 – TRADUCTION 3 – FR 178 B - 4.5

LIA3Y2/ LIA3M21 – LINGUISTIQUE 3 – LING 138 C - 4.5
The aim of this course is to identify and describe word units, study word formation, analyse the way in which words combine into categories to construct a simple sentence. Text-based analyses should enable students to acquire a better understanding of word formation and sentence construction, and become more proficient in translation. Language mostly used in class: French.

Volume horaire TD 12

LIA3Y3 – LANGUE ORALE 3 – 3.0
Enseignement théorique visant une connaissance du système linguistique au niveau phonétique et phonologique qui apporte l’indispensable réflexion sur les faits de prononciation devant conduire à l’autocorrection et à l’autonomie. Etude systématique de l’accent de mot via la morphologie.

Langue d’enseignement : Français.

Maîtrise du système accentuel anglais.

Volume horaire TD 12
LIA3Y4 / LIA3M41- PANORAMA CIVILISATION BRITANNIQUE ET COMMONWEALTH – ENG 144 A - 3.0
Ce cours vise à couvrir l’histoire et l’évolution de trois grandes aires de la civilisation anglophone contemporaine, à savoir l’Afrique du Sud, l’Inde et l’Australie. Chaque enseignant/e abordera à sa manière l’héritage colonial britannique en essayant de mettre en lumière l’influence de la Grande-Bretagne dans trois aires géographiques généralement moins étudiées (Afrique, Asie, Australasie) : Apartheid in South Africa ; history and political evolution of India between 1600 and 1947 ; Australia and the “Tyranny of Distance”.
Volume horaire CM 12

LIA3Y5 / LIA3M51 –LITTERATURE BRITANNIQUE ET COMMONWEALTH— ENG 134 - 3.0
The aim of this course is to introduce you to the major authors and literary movements in English literature from the medieval origins to XXth century Modernism.
The lectures will be given in English.
Volume horaire CM 12

LIA3Y7- ANALYSE LITTERAIRE AMERICAINE – ENG 117 C - 5.0 -
Indepth study of 2 major works :
- Leaves of Grass, Walt Whitman : We shall examine the place of Leaves of Grass in the epic and lyric traditions, its major themes, its modernity of form and content, and the Whitman legacy in modern American poetry. Discussion groups will emphasize oral expression, the technique of close reading and textual commentary as well as essay-writing strategies.
- Invisible Man, Ralph Ellison
Volume Horaire CM 12 + TD 24

LIA3Y8- CIVILISATION AMERICAINE – HIST 164 A - 5.0
- The Cherokee Nation and the United States (L. Larré)
The history of Native Americans and of their relationship with the Euro-American authorities is at the heart of the US nation-building. Without generalizing or essentializing a very complex history on the scale of the continent, the history of the Cherokee Nation can be seen as an illustration and a case study of a nationwide history. The objective of this class is to try to understand, from a Cherokee viewpoint as much as is possible—that is to say by the use of Cherokee primary sources—the role that the Indians played in the history of the United States.
- History of Canada (B. Rigal-Cellard)
The course surveys the evolution of Canada from the settlement of New France until today. Particular attention is given to the impact of Catholic missions on Indigenous communities; to the political evolutions leading to the formation of the Dominion in 1867 and to 21st century Canada; to the territorial expansion to the Pacific and to the various communities of settlers that gave Canada its specific identity.
Volume Horaire CM 12 + TD 24

LICENCE 3 – Semestre 5

LIA5Y1 – TRADUCTION 5 - 4.5
This course is taught in a mixture of French and English. A high level is required in both of these languages.
Translation classes will help you build a competence in translation practice, improve your writing skills in French or English, and have a theoretical approach to languages and translation. Students will learn how to translate a literary or more civilization-oriented text from French to
English and vice-versa; to acquire different translation techniques, as well as an enlarged and richer lexicon, adapted to register and context; to have a grasp of the compared syntax of French and English; to translate the tenses of the past; to handle the different registers and levels of language; the translation of cultural references. Classes rely on collective training and translation from literary or journalistic texts.

**LIA5M11 - 1 h de Thème : traduction français-anglais**
**LIA5M12 - 1 h de Version : traduction anglais-français**

**Volume horaire TD 12 + 12**

**LIA5Y2 / LIA5M21 – LANGUE ECRITE 5 / LINGUISTIQUE 5 – LING 148 - 4.5**

Language mostly used in class : French
The aim of this course is to study some aspects of the English noun phrase, namely quantifiers, and some aspects of the English verb phrase, i.e. modality. Text-based analyses should enable students to acquire a better understanding of these particular areas of studies and become more proficient in translation.

**Volume Horaire CM 12 + TD 12**

**LIA5Y3- LANGUE ORALE 5**
**LIA5M32- PHONETIQUE ET PHOLOGIE 5 – 3.0**

Language used in class : French and English
The purpose of this module is to bring students to an understanding of some of the more complex aspects of English phonetics and phonology, focusing on (i) broad phonetic transcription which includes a revision of weak and strong forms of grams and of linking /r/, (ii) definition of intonation as a supra-segmental parameter and intonation patterns.

**Volume horaire TD 12**

**LIA5Y4 – AMERICAN LITERATURE – ENG 117 E - 6.0**

Language used in class: English.
In-depth study of four major works:
Mark Twain, *The Adventures of Huckleberry Finn*, 1884
Edith Wharton, *The Age of Innocence*, 1920

**Volume horaire CM 24 + TD 36**

**LIA5Y5- CIVILISATION BRITANNIQUE ET COMMONWEALTH 3 - HIST 108 B – 5.0**

This course focuses on three subjects : Victorianism, Ireland, UK in the World

**Volume horaire CM 12 + TD 18**

**LIA5Y63 - ARTS VISUELS – ARTHS 146 - 5.0**

This course in visual arts focuses on 2 subjects :
Photography in Britain: an exploration of images, discourses and critical practices (Painting in Nineteenth-Century Britain

**Volume horaire TD 36**

**Master 1 – Semestre 1**

All Master courses are taught in English (even if course description is in French). Professor consent is needed to take the courses.
Link to the full course brochure for the MASTER of the English department, which includes more detailed course descriptions and bibliographies:
Then click on Master and “Guide Master Anglais”

MIA1Y12- MINORITY LITTERATURES IN THE US – ENGL 137- 4.5
This seminar will provide students with an introduction to Afro-American literature and criticism. The aim is to bring out some of the characteristic features of this unique form of literature, telling an American story darkly different from that told in mainstream works, while addressing and raising complex, specific issues, thematically and scripturally. Afro-American literature was born from specific historical circumstances which shaped it into a specific, remarkable “form of cultural expression” (Houston Baker), and we shall look at it precisely as such: a form of cultural expression, related to other forms of cultural expressions (notably folklore, music –jazz and the blues, and story-telling. As a point of method, then, the seminar will look at literature as part of a broader field of cultural production, involved in a symbolic power struggle: Afro American literature cannot indeed be disconnected from Afro American art, music, folklore, verbal games, any more than it can be released from the historical burden which the history of slavery then racial segregation placed on the artists’ shoulders. Because the compressed format of the seminar does not allow appropriate space to look into the incredible wealth of Afro-American literary production, we will focus on just four emblematic works, which are also representative of important historical and artistic moments and will help us identify some of the characteristic features of Afro American literature, and some of the notions Afro-American critics have devised to describe them.

Volume horaire CM 12 + TD 12

MIA1Y13- PANORAMA DES CULTURAL STUDIES – 4.5
This unit, which is also part of the cultural studies M.A. syllabus, is meant to present and explore the historical and theoretical foundations of cultural studies, from the inception of the movement in Britain at the turn of the 1960s to (around the University of Birmingham) to their development and their dissemination in the whole English-speaking world in the following decades. The seminar will start with a presentation of the general theoretical and practical preoccupations of the main founders of cultural studies in the broader context of the contestation of the dominant paradigm of elitist and highbrow notions of literature and culture. Figures such as Raymond Williams, Stuart Hall, E. P. Thompson and others will be studied through their key texts and interventions. Then their legacy and influence in the United States and the Caribbean will be examined as well as the concurrent redefinition and diversification of analytical paradigms (gender studies, postcolonial studies, queer studies, etc.).

Volume horaire CM 12 + TD 12

MIA1Y14 – BRITISH CIVILIZATION – 4.5
Great Britain and Europe : from the common market to « Brexit »
La question de l’Europe est depuis plus d’un demi-siècle celle qui a soulevé le plus de polémique dans les débats politiques en Grande-Bretagne ; elle a joué un rôle central dans la chute de Margaret Thatcher en 1989, elle a empoisonnée la vie de son successeur au 10 Downing Street, John Major. Aujourd’hui cette même question pose autant de difficultés pour Theresa May. Les résultats du référendum de juin 2016 sur le « Bréxit » sont loin de les avoir résolus.
Le cours retracera l’histoire des relations entre la Grande-Bretagne et l’Europe, brièvement en

**Volume horaire CM 12 + TD 12**

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**MIA1Y15- LITTERATURE AMERICAINNE19ÈME- 20ÈME SIECLES – ENGL 120 - 4.5**

Not offered in 2017-18

**Volume horaire CM 12 + TD 12**

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**MIA1Y16- MUTATION OF THE BRITISH ADVENTURE NOVEL AT VICTORIAN PERIOD – ENGL 150- 4.5**

Il s’agira dans ce séminaire d’essayer de circonscrire et de qualifier un espace littéraire à la fois un peu flou et un peu furtif, niché entre les deux systèmes de signification littéraires majeurs et constitués que sont le Réalisme et le Modernisme anglais. Il s’agira de démontrer à la fois la cohérence et l’intérêt formel de cette période intermédiaire.

On montrera que des auteurs contemporains aussi apparentement hétérogènes que Dickens, Conrad, Stevenson ou Doyle partagent, au tournant du siècle, le même désir d’innovation littéraire ; ils entreprennent tous, chacun à sa manière, de redéfinir le rapport entre le réel et la représentation. Dans cette période de latence littéraire où le réalisme classique semble avoir perdu de sa pertinence, et où le modernisme ne s’est pas encore érigé en système, ces auteurs ont précisément en commun cette position historique transitoire, ce désir de s’installer sciemment dans l’imminence, et d’y puiser les structures d’un texte nouveau, encore à inventer.


**Volume horaire CM 12 + TD 12**

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**MIA1Y17- HISTORY OF THE BOOK – 4.5**

Advances in the history of the book are one the main contributions of French historiography in the 20th century (the Annales school). In its wake this seminar invites students to take into
account an obvious fact that often eludes attention; I mean that a book is not simply a system of signs, but also an object just like any other, with all that this implies. Bindings, title pages, prefaces, dedications, type, illustrations, etc., are highly meaningful, however. I will attempt to throw into relief correlations between material forms, intellectual content and reading practices.

The seminar falls into two parts. Its starts with a brief overview of the book as-object. I will also put into perspective other ways of approaching this discipline around the world. The second part concentrates on the analysis of specific printed objects, that is to say engravings that include text (the “letterpress”) with a highly variable subject-matter. The corpus is made up essentially of religious, satirical or historical engravings of the 18th century, which will approach from a synchronic as well as diachronic angle. They provide evidence of historically dated mentalities. But they also survive in present practices. Most of all their apparent strangeness encourages one to step back and put things into perspective. The seminar is meant to open up research approaches without relying on a single pre-established theory.

Volume horaire CM 12 + TD 12

MIA1Y18 -EMERGING VOICES : US WOMEN WRITERS – 4.5
The time separating the Declaration of Sentiments (1848) from the 19th amendment that granted American women the right of vote (1920) marked a turning point in the history of women in the US. Although a number of women rose to prominence in the male-dominated literary world of the second half of the 19th century, most of them have long been forgotten. The recovery work to which feminist criticism gave an impulse in the 1970s and that is still ongoing today has drawn attention to the pivotal role played by some of these writers in the redefinition of women’s place in American society. This course will initiate a reflection on the way in which these women dealt with such issues as slavery, domesticity, industrialization and the rise of a visual culture in the fast-developing society of their times. Due attention will be paid to the Gothic genre that allowed them to express their most intimate concerns and anxieties under the cover of supernatural fiction, as well as to the regional sketch, a supposedly minor genre that some of them turned into an instrument of resistance to the dominant patriarchal ideology.

Volume horaire CM 12 + TD 12

MIA1Y19 - LANGUAGE VARIATION AND CHANGE – LING 149 - 4.5
This seminar explores the way meaning is constructed in language, with a focus on semantic, pragmatic and social factors. With the goal of defining the role played by social interaction, we examine language in communicative contexts, particularly in spoken media: interviews, speeches, conversation, TV soap dramas, stand-up comedy, MOOCs, etc. The seminar provides an overview of theories on discourse and particularly on communicative competence (cognitive and interactive skills allowing language-users to make inferences, detect background assumptions, frame judgments about speakers’ intentions and evaluations), as well as on sociolinguistic variation. As our approach is corpus-based, we also look at the methodology of corpus linguistics and we discuss issues involved in collecting and tagging transcripts.

Volume horaire CM 12 + TD 12

MIA1Y20- MEDIA STUDIES : NEW HOLLYWOOD /VIDEO GAMES – 4.5
1) An introduction to critical thinking on video games : The first part of this seminar aims at providing students with a critical vocabulary and a variety of theoretical approaches to video games. It will seek to provide a historical and cultural overview of the medium, to question its boundaries and to introduce students both to game studies and play studies. Though part of the lecture will be devoted to formal analysis (using narratology and weighing
in on the narratologist/ludologist debate), the emphasis will be put on the uses of video games, on the discourses and practices which they foster. Thus, the history of the medium will be approached both as a factual chronology and as a process of self-definition, as demonstrated by the rise of retrogaming, but also by the way contemporary “independent” games appropriate and rewrite this history, the better to establish their alternative credentials. Contemporary concerns such as the increasing fragmentation of the various player communities (“hardcore” vs. “casual”/”AAA” vs. “Indy”) and, more crucially, the issue of gender representations in games will also be broached.

2) The New Hollywood: its causes, characteristics, and consequences: The second part of this seminar explores one of the richest periods in the history of the American cinema. For many reasons (economic as well as cultural and socio-political ones), the 1970s saw the budding of a new kind of cinema that was totally opposed to the earlier classical way of making films in Hollywood. We will therefore first analyze these reasons, before dealing with this new conception of the cinema in those days. The core of that seminar will be the detailed study of the most typical features of the main films of the period. The classes will alternate the study of some representative scenes with a more global view of how the cinema was conceived by all these talented directors (Bogdanovich, Penn, Hopper, Altman, Coppola, Scorsese, Friedkin, De Palma…) and by some producers (Schneider, Rafelson, Evans…). There will also be a focus on William Friedkin, whose career does encompass the most striking facets of that conception of the cinema, the director having somehow managed to outlive the glorious 1970s to enrich his filmography in the 21th century with films that still ensue from the canon of the now late New Hollywood. And so, we will eventually see the reasons why this New Hollywood ended in the early 1980s, and we will look for some traces of its heritage in the cinema of the following decades, not only in Hollywood (and in Friedkin’s filmography) but also around the world (Lars Von Trier’s and Thomas Vinterberg’s “Dogme 95 Manifesto” sharing, for examples, some beliefs in the “Cinéma Vérité” advocated in the New Hollywood). As mentioned before, the class will be based on the study of some excerpts, and this requires the active participation of the students who will be asked to comment on some aspects of the studied scenes.

**Volume horaire CM 12 + TD 12**

**MIA1Y21- EXILE AND VOYAGE – ENGL 123 - 4.5**

This seminar deals with the way one gazes at the Other and the way he/she gazes at us, in the context of travelling, exile or migrations between Europe and North America. This gallery of writers from the XXth and XXIst centuries (immigration novels, autobiographies, travelogue) will take us from Europe and Asia to the United States and back. Whether they emigrate to escape the Tsar’s cruelty, or the Irish famine, or seek the American dream in the land of plenty, or embark as war-exiles from the East to the West, or else decide to roam the seas to go back to the cradle of Western civilization to satisfy their eager curiosity, those travellers give us complementary, sometimes contradictory views, not only of the world they discover, but of their own identities. This exploration also leads us to examine what being a foreigner, or being a stranger to oneself, entails.

**Volume horaire CM 12 + TD 12**

**MIA1Y22- DREAMERS AND RADICALS : ALTERNATIVE CULTURES IN THE 19th AND 20th CENTURIES– ENGL 125A - 4.5**

The subject of this seminar is the history of British radicalism, with a focus on two moments: the late 19th century around the work of William Morris, and the post-war years, up to the
1980s. It will explore the intellectual, artistic and material production both of Morris and his circle and of alternative cultures in the post-war period.

1st part: Steeped in the romantic poetic tradition as well as in Pre-Raphaelite art, William Morris’s program of artistic transformation of Victorian Britain was paradoxically a product of the age whose ‘civilization’ he was so adamant to condemn. Morris’s rejection of middle-class mass culture motivated his efforts to restore ancient crafts; to revive medieval ways of life such as the Victorians invented them; and finally to strive to make his dream of a better world come true through political activism. News from Nowhere (1890), “a Utopian romance” as well as a book supporting anarchist ideology, details the radical reconstruction of society. It will serve as a base for the exploration of late-Victorian aesthetics and politics, and will help students appreciate the contemporary scope and significance of William Morris’s revolutionary cultural legacy.

2nd part: The second half of the seminar will examine the evolutions of radicalism in post-war Britain through the development of alternative cultures and “new social movements”, while exploring intellectual debates within the British left. Developing in arenas outside of parliamentary politics, post-war radicalism sought to combine theory and practice with a view to redefining political action. The seminar will pay close attention to artistic expression and cultural practices within radical cultures. The themes covered will include the intellectual debates of the New Left in the late 1950s and early 1960s; the cultural politics of the underground in the 1960s; the challenges of feminism; the emergence of participatory forms of political action around “community politics” and “community arts” practices; the influence of Black and Asian political and cultural organisations on a post-colonial critique of Britain’s imperial legacies; the cultural and class politics of Punk and the question of its position in the British history of radicalism.

Volume horaire CM 12 + TD 12

MIA1Y23- THE GROTESQUE IN AMERICAN FICTION : 19TH AND 20TH CENTURIES –
This seminar will examine the grotesque mode, a recurrent feature of American literature, by focusing on fiction works from the 19th and the 20th centuries. The grotesque is notoriously difficult to define. In a recent study, American critic Geoffrey Galt Harpham begins with this elusive definition: “Grotesqueries both require and defeat definition; they are neither so regular and rhythmical that they settle easily into our categories, nor so unprecedented that we do not recognize them at all. They stand at a margin of consciousness between the known and the unknown, the perceived and the unperceived, calling into question the adequacy of our ways of organizing the world” (3). For French scholar Maurice Lévy, the grotesque “is the presence of something unacceptable around us or within us that we turn into a circus freak in order to domesticate it or make it less unbearable” (162). Paula Uruburu, an American scholar, underlines that the grotesque deliberately arouses “contradictory emotions, such as fear, anger, disgust, hate, surprise, and amusement in a reader,” hence the “repulsion-fascination syndrome” (13) it provokes. The grotesque, therefore, requires special deciphering that will be examined in the seminar. An analysis of a selection of grotesque American fiction will also allow us to study the reasons for the use of the grotesque and the role it plays.

Volume horaire CM 12 + TD 12

MIA1Y24- 19TH & 20TH CENTURY AMERICAN LITERATURE – ENGL 120 A - 4.5
1) The American Essay : The essay has thrived in North America from Colonial times to the present, and more particularly since the beginning of the nineteenth century. Its protean form—or perhaps its absence of form—seems to have been especially suited to a literature in the making and the essay's singular attributes—humility, open form, informality—lend
themselves easily to American cultural and literary life in which the essay plays an essential role. In this seminar students will explore the genre itself and then read a variety of essays by authors as different as, say, Joan Didion, Samuel Sewall, James Baldwin and Jonathan Franzen.

2) Transcendentalist Women and Children: The second part of this seminar will explore the themes of women's rights, childhood, and family relations in Transcendentalist literature, with particular emphasis on the writings of Margaret Fuller and Louisa May Alcott.

Volume horaire CM 12 + TD 12

MIA1Y25-CRITICAL STATES: AESTHETIC APPROACHES TO CATASTROPHE IN NEW MILLENNIUM BRITAIN, INDIA AND PAKISTAN– 4.5

1. The Art of Catastrophe at the Turn of New Millennium Britain (Stéphanie Ravez)
The first half of this seminar, under Mme Stéphanie Ravez’s supervision, will focus on the impact of catastrophe on British artists in the aftermath of the fall of the Berlin wall, the 9/11 terrorist attacks, natural disasters or the crisis of capitalism. Exploring works taken from genres as diverse as cinema, visual art, theatre or fiction, the seminar aims to show the endurability of old apocalyptic and dystopian motifs as well as their specific handling from a British perspective. Other lines of enquiry for this course include the differences between the American and British approaches to the representation of contemporary catastrophe or the significance of trauma in contemporary art and writing.

2. “From Partition Literature to the Post-post-colonial Novel” (Paul Veyret)
The six sessions of this seminar will focus on the partition of the British raj into two nations, India and Pakistan. Three novels dealing with the events surrounding partition will be the subject of study and are therefore compulsory reading: Khushwant Singh, Train to Pakistan (1956; available from Penguin Books), Bapsí Sidhwa, Cracking India (1991; US edition: Milkweed)
Mohsin Hamid, Moth Smoke (2000; Penguin 2011 edition). Each of these novels have in their own right, and for different reasons, acquired the status of “cult” novels in South Asian and are considered as time-defining works. Partition was the direct inspiration for Singh’s and Sidhwa’s novels who although they were only indirect participants of the tragedy use realism as a means of exploring the trauma of the separation of the British empire and the subsequent foundation of Pakistan as a haven for South Asian Muslims. Moth Smoke belongs to an altogether different generation of South Asian writers who have a more nuanced approach to Partition and post-colonial issues.

Volume horaire CM 12 + TD 12

MIA1Y26- COLONIAL & POSCOLONIAL ENCOUNTERS – CLIT 122 A / ENGL 122 A - 4.5

Part One: “Colonial and post-colonial treatments of the natural and social environments of Eastern North America”. Laurence Machet. The first six sessions of this seminar will focus on accounts of Eastern North America from the 17th to the 19th centuries, during the colonial and post-colonial eras. Defined as non-fiction prose, these accounts generally rely on two traditions: the travel genre, that provides the narrative framework, and the science of natural history, defined in the Oxford English Dictionary as “the facts relating to the natural objects, plants, or animals of a place; the natural phenomena of a region as observed or described systematically”. We’ll be more particularly interested in authors such as John Lawson, John Hector St John de Crèvecoeur, John and William Bartram, Thomas Jefferson or Alexander Wilson. Their accounts stand as examples of American self-creation. They also provide an insight into colonial attitudes towards the natural environment and the Indigenous and slave populations.
Part Two: “Re-writing First Encounters in Contemporary South African and Australian Literature.” Susan Barrett. The second half of this seminar will focus on works of fiction and the way in which contemporary authors in South Africa and Australia have revisited the arrival of the Europeans in their respective countries. Using post-colonial theory, we will consider the role fiction can play in challenging conventional historical discourse.

Volume horaire CM 12 + TD 12

MIA1Y27- ENGLISH LINGUISTICS : ISSUES, FRAMEWORKS AND PRATICAL APP – 4.5
Linguistics is frequently misconceived as "abstract", "dry and technical", "removed from real life situations and classroom settings". Do linguists really inhabit a different world from the rest of academia? Are they self-indulgent theoreticians? The course establishes the accessibility and practical usefulness of linguistics in a variety of fields. Formal instruction is integrated with hands-on activities, theoretical insights are systematically correlated with applied work. Theoretical frameworks: “enunciative”, functional, cognitive (including metaphor theory and grammaticalization theory). Grammar and discourse: how grammar structures argumentation, dialogue and narrative in spoken or written discourse (e.g. anaphora, deixis, time reference); grammar and metaphor / metonymy. Corpus linguistics and corpus-based approach to grammar: developing a data-driven and usage-based approach to linguistics – designing and exploring large collections of machine readable texts. Collecting and analyzing data on a smaller scale for special teaching and / or research purposes (in language, culture and literature). Grammar and language teaching: assessing the precise role of grammar and grammatical description in the action- and task-based approach favored by the Common European Framework of Reference – looking at new strategies for “teaching grammar” or “reflecting on language use” (imaginative, narrative, digital, computerized).
Volume horaire CM 12 + TD 12

Master 2 – Semestre 3

Graduate level courses.
Only 25 seats in each course.

Ecocriticism is a relatively new critical field, a new frame for textual analysis which has developed as a consequence of a growing awareness that we are in the midst of a major environmental crisis calling for drastic changes in the way we inhabit this planet, and that literary texts, as part of a symbolic activity through which we imagine and define our place on this planet, can contribute to either alleviate or worsen this current environmental crisis.
While environmental studies mostly rely on scientific data to come up with technical solutions to environmental problems, one intellectual stream in the ecological movement, known as "deep ecology" argues that significant solutions call for a deep reassessment and of the way in which we imagine our relation to the non-human world. Such reassessment involves shifting from a so-called "anthropocentric" to an "ecocentric" or "biocentric" perspective. In other words, deep ecology advocates a cultural revision amounting to a real revolution in our representations of the natural world. As for ecocriticism, it looks at the ways in which literary and non literary texts may contribute to this revolution. It focusses on texts which convey cultural representations and foster ethical values which contribute to shape the relations of
humans to the non-human world, by projecting certain images, articulated into stories or discourses which make up what Laurence Buell has called an "environmental imagination".

Volume horaire CM 12 + TD 12

MIA3Y14 - BRITISH AND AMERICAN LITERATURE IN TRANSLATION: HISTORY, THEORY AND PRACTICE – 4.5

This course is designed for students with an advanced knowledge of English and French who are interested in English and American studies, translation studies, comparative literature, literary studies, literary history, linguistics and stylistics. It will be particularly useful to students contemplating a career in translation or translation studies. Starting with a survey of the history of British and American literature in translation in France, we will also read and discuss landmark criticism in translation studies while identifying and evaluating the translation strategies and techniques at work in a number of translated works, with a focus on retranslation. Through a comparative study of translations, we will focus on the ethics and politics of translation, combining approaches drawn from sociology, stylistics, linguistics, gender theory and philosophy.

The course will be conducted in French and English.

Volume horaire CM 12 + TD 12

MIA3Y15 - 20TH CENTURY BRITISH THEATRE AND CINEMA – 4.5

The purpose of this part of the seminar is to train students to theatrical, film and textual analysis by providing them with an understanding of the issues of mise-en-scène, adaptation and transsemiotizing. The focus will be on recent adaptations of British texts, canonical or not. It will help students navigate between the close analysis of text, stage and film, and the more comprehensive approach to works within their contexts.

1- Starting with the analysis of Canadian-Armenian director Atom Egoyan’s adaptations of two of Samuel Beckett’s shorter plays, the seminar will question the issue of fidelity in the light of poststructuralist theories. It will then focus on different recent scenic versions of Shakespeare’s Richard III, one British and two Continental ones, to show how cultural contexts and aesthetic conventions impact the receptions of the text(s). Finally, we will consider a successful contemporary play and how it was transformed to meet the demands of filmic conventions and of the film industry when adapted for the big screen.

2- Masculinities in crisis in British cinema since 1945

The purpose of this seminar is to explore the representation of masculinities in crisis since 1945 in the major film genres (thriller, melodrama, horror, social realism, war film) of British cinema.

A full filmography will be provided at an early stage.

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MIA3Y16 – BRITISHNESS – 4.5

1. The Disunited Kingdom: These seminars will focus on the more historic and traditional notions surrounding the idea of Britishness because we will be examining the history and the identities of Ireland, Scotland, Wales and England. The devolution process has increased autonomy and underpinned national historic identities in the British Isles but it is now argued that after centuries of domination over the three "Celtic" countries, England needs to establish her own identity and governance. The 2015 election results seem to point to the increasing influence of nationalism within the nation-state.

We shall examine different aspects of each of the four countries: history, languages, religions, stereotypes, nationalism and expressions of national and cultural identity, both traditional and
evolving in a multicultural context. We shall also discuss political considerations including the governance of the United Kingdom which is now becoming problematical.

2. The United Kingdom from Harold Wilson to Tony Blair

This course, taught over six weeks, will consider the ways in which the United Kingdom evolved over the course of the thirty years between Harold Wilson coming to office in 1964 and the years of Tony Blair’s premiership (1997-2007). It will consider various aspects of the evolution of the country during these years: the transformation of the economy from declining traditional heavy industries and the growth of the service sector; social policy and the welfare state; the unity of the United Kingdom and the growing strains it was under; the decline in social solidarity and the emergence of a more fractured society. It will also look at the ways in which the economic, social and political philosophies at the heart of successive governments have changed over time, with the collapse of the so-called post-war corporatist and welfarist consensus and the onset of the free-market and laissez-faire thinking most frequently associated with Margaret Thatcher. The focus will be on the long-term changes in Britain and on the continuities (for example between the youthful dynamism of Harold Wilson and Tony Blair on coming into office, which ended in both vases with a deep sense of disillusion and disappointment) and the breaks with the past (for example Margaret Thatcher’s claim that on coming to power she ‘changed everything’).

**Volume horaire CM 12 + TD 12**

MIA3Y17 – PRAGMATICS – LING 142 - 4.5

Pragmatics studies language in use, i.e. what speakers concretely ‘do’ or avoid doing with words and utterances as they enter the presence of others and engage in communicative interaction. Some notions or processes will receive special attention like speech acts, Grice’s conversational maxims, inference, entailment, presupposition, negative and positive face, linguistic politeness and impoliteness (greeting rituals, compliment strategies, coarseness vs. refinement), interpersonal manipulation, verbal violence, interruption, directness vs. indirectness, status vs. connection, pragmatic inference, conversational implicature, expressing or concealing emotion, gendered conversational styles.

Examples will be taken from film, drama, TV shows, and real life. You will gradually become aware of the subtleties and complexities of social interaction. This seminar is likely to have a concrete impact on your own life: the theories you will learn will help you cater to other people’s face needs and develop your own successful communication strategies. Students with little or no formal training in linguistics should feel free to enroll.

**Volume horaire CM 12 + TD 12**

MIA3Y18- WRITING GENDER – ENGL 138- 4.5

This non dogmatic, transdisciplinary seminar is an approach to gender studies. After reading a few inaugural texts (Betty Friedan, Susan Gubar, Kate Millett or Germaine Greer) that will stimulate reflection on female creativity in fiction, as well as on woman’s, and man’s place in society, or establish the circumstances that led to feminism, students will be encouraged to share their separate interests, covering various fields, media, periods, or cultures, from poetry to the cinema or music, from philosophical to anthropological or ethnical points of view. An eye will be kept on the changes that are taking place in the world regarding gender matters and how they affect exchanges, and our perception. Students will be invited to lectures and conferences offered by the Gender Workshop/Atelier Genre at the University of Bordeaux Montaigne and its partner-universities. Distant students are welcome. So are MEEF students. We shall work on material to be found on the virtual bureau, Isak Dinesen’s « The Blank Page », Charlotte Perkins Gilman’s « The Yellow Wallpaper », excerpts from Adrienne Rich (who initiated the concept of revisioning) or female poets. Transgender or the third gender may be approached.
This seminar looks at the history of the relations between the State and religions in the United States by focusing on the development of sectarianism. Right from the beginning of the nation, the foundation of many sects was encouraged by the federal government to make sure European style hegemonic Churches would not endanger it. We shall see how it has become the major component of the American religious landscape and how it is constantly evolving. After studying the typology of religious groups and various theoretical works, we will look at Churches and sects as well as at non-Christian groups in order to track their structural and spiritual evolution and their function within American society and in the global world. Canadian groups can be studied. Students choose the groups they want to look at and I strongly appreciate hearing about little studied groups. We decide the program together when we meet for the first time. One must present the history of the group, its doctrine, rituals (if any), membership… Its function for its members, its originality within “the religious market”. Attendance at the weekly services and interviews of members is highly recommended if of course you can actually meet the group in the USA or one of its branches in Europe. Students have so far been most clever and resourceful in their oral and visual presentations and I am sure you will be up to them.

Volume horaire CM 12 + TD 12
POLITICAL SCIENCES

SCIENCES PO BORDEAUX

Fall Semester

More detailed information on the following link:
http://www.sciencespobordeaux.fr/fr/international-student/programmes-d-echange/english-track.html

Licence courses

HISTORY OF FRENCH POLITICS
COURSE NOT OPEN TO UC STUDENTS

REPRESENTATION OF FRENCH SOCIETY THROUGH FILM
COURSE NOT OPEN TO UC STUDENTS

A HISTORY OF MODERN EUROPE – POLS 185 – 3.5 –
This 18 hours course offers a broad survey on Modern European political, intellectual, social and cultural history, from the end of the 18th century to the aftermath of the Cold War. The topics covered include the French Revolution and its consequences, the Napoleonic era, the industrial revolution, Revolutions and unifications, imperialism and colonialism, World War I and II and the Cold War.

THE WORLD ECONOMY IN THE 20TH CENTURY – ECON 153 – 3.5
The course, while giving an outline of global economic developments over the recent past and their implications in today’s world, focuses on key moments and areas in the history of the 20th Century – sometimes referred to as “the short 20th Century” starting in 1914 and ending in 1989.

PROBLEMS IN INTERNATIONAL POLITICS – POLS 166 – 3.5
1. Systems and Structures
   1. The Cold War: State of War or Long Peace?
   2. The Contemporary Interstate System: Unipolar or Multipolar?
   3. The American Hegemon: Messianic Crusader or Reluctant Sheriff?
   4. The Consequences of China's Rise: Balance or Parity?
II. Institutions and Organizations
   5. The International Society: Pluralist or Solidarist?
   6. The UN: Sovereign Equality or Legalized Hegemony?
   7. The North Atlantic Treaty Organization: Alliance or Community?
   8. Western Democracies in Action: Democratic Peace or Democratic Violence?
III. Conflicts and Crises
   9. The Israeli-Arab-Palestinian Conflict: Hobbesian Enmity or Lockean Rivalry?
   10. The Spread of Nuclear Weapons: More Will Be Worse or Better?
   11. Russia in its Near Abroad: Old-Fashioned Geopolitics or Timeless Power Politics?
   12. Global Terrorism and Asymmetric Wars: Clash of Civilizations or Haves vs. Have-Nots?

TBA INVITED LECTURERS COURSES – 3.0
Each semester, a few additional courses are offered in English by invited lecturers.
CONTEMPORARY RUSSIA
COURSE NOT OPEN TO UC STUDENTS

Master 1 courses - FALL

HISTORY OF INTERNATIONAL POLITICS – POLS 112 - 3.5
The course is a historical overview of the evolution of international politics from its early beginnings to the contemporary post-Cold War world. Its purpose is twofold. First and foremost to recall the major stages of this evolution with the view of enabling students to have an in-depth knowledge of long-term trends and processes at the roots of current historical features. Second objective: to serve either as a complementary or as a preliminary class to a course on IR theories.

1. Introduction. How to Approach World History?
Part I. The Evolution of the International System
2. 1492-1648: From the Middle Ages to a Global International System
3. 1648-1815: The Anglo-French Struggle for Mastery in Europe
4. 1815-1945: The Rise and Decline of Pax Britannica
5. 1945-1989/91: The Soviet-American Struggle for Mastery in the World
6. 1989/91-...: The Triumph of Pax Americana

Part II. The Development of an International Society
7. 1492-1648: Christianity vs. Heathen Barbarians
8. 1648-1815: European Commonwealth vs. Savage Tribes
9. 1815-1945: Civilization vs. Non-Civilized Entities
10. 1945-1989/91: Western World vs. Eastern Totalitarianism
11. 1989/91-...: International Community vs. Rogue Regimes
12. Conclusion. What Does World History Tell Us?

CRITICAL APPROACH OF INTERNATIONAL RELATIONS– POLS 101 – 3.5
This course explores the critical approaches to international relations. Several labels or adjectives have been proposed in order to describe this constellation of works: post-positivist, feminist, post-colonial, neo-marxist, radical… In spite of their differences, these approaches share a critical stance on the positivist pretension to produce value-free scholarship, and the hope that new perspectives may help to disclose the current relations of domination that structure world politics. The course does not purport to exhaust the numerous varieties of critical international relations theories. Such an ambition would appear all the more overweening as critical thinking on international relations has not only emerged in the field of international relations but also found some stimulating formulations in other disciplines such as history, law, anthropology, linguistics, and philosophy… Rather, this course introduces to some works produced in these fields with a particular focus on four critical approaches to international relations: the (neo)-marxist, the postcolonial, the feminist, and the theories of “intersectionality” (the approaches which pretend to bridge the gap between the three others).

TRANSCALAR POLITICS OF CLIMATE CHANGE– POLS 172 – 3.5
This course will adopt a global approach on the politics of climate change, albeit with a transcalar perspective – i.e. across levels of the same scale and across different scales. Climate change is such a complex phenomenon affecting almost all areas of human activity and all societies that it cannot be reduced to the international negotiations within the United Nations Framework Convention on Climate Change (UNFCCC), how important these might be.
SCIENCES

University of Bordeaux

Check the University of Bordeaux website for courses offered in English

https://www.u-bordeaux.com/Education/International-study-offer/Courses/Find-a-course

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At the graduate Level “Master degree”,
Several masters are offered in English. Students need to have a very good background in the area to follow courses at the Master level.

BIOLOGY

FALL SEMESTER

CELLULAR BIOLOGY
S1 – The cell, unity within diversity - 3.0
15hr of class – online course
Understand animal and vegetal cell organization (structure and function of membranes, organites and cytoskeleton).

GENETICS
S3 – Genetics of physiological and pathological processes - 3.0
15hr of class – online course
a fundamental knowledge of genetics
an understanding of how traits are passed from one generation to the next
a basic comprehension of the role of genes in biological functions
methods for mapping genes to chromosomes and to predict risk of transmission of monogenic pathologies
methods to characterize and/or create an animal model for a genetic disease

BIOCHEMISTRY
S3 - Methods and tools for bio-syntheses/Innovation and Project Management – 3.0
Basis in enzymology and metabolic biochemistry at the molecular, cellular and organism scale.
COMPUTER SCIENCE

FALL SEMESTER

S1 – Basic Algorithms & Programming – 3.0
15 hr
Address basic concepts and methods for problem solving based on computer programming; algorithm structure: variable assignments, sequences, loops, etc. and problem specification: functional (hierarchical) decomposition, state, pre-condition, post-condition, loop invariant. Acquire knowledge and develop competencies through applied projects.

S3 - INTRODUCTION TO SIMULATION OF DYNAMIC PROCESS – 3.5
20 hr tutorial
Get acquainted with database management systems architecture,. Address relational model : properties, constraints, relational algebra, functional dependency, closure, normal forms. Learn SQL.

ENVIRONMENT

FALL SEMESTER

S1 – Biosourcing: Resource management and renewable resources – 3.0
15h of class
In a first part, this course will present an introduction to the management of resources (mining, fossil, renewable), especially their production, conversion and disposal/recycling, in order to increase student awareness on the strategic and industrial issues dealing with the choices of chemicals and raw materials, depending on their geographical origin, wealth of resources, and economic and environmental impact resulting from gathering, transformation, and use.
A second component of the course will focus upon the assets and drawbacks of renewable bio-resources versus fossil resources, and upon impact evaluation of chemical transformation processes in light of both resource management, as described in the first part of the course, and process environmental impact based on the 12 principles of Green Chemistry.

S3 – Biosourcing: Environmental impact and resource efficiency – 3.0
15h of class
MATHEMATICS

FALL SEMESTER

S1 - Linear Algebra (online) – 3.0
15h
Introduction to linear algebra.
Vector spaces; matrix calculus; linear system and Gauss method.

S3 - Probability Theory & Statistics – 3.0
15h meetings and online during one semester

MISCELLANEOUS

FALL SEMESTER

S1 - History of Science – 3.0
15h
This courses aims at describing the history of universities, academies, as well as the main types of science funding.

S1 - Production System Management - 3.0
Present basic concepts and techniques for planning and managing industrial systems of various types of organization

S3 - Philosophy of Science 3.0
15h
This course discusses the notion of "scientific revolution" from an epistemological perspective.
OCEANOGRAPHY

FALL SEMESTER

Master 1 courses

S7 – SIST7201 - Biological Oceanography
Several contrasting marine ecosystems are described and analysed through the main structuring strengths of pelagic and benthic communities. This module is part of the interdisciplinary first semester and also aims to demonstrate through concrete examples that marine biology is part of oceanography.
A practical course takes place at the marine station (Arcachon) where students spent 2.5 days in order to apply the main theoretical concepts taught during lectures (adaptation to marine life, link between spatial heterogeneity and diversity, diversity calculation, use of gears like dredges, planktonic nets, etc.).

S7 - Dynamic Oceanography
The fundamental concepts in dynamic oceanography are covered including:

- The Navier Stokes equation,
- Application in the geostrophic approximation both in oceanic and atmospheric circulation,
- Application in the Ekman transport.

Descriptions of oceanic circulation are provided both at the large scale and at the regional scale. Atmospheric circulation and coupling with oceanic are also presented. Emphasis is placed on fluid motion description and measures.

S7 - SIST7204 Sea-floor Geology
- Research techniques used in marine geology
- Morphological marine geological structures (mid-ocean ridges, subduction zones, passive margins, oceanic basins, oceanic islands and plateaus).
- Geodynamics and petrogenetic processes.
- Marine sediments (clastic, biogenic and authigenic)
- This module is part of the interdisciplinary first semester and also aims to demonstrate trough examples that marine geology is part of oceanography.
- Field studies on marine sediment deposits (1,5 days).
- Computer lab on marine data processing (in relationship with data acquisition on an oceanographic research vessel)

S7 - Statistics and Data Analysis in Environmental and Geological Sciences
Introduction to basics in statistics and data analysis in environmental and geophysical sciences. Practical work is conducted using the R environment.
SCIENCES - GRADUATE COURSES

Master in bio-imaging
https://www.u-bordeaux.com/Education/International-study-offer/Courses/Find-a-course

Master 1 – Fall semester
Experimental approaches in Biology
English/French as a foreign language
Elements of mathematics and physics for bio-imaging
Modeling and computer simulation of biological processes

Master 2 – Fall semester

Track 1: cellular imaging
Communication and conception of a Research & Development project
Principles of microscopy (compulsory)
Dynamic imaging : global measurement and single molecule (compulsory)
Nonlinear optical imaging (elective)
Dynamics of cellular mechanisms (elective)
Physics and chemistry of markers and biosensors (elective)
Visualization and exploration of 3D data, programming techniques (elective)

Track 2: biomedical imaging
MRI (compulsory)
Ionizing radiation imaging (compulsory)
Ultrasound imaging (elective)
Multimodal imaging (elective)
Visualization and exploration of 3D data, programming techniques (elective)
Master in neurosciences & biotechnology

Master 1 – Fall semester

-Biotechnology and Bioinformatics

-Functional and Cognitive Anatomy
  General presentation of cognitive functions, Neuroanatomy, cognitive and emotional connexions, animal behavioural models, animal vs human models

-Cellular neurobiology/physiology (this is an online course)
  synaptic connections, membrane excitability, action potential

Master 2 – Fall semester

-Economy Intellectual property, Patent, Quality procedures, Biotechnology and Regional Economy

-Regulations, laws and Bioethics Public policy, Laws on ethics, Biosecurity and dual-use

-Drug development Procedures for drug approval, Economical aspects

Track 1
Molecular and Cellular Neurosciences:

-Plasticity and cell communication Synaptic plasticity, Neuron-glia interaction, Membrane receptors, trafficking

-From perception to action Neuronal pathways: Cortex, subcortical pathways, spinal cord, effectors
-Integrative physiology Focus on biological Rhythms
-Computational neuroscience and neural network

Track 2
Integrative and System Biology:

-From sensation to perception Focus on 2 main examples: Somatosensory and Visual perception (Transduction, coding, elaboration of the sensation, representation, integration).

-Neurogenesis, Stem cells and transplantation Neural progenitors, Migration, Differentiation, Apoptosis
-Case study in Biotechnology To propose a strategy for answering a biological question, or for constructing a specific tool

Track 3
Medical Neuroscience and Neuroimaging:
- **Morpho-Functional Imaging** Topographical and functional anatomy of the brain using in vivo 3D fMRI and tractography interindividual variability in healthy subjects and in patients with chromosomal aberrations.
- **Pathophysiology** Epilepsy, Stroke, TBI and forensic, Inflammation, genetic and developmental disorders.
- **Diagnostic and therapeutic tools development** Biophysics of Imaging techniques, neurostimulation, interventional neuroradiology, radiosurgery

**Track 4**
**Neuropharmacology and Innovative Therapeutics:**

- **Neurotransmitters and their pharmacology** Contribution of pharmacology to the understanding of integrative neuronal functions
- **Neuropharmacological mechanisms of Pathophysiology** Neural progenitors, Migration, Differentiation, Apoptosis
- **Recent advances in Neuropharmacology** Innovations in drug design and drug delivery, pharmacogenetics, vectorization, nanotechnology.
INP Engineering - Graduate courses
Pre-admission is required

Master in Software engineering
Institut Polytechnique de Bordeaux – ENSEIRB MATMECA and Bordeaux 1 University

https://enseirb-matmeca.bordeaux-inp.fr/fr/software-engineering

FALL SEMESTER ONLY

Master 1 level
Prerequisites:
- Algorithms, Programming, Java, Databases, SQL, Basics of modeling computer software applications.
- English (at least B2 level)

Description:
UV I9GL-A (Software Methodologies):
- Software project management and Information systems (2.5 cr): R. Moebs /M. Phalippou
- Software testing (2.5 cr): F. Morandat

UV I9GL-B (Design and Validation of Software Systems):
- Software design – B method (2.5 cr): P. Castéran
- Object oriented modelling (2.5 cr): G. Eyrolles

UV I9GL-C (Data Engineering):
- Persistency and databases (2.5 cr): X. Hanin/D. Tusien
- Management and Analysis of Big Data (2.5 cr): D. Auber

UV I9GL-D (Distributed and Mobile Software):
- Multi-tiers software architectures (Project) (2 cr): G. Eyrolles / M. Mosbah
- Concurrent and distributed software systems (2 cr): J. Lelong
- Mobile application development (1cr): M. Mosbah / A. Zemmari

UV I9GL-E (Personalization):
- Software methods and tools (2.5cr): G. Eyrolles / M. Mosbah
- Free-choice module between (2.5 cr)
  - Formal design of software systems: F. Herbreteau
  - Advanced programming techniques: Ph. Narbel / D. Renault

UV I9-F (Language and Management for Engineers)
- Business simulation (2.5 cr) Eric Astien
- English or French based on student choice S9 (2.5 cr)
FRENCH

English track students are required to follow one course of French Language.

The French language courses are organized by the DEFLE (Department of French as a second language) at the University of Bordeaux Montaigne.

Students take a mandatory language test that will determine in which level students will be placed.

For students with no French of very little French, a specific course is organized for the UC students by the DEFLE.

Students who already have an intermediate level, can integrate the regular courses of the DEFLE.

Courses vary from 3.5 to 6.0 units.

FRENCH GASTRONOMY

Course offered by the Bordeaux Study Center to the UC students – 5.0

This course on French gastronomy will aim at giving the students an overview of how the food and wine culture became such a distinctive feature of life in France. Two teachers will address both the subjects of food and wine, with a view to giving as informative a perspective as possible. The evolution of French food culture will be tackled through the study of ancient recipe books and landmark texts on gastronomy. Regional cuisine and wine areas will also be given special attention as well as the rituals around food and wine. The course will thus rely on historical facts, sociological data and economic figures but it will also be an opportunity to get as close as possible to French gastronomy thanks to field trips, dinners and tastings. The perspective will be both French and foreign as it will welcome the students’ experience and ideas about French gastronomy.