

UNIVERSITE de BOURGOGNE
U.F.R. des Sciences humaines
Département d'Histoire

Licence 3 AMC

Sujets d'examens **JANVIER 2016**

Année universitaire 2015/2016

UNIVERSITE de BOURGOGNE
U.F.R. des Sciences humaines
Département d'Histoire

L3 AMC - sujets d'examens

JANVIER 2016

UE1 Fondamentale 1 – Temps présent

UE2 Fondamentale 2 – Sociologie politique

UE3 Fondamentale 3 – Philosophie politique

Année universitaire 2015/2016

LICENCE 3^{ème} année – parcours AMC
SESSION 1 – JANVIER 2016

Intitulé de l'épreuve écrite : UE1 – Fondamentale 1
Temps présent

Date et horaire de l'épreuve : Lundi 04 janvier 2016
8h à 12h

Responsable du sujet : M. VIGNA Xavier

Durée de l'épreuve : **4 heures**

Indications : Le sujet comporte 2 pages recto verso et numérotées de 1/2 à 2/2.

Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera, au choix, l'un des deux sujets suivants sur la copie d'examen.

RAPPEL : L'usage de tout document et tout matériel électronique est strictement interdit.

SUJET 1 (dissertation)

Contester en France de la Libération à nos jours

OU

SUJET 2 (dissertation)

Les crises et les fractures de la société française

LICENCE 3^{ème} année – parcours AMC
SESSION 1 – JANVIER 2016

Intitulé de l'épreuve écrite : UE2 – Fondamentale 2
Sociologie politique

Date et horaire de l'épreuve : mardi 05 janvier 2016
8h à 12h

Responsable du sujet : M. UBBIALI Georges

Durée de l'épreuve : **4 heures**

Indications : Le sujet comporte 2 pages recto verso et numérotées de 1/2 à 2/2.

Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera le sujet suivant sur la copie d'examen.

RAPPEL : L'usage de tout document et tout matériel électronique est strictement interdit.

SUJET (dissertation)

L'approche de la mobilisation collective a fait l'objet de nombreuses élaborations théoriques. Après les avoir évoquées, vous rappellerez les lignes de force et de faiblesse de ces différentes théories

LICENCE 3^{ème} année – parcours AMC
SESSION 1 – JANVIER 2016

Intitulé de l'épreuve écrite :

UE3 – Fondamentale 3
Philosophie politique

Date et horaire de l'épreuve :

Vendredi 08 janvier 2016
8h à 12h

Responsable du sujet :

Mme LABOPIN Delphine

Durée de l'épreuve :

4 heures

Indications :

Le sujet comporte 2 pages recto verso et numérotées de 1/2 à 2/2.

Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera, au choix, l'un des deux sujets suivants sur la copie d'examen.

RAPPEL : L'usage de tout document et tout matériel électronique est strictement interdit.

SUJET 1 (dissertation)

Les conceptions libérales du rôle de l'Etat

OU

SUJET 2 (dissertation)

Y a-t-il une unité du libéralisme ?

UNIVERSITE de BOURGOGNE
U.F.R. des Sciences humaines
Département d'Histoire

L3 AMC - sujets d'examens

JANVIER 2016

UE4 Méthodologie – Langue vivante 1 : ANGLAIS

UE4 Méthodologie – Civilisation anglo-saxonne

Année universitaire 2015/2016

1^{ère} SESSION – JANVIER 2016



LICENCE 3
UE Majeure Méthodologie
Langue vivante 1 : Anglais (S5)

Responsable du sujet : Monsieur Philippe BLANC

Durée : 2 heures

Ce document comporte 2 pages.

- aucun dictionnaire, document et matériel autorisé -

Choisir un des deux sujets suivants portant sur le thème abordé dans « Old Age in Ancient Rome » :

SUJET 1

Synthèse (entre 250 et 320 mots environ):

To what extent can we say that ageing was an asset for men and a disadvantage for women in Ancient Rome ?

(asset = atout)

SUJET 2

Traduction en français du texte ci-dessous :

How old was 'old' in ancient Rome? This is ... a difficult question to answer, as the definition of old age can be seen to have been flexible. The ancient sources are by no means clear what they mean by old. One way of determining the **onset** (= *début*) of old age is to consider the different systems of age division, commonly referred to as ... 'Ages of Life'. These divisions promote the notion that human life is comprised of a series of phases, from birth to old age. These [stages] show that what was considered old varied, but from about the 1st century BC, the age of 60 or 65 was frequently mentioned as the **threshold** (= *seuil*) of old age, which is not dissimilar to the present time.

This may seem surprising on learning that, according to modern demographers, the average life expectancy in Rome was around the age of 25. This figure is, however, very misleading, mainly because of a very high rate of infant and child mortality. It is estimated that as many as 50% of children may have died before the age of ten. Life expectancy increased dramatically for those who survived the early danger years and the total span of life appears to have been not significantly different [from] today. But there is a difference in the number of old people. (...) Today, in Britain, the aged represent [about] 20% of the total population and this figure is rising rapidly. In Rome this figure is likely to have been between 6 and 8%, which is comparable to that of the UK in the mid to late 19th century. (...)

In everyday life what was seen as old was not always related to calendar age and was often based on changes in physical appearance, weakness of the body, mental deterioration and perceived changes in behaviour. Wrinkles, grey hair or **baldness** (= *calvitie*), loss of teeth, the trembling of **limbs** (= *membres*), **quavering** (= *chevrotant*) voices, forgetfulness and loss of **wit** (= *esprit, raison*) were often associated with old age. People suffering from these conditions, or disabilities, were seen as old, even if their calendar age did not confirm this.

Old Age in Ancient Rome, Dr. Karen Cokayne, University of Reading, 2005

LICENCE 3^{ème} année – parcours AMC

SESSION 1 – JANVIER 2016

Intitulé de l'épreuve écrite :

UE4 – Méthodologie
Civilisation anglo-saxonne

Date et horaire de l'épreuve :

Lundi 11 janvier 2016
9h à 11h

Responsable du sujet :

Mme MORISSON Valérie

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 4 pages recto verso et numérotées de 1/4 à 4/4.

Assurez-vous que cet exemplaire est complet.

Consignes :

Le candidat traitera le sujet sur la copie d'examen.

RAPPEL : L'usage du dictionnaire, autre document et tout matériel électronique est strictement interdit.

The Big Question: Has the divide between Britain's social classes really narrowed?

By Andy McSmith

Sunday 23 October 2011

The Government published a document yesterday which made the startling claim that, after a long period of social stagnation, British society has become socially mobile again. For 30 years, according to *Getting On, Getting Ahead*, the paper prepared by the Cabinet Office's strategy unit, there was no appreciable movement between social classes, although society as a whole became better off. Children born in relative poverty left school with fewer qualifications than children from more comfortable homes, and went into low-paid work. But since 2000, the Government claims, that general pattern has changed for the better. It is well known that a child's chances of achieving the benchmark of five good GCSEs (equivalent for the French baccalauréat), including maths and English, are heavily influenced by social background. Children brought up in low-income households are much less likely to succeed than the children of successful, financially secure parents. But studies that compares GCSE results achieved by children born in 1970 and children born in 1990 show the gap has closed to a "statistically significant" degree. The Cabinet Office minister, Liam Byrne, attributes this to the attention that the Labour Government has paid to pre-school education and post-16 vocational training (*formation professionnelle*). Another factor may be the millions the Government has invested in school buildings.

There is more. What the Government calls "earnings mobility" has risen since 2000. There was movement up and down in the 1960s and 1970s, but less in the 1980s and 1990s, when people generally stayed on whichever rung of the income scale they were born to. Since 2000, movement has resumed – though not at the top. People born into the wealthiest 10 per cent have stayed there. It is too early to judge what the social impact of these findings will be because children born in 1990 are still teenagers. There is a recession ahead, so who can tell what jobs will be available for them in a few years? Abigail McKnight, co-author of one of the reports on which the Cabinet Office paper is based, warned: "How this is going to play out, we don't know. Obviously, you need a very long run of data, so we will see what the recession brings." The very rich just go on getting richer. In July, the Institute for Fiscal Studies produced a paper which suggested that the disparity between incomes is at the second-highest level it has been since accurate records began in 1961. However, that is a separate issue. New Labour has never claimed that it was going to stop people from becoming very rich. What it did promise was that it would remove the obstacles which prevent people at the bottom of the ladder from climbing any higher. Yesterday's report is their evidence that the Government have made a start.

How is class defined?

This used to be a simple question to answer. When Karl Marx and Friedrich Engels were examining the British class system in the middle of the 19th century, there were three classes. The aristocracy, or upper-class, owned the land and factories, and were so well off that their children did not need to work for a living. The bourgeoisie, or middle class, worked in offices and were paid salaries. The proletariat owned almost nothing and worked with their hands in return for wages, if they could find work. However, as Bernard Shaw wittily pointed out in his play *Pygmalion*, a person's class could be immediately deduced from the way they spoke.

Britain's class structure loosened after the Second World War. The landed aristocracy became relatively poorer, the number of people in manual work decreased, and the 1944 Education Act opened universities to more children whose parents could not afford private education. Television knocked down some of the cultural barriers between classes. In the 1960s, there was the famous Frost Report sketch featuring John Cleese in a bowler hat, Ronnie Barker in a cheap suit and Ronnie Corbett in a cloth cap, satirising the way people dressed and spoke according to how they perceived their social status. But even as that sketch was broadcast, the social stigma attached to speaking with a working-class or regional accent was breaking down. Middle-class teenagers were swept up in Beatlemania just as much as their working-class contemporaries, and in 1965 a former grammar school boy, Edward Heath, succeeded the former 14th Earl of Home as leader of the Conservative Party. Now, even if the Tory leader is an old Etonian, he likes to be known as "Dave" and to be seen not wearing a tie.

So is class finally disappearing?

No, the class system may be better concealed than it used to be, but it is alive and well. Where people went to school is still a very powerful indicator of their chances of success, despite the slight closing of the social gap trumpeted by the Government yesterday. A month ago, the shadow Schools Minister Michael Gove released a geographical analysis of last year's GCSE examination results to demonstrate just how wide it is. An 18 year old from a sink estate is likely to be better qualified than a 38 year old from the same background. Those privileged by birth, like the Conservative leader David Cameron, try not to flaunt their advantages. Yet, the worse off a family is, the more likely it is to be adversely affected by the looming recession. A comfortable background is still the most reliable passport to a good education, even if the gap is narrowing.

1) Find the English equivalents for the following words (the list follows the order of the text). (2,5 marks)

- | | |
|----------------------------------|---------------------------------------------|
| a) Étonnant | k) salaires |
| b) plus riche | l) avec esprit |
| c) le niveau seuil | m) s'assouplir |
| d) le fossé | n) caché |
| e) le revenu (2 mots différents) | o) annoncer à grand bruit |
| f) échelon | p) un quartier défavorisé |
| g) les résultats, conclusions | q) un délégué à l'éducation de l'opposition |
| h) un rapport exact | r) mettre en avant |
| i) éliminer | s) fiable |
| j) usines | |

2) Traduisez les trois passages soulignés en français. (3 marks)

- 3) **Fill in the summary of the 1st part of the text with some appropriate words:** (2,5 marks)

The British government has recently claimed that the socialhad become easier. Over the previous 30 years, education had on: the richer your parents were, However, education levels nowadays has a smaller impact. Thanks to and the development of children from low-income families have a greater chance of success. Throughout the 1980s and 1990s, social mobility was New Labour aimed at without stopping well-off people from getting richer.

- 4) **Why is the beattlemania an important phenomenon of the 1960s ?** (1 mark)

- 5) **Why do the two films studied in class illustrate the definition of social class that is given in the second part of the text ? (10 lines are required)** (3 marks)

- 6) **Essay writing: Were the 1960s a period during which social inequalities disappeared ? Was it a period of social change ? (40 lines are required)** (8 marks)

UNIVERSITE de BOURGOGNE
U.F.R. des Sciences humaines
Département d'Histoire

L3 AMC - sujets d'examens

JANVIER 2016

UE5 Ouverture – Croyances, culture et société

Année universitaire 2015/2016

LICENCE 3^{ème} année
SESSION 1 – JANVIER 2016

Intitulé de l'épreuve écrite :

UE5 – Ouverture
Croyances, culture et société

Date et horaire de l'épreuve :

mercredi 06 janvier 2016
8h à 10h

Responsables du sujet :

Mme KOSSMANN Perrine &
M. LEMESLE Bruno

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 2 pages recto verso et numérotées de 1/2 à 2/2.

Assurez-vous que cet exemplaire est complet.

Consigne :

Le candidat traitera, après tirage au sort, l'une des deux périodes historiques suivantes sur la copie d'examen.

RAPPEL : L'usage de tout document et tout matériel électronique est strictement interdit.

SUJET Histoire ancienne

Vous traiterez, au choix, l'un des deux sujets suivants :

Sujet 1 : Les institutions judiciaires dans le monde grec antique de la période archaïque à la période hellénistique : naissance, évolution et fonction.

Sujet 2 : Justice et violence dans le monde grec antique de la période archaïque à la période hellénistique.

SUJET Histoire Médiévale

Vous traiterez, au choix, l'un des deux sujets suivants :

Sujet 1 : Vengeance et société au haut Moyen Âge en Occident (VI^e-X^e siècle)

Sujet 2 : La justice face aux violences criminelles aux XIV^e et XV^e siècles en Occident.