UE 840 ANGLAIS

SES-ECO GESTION-DOCUMENTATION

MENTION 2

Semestre 2

2022-2023

Enseignante : Eva GOURDOUX | eva.gourdoux@univ-tlse2.fr
# TABLE DES MATIERES

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PRÉSENTATION DU COURS

Ce cours vous permettra d’acquérir ou de consolider le niveau B2.

Les 11 séances (2h) seront réparties comme suit :

<table>
<thead>
<tr>
<th>23.01</th>
<th>3.04 (distanciel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.01</td>
<td>12.04</td>
</tr>
<tr>
<td>6.02</td>
<td>17.04</td>
</tr>
<tr>
<td>13.02</td>
<td>09.05</td>
</tr>
<tr>
<td>20.02</td>
<td>15.05</td>
</tr>
<tr>
<td>27.03</td>
<td>22.05</td>
</tr>
</tbody>
</table>

A ces séances en présentiel s’ajoutera une séance de travail asynchrone obligatoire.

- **OBJECTIFS** :

Le programme de ce cours porte sur les trois filières représentées dans ce parcours mutualisé, à savoir les **sciences économiques et sociales**, l’**éco-gestion** et la **documentation**. Conformément aux critères du niveau B2, ce cours s’articulera principalement autour de l’opinion. Vous devrez, à l’issu du semestre, être capable d’*exprimer votre opinion* sur une gamme de sujets de société en rapport avec votre discipline.

Nous travaillerons les 4 grandes activités langagières du niveau B2 en accord avec le CECRL :

1. **Compréhension de l’oral** (visionnage de courtes vidéos, textes à trous et restitutions)
2. **Compréhension de l’écrit** (lecture d’articles et de forums)
3. **Interaction orale** (débats)
4. **Expression écrite**
• **ÉVALUATION** :

L’évaluation aura lieu lors de la dernière séance, le 15 mai 2023. Elle compilera **deux activités langagières** :

1. **Compréhension orale**, sur 10.
2. **Expression écrite** (250-300 mots), sur 10.

La note finale sera sur 20. L’épreuve durera **2h**.

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**L’ENSEIGNANTE**

**Eva GOURDOUX - eva.gourdoux@univ-tlse2.fr**

Joignable du lundi au vendredi jusqu’à 19h. Merci de respecter ces horaires et **de ne pas m’écrire le weekend**.

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**LE PROGRAMME**

**I. Giving One’s Opinion**

Class 1 : Rappels grammaticaux
Class 2 : Hollywood and Politics
Cours 3 : Freedom of the Press
Cours 4 : Social Media and Public Opinion
Cours 5 : Censorship & Literature
*Cours 6 : tâche de mi-semestre : débat à l’américaine*

**II. Social and Ethical Issues**

Cours 7 : Activism (dist)
Cours 8 : Prison
Cours 9 : Work and AI
Cours 10 : Social Mobility and The American Dream
L’Argumentation en anglais

Conseils pour les débats en classe

a) Analysez le sujet du débat afin de rester dans le thème.

b) Préparez vos arguments directement en anglais (ne les traduisez pas… !)

c) Faites preuve de spontanéité : le but d’un débat est de rebondir sur ce qu’a dit l’adversaire.

d) Anticipez les arguments que l’on pourrait vous opposer, afin d’y répondre efficacement.

e) Usez et abusez de connecteurs logiques lorsque vous déroulez votre argument

1.ORDONNER SES IDEES

<table>
<thead>
<tr>
<th>English Expression</th>
<th>French Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>First / firstly/to begin with / in the first place</td>
<td>En premier / en premier lieu/ tout d’abord/ pour commencer</td>
</tr>
<tr>
<td>First of all / first and foremost</td>
<td>Avant toute chose</td>
</tr>
<tr>
<td>Secondly / thirdly / then / next</td>
<td>Deuxièmement / en second /troisièmement/ puis/ ensuite</td>
</tr>
<tr>
<td>At last / finally</td>
<td>Pour finir / finalement /enfin</td>
</tr>
<tr>
<td>To conclude / in conclusion / as a conclusion</td>
<td>Pour conclure / en conclusion</td>
</tr>
</tbody>
</table>
### 2. INTRODUIRE UN ARGUMENT

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>At first sight</td>
<td>À première vue</td>
</tr>
<tr>
<td>On second thought</td>
<td>À la réflexion</td>
</tr>
<tr>
<td>As a matter of fact</td>
<td>En fait</td>
</tr>
<tr>
<td>For that matter</td>
<td>D’ailleurs / du reste</td>
</tr>
<tr>
<td>Anyway</td>
<td>De toute façon</td>
</tr>
<tr>
<td>Actually</td>
<td>Effectivement / en fait</td>
</tr>
<tr>
<td>In this respect</td>
<td>À cet égard</td>
</tr>
<tr>
<td>In brief</td>
<td>En bref</td>
</tr>
<tr>
<td>In short</td>
<td>En résumé</td>
</tr>
<tr>
<td>To put it in a nutshell</td>
<td>Pour faire court/en un mot</td>
</tr>
</tbody>
</table>

### 3. CONNECTEURS LOGIQUES

**Causes**

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of</td>
<td>A cause de</td>
</tr>
<tr>
<td>Owing to</td>
<td>En raison de</td>
</tr>
<tr>
<td>Due to</td>
<td>Du fait de</td>
</tr>
<tr>
<td>Since</td>
<td>Puisque</td>
</tr>
<tr>
<td>As</td>
<td>Étant donné que</td>
</tr>
<tr>
<td>Thanks to</td>
<td>Grâce à</td>
</tr>
<tr>
<td>That is why / therefore</td>
<td>C’est parce que</td>
</tr>
</tbody>
</table>

**But**

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to</td>
<td>Pour</td>
</tr>
<tr>
<td>In order not to</td>
<td>Pour ne pas</td>
</tr>
<tr>
<td>So as to</td>
<td>Afin de / de façon à</td>
</tr>
<tr>
<td>So as not to</td>
<td>Afin de ne pas</td>
</tr>
<tr>
<td>So (that)</td>
<td>Pour que / de telle sorte que</td>
</tr>
</tbody>
</table>

**Consequence**

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequently</td>
<td>Par conséquent</td>
</tr>
<tr>
<td>As a consequence</td>
<td>Par conséquent</td>
</tr>
<tr>
<td>English</td>
<td>French</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Accordingly</td>
<td>En conséquence</td>
</tr>
<tr>
<td>As a result (of)</td>
<td>Par conséquent</td>
</tr>
<tr>
<td>That is why /therefore</td>
<td>C'est pourquoi</td>
</tr>
<tr>
<td>So / thus</td>
<td>Ainsi</td>
</tr>
<tr>
<td>Hence (the idea)</td>
<td>D'où (l'idée)</td>
</tr>
<tr>
<td>Furthermore</td>
<td>En outre</td>
</tr>
<tr>
<td>Moreover</td>
<td>De plus</td>
</tr>
<tr>
<td>In addition</td>
<td>Par ailleurs</td>
</tr>
<tr>
<td>Besides</td>
<td>Qui plus est / d'ailleurs</td>
</tr>
<tr>
<td>Also</td>
<td>Aussi</td>
</tr>
<tr>
<td>Too / similarly</td>
<td>De même</td>
</tr>
<tr>
<td>On the contrary</td>
<td>Au contraire</td>
</tr>
<tr>
<td>Unlike</td>
<td>À la différence de</td>
</tr>
<tr>
<td>Whereas</td>
<td>Alors que</td>
</tr>
<tr>
<td>On the one hand</td>
<td>D'une part</td>
</tr>
<tr>
<td>On the other hand</td>
<td>D'autre part</td>
</tr>
<tr>
<td>If</td>
<td>Si</td>
</tr>
<tr>
<td>Whether</td>
<td>Si … ou bien</td>
</tr>
<tr>
<td>Suppose / supposing</td>
<td>À supposer que</td>
</tr>
<tr>
<td>Even if</td>
<td>Même si</td>
</tr>
<tr>
<td>Unless</td>
<td>À moins que</td>
</tr>
<tr>
<td>Or else / otherwise</td>
<td>Sinon</td>
</tr>
<tr>
<td>Although / though</td>
<td>Bien que</td>
</tr>
<tr>
<td>While</td>
<td>Quoique</td>
</tr>
<tr>
<td>Despite</td>
<td>Malgré</td>
</tr>
<tr>
<td>In spite of</td>
<td>En dépit de</td>
</tr>
<tr>
<td>No matter what (how)</td>
<td>Peu importe que (comment)</td>
</tr>
<tr>
<td>Yet</td>
<td>Pourtant</td>
</tr>
<tr>
<td>However</td>
<td>Cependant</td>
</tr>
<tr>
<td>Nonetheless / nevertheless</td>
<td>Néanmoins</td>
</tr>
</tbody>
</table>
How to conduct a debate

In each debate, there are two teams of at least three speakers. The team which argues for the topic is called the **affirmative**. The team arguing against the topic is called the **negative**. Each speaker speaks once for a defined period. The order of speakers is: 1) first affirmative, 2) first negative, 3) second affirmative, 4) second negative, 5) third affirmative, 6) third negative etc…

<table>
<thead>
<tr>
<th></th>
<th><strong>Affirmative</strong></th>
<th><strong>Negative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st speaker</strong></td>
<td>The first affirmative speaker should 1) <strong>define the topic</strong> and 2) <strong>give an argument</strong>.</td>
<td>The 1st negative speaker should <em>not</em> define the topic, unless their definition of the topic is different/nuanced. They present a <strong>rebuttal or counterargument</strong>.</td>
</tr>
<tr>
<td><strong>2nd speaker</strong></td>
<td>« The second affirmative should clearly identify the <strong>major areas of disagreement</strong> with the with the negative case and attack the <strong>specific arguments of the first negative</strong>. »</td>
<td><strong>Rebuttal</strong></td>
</tr>
<tr>
<td></td>
<td>The 2nd speaker gives a <strong>rebuttal</strong> as well.</td>
<td></td>
</tr>
<tr>
<td><strong>3rd speaker</strong></td>
<td>The 3rd speaker delivers a <strong>closing statement</strong>: they should <em>not</em> give an argument but present a last <strong>counterargument</strong> and then sum up their teams’ case.</td>
<td>Same: <strong>rebuttal + closing statement</strong></td>
</tr>
</tbody>
</table>
“The third speaker should rebut all the arguments raised by their opposition across the debate, not just the arguments raised by the speaker before them. They should to present an overview by analysing the main themes of the debate. They should identify the essential issues on which the teams have disagreed, rebut the important arguments of the opposing team and defend any important attacks made against their own team’s case.”

Source: dav.com
PART ONE:
Giving One’s Opinion
Class 2
Hollywood and Politics
COMPREHENSION ECRITE

Read the Quora feed below. Gather the similar opinions together and discriminate the main arguments.
Then, answer the following questions:

1) How are Trump’s supporters called?
2) How would you translate “to be pissed”?
3) Find one synonym for the adjective “famous.”

Why do the privileged actors of Hollywood believe their opinions count with the American Public?

Because they do. They are usually talented people and often smart. Yes, they only have the ability to be heard by a wide audience because they are actors, but so what? If you wanted that kind of power, you could just become a popular actor as well.
Mike Jones
Over 30 years in the technology industry. Author has 25.4K answers and 84.6M answer views · 4y

For the same reason you think people will be interested in answering your questions and reading your answers on Quora.

They have opinions. Virtually everyone does. Anyone with an audience is free to share their opinions with the audience.

Jerry Mc Kenna
The first movie I saw in a theater was Forbidden Planet. Author has 21.9K answers and 6.5M answer views · 4y

Actors who are well known, know that they what they say will get heard and might influence people. In general actors are no less citizens than the rest of us and have the right to express an opinion.

Rebecca Metz
TV/Film/Theater/Voice/improv actor. Author has 5.4K answers and 6.4M answer views · 4y

Before I was a professional actor, I was a person and American citizen. I voiced my opinions like anyone else. I don’t know why I’d stop doing that because of my job.

I don’t believe my opinion “counts” more than anyone else’s. My opinions reach more people than they used to because part of my job is participating in media. Some people care what I think, some don’t - same as anyone else.

What’s strange is that some people think that because they don’t care about my opinions, I should feel obligated to keep them to myself. THAT is what an overinflated sense of the importance of one’s opinions looks like.
**Christian Winter**
Senior Software Architect (2016–present) · Author has 18.7K answers and 82.7M answer views · 4y

*Why do the privileged actors of Hollywood believe their opinions count with the American Public?*

Because they do. People follow their idols. Even Trumpsters follow a failed reality tv star. You’re just pissed because artists in general are liberal and people listen to them and with that your opponents. Perhaps Trumpublicans should stop pissing actors off to no end. Stopping asking this kind of question might be a good start.

---

**James Saelzler**
Interested observer · Author has 4.2K answers and 1.2M answer views · 4y

Responding to: *Why do the privileged actors of Hollywood believe their opinions count with the American Public?*

Ya know, I started wondering that when Ronald Reagan started running for political office.

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**Hawk Silverthorn**
Former Combat Engineer at U.S. Army (1988–1996) · Author has 632 answers and 995.5K answer views · 4y

Ya! Why do people listen to people like Ted Nugent, Kanye West, Clint Eastwood, Charlton Heston, Chuck Norris and so on?

Oh...you meant the non-Republican celebrities! The ones that don’t support your specific agenda. Because you like those actors expressing their opinion.

Well guess what? Liberal actors have just as much right to express their opinions as Conservative actors do! In fact, just because they are actors (or music stars, or whatever), doesn’t negate the fact that they are also American Citizens, and/or have every right to Freedom of Speech!

You don’t want famous liberal people to talk? Then famous conservative people better shut the f*ck up too! And that includes that orange reality star warming the White House chair.
I don’t know whether they believe their opinions count more, it’s just that they tend to be frequently asked for their opinions by media who’ll use the stars name to promote sales.

Many stars have to do media for their movies, it’s part of their contract. It’s not part of the job that many like, but it generates publicity and hopefully money for the movie and their interviews and answers are widely reported.

It really is up to the individual as to whether they consider an opinion to "count". Too many people seem to be celebrity struck and become victims for the media machine.

All sorts of celebrities give their opinions to the American public, from NASCAR drivers to musicians to actors to radio hosts to famous plumbers.

So one has to wonder why you only seem to have problems with Hollywood actors. Perhaps you resent that their opinions often run counter to your own, and you are being at best inconsistent in your complaints, and at worst hypocritical?

Because they live in the USA, and the 1st Amendment guarantees their right to share their opinion.
For the same reason that you think anyone cares about the questions you ask on Quora, or I believe anyone cares about my answers.

We all have opinions. We all want to be heard. So is it really so hard to imagine that "privileged" actors, who are astoundingly human beings the same as you or me, have opinions and enjoy expressing them in the hopes that others will agree with their thoughts?

This is compounded by the undeniable fact that humanity in general is fascinated by the lives and doings - and yes, even thoughts - of those perceived to be more fortunate, more famous, more wealthy, more "better off" than the majority of us (true or not.)

There has been an eternal annoying tendency for media (on behalf of the great unwashed masses) to seriously ask actresses about the clothes they wear at red carpet events. The media knows there is a great percentage of consumers who are willing to pay good money to know this trivial and irrelevant information. After all, it's a certainty that literally everyone reading or watching such reports is wearing some sort of clothing themselves.

As with opinions, why does it matter about others?

But obviously it does. So the media asks "privileged" actors their opinions on matters, and the American Public pays attention - as proven by the fact that the American Public pays money to hear those opinions.

After all, you asked the question, and multiple people answered it. Even though no one is required to pay attention to the opinions of "privileged" actors, nor give such opinions any credence or weight, nor respond to their opinions, nor give their opinions any thought whatsoever - nor even ask questions about the topic on a public forum such as this.

But you asked.

Which makes you, not incidentally, a core part of the very problem you decry.

Congratulations! <grin>
COMPREHENSION ORALE

“Tina Fey Angry at Political Oscar Speeches: ‘This is Hollywood Bull****!’”


https://www.youtube.com/watch?v=tkodMJt5QRw&ab_channel=InsideEdition

Watch the video and answer the following questions:

1) What does Tina Fey think about actors voicing their opinions?

2) Name the three political issues raised by the Oscar’s guests.

3) What does Tina Fey say about Lady Gaga?
4) What happened to Jenny Beavan?

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Class 3
Freedom of the Press
COMPREHENSION ECRITE

“Being a journalist in the U.S. is becoming more dangerous”
Jason REZAIAN, January 3, 2022, The Washington Post

The year 2022 is not looking particularly promising for press freedom. In fact, the United States is one place where journalists could start seeing an increase in the types of threats that many of our colleagues in many illiberal societies already face. If we don’t take corrective measures quickly to increase media literacy and slow the spread of disinformation, journalists working in the United States will become bigger targets for those who disagree with the information and perspectives we disseminate. It’s already happening. […]

Traditionally journalists have wanted to stay away from the center of the stories they cover. Most of us would like nothing more than to do our jobs of chronicling and analyzing events with some measure of privacy. But that’s becoming impossible. The pressure is on to make our work stand out, as success is increasingly linked to web traffic. And as journalists’ profile and perceived influence rise online, leaders with authoritarian mindsets, and their followers, see the reach and independence as a threat to their power.

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1 Threat : menace
2 Target : cible
Many journalists have endured years of online harassment and abuse\(^3\) in silence. The industry has become desensitized\(^4\) to these attacks, accepting them as an occupational hazard. We see the opportunity to inform a wide audience as a privilege that comes with responsibility — and you have to have thick skin, we tell ourselves. The stakes, though, keep getting higher as our society becomes more polarized. Of course, this was most evident on Jan. 6, when Trump supporters attempted a coup at the U.S. Capitol. […]

We don’t talk enough about the trauma many journalists endure — in large part because we are not supposed to know about it: Journalists never want to eclipse the subjects and broader themes at the heart of our stories. As journalists covered the insurrection, documenting the most direct threat to our democracy since the Civil War, people hurled threats and insults in their direction. “Murder the media” was scratched into a door of the Capitol. Some in the mob chanted “CNN sucks” as they destroyed equipment owned by the Associated Press. […] Without proper accountability, we are bound to\(^5\) face more and better organized assaults on our democratic institutions. And that includes the free press. […] The United States, which prides itself of having a constitutionally

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\(^3\) **Abuse** : faux-ami. Signifie « maltraitance, mauvais traitements, insultes ».

\(^4\) **Desensitized** : désensibilisé

\(^5\) **To be bound to do something** : destiné à faire quelque chose
enshrined\textsuperscript{6} right to freedom of the press, is seeing the tactics of
dehumanization and intimidation long deployed by nondemocratic states.

Discrediting the press isn’t new, but this country is entering a new and
darker chapter. President Donald Trump didn’t write it, but his \textit{brand}\textsuperscript{7} of
hateful \textit{showmanship}\textsuperscript{8} was uniquely successful at \textit{fanning the fire}\textsuperscript{9}.

Putting it out will be difficult and, frankly, less “catchy” — headlines about
disinformation and attacks on public figures don’t get a lot of \textit{sympathy}\textsuperscript{10},
or clicks. But that’s precisely why it has to be a priority. Because if press
freedom \textit{crumbles}\textsuperscript{11} in the United States, if journalists feel threatened
and vulnerable for speaking truth to power, then the outlook for
democracy — here and abroad — will become \textit{bleaker}\textsuperscript{12} than it already
is.

\textsuperscript{6} \textit{Enshrined} : entériné
\textsuperscript{7} \textit{Brand} : marque (de fabrique)
\textsuperscript{8} \textit{Showmanship} : art du spectacle, mise en scène
\textsuperscript{9} \textit{Fanning the fire} : littéralement « souffler sur le feu », en français « souffler sur les
braises »
\textsuperscript{10} \textit{Sympathy} : compassion
\textsuperscript{11} \textit{To crumble} : s’effondrer
\textsuperscript{12} \textit{Bleak} : morne
COMPÉHENSION ORALE

“What's Behind The Lower U.S. Press Freedom Ranking?”

Remplissez les trous.

Reporters Without _______________ released its annual World Press Freedom Index Thursday and revealed the US has received its ____________ score since 2006. The US has ranked 49th in the world _________________ from 46 right behind Malta, Niger, Burkina Faso, and El Salvador. In comparison, our northern _________________ Canada was ranked 8 this year. Mexico, on the other hand, is 148. So why did the US slip so low this year? Reporters Without Borders lists a few cases that had a major _________________ on the US score. One important issue in the past year was the government's ongoing attempt to get New York Times reporter James Risin to reveal his confidential sources for his reporting on the CIA. Journalists have no choice but to _________________ because if they don't they will become irrelevant. As a report points out, the US doesn't have a federal shield law to protect journalists from revealing confidential sources. Another factor that hurt the US is score this year was the treatment of reporters who were covering protests in Ferguson, Missouri in ________________. This is a video Washington
Post reporter Wesley Lowery captured before being arrested. In August, at least 15 journalists were arrested while covering the demonstrations. Other journalists report being _______________ it with tear gas and shot with rubber bullets by the police. The report also brought up US officials harassment of WikiLeaks and its founder Julian Assange. The NSA’s surveillance and criminalization of the website was revealed in documents leaked by former NSA contractor Edward Snowden and the report calls out the _______________ administration for charging eight whistleblowers under the 1917 Espionage Act. Before Obama, only three people were ever charged under that act. The rankings are based on a number of factors including media independence, transparency and abuses. Overall, violations of ________________ rose eight percent last year
COMPREHENSION ECRITE 2 - NIVEAU AVANCE

“Barack Obama’s War on a Free Press”

FEBRUARY 11, 2021 By Ted Galen Carpenter, Cato Institute

https://www.cato.org/commentary/barack-obamas-war-free-press

U.S. presidents have had a long, dishonorable history of trying to undermine the First Amendment, especially freedom of the press. Woodrow Wilson’s brutal suppression of critics, primarily through prosecutions under the Espionage Act of 1917, remains the most odious example, but it’s hardly the only one. During the late 1930s, Franklin Delano Roosevelt harassed activists, including members of the press, who sought to keep the United States out of the war raging in Europe. Richard Nixon went to great lengths attempting to prevent the New York Times and Washington Post from publishing the Pentagon Papers because those documents exposed how US policymakers repeatedly lied to Congress and the American people about the Vietnam War.

Fortunately, the US Supreme Court rebuffed the Nixon administration’s bid to legitimize prior restraint, but the ruling offered no clear prohibition against efforts to punish journalists and their sources after news stories are published using leaked classified materials. Administrations throughout the next five decades sought to exploit that loophole and undermine the Pentagon Papers precedent. One president who was especially aggressive in doing so was Barack Obama, although his machinations have never received the scope of critical scrutiny they should.

Obama’s efforts to plug leaks and persecute leakers even exceeded those of George W. Bush’s administration. The administration
prosecuted Stephen Kim, a former State Department official, merely for discussing a classified report about North Korea with Fox News reporter James Rosen. Moreover, the report itself was subsequently described in court documents as a “nothing burger” in terms of its sensitivity. Yet, even with a coerced plea deal, Kim was given a 13-month sentence in federal prison. Obama’s efforts to plug leaks and persecute leakers even exceeded those of George W. Bush’s administration.

CIA agent John Kiriakou and Army private Chelsea Manning, who disclosed classified information in the course of blowing the whistle on US government abuses (and in Manning’s case, outright war crimes), were even bigger victims of the administration’s crackdown. Kiriakou was given 30 months in federal prison, but Manning’s penalty was the most shocking and draconian of all. She was sentenced to 35 years, although Obama did commute her sentence after she had served seven years. The Obama Justice Department also targeted Edward Snowden and Julian Assange, the journalist who founded WikiLeaks, for similar prosecutions.

Kiriakou offered a harsh but accurate judgment about Obama’s conduct. “President Obama has been unprecedented in his use of the Espionage Act to prosecute those whose whistleblowing he wants to curtail. The purpose of an Espionage Act prosecution, however, is not to punish a person for spying for the enemy, selling secrets for personal gain, or trying to undermine our way of life. It is to ruin the whistleblower personally, professionally and financially. It is meant to send a message to anybody else considering speaking truth to power: challenge us and we will destroy you.”

In addition to its vendetta against whistleblowers, Obama’s administration waged a robust campaign to harass and intimidate
journalists, even mainstream journalists, who utilized leaked material. In May 2013, the Justice Department seized the records of phone lines that Associated Press employees used. AP confirmed that the records were from personal home and cell phones of reporters and editors, as well as phones that AP used in the press quarters of the House of Representatives. The administration’s contempt for the basic requirements of due process was alarming. As CBS reporter Sharyl Attkisson noted, such a seizure was “unheard of.” Beyond the abusive display of power that those raids embodied, she was outraged that no advance notice was given to the AP about the subpoena. “Advance notice would have given AP the chance to challenge the move in court.” Of course, that predictable response likely was the reason the Justice Department did not follow such a procedure.

A coalition of 50 news organizations, including ABC, CNN, the New York Times, the Washington Post, and the Committee for Freedom of the Press, submitted a letter of protest to Attorney General Eric Holder about the raid. It stated that “none of us can remember an instance where such an overreaching dragnet for newsgathering materials was deployed by the Department [of Justice], particularly without notice to the affected reporters or an opportunity to seek judicial review. The scope of this action calls into question the very integrity of the Department of Justice policies toward the press and its ability to balance, on its own, its police powers against the First Amendment rights of the news media and the public’s interest in reporting on all manner of conduct, including matters touching on national security which lie at the heart of this case.” Holder summarily rebuffed the protest, and there was no indication that it inhibited in the slightest the administration’s crackdown on leaks and news organizations using such information.
The dragnet raid against the Associated Press was not the extent of the administration’s assault on the press. Officials also conducted electronic surveillance of both New York Times reporter James Risen and Fox News correspondent James Rosen in an effort to identify their sources. The government even named Rosen as an “unindicted co-conspirator” in an espionage case brought against his source. Similarly, the administration asserted that it had the right to prosecute Risen, although it chose not to take that step. Those were all ominous warning signals of a government campaign to erase even the limited protections that the Pentagon Papers ruling had provided.

Critics repeatedly accused Donald Trump of waging a “war” on an independent press and even on the First Amendment itself. Trump certainly was hostile to much of the media, even accusing some portions of the press of being the “enemy of the people.” The actions of the Trump Justice Department in adding 17 charges to the single criminal charge that the Obama administration had filed against Julian Assange also did not suggest much respect for the rights of journalists. But it’s essential to recall that Trump’s menacing behavior was not unprecedented, even in recent times. To protect his foreign policy from scrutiny, Barack Obama conducted a vindictive war against journalists and their sources. He was no friend of the First Amendment.

It’s equally essential to note that the number two official in the Obama administration is now president of the United States. There is no evidence that, during his tenure as vice president, Joe Biden opposed any of the abuses. That track record does not bode well for his likely policies with respect to a free press.
Class 4
Social Media
and Public Opinion
COMPRÉHENSION ORALE

“How social media is changing the presidency”

Washington Post, 2018

https://www.youtube.com/watch?v=xMdrX3CXUul&ab_channel=WashingtonPost

1) Sum up the video in English.

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2) Fill in the blanks.

"Social media _____________________ the way Americans ____________________________ with the president, the way people around the world ____________________________ with the president. We ____________________________ only see him through sort of ____________________________ set speeches on television or interviews or news conferences, but you see his ____________________________ in real time.”
3) Answer the following questions:
   a. According to Dan Balz, what has Trump demonstrated?
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   b. How did Obama use social media?
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   c. What are the security concerns?
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5) Fill in the blanks:

“There’s a debate that goes on ____________________ -- "How much attention should we pay to the tweets?" You know, should we let them ____________________ our coverage? Can we ____________________ ignore them? We know that a tweet is, in fact, a _____________________. The President's ability to set that conversation and to know that he's setting that conversation and to send us off in one direction or another at a moment when there ____________________ be other things that we should be covering is part of the ____________________ of covering this president.”
Airi-Alina Allaste, a visiting scholar funded by the Kone Foundation, investigates the political participation of young people via social media.

As her research subject, Airi-Alina Allaste focuses on TikTok and municipal elections in both Finland and Estonia. Currently, Allaste is collecting data on the Finnish municipal elections. In mid-October, local elections will also be held in Estonia, where the voting age is 16.

The global use of social media platforms has fundamentally transformed contemporary politics. Discussions and election campaigns are increasingly held on social media. Some people are creative at utilising the platforms to their benefit, others might claim that social media only aggravates the crisis of democracy.

A lot of discussion has been centred on the overall decline in voter turnout and apathy among young people. According to Allaste, the situation is not this cut and dry. Social media in particular is thought to offer new methods for policymaking. The opportunities afforded by social media can be of particular importance in countries with no established civic society.

“Opportunities for seeking information have considerably increased,” Allaste notes. “Having said that, the spread of disinformation is a natural consequence of that. Algorithms might feed political polarisation.”
Allaste is interested in creative and alternative participation, and how young people use social media platforms to be active in politics.

“The practices of the TikTok platform provide an excellent opportunity to explore the imagination of users. In addition, it is very popular among young people. And yet, there is not much research-based knowledge and analysis on how the platform is used, for example, in politics.”

Allaste finds it interesting to observe how young people express their political opinions through music, dance and performance.

“TikTok has potential to facilitate and increase active participation. Political ideas and opinions can be presented in an attractive form, making them also spread easily. Unfortunately, TikTok’s ease of use and form of expression also might increase xenophobic and racist activity, and you cannot always verify the truthfulness of TikTok videos or make anyone assume responsibility for them.”

A limitless audience

TikTok encourages people to create content, and anyone can join the platform, which has no restricted groups. Communication takes place via video recordings, which can garner a huge audience that is not restricted by the number of friends or followers as in older social media channels such as Facebook and Twitter.

“While I recognise the potential risks of the platform, I believe that the performative and engaging nature of TikTok also gets young people interested in politics and grow as citizens,” Allaste says.

Allaste believes that social media can play a key role in the empowerment and expression of the younger generation, which makes it
an important environment for investigating creative political thinking. New forms of participation employed by young people are not sufficiently acknowledged in politics.

“For instance, the results of expert interviews conducted with decision-makers in eight EU member states demonstrated that, while the interviewees repeatedly spoke about the obligation of participation for young people, they never mentioned social media. In many countries, politicians and decision-makers draw a clear line between young people active in organisations and those they consider to be just passive hangers-on on social media.”

**More media literacy needed**

Media literacy carries increasing weight when trying to make the best of the positives of social media and avoid risk factors.

It is important for young people to be familiar with the technical features of platforms, the functioning of algorithms and their effect on communication. At the same time, young activists who use social media are already well informed about these matters.

“Young people’s experiences and participation practices as well as their knowhow could be utilised in civic education to include a youth perspective.”
Class 5

Censorship & Literature
COMPRÉHENSION ÉCRITE

1. By groups of 3-5 students, pick **one** of the following books and read its summary:
   a. Mein Kampf
   b. Lady Chatterley’s Lover
   c. Lolita
   d. The Bluest Eye
   e. Thirteen Reasons Why
   f. To Kill a Mocking Bird
   g. The Color Purple
   h. The Catcher in the Rye
   i. The Satanic Verses

2. Then, discuss its banning in English: should this book be banned in schools? Should it be banned everywhere? Why? What are the elements that led you to that decision?

3. Finally, try and reach an agreement and share it with the class. **Each member of the group should speak** (at least one sentence per student).
Book 1.

*Mein Kampf* by Adolf Hitler

*Mein Kampf* (German: “My Struggle”) is a political manifesto written by Adolf Hitler. It was his only complete book, and the work became the bible of National Socialism (Nazism) in Germany’s Third Reich. It was published in two volumes in 1925 and 1927, and an abridged edition appeared in 1930. By 1939 it had sold 5,200,000 copies and had been translated into 11 languages.

The first volume, entitled *Die Abrechnung* (“The Settlement [of Accounts],” or “Revenge”), was written in 1924 in the Bavarian fortress of Landsberg am Lech, where Hitler was imprisoned after the abortive Beer Hall Putsch of 1923. It treats the world of Hitler’s youth, the First World War, and the “betrayal” of Germany’s collapse in 1918; it also expresses Hitler’s racist ideology, identifying the Aryan as the “genius” race and the Jew as the “parasite,” and declares the need for Germans to seek living space (Lebensraum) in the East at the expense of the Slavs and the hated Marxists of Russia. It also calls for revenge against France. According to Hitler, it was “the sacred mission of the German people…to assemble and preserve the most valuable racial elements…and raise them to the dominant position.” “All who are not of a good race are chaff,” wrote Hitler. It was necessary for Germans to “occupy themselves not merely with the breeding of dogs, horses, and cats but also with care for the purity of their own blood.” Hitler ascribed international significance to the elimination of Jews, which “must necessarily be a bloody process,” he wrote. The second volume, entitled *Die Nationalsozialistische Bewegung* (“The National Socialist Movement”), written after Hitler’s release from prison in December 1924, outlines the political program, including the terrorist
methods, that National Socialism must pursue both in gaining power and in exercising it thereafter in the new Germany. […] Although it initially had only limited success, Mein Kampf’s popularity grew as did that of Hitler and the Nazis. It eventually became required reading in Germany, and the government bought copies to give as state wedding gifts to newlyweds.

After World War II various efforts were undertaken to limit access to the work. Postwar German law banned the sale and public display of books espousing Nazi philosophy. Moreover, the copyright for Mein Kampf had been awarded to the German state of Bavaria, which refused to grant publishing rights. However, foreign publishers continued to print the work, an act that brought condemnation both in Germany and in the countries where the book was published, not least because of its popularity with white supremacist and neo-Nazi groups. There also was great concern in some circles over the availability of the book from Internet-based booksellers. On January 1, 2016, the copyright for Mein Kampf expired, and the book entered public domain. Shortly thereafter Munich’s Institute for Contemporary History published a heavily annotated edition.

Source: Britannica
BOOK 2.

*Lady Chatterley’s Lover*, D.H. LAWRENCE

*Lady Chatterley’s Lover*, novel by D. H. Lawrence (1885-1930), published in a limited English-language edition in Florence (1928) and in Paris (1929). It was first published in England in an expurgated version in 1932. The full text was published only in 1959 in New York City and in 1960 in London, when it was the subject of a landmark obscenity trial (*Regina v. Penguin Books, Ltd.*) that turned largely on the justification of the use in the novel of until-then taboo sexual terms. […]

**SUMMARY**

Constance (Connie) Chatterley is married to Sir Clifford, a wealthy landowner who is paralyzed from the waist down and is absorbed in his books and his estate, Wragby. After a disappointing affair with the playwright Michaelis, Connie turns to the estate’s gamekeeper, Oliver Mellors, a symbol of natural man, who awakens her passions.

**DETAIL**

The publication history of *Lady Chatterley’s Lover* provides a plot itself worthy of a novel. Published privately in 1928 and long available in foreign editions, the first unexpurgated edition did not appear in England until Penguin risked publishing it in 1960. Prosecuted under the
Obscene Publications Act of 1959, Penguin was acquitted after a notorious trial, in which many eminent authors of the day appeared as witnesses for the defense. Due to this infamous history, the novel is most widely known for its explicit descriptions of sexual intercourse. These occur in the context of a plot that centers on Lady Constance Chatterley and her unsatisfying marriage to Sir Clifford, a wealthy Midlands landowner, writer, and intellectual. Constance enters into a passionate love affair with her husband’s educated gamekeeper, Oliver Mellors. Pregnant by him, she leaves her husband and the novel ends with Mellors and Constance temporarily separated in the hope of securing divorces in order to begin a new life together.

What remains so powerful and so unusual about this novel is not just its honesty about the power of the sexual bond between a man and a woman, but the fact that, even in the early years of the 21st century, it remains one of the few novels in English literary history that addresses female sexual desire. It depicts a woman’s experience of the exquisite pleasure of good sex, her apocalyptic disappointment in bad sex, and her fulfillment in truly making love. As if all this were not enough to mark Lady Chatterley’s Lover as one of the truly great English novels, it is also a sustained and profound reflection on the state of modern society and the threat to culture and humanity of the unceasing tide of industrialization and capitalism.
Arguably the most controversial novel of the 20th century, *Lolita* explores the relationship between an unsettling yet intelligent pedophile and his young nymphet [...]. This storyline is extremely unconventional, bizarre and downright sickening, but at the same time, the words written by Vladimir Nabokov (1899-1977) are rendered in the most beautiful and elegant arrangement that I have ever read. Forbidden love and the desire for objects one cannot have fuel this passionate but ultimately one-sided love story. The main character, Humbert Humbert, is a scholar from Europe who develops a fetish for young girls after his childhood love, Annabel Lee, dies suddenly before the two can consummate their love. Consequently, Humbert is obsessed with finding young, honey-skinned girls with soft "down" on their arms in order to fulfill his primal desires.

After a failed marriage, Humbert moves to a sleepy town in New England and lives in the house of Charlotte Haze. In this Haze household (the father recently died), Humbert meets the girl who will become the driving force behind his entire existence: Dolores "Dolly" Haze. The first sentence of the book sums up Humbert's instant love affair with this girl of 12: "Lolita, light of my life, fire of my loins. My sin, my soul." His feelings toward her are disturbing in context and utterly taboo in today's society, but the way he describes his little nymphet is still so charming, adoring and beautifully
disgusting. Humbert, the meticulous pedophile that he is, keeps a diary of his daily interactions with little Lolita. Once she is sent off to camp, her mother declares undying love for Humbert and asks for his hand in marriage. As if he couldn't get sordid enough, Humbert agrees to marry the pathetic widow so he can gaze upon and touch his tween obsession whenever he likes.

Using irony and a dab of coincidence, Nabokov then throws an unusual curveball at the reader: Charlotte Haze is run over by a car and killed instantly. Snatching his pubescent prisoner from camp, Humbert and Lolita embark on a year-long road trip across the United States filled with teen tantrums and erotic nights in motor court hotels. Humbert is an extremely unreliable narrator. He tells his story as though we, the reader, are the judges in his shamefully sexual life. He continuously tries to rationalize his unusual and strange behavior, stating multiple times that he was a good father to the scared Dolly Haze. […]

Overall, this novel is certainly controversial, but it does not contain sexually explicit scenes; it is more of a psychological novel akin to Crime and Punishment by Fyodor Dostoyevsky (another Russian author). What resonates with this work is the sad life of Lolita: She had her childhood robbed of her and had no self awareness at all. To her, sex was not precious, but merely something an older man did to her in exchange for pretty clothes and movie theater tickets.

Source: Tampa Bay
BOOK 4.

The Bluest Eye, Toni Morrison, 1970

The Bluest Eye, debut novel by Nobel Prize-winning author Toni Morrison (1931-2019), published in 1970. Set in Morrison’s hometown of Lorain, Ohio, in 1940–41, the novel tells the tragic story of Pecola Breedlove, an African American girl from an abusive home. Eleven-year-old Pecola equates beauty and social acceptance with whiteness; she therefore longs to have “the bluest eye.” Although largely ignored upon publication, The Bluest Eye is now considered an American classic and an essential account of the African American experience after the Great Depression.

Questions of race and gender are at the centre of The Bluest Eye. In a 2004 interview Morrison described her motivations to write the novel. She explained that in the mid-1960s “most of what was being published by Black men [was] very powerful, aggressive, revolutionary fiction or non-fiction.” These publications “had a very positive, racially uplifting rhetoric.” Black male authors expressed sentiments like “Black is beautiful” and used phrases like “Black queen.” At the time, Morrison worried that people would forget that “[Black] wasn’t always beautiful.” In The Bluest Eye, she set out to remind her readers “how hurtful a certain kind of internecine racism is.”

After several rejections, The Bluest Eye was published in the U.S. by Holt, Rinehart and Winston (later Holt McDougal) in 1970. Somewhere between 1,200 and 1,500 first-edition copies were printed; Morrison had
expected only about 400. At the time, Morrison—a single mother living in New York City—was working as a senior editor in the trade division of the publisher Random House.

_The Bluest Eye_ was not a commercial success. In a 2012 interview with Interview magazine, Morrison claimed that the Black community “hated [the novel].” The little critical attention the novel received was generally positive. _The New York Times_ celebrated Morrison’s willingness to expose “the negative of the Dick-and-Jane-and-Mother-and-Father-and-Dog-and-Cat photograph that appears in our reading primers…with a prose so precise, so faithful to speech and so charged with pain and wonder that the novel becomes poetry.” All things considered, Morrison felt that “the initial publication of _The Bluest Eye_ was like Pecola’s life: dismissed, trivialized, [and] misread.”

Since its publication in 1970, **there have been numerous attempts to ban _The Bluest Eye_ from schools and libraries because of its depictions of sex, violence, racism, incest, and child molestation;** it frequents the American Library Association’s list of banned and challenged books. Nonetheless, the novel has been categorized as an American classic in the tradition of Edgar Allan Poe, Herman Melville, Mark Twain, and William Faulkner.

Source: _Britannica_
BOOK 5.

13 Reasons Why, Jay ASHER, 2007

The most challenged book of 2017 was Jay Asher’s Thirteen Reasons Why, a novel that has been a valuable tool in igniting conversations about suicide, bullying, and consent. The depiction of suicide was the primary reason for 2017 challenges. The book was also on the top ten list in 2012 for drug and alcohol use, sexual content, suicide, and being unsuited for age group.

Thirteen Reasons Why was released in 2007. The novel is a first person narrative told from the perspective of Clay, a high school boy who receives 13 tapes that fellow student Hannah Baker leaves behind after her suicide. Each tape is about a person who had some role in her suicide. The young adult novel was a New York Times bestseller for a combined 228 weeks, and it won a California Book Award Silver Medal (2008) and the South Carolina Young Adult Book Award (2010). YALSA named it a Best Book for Young Adults.

On March 31, 2017, Netflix released a 13-episode series based on the novel. Notably, the series deviated from the source material in several significant ways. The depiction of Hannah’s suicide was changed and much more graphic, as was the depiction of drug and alcohol use.
Many of the 2017 challenges to *Thirteen Reasons Why* were tied to the popularity of the Netflix series. The show debuted in late March, and shortly thereafter, several school districts around the country tried to ban the book. After a series of suicides on Colorado, the curriculum director of the Mesa Country School District pulled the book from circulation without following due process. It was returned after a review committee of librarians and counselors determined that the book wasn’t as graphic as the Netflix series. An elementary school in Florida banned the book from campus, even for personal reading, arguing that students weren’t mature enough to handle the depiction of suicide, profanity, sexual content, and drug use. The book was also pulled from middle school classrooms in Anderson County, Kentucky. Several school districts also cautioned parents against letting their children view the Netflix series.

Earlier this year, allegations of sexual misconduct were leveled against Asher. The allegations were not a factor in challenges in 2017 and previous years. Jamie LaRue, director of ALA’s Office for Intellectual Freedom, addresses the controversy with Publishers Weekly.

Source: *bannedbooksweek*
BOOK 6.

To Kill a Mockingbird, Harper Lee, 1960

To Kill a Mockingbird, novel by American author Harper Lee (1926-2016), was published in 1960. Enormously popular, it was translated into some 40 languages, sold more than 40 million copies worldwide, and is one of the most-assigned novels in American schools. In 1961 it won a Pulitzer Prize. The novel was praised for its sensitive treatment of a child’s awakening to racism and prejudice in the American South.

To Kill a Mockingbird is both a young girl’s coming-of-age story and a darker drama about the roots and consequences of racism and prejudice, probing how good and evil can coexist within a single community or individual. Scout’s moral education is twofold: to resist abusing others with unfounded negativity but also to persevere when these values are inevitably, and sometimes violently, subverted. Criticism of the novel's tendency to sermonize has been matched by praise of its insight and stylistic effectiveness.

Source: Britannica

A school board’s decision to remove To Kill a Mockingbird from eighth grade curriculums in Biloxi, Mississippi, is the latest in a long line of attempts to ban the Pulitzer Prize-winning novel by Harper Lee. Since its publication in 1960, the novel about a white lawyer’s defense of a black man against a false rape charge by a
white woman has become one of the most frequently challenged books in the U.S.

According to James LaRue, director of American Library Association’s Office for Intellectual Freedom, challenges to the book over the past century have usually cited the book’s strong language, discussion of sexuality and rape, and use of the n-word.

“The most current challenge to it is among the vaguest ones that I’ve ever heard,” he says. The Biloxi School Board “just says it ‘makes people uncomfortable.’” LaRue finds this argument unconvincing, contending “the whole point to classics is they challenge the way we think about things.”

One of the earliest and most prominent challenges was in Hanover County, Virginia, in 1966. In that instance, the school board said it would remove the book from county schools, citing the book’s theme of rape and the charge that the novel was “immoral.”

Source: History
The Color Purple documents the traumas and gradual triumph of Celie, an African American teenager raised in rural isolation in Georgia, as she comes to resist the paralyzing self-concept forced on her by others. Celie narrates her life through painfully honest letters to God. These are prompted when her abusive father, Alphonso, warns her not to tell anybody but God after he rapes her and she becomes pregnant for a second time at the age of 14. After she gives birth, Alphonso takes the child away, as he did with her first baby, leaving Celie to believe that both have been killed.

When the widowed Mr.__ (also called Albert) proposes marriage to Celie’s younger sister, Nettie, Alphonso pushes him to take Celie instead, forcing her into an abusive marriage. Soon thereafter Nettie flees Alphonso and briefly lives with Celie. However, Albert’s continued interest in Nettie results in her leaving.

Celie subsequently begins to build relationships with other black women, especially those engaging forcefully with oppression. […] More significant, however, is Celie’s relationship with Shug Avery, a glamorous and independent singer who is also Albert’s sometime mistress. Celie tends to an ailing Shug, and the two women grow close, eventually becoming lovers.
During this time Celie discovers that Albert has been hiding letters that Nettie has sent her. [...] The letters also reveal that Alphonso is actually Celie’s stepfather and that her biological father was lynched. Questioning her faith, Celie begins addressing her letters to Nettie. [...] After some 30 years apart, Celie is then reunited with Nettie, who has married Samuel. Celie also meets her long-lost children.

Source: Britannica

**CONTROVERSY**

*The Color Purple* has been challenged multiple times since it published, including most recently in 2017. The book has been banned from school libraries in the United States between 1984 to 2013. Parents are the most common group attempting to remove the novel from schools. There have been different reasons for the book being banned, including religious objections, homosexuality, violence, African history, rape, incest, drug abuse, explicit language, and sexual scenes. These challenges were all eventually overruled. In 2017, *The Color Purple* was successfully banned from all Texas State Prisons for explicit language and graphic depictions of violence.

Source: BannedBooks.com
Book 8

The Catcher in the Rye, J. D. Salinger, 1951

Summary

The novel begins with the narrator, Holden Caulfield, describing his experience as a student at Pencey Prep. He has been expelled after failing most of his classes. His roommate, Stradlater, wants Holden to write an essay for him so that he can go on a date. Holden writes the essay about his late brother Allie's baseball glove. (Allie died of leukemia years prior.) Stradlater does not like the essay, and refuses to tell Holden whether he and his date had sex. Upset, Holden leaves campus and travels to New York City. He rents a room in a cheap hotel. He makes arrangements with the elevator operator to have a prostitute named Sunny visit his room, but when she arrives, he becomes uncomfortable and tells her that he just wants to talk to her. Sunny and her pimp, Maurice, demand more money and Holden gets punched in the stomach. The next day, Holden gets drunk and sneaks into his family's apartment. He talks to his younger sister, Phoebe, whom he loves and regards as innocent. He tells Phoebe that he has a fantasy of being the "catcher in the rye" who catches children when they fall off a cliff while playing. When his parents come home, Holden leaves and travels to his former teacher Mr. Antolini's house, where he falls asleep. When he wakes up, Mr. Antolini is patting his head; Holden becomes disturbed and leaves. The next day, Holden takes Phoebe to the zoo and watches as she rides the carousel: his first true experience of happiness in the story. The story ends with Holden stating that he got "sick" and will be starting at a new school in the fall.
CONTRIVERSY

The Catcher in the Rye is frequently incorporated into classroom curriculums because of its relevance to high school students, but has had its place in the classroom repeatedly challenged. The first recorded challenge took place in 1960, when an Oklahoma teacher was fired for teaching the book to her 11th grade students. Although she successfully appealed her dismissal, the book was removed from the school. Since then, dozens of challenges have taken place for various reasons, usually brought by parents in the community. Between 1986 and 2000, at least nine different attempts to remove The Catcher in the Rye from schools were based on the novel's use of profanity and sexual references. Three of these attempts (Wyoming in 1986, North Dakota in 1987, and 1989 in California) were successful in getting the book removed. Another commonly cited reason is the novel's use of vulgar and obscene language, as well as statements defamatory to God. Other, less common reasons for challenging the novel include accusations that the book is anti-white, immoral, and/or violent. (bannedbooks.com)

Even more controversially, the book has been directly associated with a number of violent incidents. Most famous is the shooting of John Lennon in 1980 by Mark David Chapman, who so strongly identified with Holden Caulfield that he brought a copy during the murder and read a passage from The Catcher in the Rye at his court sentencing. (bookriot.com)
This one’s provoked some serious controversy. Published in 1988 as Rushdie’s fourth novel, it features two Indian Muslims named Gibreel and Saladin who are trapped on a hijacked plane. When it explodes, they’re magically saved – but Gibreel assumes the persona of the archangel Gabriel and Saladin that of a demon. Thus begins a pretty toxic association with long-lasting effects on both of them.

One feature of the novel is fictionalised dream visions of the Prophet Muhammad’s life, and this is where the controversy comes in. The title is taken from an incident in the book where the Prophet apparently receives a revelation from Satan, mistaken for God, telling him to worship al-Lat, al-Uzzat, and Manat. The three are goddesses from polytheistic pre-Islamic times. Other events in the book which have caused offence are a scene where a number of prostitutes dress up as the Prophet’s wives, and a companion of the Prophet who declares that he’s changed parts of the Quran he was doubtful about as it was dictated to him.

The book received positive critical reviews, being shortlisted for the Man Booker Prize. Harold Bloom also called it “Rushdie’s largest aesthetic achievement.” However, many Muslims viewed the book as blasphemous. In 1989, Ayatollah Khomeini of Iran issued a fatwa (with highly suspect, potentially political rather than religious motivations) ordering Rushdie’s death; though this lapsed in 1998, it remains technically in existence. Rushdie was subjected to police protection.
Numerous bookstores in both the U.S. and UK were bombed, demonstrators led book burnings, and many countries in the east banned the book wholesale. There have been deaths: some of the demonstrations were fatal, and Rushdie’s Japanese translator Hitoshi Igarashi was murdered in 1991. The Italian and Norwegian translators have also been seriously injured.

Source: bookriot.com

**LATEST DEVELOPMENTS**

The 75-year-old author, who received death threats from Iran in the 1980s after his novel *The Satanic Verses* was published, was stabbed in the neck and torso as he came on stage to give a talk on artistic freedom at the Chautauqua Institution on 12 August.

The man accused of stabbing Rushdie pleaded not guilty to second-degree attempted murder and assault charges when he appeared in court on 18 August. Hadi Matar, 24, was arraigned during a brief hearing in Chautauqua county district court on an indictment returned by a grand jury that charged him with one count of second-degree attempted murder and one count of second-degree assault. Two weeks before the attack, Rushdie had told an interviewer that he felt his life was “very normal again” and that fears of an attack were a thing of the past.

Source: *The Guardian*, 23 oct 2022
COMPRÉHENSION ORALE

“Parents, School Officials Sound Off On Banning of Books”

NBC | 2’47

https://www.youtube.com/watch?v=pQvTxPjBVgg&ab_channel=NBCNews

Watch the video and write everything you understand below.
Class 6

Tâche de mi-semestre
EXPRESSION ORALE: AMERICAN DEBATE CLASS

By groups of 3-4 students, pick one of the following topics. Be careful, there should be two teams for each topic:

1. Should anyone be allowed to give their opinion?
2. Should any opinion matter?
3. Should social media play a role in politics?
4. Should you be an expert to give your opinion on a specific topic?
5. Should books/movies be banned?

✓ You will have 1 hour to prepare for the debate. Make sure to follow the guidelines (p. )
✓ After each round, all the students will vote for the most convincing team.
✓ 0.5 pts will be given to the team which wins the debate.
✓ In addition, your teacher will have the possibility to add 0.5 pts to any team, loser or winner, provided they were hardworking and serious. Both the language and the arguments used will be taken into account.
PART TWO:
Contemporary issues
Class 7
Activism
(distanciel asynchrone)
**COMPRÉHENSION ORALE**

“"Extinction Rebellion climate activists glue themselves together in UK Parliament"” (until 1’45)

BBC News – Sept 2022 -
https://www.youtube.com/watch?v=tKQjQD3vqiA&ab_channel=BBCNews

Regardez la vidéo environ trois fois (moins si vous êtes à l’aise, plus si vous en éprouvez le besoin), puis répondez aux questions suivantes :

1. Décrivez la vidéo en anglais (qui sont les intervenants ? Quel est le contexte de la vidéo ?).
2. Résumez les prises de parole des intervenants en français.

Merci d’écrire/copier-coller vos réponses sur le document partagé (envoyé par mail et disponible sur le site) afin que je vous corrige.

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**EXPRESSION ÉCRITE**

En 200-300 mots maximum, répondez à la question suivante en anglais :

**What do you think of the methods used by the group Extinction Rebellion? Do you agree with them?**

Merci de me rendre cette expression écrite au format papier (soit tapé à l’ordinateur, soit écrit à la main) lors de la séance du 12 avril.

Si vous tapez votre devoir à l’ordinateur, veillez à suivre les consignes suivantes afin de faciliter la correction :

- Utilisez une police lisible taille 11-12
- Justifiez votre texte
- Utilisez des alinéas à chaque début de paragraphe
- Sautez 1,5 à 2 lignes
- Utilisez des marges étroites (afin de me laisser la place de noter des commentaires dans la marge)

N’oubliez pas d’indiquer votre nom et votre prénom en haut de la feuille.
Class 8
Prison
We know that prison doesn’t work. So what are the alternatives?”

Jarryd Bartle | Fri 16 Aug 2019 | The Guardian

Whether for violence, public disorder or wage theft\(^{13}\) – there is no shortage\(^{14}\) of calls for more people to be sent to prison, and for longer. However, decades of research have shown that prison is the least effective place to rehabilitate offenders. Studies have indicated that a stint\(^{15}\) in prison increases the likelihood\(^{16}\) that inmates\(^{17}\) will reoffend. There are many reasons for this: whether because they have been rendered incapable of functioning on the outside by the trauma of incarceration or because being housed with the country’s worst-of-the-worst has rubbed off. Ultimately, prisons institutionalise inmates into a highly regulated way of life completely foreign to the real world.

Young people are particularly ill-suited\(^{18}\) to prison – detention renders them more likely to graduate from low-level juvenile offenders to lifetime criminals via a stint in corrections. Moreover, despite being seen as the ultimate “stick” to ensure social order, prison is not a deterrent\(^{19}\) for most forms of offending. Crime is largely impulsive or driven by complex external factors on decision-making – the notion that offenders are

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\(^{13}\) Wage theft : vol de salaire
\(^{14}\) Shortage : pénurie
\(^{15}\) Stint : période
\(^{16}\) Likelihood : probabilité
\(^{17}\) Inmates : les détenus
\(^{18}\) Ill-suited : mal adapté
\(^{19}\) Deterrent : dissuasif
“rational agents” weighing up the cost and benefits of offending has been largely debunked\textsuperscript{20}.

**So, if prison doesn’t work, what are the alternatives?**

Firstly, if people pose a risk to the community, they should be heavily monitored and controlled – but this can be done outside standard prison environments. Community corrections is already a part of Australia’s criminal justice system and has been found to effectively control and treat offending behaviour.

Offenders regularly report back to a case manager, who is tasked with funneling\textsuperscript{21} the offender through educational programs, community work and treatment programs designed to correct anti-social thinking and behaviour. Community corrections is no “soft touch” and the risk of imprisonment looms large over programs if an offender breaks the rules. Similar to community corrections but more therapeutic in nature are the various non-custodial treatment orders available for offenders whose offending relates to alcohol or illicit drug use or is connected to an underlying mental health condition. […]

Not all forms of offending can be traced to underlying mental health issues, but for those offenders who do require treatment, it is the single most effective way to reduce reoffending. For other forms of offending, a financial penalty may be more effective than a prison sentence. For example, many forms of “white-collar crime” are motivated by pursuit of status. Public naming and shaming, hefty\textsuperscript{22} fines\textsuperscript{23} and bans on certain

\textsuperscript{20} To debunk : révéler, discréditer, briser un mythe
\textsuperscript{21} To funnel : faire passer
\textsuperscript{22} Hefty : gros, lourd
\textsuperscript{23} A fine : une amende
forms of professional practice are more likely to deter white-collar offending than prison.

Moreover, victim-centred alternatives to standard prison sentences can provide empowerment for victims of crime. Restorative justice is a system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large. This can involve victims being able to confront their attackers, seek financial restitution and to have a say on the programs the offender must undertake\textsuperscript{24}. While not suitable for all forms of offending, restorative justice measures have been shown to provide healing outcomes for both victims and offenders.

Finally, given our understanding of prison has a perverse mechanism to create more dangerous individuals, it’s worth reassessing the scope of our current criminal law.

There appears to be no reasonable justification why victimless crimes, from drug possession and use to sex work to “public order” crimes such as homelessness and public drunkenness, remain on the books. The potential for these offences to result in imprisonment is only going to result in a negative result for society as we turn harmless individuals into repeat – potentially violent – offenders.

Ultimately, a shift\textsuperscript{25} in thinking away from imprisonment as a default solution for criminals can free up the public purse for more effective preventive measures. […] It’s time to rethink our approach to crime. While prison may seem like the obvious solution to anti-social behaviour, it is the least effective approach to making the community safer.

\begin{footnotesize}
\textsuperscript{24} To undertake : entreprendre
\textsuperscript{25} Shift : changement
\end{footnotesize}
COMPREHENSION ORALE

“Future prisons: new approach to prison design could keep inmates from reoffending”

TomoNews | 2017
https://www.youtube.com/watch?v=fDuZWfp5k8U&ab_channel=TomoNewsUS

Sum up the video in English.
Class 9
Work and Artificial Intelligence
AI, or artificial intelligence, seems to be on the tip of everyone’s tongue these days. [...] In reality, AI is already at work all around us, impacting everything from our search results, to our online dating prospects, to the way we shop. Data shows that the use of AI in many sectors of business has grown by 270% over the last four years. But what will AI mean for the future of work? As computers and technology have evolved, this has been one of the most pressing questions. As with many technological developments throughout history, the advancement of artificial intelligence has created fears that human workers will become obsolete. The reality is probably a lot less dire, but maybe even more complicated. [...] 

**AI will probably not make human workers obsolete, at least not for a long time**

To put some of your fears to bed: the robots are probably not coming for your jobs, at least not yet. Given how artificial intelligence has been portrayed in the media, in particular in some of our favorite sci-fi movies, it’s clear that the advent of this technology has created fear that AI will one day make human beings obsolete in the workforce. After all, as technology has advanced, many tasks that were once executed by human hands have become automated. It’s only natural to fear that the

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26 Dire : désespéré ou pressant
leap toward creating intelligent computers could herald the beginning of the end of work as we know it.

[...] A recent paper published by the MIT Task Force on the Work of the Future entitled “Artificial Intelligence And The Future of Work,” looked closely at developments in AI and their relation to the world of work. The paper paints a more optimistic picture. Rather than promoting the obsolescence of human labor, the paper predicts that AI will continue to drive massive innovation that will fuel many existing industries and could have the potential to create many new sectors for growth, ultimately leading to the creation of more jobs.

While AI has made major strides toward replicating the efficacy of human intelligence in executing certain tasks, there are still major limitations. In particular, AI programs are typically only capable of “specialized” intelligence, meaning they can solve only one problem, and execute only one task at a time. Often, they can be rigid, and unable to respond to any changes in input, or perform any “thinking” outside of their prescribed programming. Humans, however, possess “generalized intelligence,” with the kind of problem solving, abstract thinking and critical judgement that will continue to be important in business. Human judgement will be relevant, if not in every task, then certainly throughout every level across all sectors.

[...] Provided there is investment at all levels, from education to the private sector and governmental organizations—anywhere that focuses on training and upskilling workers—AI has the potential to ultimately create more jobs, not less. The question should then become not

__________________________
27 Herald : to herald, annoncer
28 Upskilling : to upskill, monter en compétences
“humans or computers” but “humans and computers” involved in complex systems that advance industry and prosperity. […] 

**AI is likely to have a strong impact on certain sectors in particular**

**Medical:**

The potential benefits of utilizing AI in the field of medicine are already being explored. The medical industry has a robust amount of data, which can be utilized to create predictive models related to healthcare. Additionally, AI has shown to be more effective than physicians in certain diagnostic contexts.

**Automotive:**

We’re already seeing how AI is impacting the world of transportation and automobiles with the advent of autonomous vehicles and autonomous navigation. AI will also have a major impact on manufacturing, including within the automotive sector.

**Cybersecurity:**

Cybersecurity is front of mind for many business leaders, especially considering the spike in cybersecurity breaches throughout 2020. Attacks rose 600% during the pandemic as hackers capitalized on people working from home, on less secure technological systems and Wi-Fi networks. AI and machine learning will be critical tools in identifying and predicting threats in cybersecurity. AI will also be a crucial asset for security in the world of finance, given that it can process large amounts of data to predict and catch instances of fraud.

**E-Commerce:**
AI will play a pivotal role in e-commerce in the future, in every sector of the industry from user experience to marketing to fulfillment and distribution. We can expect that moving forward, AI will continue to drive e-commerce, including through the use of chat-bots, shopper personalization, image-based targeting advertising, and warehouse\textsuperscript{29} and inventory automation.

AI is definitely here to stay, whether we like it or not. Personally, I don't think we have anything to be afraid of. The best way to move forward is to be aware of and adapt to the new technology around us, AI included.

\textsuperscript{29} Warehouse : entrepôt
COMPRÉHENSION ORALE

“Will robots take our jobs?” | CNBC Explains | 3’25

https://www.youtube.com/watch?v=a-7Azih0D98&ab_channel=CNBCInternational

Part 1: Fill in the blanks

Journalist: Hi, I’m Elizabeth.

Robot: Hi, I’m RoboThespian.

Journalist: ____________________________________________.

Robot: Likewise.

Journalist: This is a humanoid robot, which means it ____________, it ______________, and it even ______________, well, like a human. So does that mean it could take a human’s job like ______________?

Robot: You better believe it. Nah, I’m only ______________. Not really.

Journalist: There’s _______________ robots and _______________ are increasingly part of our _______________. Just look around the _______________, or the _______________. Or in the case of RoboThespian here, even at the _______________.


Part 2: Answer the questions below

1. So far, have robots impacted work? If yes, how so according to the journalist?

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2. In which domains would robots be especially useful?

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3. Will robots take our jobs? What answers does the video bring?

4. What would happen to lower-skills workers?
Class 10
Social Mobility
and the American Dream
COMPRÉHENSION ORALE 1

“Why the American Dream is a Myth”
College Humor | 2020 | 2’22

1. Fill in the blanks.

**Character 1:** See them, we're living the American dream here. A little hard work can take anyone from rags to riches!

**Character 2:** I was born with one leg, and no money. But I worked hard and now I'm a ________________, I can buy all the legs I could _______________ want!

**Character 3:** Sorry, America hardly has the highest rates of _________________ social mobility. In a ranking of 24 countries, we came in ________________.

**Character 1:** How can that be?

**Character 3:** The truth is, if you're poor in America, no matter how hard you work that deck is completely stacked against you. Being poor in this country is actually _________________. If you're living in poverty, you have to spend more on daily _________________ because you can't _________________ to buy in bulk.
**Character 4:** Wow now I can keep my butt clean in all my vacation homes. _______________________ deal!

**Character 5:** You know if I pull apart the double-ply, it's actually 2 for 1. _______________________ deal.

**Character 3:** And if you have a lower ______________________, you have to spend a larger portion of your budget on basic ______________________. Up to 70% of a poor Americans’ _______________________ is spent on food, ______________________, and transportation. After they cover their basic expenses, on average low-income Americans who only make 15 to 20,000 dollars a year are left with just one dollar a day.

**Character 5:** No, I _______________________ splurge.

**Character 3:** And that doesn't just make it harder to get by day to day, it also makes it harder to _______________________ money so you can live more _______________________ in the future.

**Character 1:** Well, if people need money, why don't they just apply for a _______________________? or get a _______________________?

That's how I paid for my last three wars.

**Character 3:** Well, that's a great idea, except that to open a bank account or credit card our financial institutions
that you already have money, or good credit.

**Character 5:** Wait, so in order to build credit, I need a credit card, but I can't get a credit card unless I have good credit.

**Character 3:** And if you can't save, even a small unexpected expense can have disastrous consequences. Right now 46% of Americans say they couldn't ______________ to pay a surprise ________________ for just $400.

**Character 5:** Oh my god, my bike! That's how I get to work. And if I can't get to work, then I can't buy another bike… Cursed this ________________!

**Character 4:** Ugh, he seems ________________.
2. Answer the following questions:

a) According to you, what does “from rags to riches” mean?

b) “no matter how hard you work that deck is completely stacked against you”: look up the meaning of “deck” and “stacked against”. What does the expression mean?
c) Who/what does the first character represent? What elements led you to this answer?

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d) At the beginning of the video, the second character is represented into a bubble. How do you interpret this? Does it remind you of an idiom?

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COMPRÉHENSION ORALE 2

“Obama on social mobility in America”

CNN Business | 2014 | 2’35 |
https://www.youtube.com/watch?v=sSBNxpUe2ks&ab_channel=CNNBusiness
The American Dream Is Alive and Well

The New York Times | By Samuel J. Abrams, political scientist | Feb. 5, 2019

Most people in this country say that they are living it — but what they mean by the phrase might surprise you.

I am pleased to report that the American dream is alive and well for an overwhelming majority of Americans.

This claim might sound far-fetched given the cultural climate in the United States today. Especially since President Trump took office, hardly a day goes by without a fresh tale of economic anxiety, political disunity or social struggle. Opportunities to achieve material success and social mobility through hard, honest work — which many people, including me, have assumed to be the core idea of the American dream — appear to be diminishing.

But Americans, it turns out, have something else in mind when they talk about the American dream. And they believe that they are living it.

Last year the American Enterprise Institute and I joined forces with the research center NORC at the University of Chicago and surveyed a nationally representative sample of 2,411 Americans about their attitudes toward community and society. The center is renowned for offering “deep” samples of Americans, not just random ones, so that

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30 Far-fetched : tiré par les cheveux
31 Tale : conte, histoire
32 Struggle : lutte, combat
33 To survey : faire un sondage, sonder
researchers can be confident that they are reaching Americans in all walks of life: rural, urban, exurban and so on. Our findings were released on Tuesday as an American Enterprise Institute report.

What our survey found about the American dream came as a surprise to me. When Americans were asked what makes the American dream a reality, they did not select as essential factors becoming wealthy, owning a home or having a successful career. Instead, 85 percent indicated that “to have freedom of choice in how to live” was essential to achieving the American dream. In addition, 83 percent indicated that “a good family life” was essential.

The “traditional” factors (at least as I had understood them) were seen as less important. Only 16 percent said that to achieve the American dream, they believed it was essential to “become wealthy,” only 45 percent said it was essential “to have a better quality of life than your parents,” and just 49 percent said that “having a successful career” was key.

This pattern — seeing the American dream as more about community and individuality than material success and social mobility — appeared across demographic and political categories. In the case of political party affiliation, for example, 84 percent of Republicans and independents said having freedom was essential to the American dream, as did 88 percent of Democrats; less than 20 percent of those in either party held that becoming wealthy was essential.

The data also show that most Americans believe themselves to be achieving this version of the American dream, with 41 percent reporting that their families are already living the American dream and another 41 percent reporting that they are well on the way to doing so. Only 18
percent took the position that the American dream was out of reach for them.

Collectively, 82 percent of Americans said they were optimistic about their future, and there was a fairly uniform positive outlook across the nation. Factors such as region, urbanity, partisanship and housing type (such as a single-family detached home versus an apartment) barely affected these patterns, with all groups hovering around 80 percent. Even race and ethnicity, which are regularly cited as key factors in thwarting upward mobility, corresponded to no real differences in outlook: Eighty-one percent of non-Hispanic whites; 80 percent of blacks, Hispanics and those of mixed race; and 85 percent of those with Asian heritage said that they had achieved or were on their way to achieving the American dream.

Income did make a difference, with 72 percent of those earning under $35,000 expressing a positive outlook about the American dream, compared with 90 percent of those earning over $100,000 — but those numbers are still overwhelmingly positive. Another difference was generational. Eighty-three percent of baby boomers, 80 percent of Gen Xers and 81 percent of millennials were optimistic about the American dream. But those in Gen Z — Americans born in 1997 or later — were notably less optimistic at 73 percent.

In general, though, the data are clear: Individuality and family, not wealth and real estate, are what Americans seek and believe they are finding in the national “dream.”

What conclusions should we draw from this research? I think the findings suggest that Americans would be well served to focus less intently on the nastiness of our partisan politics and the material
temptations of our consumer culture, and to focus more on the communities they are part of and exercising their freedom to live as they wish. After all, that is what most of us seem to think is what really matters — and it’s in reach for almost all of us.