

**LICENCE 3^{ème} année,
parcours 'Approche du
monde contemporain'**

**ANNALES des EXAMENS
de Mai 2018**

UE FONDAMENTALE

- Relations internationales
- Questions contemporaines : les régimes politiques
- Questions contemporaines : histoire des doctrines et des pratiques politiques
- Histoire et sociologie des médias

LICENCE 3^{ème} année – parcours AMC

SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE6 – Fondamentale 1
Relations internationales

Date, horaire et lieu de l'épreuve :

Jeudi 17 mai 2018
14h à 18h
Amphithéâtre GUITTON

Responsable du sujet :

Mme BABY Sophie

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)

La doctrine Monroe, un marqueur des relations interaméricaines au
XXème siècle ?

LICENCE 3^{ème} année – parcours AMC
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE7 – Fondamentale 2

**Questions contemporaines : les
régimes politiques**

**Date, horaire et lieu de
l'épreuve :**

Lundi 07 mai 2018

14h à 18h

Amphithéâtre DESSERTAUX

Responsable du sujet :

Mme GOUJON Alexandra

Durée de l'épreuve :

4 heures

Indications :

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

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Consigne :

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SUJET 1 (dissertation)

Les défis de la démocratie représentative

OU

SUJET 2 (dissertation)

La démocratie progresse-t-elle dans le monde ?

LICENCE 3^{ème} année – parcours AMC
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE7 – Fondamentale 2

**Questions contemporaines :
histoire des doctrines et des
pratiques politiques**

Date, horaire et lieu de
l'épreuve :

Vendredi 11 mai 2018

8h à 12h

Amphithéâtre BACHELARD

Responsable du sujet :

M. VIGREUX Jean

Durée de l'épreuve :

4 heures

Indications :

Le sujet comporte 5 pages recto verso et
numérotées de 1/5 à 5/5.

Assurez-vous que cet exemplaire est complet.

Consigne :

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SUJET 1 (dissertation)

En quoi le programme du CNR participe-t-il au changement de la vie politique et de la société française au lendemain de la Libération ?

OU

SUJET 2 (commentaire de documents)

A l'aide du dossier documentaire suivant et de vos connaissances, peut-on parler d'un fascisme français ?

Document 1 : Les francistes de Bucard



Les francistes de Bucard en 1934

Le revolver de Bucard

« Mon revolver est mon meilleur ami. Il est mon meilleur ami parce qu'il m'a protégé la vie à la guerre et parce que, aujourd'hui, il me permet de défendre la vie de ma femme, de mes enfants, de ma mère, de ma famille et de mes amis.

C'est, entre tous, le plus précieux de mes biens matériels. Je l'ai reçu des mains de mon ami, le lieutenant Léandre Marcq, commandant la 2^e compagnie du 4^e régiment d'infanterie, le matin du 16 avril 1917. Touché à mort, gorge ouverte et poitrine crevée, Marcq, avant d'expirer, m'a confié dans un rôle la mission de commander la compagnie et de le venger. Et il m'a donné son revolver encore chaud et rouge de son sang.

Avec ce revolver, je me suis battu tant que j'ai pu. J'ai fait des coups de main, des nettoyages de tranchées et des assauts, j'ai tué à bout portant, au corps à corps.

J'aime mon revolver. Il a encore dans les rainures de sa crosse de la boue des trous d'obus, séchée comme un dur ciment. C'est pour moi un souvenir sacré. Je ne donnerai mon revolver à personne. C'est une arme d'honneur. On ne rend jamais ses armes.

Il me reste quelques chargeurs que je n'ai pu vider avant l'armistice. J'en donne ma parole de combattant, fait chevalier de la Légion d'honneur sur le champ de bataille par mes hommes, je suis toujours prêt à m'en servir !

Je m'en servirai pour défendre ma patrie si, demain, elle était encore attaquée.

Je m'en servirai si, demain, on essayait de toucher à ma femme, à mes enfants, à ma mère, à ma famille, à mes amis.

Je m'en servirai contre les crapules et les charognards qui, dans leurs tanières et leurs journaux innommables, essaient d'attenter à mon honneur de citoyen, de soldat et de père de famille. C'est de la légitime défense !

Il y a maintenant autour de moi, connus ou cachés, à Paris et dans tous les coins de France, des dizaines de milliers de bras prêts comme hier à défendre la Patrie et à abattre les chiens pestiférés. Il n'y a rien au monde qui les fera trembler ! »

(Le Franciste, 20 janvier 1935).

Document 2 :



Défilé de la Solidarité française aux obsèques de l'un de ses membres, Lucien Garel, mort de l'émeute du 6 février 1934.

Document 3 : débat extrait du *Monde des Livres*, mai 2014 :

« Rarement une polémique intellectuelle aura pris une telle ampleur. Au début des années 1980, en publiant *Ni droite ni gauche. L'idéologie fasciste en France* (Seuil, 1983), l'historien Zeev Sternhell déclencha une virulente controverse, qui l'opposa notamment à certains historiens de Sciences Po. Plus de trente ans après, et alors que Zeev Sternhell publie ses Mémoires, *Le Monde des livres* a voulu revenir sur ce débat et sur ses enjeux à la fois historiographiques et politiques. Pour dialoguer avec Zeev Sternhell, nous avons d'abord sollicité Michel Winock, également auteur de travaux classiques sur les nationalismes français, et qui a adressé de solides critiques aux thèses de l'historien israélien. Mais Michel Winock a décliné l'invitation. C'est donc Jean-François Sirinelli, autre grande figure de Sciences Po, où il dirigea longtemps le centre d'histoire et où il est toujours professeur, qui apporte ici la contradiction à Zeev Sternhell (...).

Avec le recul, plus de trente ans après le déclenchement de cette polémique, quels en étaient selon vous les enjeux, ceux qui ont expliqué sa virulence jusqu'à aujourd'hui ?

Zeev Sternhell L'enjeu était le suivant : existe-il un fascisme français ? Ma réponse est que non seulement qu'il y en a eu un, mais encore que la France a été le berceau de ce phénomène : avant même la Première Guerre mondiale et jusque dans les années 1930, le fascisme y a été porté à la fois par une pensée et par des mouvements de masse comme les Croix de feu. Dans ces conditions, le régime de Vichy n'est pas le produit d'un opportunisme qui suit la défaite, c'est l'aboutissement d'un long corpus idéologique. Et ce n'est pas un régime conservateur, mais une révolution nationale qui ne voulait rien conserver, et qu'il faut prendre au sérieux.

Face à cette thèse, il y avait deux types de réticence. La première venait de mes collègues et amis, qui opéraient tous dans le fameux cadre typologique forgé par l'historien René Rémond (1918-2007), notre maître à tous : il y avait trois droites (légitimiste, orléaniste, bonapartiste) et il ne pouvait pas y en avoir d'autres, surtout pas cette droite révolutionnaire dont j'affirme qu'elle prépare l'avènement du fascisme. La deuxième réticence venait de ceux qui avaient vécu cette période. A leurs yeux, les témoins connaissaient l'histoire mieux que l'historien, comme le disait par exemple le fondateur du Seuil, Paul Flamand, qui m'a écrit dans une lettre que l'histoire était une science impossible, qu'il fallait s'en remettre aux témoins. Ainsi le fascisme français ne pouvait pas exister. Pour René Rémond, il ne pouvait pas exister parce que ça ne pouvait exister en France ; le pays aurait été une fois pour toutes immunisé. Pour les témoins, ça ne pouvait pas avoir existé parce qu'ils y étaient. Ma thèse relevait du blasphème, et cela explique en partie la virulence du débat.

Jean-François Sirinelli Nous nous livrons là à un exercice passionnant, qui nous contraint à revenir en arrière, mais cette fois en tant qu'historiens. Moi, à cette époque, je suis jeune assistant à l'université de Nanterre. Etant né après la Libération, je n'ai pas de rapport direct avec l'entre-deux-guerres, sur laquelle je travaille à l'époque. J'échappe donc à la critique émise à l'instant par Zeev Sternhell. Par ailleurs, je n'ai pas été de ceux qui ont eu à débattre avec lui à ce moment-là. Mais dès cette époque, j'étais en désaccord avec un certain nombre de ses thèses. Il faut rappeler que, dans les années 1970-1980, l'école historique française est en train de publier toute une série de grands travaux sur l'entre-deux-guerres.

Donc Zeev Sternhell est arrivé au bon moment et au bon endroit, et cela explique en partie l'intensité du débat. Mais c'est aussi le lieu d'un premier malentendu. Quand Sternhell parle d'une « école René Rémond », tout entière soudée contre ses thèses, je formule une objection : cette école est très diverse en termes de générations et de sensibilités. En revanche, il y avait effectivement un accord sur la question du fascisme : on considérait qu'il avait certes existé de forts courants antiparlementaires dans l'entre-deux-guerres, mais que si la République avait tenu, c'était que la démocratie française était solide et que le fascisme n'y avait pas eu la force de pénétration que dit Sternhell. Pour lui, par ailleurs, le fascisme est une réaction contre les Lumières. Là encore il y a un débat, car Sternhell fait de cette réaction contre les Lumières une

sorte de « prise multiple ». Il reste que la réaction contre les Lumières fut diverse. Mettre toutes les réactions possibles sous l'étiquette fascisme pose problème.

Enfin, pour être totalement honnête, je pense qu'à l'époque Zeev Sternhell a été blessé par le fait qu'une grande partie de l'école historique française n'a pas été en accord avec lui. Mais je constate que, par la suite, une large partie de l'historiographie anglo-saxonne, ainsi que beaucoup de jeunes historiens français, lui ont plutôt donné raison.

Précisément, où en est-on aujourd'hui ? Il y a quelques années, Zeev Sternhell écrivait que les derniers témoins de cette période étaient en train de disparaître, mais que le débat historiographique, lui, ne faisait que commencer. D'autres considèrent que le débat est clos. A vos yeux, conserve-t-il une fécondité ?

Zeev Sternhell Comme l'a dit Jean-François Sirinelli, que je respecte beaucoup pour son travail et son honnêteté, je crois que le débat a un peu basculé de mon côté. De même, je pense que l'œuvre de René Rémond appartient désormais à l'histoire de la science beaucoup plus qu'à la science historique elle-même : l'idée des « trois droites » et de leur pérennité est abandonnée, et on est plus ou moins d'accord sur le fait qu'une autre droite a vu le jour, une droite - révolutionnaire qui a pris le nom de fasciste dans les années 1930 et qui s'est matérialisée dans Vichy, régime qui n'a pas été moins dur que celui de Mussolini. A mes yeux, donc, cette controverse demeure passionnante. Mais, désormais, on fait davantage l'histoire du débat que le débat lui-même.

Jean-François Sirinelli Effectivement, un certain nombre d'historiens ont plutôt donné raison à Zeev Sternhell. Mais de mon côté, je reste en désaccord total avec certaines de ses thèses, notamment avec le fait qu'il y aurait eu de vrais mouvements de masse fascistes dans la France des années 1930. Ainsi, à mes yeux, les Croix de feu n'en sont pas un. De même, il y a un aspect épistémologique qui concerne l'histoire des idées, dont Sternhell est l'un des grands représentants du second XX^e siècle. Les idées ne circulent jamais telles quelles, il y a toujours une altération. Il y a là un vrai débat autour du processus de circulation des idées, et c'est pour cela que je défends depuis quinze ans ce que j'ai appelé « l'histoire culturelle du politique ».

Pour le reste, ce débat est-il encore au cœur de l'actualité historiographique ? A mes yeux, la réponse est non. Les historiens se sont désormais saisis du second XX^e siècle, ils consacrent des études à la décolonisation ou aux grandes mutations socioculturelles. Sur la période de l'entre-deux-guerres, grâce à Sternhell mais aussi à ceux qu'il combat, la connaissance historique existe. A un jeune historien qui voudrait faire avancer la connaissance, je conseillerais d'aller travailler sur autre chose. Le débat, lui, est appelé à rester figé, Sternhell et moi sommes chacun de part et d'autre de la faille historiographique. Il n'y a pas de compromis possible » (...).

Le Monde des Livres, 28 mai 2014.

LICENCE 3^{ème} année – parcours AMC
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE8 – Fondamentale 3
**Histoire et sociologie des
médias**

Date, horaire et lieu de
l'épreuve :

Mardi 15 mai 2018
8h à 12h
Salle 229

Responsables du sujet :

MM. CARITEY Benoît &
POIRRIER Philippe

Durée de l'épreuve :

4 heures

Indications :

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

Consigne :

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██████████ (dissertation)

Médias et information du XIXe siècle à nos jours

UE METHODOLOGIE

- Langue vivante : Anglais
- Civilisation anglo-saxonne
- Secondes langues vivantes
(Allemand – Espagnol – Italien)

1^{ère} SESSION – MAI 2018



LICENCE 3
UE Majeure Méthodologie
Langue vivante 1 : Anglais (S6)

Responsable du sujet : Monsieur Philippe BLANC

Durée : 2 heures

Ce document comporte 2 pages.

***- aucun dictionnaire, document et matériel
n'est autorisé -***

Sujet imposé sur « The Vietnam War » :

SUJET 1

Pour les candidats ayant choisi le sujet de traduction à la session de janvier 2018 :

Synthèse (entre 250 et 300 mots environ) répondant à la question suivante :

American public opinion largely supported the U.S. war effort in Vietnam in the early years of the war, but became more and more critical, especially after the turning point of 1968. Why ?

SUJET 2

Pour les candidats ayant choisi le sujet de synthèse en janvier :

Traduction en français du passage ci-après :

NB : Dans les deux cas, prière de sauter des lignes SVP.

The causes of the Vietnam War were derived from the simple belief held by America that communism was threatening to expand all over South-East Asia in a Cold War context.

In April 1954, as war was still raging between the French troops and the communist Viet Minh, who were fighting for independence, the world's powers met at Geneva to discuss Vietnam. In July, two months after the humiliating French defeat at Dien Bien Phu, it was decided to divide the country along the 17th parallel. Bao Dai was chosen to lead the South and Ho Chi Minh the North. The meeting also decided that in 1956, there would be an election in both the North and South to decide who would rule the whole country. The election would be supervised by neutral countries. However, this election, which might have led to a peaceful and lasting settlement, did not take place, and the split had become permanent by 1956.

The Viet Minh trained guerrillas to go to the South to spread the word of communism, and their weapons mostly came from communist China. The first proper leader of South Vietnam was Ngo Dinh Diem who was a fanatical Catholic. As communism hated religion, Diem hated all that communism stood for. This is why he got America's support : although he had a poor record on human rights, his rule was in the era of the "Domino Theory", and anybody who was anti-communist in the Far East was likely to receive American backing – **regardless of**¹ their **less than savoury**² background. Ngo ruled as a dictator along with his brother – Nhu. Their government was corrupt and brutal but it was also **backed**³ by America.

After the non-election of 1956, the Viet Minh became more active militarily. Their guerrillas – now called the Viet Cong – attacked targets in the South. They used the Ho Chi Minh Trail along the border with Laos with heavy jungle coverage, so that detection from the air was very difficult. The Viet Cong were trained by their commander Giap who had learned from the tactics used by the Chinese communists in their fight against the nationalist Chinese forces. He expected his troops to fight and to help those in the South. He introduced a "hearts and minds" policy long before the Americans got militarily involved in Vietnam.

Source : The History Learning Site - *The Causes of the Vietnam War* (modifié)
(<https://www.historylearningsite.co.uk/vietnam-war/the-causes-of-the-vietnam-war/>)

¹ **Regardless of...** : *indépendamment de...* ; *peu importe...*

² **Less than savoury** : *peu reluisant*

³ **To back** = to support

LICENCE 3^{ème} année – parcours AMC

SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE9 – Méthodologie
Civilisation anglo-saxonne

Date, horaire et lieu de l'épreuve :

Lundi 07 mai 2018
10h à 12h
Amphithéâtre GUITTON

Responsable du sujet :

Mme MORISSON Valérie

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 10 pages recto verso, agrafées et numérotées de 1/10 à 10/10.

Assurez-vous que cet exemplaire est complet.

Consignes :

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SUJET

GUIDED COMMENTARY. Read the document and answer the questions below in English quoting the text when necessary.

1. This speech was delivered at the Conservative Party Conference. What can be the function of such a speech ? How does Thatcher adapt her speech to this specific audience ? (1)
2. The speech was delivered in 1982. What was Thatcher's position then ? Was she popular ? Which important events occurred between 1979 and 1982 ? (1)
3. Lines 9-20 : comment in detail upon this part of the text. What is emphasized ? Is it a neutral and realistic account of events ? (2)
4. Lines 238-247 : what is referred to in this section of the text ? Which evolution does Thatcher encouraged here ? (2)
5. After reading the text, explain who were Thatcher's main enemies within and without. Why was she opposed to them ? Quote or refer to the text by indicating line numbers. (4)
6. Which strong values does she promote vividly in this speech ? (2)
7. This text gives a clear insight into the principles or ideological positions underlying Thatcher's foreign, economic and social policy. What is her stance (position) as regards :
 - a) Foreign affairs (3)
 - b) Economic policies (3)
 - c) Social issues (3)

1982 Oct 8 Fr
Margaret Thatcher

5 **Speech to Conservative Party Conference, Conference Centre,
Brighton**

Mr. President, thank you for that splendid welcome. You're right. This has been a year of the unexpected, and in turning our thoughts to an issue which transcends party politics you do well to remind us of what happened in the spring of the year.

10 This is not going to be a speech about the Falklands campaign, though I would be proud to make one. But I want to say just this, because it is true for all our people. The spirit of the South Atlantic was the spirit of Britain at her best. [*hear, hear applause*] It has been said that we surprised the world, that British patriotism was rediscovered in those spring days. Mr. President, It was never really lost. [*applause*] But it would be no bad thing if the feeling that swept the country then were to continue to inspire us. For if there was any doubt about the determination of the British people it was removed by the men and women who, a few months ago, brought a renewed sense of pride and self-respect to our country. [*applause*] They were for the most part young. Let all of us here, and in the wider audience outside, pause and reflect on what we who stayed at home owe to those who sailed and fought, and lived and died—and won. [*applause*] If this is tomorrow's generation, then Britain has little to fear in the years to come. [*applause*] In what by any standards was a *remarkable* chapter in our island history, it is they who this year wrote its brightest page. [*applause*]

25 In remembering their heroism, let us not forget the courage shown by those same Armed Forces nearer home. We see them and the other forces of law and order display these qualities day after day in Northern Ireland. [*applause*] Yes, and even closer at hand. I have seen no more moving sight in the last year than the Blues and Royals bearing their tattered standard proudly past the spot in Hyde Park where their comrades had been murdered in a cruel and cowardly bomb attack only two days before. [*applause*] Terrorism is a deadly threat to our way of life, and we will not be cowed by it. We will continue to resist it with all our power and to uphold the principles of democratic government. [*applause*]

[...]

30 First, I want to come to something that dwarfs party politics—indeed, to an issue that dwarfs every other issue of our time.

We have invented weapons powerful enough to destroy the whole world. Others have created political systems *evil* enough to seek to enslave the whole world. [*applause*] Every free nation must face that threat. Every free nation must strain both to defend its freedom and to ensure the peace of the world. 35 The first duty of a British Government is the defence of the Realm, and we shall discharge that duty. [*applause*]

40 Ever since the War the principal threat to our country's safety has come from the Soviet bloc. Twenty-six years ago the Russians marched into Hungary. Twenty-one years ago they built the Berlin Wall. Fourteen years ago they reconquered Czechoslovakia. Three years ago they entered Afghanistan. Two years ago they began to suppress the first stirrings of freedom in Poland. Oh, they knew the strength of the human spirit. They knew that if freedom were allowed to take root in Poland it would spread

across Eastern Europe and perhaps to the Soviet Union itself. They knew that the beginning of freedom spelt the beginning of the end for Communism. *[applause]* Yet despite these regular reminders of the ruthless actions of the Kremlin there are still those who seem to believe that
45 disarmament by ourselves alone would so impress the Russians that they would obligingly follow suit. *[laughter]* But peace, freedom and justice are only to be found where people are prepared to defend them. This Government will give the highest priority to our national defence, both conventional and nuclear. *[applause]*

I want to see nuclear disarmament. I want to see conventional disarmament as well. I remember the
50 atomic bombs that devastated Hiroshima and Nagasaki. I remember, too, the bombs that devastated Coventry and Dresden. *[applause]* The horrors of war are indivisible. We all want peace, but not peace *at any price*. Peace with justice and freedom. *[applause]* We seek agreement with the Soviet Union on arms control. We want to reduce the levels of both conventional and nuclear forces. But those reductions must be mutual, they must be balanced and they must be verifiable.

Oh, I understand the feelings of the unilateralists. I understand the anxieties of parents with children growing up in the nuclear age. But the question, the fundamental question for all of us is whether unilateral nuclear disarmament would make 2 war *less likely*. I have to tell you it would not. *[applause]* It would make war *more likely*, *[applause]* Aggressors attack because they think they are going to win, and they are more likely to attack the weak than they are to attack the strong. *[hear, hear applause]* The springs of war lie not in arms races, real or imaginary, but in the readiness to use force or threaten force against other nations. Remember what Bismarck said “Do I want war? Of course not. I want victory.” The causes of wars in the past haven't, changed, as we know to our cost. But because Russia and the West know that there can be no victory in nuclear war, for thirty-seven years we have kept the peace in Europe, and that is no mean achievement. *[applause]* That is why we
60 need nuclear weapons, because having them makes peace more secure. Yet at Blackpool last week, the Labour Party, by a huge majority, adopted a new official defence policy. It went like this: Polaris to be scrapped; Trident to be cancelled; Cruise missiles in service to be removed.
65

It is now clear beyond doubt that given the change the Labour Party wants, they would dismantle Britain's defences wholesale. And yet do you remember how Aneurin Bevan pleaded with an earlier
70 Labour Party Conference not to send a Labour Foreign Secretary naked into the Conference chamber? Well, it is a good thing that there isn't going to be a Labour Foreign Secretary. *[applause]* Yet the Labour Party wants to keep Britain in NATO, continuing to shelter behind American nuclear weapons—so long as they are not on our soil. What utter hypocrisy. To expect an insurance policy but to refuse to pay the premium. *[hear, hear applause]* There must be millions of Labour supporters who
75 are thoroughly disheartened by what they saw at Blackpool last week. I say to them “Forget about the Militant Tendency—come over and join the Tory tendency”. *[applause]*

Mr. President, a strong and united Western alliance is a guarantee of our peace and security. It is also a beacon of hope to the oppressed people of the Soviet bloc. Mr. President, Britain is a reliable ally, and with a Conservative Government will always remain so—reliable in NATO, reliable beyond NATO,
80 an ally and a friend to be trusted. And trusted not least by our partners in the European Community. Of course, ancient nations do not always find it easy to live together. Yet our commitment to the Common Market is clear. We are all democratic countries where freedom and the rule of law are basic to our institutions. At present, as you know, Britain pays quite large sums to Community partners often richer than we ourselves. That is fundamentally unjust. *[applause]* It is also shortsighted.

85 As you know, we have just come to the end of our first three-year arrangement. We shall really have to fight— *[smiles]* courteously, of course *[laughter]*—to make sure that we have a fair deal for the future. But those who would pull us out of Europe must come to terms with the damage that that would do to our people. *[hear, hear applause]*. Even the threat of withdrawal destroys jobs. Firms that invest in the Common Market often decide to come to Britain. Labour's threat to withdraw makes
90 companies hesitate and look elsewhere. That Labour threat is losing us jobs now. *[applause]*

Mr. President, the great economies of Germany and France, once the engine of growth of the European Community, are struggling with declining output and a growing army of unemployed. Across the Atlantic, the United States, Canada and the countries of Latin America, they have been faced with the most prolonged slump for fifty years. Even the miracle economies of the Pacific
95 Basin—Japan, Korea, Taiwan, Hong Kong and Singapore—even they are now being hit.

But the economies of the Eastern bloc are in a far worse state, far worse state than the West. Poland and Romania are hard pressed to pay their debts, and the Soviet bloc countries generally are riven with shortages of everything, from seed corn to sewing thread. Of course, none of us foresaw a world recession of such gravity. Last week in Blackpool the Opposition suggested that I, singlehanded, had
100 brought it about. *[laughter]* What powers they attribute to me! *[laughter applause]* If I had that sort of power I would banish recession forever. *[laughter]* But we've no time for dreams and delusions. The main culprit, and there are others, is the greatest sustained inflation in modern times. Almost every developed country has suffered from it.

For more than a decade economic growth has been thwarted. For more than a decade savers in
105 America and Europe have been systematically robbed by the steady erosion of their savings and for more than a decade the ranks of the unemployed have swollen in the wake of inflation. In 1979 many of us in Europe began the long hard job of wringing a inflation out of the system. As you know Governments had promised to do this over and over again. But when the going got tough they resorted to the printing press. No wonder people became cynical.

110 Journalists, many but not all of them on the Left, were almost daily predicting U turns. Some indeed, confidently went around the bend. *[laughter applause]* Now most commentators, with attitudes varying from awe to rage, recognise that we are sticking to our policy. *[hear, hear applause]* Oh yes, we have been to the IMF. But unlike the last Government we went not as a nation *seeking help* but as a country *giving help to others*—a much more fitting role for Britain. *[applause]* From Socialist
115 supplicant to Conservative contributor. *[applause]*

With inflation falling, interest rates coming down, and honest finance, confidence is returning. In spite of hostilities in the South Atlantic, the exchange rate held steady. What a tribute to the determined and unruffled Chancellorship of Geoffrey Howe. *[applause]* No longer will the saver find his money devalued. No longer shall we have two nations, those who profit from inflation and those who lose by
120 it. No longer will paper booms explode in confetti money.

Mr. President, there is no road to inflation-free prosperity except through our own efforts. Two hundred years ago, Edmund Burke blamed the French revolutionaries for trying everywhere to “evade and slip aside from difficulty.” He said they had a “fondness for trickery and short-cuts.”

Mr. President, there are just as many evaders and short-cutters around today, in the Labour Party, the
125 SDP and among the Liberals, taken jointly or severally, according to taste. *[laughter applause]*

Inflate a little here, expand a bit there; it's all so easy. Mr. President, in real life such short cuts often turn out to be dead ends. *[applause]* In the 60s and 70s the fashion was to say that the long term does not matter very much because, as Maynard Keynes put it, "In the long run we are all dead." *[laughter]* Anyone who thought like that would never plant a tree. *[applause]* We are in the
130 business of planting trees, for our children and grandchildren, or we have no business to be in politics at all. *[applause]* We are not a one generation party. We do not intend to let Britain become a one generation society. Let us not forget the lesson of history. The long term always starts today.

For, Mr. President, falling inflation on its own will not ensure growth and jobs. We need other things, too. Whether we like it or not, things are changing. They are changing in technology, as we have seen
135 at this conference, with this thing that comes up *[looks at lectern]*. We *[laughter]* keep abreast of the times. They are changing on the map. Far-away countries scarcely heard of ten years ago now overtake us in our traditional industries. Suddenly we are faced with the need to do everything at once—to wake up, catch up and then overtake, even though the future is as hard to predict as ever.

So we have to look as far into that future as we can, make sure that all the best talents are free to work
140 at full stretch to help to lead this country into that future. Now Socialists believe that the State can do this better than individuals. Nothing could be more misguided. They are wrong. We can't opt out of the technology race and try to stand comfortably aside. If we were to do so we should lose not just particular products but whole industries. And we dare not leave our neighbours to inherit the world of the microchip. As one production engineer put it, "The real threat in new technology is the threat of
145 your worst enemies using it."

Mr. President, inflation has not been beaten, even when prices stop rising. It is beaten only when costs stop rising. *[hear, hear applause]* That makes wage costs vital. Pay must relate to output, as every self-employed person will tell you. In the last five years of the 1970s the amount we in Britain paid ourselves for what we produced went up by nearly 100 per cent. One hundred per cent. In Germany
150 their increase was only 15 per cent. In Japan it was zero nought. Of course Japanese workers got more pay, but *only from more output*. So, they got the orders and we lost the jobs. The CBI put it starkly: "Because we have lost over 100 per cent. of the home market to imports" I'm sorry, that's not what they said. "Because we have lost ten per cent of the home market to imports, and 2½ per cent. of world export markets to our competitors in the last 12 years we have lost 1½ million jobs." *One and a half*
155 *million jobs*—through losing a fair chunk of our home market to importers and a fair chunk of the export markets to our competitors. Now there is a challenge to management and unions. Get those markets back and we shall get our jobs back. *[applause]*

And the public sector, well, as you know the Chancellor of the Geoffrey Howe Exchequer has just announced 3½ per cent. more available for next year's public pay bill. And before you say "that's not
160 much", just remember, for the German civil service it is not going to be 3½ per cent. but 2 per cent. In Japan, the Japanese civil servants are getting no rise at all. So maybe that will put the 3½ per cent. in perspective. But it is important to keep wage costs down, to accept new technology. If it is important to do all that, then good management and good industrial relations are vital to our future. We heard a lot at Blackpool about how Labour would work with the unions. Of course, they don't really mean
165 that. What they mean is a cosy get-togethers *[sic]* at No. 10. That is the old pals' act. It has nothing to do with life on the shop floor and that is where the real problems are sorted out. *[applause]*

When I travel overseas, time and again they say to me, "Strikes. You have so many strikes. If it were not for that we would give you more contracts. We would invest more in Britain." In vain do I say that

private industry has very few strikes. But the fact is that the much publicised disruptions in the public
170 sector do Britain down every time. [applause] I only wish that some of those trade union members on
strike in the public sector would realise how many jobs their actions lose—oh, not necessarily their
own jobs, but the jobs of people in manufacturing industries, whose taxes pay their
wages. [applause] We can't say it too often—“*Strikes lose jobs.*”

Mr. President, it's going to take a long time to get employment up sufficiently, to get unemployment
175 down as far as we all want. The task is even harder because we are going through a phase in Britain
when the number of people of working age is rising. There are many more more young people leaving
school and wanting jobs than there are older people reaching retirement. Over a period of eight years
there will be 1¼ million extra people of working age. So even without the recession we should have
needed a lot more new jobs just to stop the number of unemployed rising. That shows you the
180 magnitude of the task. Today's unemployed are the victims of yesterday's mistakes. Government
destroyed jobs by fuelling inflation; trades unions destroyed jobs by restrictive practices; militants
destroyed jobs by driving customers away. But that is the past and whatever the problems, we have got
to tackle them, not with words, not with rhetoric, but with action. Rhetoric is easy but it does not
produce jobs. [applause] Indeed, if rhetoric could cure unemployment we would have jobs galore by
185 this time. Now for the future, you heard from Norman Tebbit that every 16-year-old who leaves school
next year will either have a job or a year of full time training. *Unemployment will not then be an
option*, and that is right. But, of course, the Government can't do everything.

If we are to beat unemployment—and we must—we have to do it together. The Government's getting
inflation down, interest rates down, reforming trade union law, cutting regulations and removing
190 restrictions. The rest is up to industry, the work force and management in partnership. Because in the
end it is private employers who will produce the great majority of jobs.

Mr. President time and again history beats out the same message. Competition is better for the
consumer than State control. [applause] We are acting on that conviction. Three and a half years ago
defenders of the status quo tried to brand denationalisation as irrelevant. Now the critics are finding it
195 harder to ignore the evidence of their own eyes. They cannot help seeing the new, long-distance
coaches speeding down the motor-ways, at very much lower fares. They cannot miss the success of
Cable and Wireless or British Aerospace. Britoil will be the next to be denationalised and British
Telecommunications after that. [applause] How absurd it will seem in a few years' time that the State
ran Pickford's removals and Gleneagles Hotel. [laughter applause]

Mr. President we are only in our first term. But already we have done more to roll back the frontiers of
200 socialism than any previous Conservative Government. [hear, hear lord applause] And in the next
Parliament we intend to do a lot more. [applause] And we are seeing increasing evidence of the
savings that can be made. Local authority after local authority has found that even the prospect of
contracting out their refuse collection produced amazing economies from their staff. [laughter] As Dr.
205 Johnson nearly said: “Depend on it, when you know you are going to be privatised in a fortnight it
concentrates the mind wonderfully.” [laughter applause] And I hope that every Conservative
councillor in the land will act on what Chris Chope Councillor Chope of Wandsworth told
us. [applause] Wandsworth has gone out to private contractors and down have come the rates. And
don't we all want that. [applause] Where Wandsworth has led, let other Conservative councils follow.

Mr. President I would like to say a word about the Health Service. Because value for money is just as
210 important in the Health Service. Our opponents' picture of us as a party that doesn't care about the
Health Service is *utterly untrue*, and is particularly ridiculous from the Labour Party. When they were

in office they had nearly 2,000 fewer hospital doctors and 40,000 fewer nurses than we have, and every one of them was then much worse paid than today. But that same Labour Party now supports
215 those who are disrupting the National Health Service and lengthening the very waiting lists that we have brought down. What sort of twisted compassion is that? *[hear, hear applause]* “I believe that we should condemn industrial action with its damage to the Health Service, whether it comes from doctors, nurses or anyone else who works in the service.” Those aren't my words; that were the Labour Minister of Health's, David Ennals, when he was in charge. *[laughter applause]* He supported him
220 because it was true then, and it is true now. *[applause]* We have a magnificent record in the National Health Service. We heard that splendid speech from Norman Fowler in one of the best debates in this conference. *[hear, hear applause]* This year we are spending 5 per cent. more in real terms on the Health Service than Labour, so under Conservatives we have more doctors, more nurses, more money. Hardly the behaviour of a Government bent on destroying the Health Service. *[applause]*

225 Naturally, we have a duty to make sure that every penny is properly spent, and that is why we are setting up a team to examine the use of manpower in the National Health Service. Naturally we have a duty to do that. It is part of our duty towards the taxpayer. Of course we welcome the growth of private health insurance. There is no contradiction between that and supporting the National Health Service. It brings in more money, it helps to reduce the waiting lists, and it stimulates new treatments
230 and techniques. But let me make one thing absolutely clear. The National Health Service is safe with us. *[applause]* As I said in the House of Commons on December 1 last: “The principle that adequate health care should be provided for all, regardless of ability to pay, must be the foundation of any arrangements for financing the Health Service.” We stand by that. *[applause]* But Mr. President, it is not only in the National Health Service that our record has been very good. Next month the old-age
235 pension will go up by *11 per cent.*, and that despite the worst recession since the 1930s. That is some achievement too. *[applause]* Whatever our difficulties, nine million pensioners have been fully protected from inflation. We gave our promise and we've kept it. *[applause]*

But we do not measure our success merely by how much money the Government spends. The well-being of our people is about far more than the welfare state. It is about self reliance, family help,
240 voluntary help as well as State provision. In a society which is truly healthy responsibility is shared and help is mutual. Wherever we can we shall extend the opportunity for personal ownership and the self-respect that goes with it. Three hundred and seventy thousand families have now bought their own homes from councils, new towns and housing associations. *[applause]* That's the result of this Government's housing policy carried through in the teeth of opposition from the Labour Party. We
245 have fought them all the way, and we won. *[applause]* Half a million more people will now live and grow up as freeholders with a real stake in the country and with something to pass on to their children. *[audience]* There is no prouder word in our history than “freeholder”.

Mr. President, this is the largest transfer of assets from the State to the family in British history and it was done by a Conservative Government. *[applause]* And this really will be an irreversible shift of
250 power to the people. The Labour Party may huff and puff about putting a stop to the sale of council houses. They may go on making life unpleasant for those who try to take advantage of their legal rights, and what a wicked thing it is to do that. But they do not dare pledge themselves to take those houses back because they know we are right, because they know it is what the people want. *[applause]* And besides, they would be making too many of their own councillors homeless, not
255 to mention one or two of their MPs. *[laughter]*

And we want to bring more choice to parents, too. Parents, we as parents have the prime responsibility to set the standards and to instil the values by which our children are brought up. [applause] And more of us has the right to blame the teachers for failing to make up for our shortcomings. [applause] But we have every right to be involved in what goes on in our children's schools. [applause] As parents we want to be sure not just about the teaching of the three Rs, but also about the discipline and about the values by which our children are taught to live. We have given parents more say in the choice of school. We have put parents on governing bodies. For the first time in modern Britain a Government is really paying attention not just to school organisation, but to the curriculum; not just to the buildings, but to what is taught inside them. [applause]

And we are not afraid to talk about discipline and moral values. [applause] To us “Law and Order” is not an election slogan. It is the foundation of the British tradition. And I believe that, looking back on this first Parliament of ours, it will be said that we have done more to support the police than any British Government since the war. [applause] There are more of them, we pay them better, we train them better and we equip them better, and for that you know who we have to thank. I am eternally grateful for the good sense, good humour and loyalty of Willie Whitelaw. [bows to WW; hear, hear applause] Perhaps only I know how *staunch* he was throughout the whole of the Falklands Campaign, and the difficult decisions we had to take. Thank you very much. [applause]

Mr. President, it cannot be the police alone who are on duty. As parents, as teachers, as politicians and as citizens, what we say and do, whether in the home, the classroom or the House of Commons is bound to leave its mark on the next generation. The television producer who glamourises violence may find his viewing figures ultimately reflected in the crime statistics. [applause] And a public figure who comments to the camera on issues of the day should be especially careful what he says. [applause]

The other day, the last Labour James Callaghan Prime Minister—and I do mean “the *last* Labour Prime Minister” [laughter]—spoke of what he called “a contingent right” in certain circumstances to break the law. Mr. President, none of us has a right, contingent or otherwise, to uphold the law that suits us and to break the one that does not. [loud applause] That way lies anarchy. [hear, hear] The last Labour Prime Minister. [laughter]

Mr. President, there are many people in Britain who share the hopes and the ideals of the Conservative Party. They share our great purpose to restore to this country its influence and self-respect. But they are anxious about the future and uncertain about the changes that we have had to make. They have not recognised how far the debating ground of British politics has moved to the Left over the last thirty years. Where the Left stood yesterday the Centre stands today. Yet the British people haven't moved with it. Instinctively they know that we have to pull this country back to the real centre again. [applause] But the anxious say to us “You really cannot do everything at once. The recession and the international economic situation make things particularly difficult. Why not *adapt* your approach a little, give in for the time being, till things are getting better and then you can start again after the election, next election when you have longer time to do it.”

Mr. President, to do that would be a betrayal. [applause] People in Britain have grown to understand that this Government will make no false promises, nor will it fail in its resolve. How can the Government urge the people to save and build for tomorrow if the people know that that same Government is willing to bend and trim for the sake of votes today? [applause] That's not trusting the people, and it is not the way to be trusted by them. Nothing could be more damaging to our prospects as a nation if this Government to throw away the reputation it has earned for constancy and resolve. It

300 would throw away three years of hard-won achievement. On what *moral* basis would we be entitled to ask for the nation's support next time? Mr. President, the only way we can achieve great things *for* Britain is by asking great things *of* Britain. [*applause*] We will not disguise our purpose, nor betray our principles. We will do what must be done. We will tell the people the truth and the people will be our judge. [*ovation*]

LICENCES 2^{ème} et 3^{ème} années
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE9 – Méthodologie 2
Seconde langue vivante/anc. - Allemand

Date, horaire et lieu de l'épreuve :

Mercredi 09 mai 2018
15h à 17h
Amphithéâtre GALILÉE

Responsable du sujet :

M. FORGEOT Vincent

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 8 pages recto uniquement agrafées et numérotées de 1/8 à 8/8.

Assurez-vous que cet exemplaire est complet.

Consignes :

Tous les exercices devront être rédigés sur le sujet d'examen.

Le candidat indiquera au bas de chaque page du sujet son numéro d'étudiant.

Le sujet d'examen sera inséré dans une copie dûment renseignée et anonymée.

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

N° étudiant :

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1/8

Ecrivez lisiblement svp !

LEXIQUE :

/ 20

Consignes : Donnez les équivalents français des mots et expressions suivants :

- Angreifen :
- der Angriff auf :
- die Absicht haben, ...zu... :
- der Lebensraum :
- Entsprechen + D :
- die westlichen Gegner niederwerfen :
.....
- den Widerstand brechen :
- die Machtstellung :
- die Behauptungen der deutschen Propaganda :
.....
- die sowjetische Grenze überschreiten :
.....
- an Ausrüstung nicht gleichwertig sein :
.....
- der Blitzkrieg :

N° étudiant :

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2/8

- Motorisierte Verbände :
- Weit vorstoßen :
- die Rote Armee einkesseln :
- der Gefangene :
- das deutsche Volk beruhigen :
-
- Wachsende Verluste erleiden :
-
- die Soldaten mit Siegeszuversicht erfüllen :
-
- die Neutralität Japans :

TRADUCTION :

/ 20

VERSION (/15)

Consignes : traduisez le passage suivant en français.

Hitler hatte seine Absicht, den Lebensraum im Osten zu gewinnen, niemals aufzugeben. Sein Pakt mit Stalin entsprach seiner Taktik, Zeit zu gewinnen, um zunächst die westlichen Gegner niederzuwerfen. Als der Widerstand Großbritanniens aber nicht gebrochen werden konnte, musste Hitler nun auch die sowjetische Machtstellung in seinem Rücken beachten (---). Doch liegen, entgegen den Behauptungen der deutschen Propaganda, keine Anzeichen dafür vor, dass Stalin damals das Reich angreifen wollte. Am 22.6.1941 überschritt das deutsche Heer mit 3 Millionen Soldaten und 3.500 Panzern die sowjetische Grenze.

© *Zeit und Menschen*, Neue Ausgabe B, Band 4, Schöningh-Schroedel.

N° étudiant :

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↔ (traduction)

Dotted lines for translation.

N° étudiant :

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THEME (/5)

Consignes : traduisez les phrases suivantes en allemand.

1) Les unités motorisées allemandes progressèrent loin et encerclèrent de grandes parties de l'Armée Rouge.

.....
.....

2) L'Armée Rouge avait subi de lourdes pertes.

.....

3) Les contre-offensives de l'Armée Rouge forcèrent les troupes allemandes à battre en retraite.

.....
.....

GRAMMAIRE :

/ 10

Exercice 1 (/5)

Consigne : complétez par la forme du subjonctif 2 présent.

1) Ohne Bücher ich hier nicht leben. (können).

2) Du eigentlich darüber Bescheid wissen. (müssen)

3) Wenn doch bald Ferien ! (sein)

4) Wenn ich nur, was ich machen soll ! (wissen)

N° étudiant :

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5) Fanny gern einen großen Bruder. (haben)

Exercice 2 (/5)

Consigne : mettez le verbe de la conditionnelle, selon le sens, au présent ou au passé.

- 1) Wenn Klaus Geld, würde er sich einen Computer kaufen. (haben).
- 2) Wenn Elke mir von ihrem Unglück, hätte ich ihr geholfen. (erzählen)
- 3) Wenn du noch ein paar Tage hier, könnte ich mit dir in die Oper gehen. (bleiben)
- 4) Wenn du mich daran, hätte ich ihr zu ihrem Geburtstag gratuliert. (erinnern)
- 5) Wenn du nicht dauernd zu spät, hätte sich der Chef nicht geärgert. (kommen)

N° étudiant :

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EXPRESSION SEMI-GUIDEE :

/ 30

Consigne : rédigez les phrases en allemand correct à partir des notes en abrégé ci-dessous.

① Am 22. Juni 1941 > das deutsche Heer
↓
die sowjetische Grenze überschreiten

② Hitler → 3 Millionen Soldaten und 3.500 Panzer
└──────────────────────────────────┘
ein/setzen

③ Hitler > das Ziel verfolgen, ...zu...
den Lebensraum im Osten erobern

Weil

↳ (rédaction)

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N° étudiant :

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Dotted lines for writing.

N° étudiant :

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LICENCE 3^{ème} année
SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE9 – Méthodologie 2
Seconde langue vivante/anc. – Espagnol

Date, horaire et lieu de l'épreuve :

Mercredi 09 mai 2018
15h à 17h
Amphithéâtre GALILÉE

Responsable du sujet :

Mme SANCHEZ Joana

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 6 pages recto verso et numérotées de 1/6 à 6/6.

Assurez-vous que cet exemplaire est complet.

Consignes :

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

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

EXERCICE 1 : Los motivos del golpe chileno de 1973 – Verdadero o falso

A partir de lo que vimos en clase, del análisis que hicimos del primer capítulo de la serie Narcos y del texto que tienes a continuación, **determina** si las siguientes afirmaciones son **verdaderas o falsas**. No es necesario justificar tu respuesta.

1. Los Estados Unidos ayudaron a Pinochet a derrocar al presidente Salvador Allende porque Chile se estaba convirtiendo en el mayor productor de drogas del mundo.
2. En el momento del golpe, el cobre representaba la totalidad de las exportaciones chilenas.
3. En 1970, el 49% de las minas de cobre pertenecía a grandes compañías norte-americanas.
4. El presidente Allende nacionalizó la totalidad de las minas de cobre chileno.
5. Los Estados Unidos estaban de acuerdo con las nacionalizaciones del gobierno chileno porque les parecía justo que el pueblo chileno retomara el control de sus recursos.
6. Salvador Allende emprendió una reforma agraria a gran escala.
7. Los bancos norte-americanos propusieron a los campesinos chilenos créditos para crear nuevas cooperativas.
8. El gobierno de Allende dejó marginalizada a la población indígena mapuche.
9. El gobierno de Allende luchó contra la inflación, al subir las pensiones al triple de la subida de los precios.
10. La serie Narcos, en su primer capítulo, presenta la intervención de Estados Unidos en Chile en 1973 de manera compleja, documentada y conforme a la realidad histórica.

3 reformas de Allende que le costaron un golpe de Estado**1) Nacionalización de la minería del cobre y la banca**

El cobre ha sido siempre un producto esencial de la economía chilena. En los años 70, el cobre representaba tres cuartas partes de todas las exportaciones del país. Cuando Allende llega al poder, el Estado posee el 51% de las principales minas de cobre. El resto pertenece a compañías

estadounidenses, en particular *Anaconda Copper Company*, controlada por las poderosas familias Rothchild y Rockefeller.

En Julio de 1971 el gobierno de Allende, con el apoyo unánime del parlamento chileno, nacionaliza por completo la minería del cobre. La reacción del gobierno de EEUU es inmediata: “*Esta seria infracción de las prácticas internacionales no sólo dañará a Chile, sino también a todos los países en desarrollo*”. Allende nacionalizó además otras 91 industrias básicas durante su primer año en la Presidencia, entre ellas la banca.

2) Reforma agraria

La mayor parte del terreno cultivable de Chile eran latifundios en manos de un puñado de familias. El gobierno de Allende promulgó una reforma agraria que prohibía la posesión de más de 80 hectáreas por persona. En 18 meses todos los latifundios desaparecieron.

Además, los campesinos, a través de organizaciones cooperativistas, reemplazarían a los representantes de los latifundistas en todos los organismos del Estado. También se instauró una asistencia técnica gratuita al campesinado y se establecieron planes de crédito para las nuevas cooperativas.

3) Reformas sanitarias, educativas y sociales

- Gratuidad de la universidad. El número de estudiantes universitarios creció un 89% entre 1970 y 1973. Para muchas familias humildes era la primera vez que sus hijos podían acceder a estudios superiores.

- Sistema de becas para los niños de descendencia indígena (fundamentalmente mapuches) que habían sido discriminados durante décadas.

- El “*Programa de Suplementos Alimenticios*” fue extendido a todos los niños en escuelas primarias y a todas las mujeres embarazadas.

- Aumento de las pensiones mínimas al doble de la inflación.

- Instauración de un sistema de centros de salud en barrios obreros con al menos 1 centro de salud por cada 40.000 habitantes.

Fuente : Principamarsupia.com

EXERCICE 2 : Historia de las FARC y del conflicto armado – comprensión escrita

Lee el texto que tienes a continuación y **contesta** a las preguntas siguientes.

1. Desde hace cuánto tiempo existen las FARC y el conflicto armado con el gobierno ?
2. ¿Cómo nacieron las FARC ? ¿En qué circunstancias y por qué ?
3. ¿Qué cambia en la organización de las FARC y sus objetivos en los años 80 ?
4. ¿Cómo las FARC financian la guerrilla armada y su lucha por la revolución ?
5. ¿Por qué las FARC volvieron a la lucha armada después del primer acuerdo de paz firmado en 1984 ?

6. ¿Cuándo empezaron las últimas negociaciones de paz que se cerraron con un acuerdo de paz definitivo en 2016 ?
7. ¿Cómo se llama el actual líder de las FARC ?

Colombia y las FARC, una historia de más de medio siglo de sangre

Colombia tiene la democracia más antigua de América latina. En una región habituada a los regímenes militares y los golpes de Estado, su historia podría colocarla un escalón por encima [*la placer un échelon au dessus*] del resto de países en cuanto a desarrollo [*développement*] institucional y cultura democrática. Pero de su cuello cuelga otro trágico galardón [*médaille*], el del conflicto armado interno más duradero y sangriento, que supera el medio siglo.

En todos estos años de feroz enfrentamiento, las Fuerzas Armadas Revolucionarias Colombianas, las FARC, han sobrevivido a 12 gobiernos –algunos más afectos al diálogo, otros abiertamente beligerantes–, y han sobrevivido también a sus propias divisiones, errores y contradicciones. El fin de la violencia firmado en La Habana pretende poner un punto final a un relato regado por el dolor de más de siete millones de víctimas, pero que supone una grieta [*une fissure*] en la sociedad colombiana difícil de remendar.

Las FARC nacieron de La Violencia. Así, con mayúsculas, es como Colombia bautizó la guerra civil no declarada entre liberales y conservadores que se extendió desde finales de los años cuarenta hasta casi la década del '60. El enfrentamiento dejó una escandalosa e indeterminada cifra de víctimas –que se suele calcular entre 200.000 y 300.000–, además del desplazamiento forzoso de casi un cuarto de la población colombiana de entonces [...]. En aquellos primeros años las FARC se constituyeron de manera espontánea para defenderse de la violencia oficial de un gobierno conservador minoritario que mediante la violencia quería perpetuarse en el poder. [...]

Con los ochenta llega el cambio radical en el accionar de las FARC, que se transforma de pequeña guerrilla en una fuerza bajo el mando [*sous le commandement*] de un Estado Mayor y dividida en frentes y bloques. Pasan de una mentalidad defensiva a ofensiva. El objetivo es crear un ejército capaz de ir ganando terreno desde la zona cordillerana hasta tomar la capital.

Con la organización llegan los gastos [*les coûts, les frais*], y los secuestros extorsivos como forma de financiación. El estudio *Una verdad secuestrada*, publicado en 2013, calculaba que las FARC eran responsables del 37% de los casi 40.000 secuestros [*enlèvements*] producidos entre 1970 y 2010. [...]. De acuerdo con esta investigación, la más completa que se ha hecho sobre el tema, el 84% de los secuestros de la guerrilla fueron extorsivos, contra un 12% que tenían motivaciones políticas. El periodo más dramático tuvo lugar entre 1996 y 2005, cuando se cometió la aplastante mayoría [*l'écrasante majorité*] de los secuestros de esas cuatro décadas. Llegaron a tener más de 400 policías y militares secuestrados.

En los ochenta también surgen las primeras relaciones con el narcotráfico. Al principio con una especie de impuesto [*impôt*] sobre los cultivos de coca, y más tarde negociando con los crecientes cárteles de la droga. Aunque las FARC siempre han negado participar del negocio del narco [...], tanto en Colombia como en Estados Unidos se han iniciado procesos contra miembros de la guerrilla por tráfico de estupefacientes. Tanto los secuestros como la vinculación al mundo

narco le han granjeado [*ont valu*] a las FARC descrédito [*discrédit*] y pérdida de apoyos en el mundo.

La primera vez que las Farc se sentaron a negociar la paz fue en 1984 con el presidente Belisario Betancourt. Por primera vez un gobierno reconocía a la guerrilla como un interlocutor válido para buscar la superación del conflicto armado. Las Farc se comprometieron a suspender sus secuestros y formaron un movimiento político, la Unión Popular. Tres años más tarde, la UP denunciaba el asesinato de más de 3.500 de sus miembros, incluyendo el de los candidatos a la presidencia Jaime Pardo Leal y Bernardo Jaramillo Ossa. Por lo tanto, las FARC volvieron a la lucha armada y la clandestinidad. [...]

Andrés Pastrana (1998-2002) encabezó el llamado Proceso de Paz del Caguán, y con la ayuda de Estados Unidos, que se cerró en falso justo antes del secuestro de la entonces candidata presidencial Ingrid Betancourt, quien más tarde protagonizaría el rescate más mediático en la historia del conflicto. Tras Pastrana llegaría Álvaro Uribe y su política de “seguridad democrática”, que en la práctica intensificó el combate. Fueron los años más duros. En 2008 el Gobierno dio un gran golpe a las FARC. En un complejo operativo engañó a la guerrilla para liberar a Betancourt y dos contratistas norteamericanos, usando vehículos con la identificación de la Cruz Roja. Ese año también murió el líder de la guerrilla, Tirofijo, que fue reemplazado por Guillermo León, alias Alfonso Cano, que fue abatido por el ejército en 2011. Entonces llega a la cúpula de las FARC Rodrigo Londoño, también llamado Timoleón Jiménez o Timochenko, que es quien se ha sentado en La Habana a refrendar el acuerdo tras unas negociaciones con el Gobierno de Juan Manuel Santos que comenzaron en 2012.

Natalia Chientaroli, *Eldiario.es*, 24 de septiembre de 2015

EXERCICE 3 : Proyecto Beauties - Comentario iconográfico

Describe detalladamente esta foto de Cristina Henao, luego **analízala** y por fin, a partir de lo que vimos en clase, **explica** cuál es el mensaje de la fotógrafa (10 líneas mínimo).



EXERCICE 4 : **Expresión personal**

Escoge **uno** de los dos temas siguientes y redacta un texto de unas **20 líneas como mínimo** usando **conectores lógicos** :

1. Imagina y escribe un **corrido prohibido** sobre el tema que quieras.
2. Imagina **el diario** (*journal intime*) **de un guerrillero o una guerrillera de las FARC** que espera en un campamento en la jungla que se concluyan los acuerdos de paz.

LICENCES

SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE9 – Méthodologie 2
Seconde langue vivante/anc. – Italien
Niveau INITIATION 2

Date, horaire et lieu de l'épreuve :

Mercredi 09 mai 2018
15h à 17h
Amphithéâtre GALILÉE

Responsable du sujet :

Mme ZORAT Ambra

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 6 pages recto uniquement, numérotées et agrafées de 1/6 à 6/6.

Assurez-vous que cet exemplaire est complet.

Consignes :

Tous les exercices devront être rédigés sur le sujet d'examen.

Le candidat indiquera au bas de chaque page du sujet son numéro d'étudiant.

Le sujet d'examen sera inséré dans une copie dûment renseignée et anonymée.

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

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1/6

1. GRAMMATICA – PASSATO PROSSIMO: Complétez avec le passé composé. _____ /20

Ex: Anna ha studiato (studiare) storia all'università.

1. _____ (io – leggere) un giallo proprio bello!
2. _____ (tu – fare) sport ieri?
3. _____ (lei – andare) al cinema.
4. Paolo non _____ (lui – venire) alla festa.
5. _____ (noi – avere) molti problemi.
6. _____ (loro – chiudere) il negozio.
7. _____ (io – essere) in vacanza in Spagna.
8. Cosa _____ (tu – chiedere) all'insegnante?
9. Ragazzi, quando _____ (voi – arrivare)?
10. Le olive, le (voi - comprare) _____?

2. GRAMMATICA – IMPERFETTO : Complétez avec l'imparfait. _____ /20

Ex: Mario studiava (studiare) molto.

1. Non _____ (lui – andare) mai al mare.
2. (io – mettersi) _____ sempre i jeans.
3. Cosa (tu – mangiare) _____ sempre da bambino?
4. Ragazze, _____ (voi – dormire)?
5. Marco, non lo _____ (voi – conoscere) ancora.
6. A che ora (noi – finire) _____ la scuola?
7. (loro – dire) _____ sempre la verità.
8. Signora, cosa (Lei – fare) _____ di lavoro?
9. Non (io - bere) _____ alcolici.
10. Da bambini, (voi – leggere) _____ molto.

3. GRAMMATICA – CONDIZIONALE PRESENTE: Complétez avec le conditionnel présent. _____ /22

Ex: Adesso prenderei (io - prendere) volentieri un caffè.

1. Quest'estate (io – partire) _____ volentieri per l'Italia!

N° étudiant :

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2. In caso di bisogno, non mi (tu – chiamare) _____?
3. _____ (Lei - potere) darmi una mano?
4. Non _____ (lui - chiedere) mai aiuto.
5. Con questo caldo (noi – bere) _____ una limonata.
6. (loro – avere) _____ bisogno di una vacanza.
7. (noi – dovere) _____ lavorare di più!
8. (voi – cantare) _____ con noi?
9. Come (tu - vestirsi) _____ in questa occasione?
10. Gli (io – parlare) _____ volentieri.
11. (lui – sapere) _____ cosa fare?

4. GRAMMATICA – PRESENTE PROGRESSIVO: Complétez avec le verbe “stare” suivi du gérondif. _____ / 20

Ex. Martina (lei - studiare) sta studiando per un esame.

1. Alessia (lei – giocare) _____ a carte.
2. Mario e Carlo (loro – suonare) _____ la chitarra.
3. (voi – fare) _____ colazione?
4. (noi – bere) _____ una cioccolata calda.
5. L’insegnante (lei – interrogare) _____ gli studenti.
6. Marco (lui – partire) _____ per le vacanze.
7. Cosa (tu – dire) _____ ?
8. (io – pagare) _____ la macchina nuova.
9. Antonio e Piero (loro – preparare) _____ la cena.
10. (io – mettere) _____ in ordine gli appunti.

5. COMUNICARE – LESSICO: Traduisez les mots suivants en italien. _____ / 40

- | | |
|-----------------|--------------------|
| 1. beurre _____ | 9. musique _____ |
| 2. savon _____ | 10. théâtre _____ |
| 3. riz _____ | 11. volley _____ |
| 4. oeufs _____ | 12. football _____ |

N° étudiant :

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5. fromage _____

13. rendez-vous _____

6. salade _____

14. concert _____

7. bouteille _____

15. danser _____

8. sucre _____

16. rencontrer _____

6. COMUNICARE – COMPRESIONE: Lisez le texte et répondez aux questions.

_____ / 30

COME CAMBIA FARE LA SPESA NEL SECONDO NOVECENTO

All'inizio degli anni '50, non esistono i supermercati ma solo le « drogherie » e la spesa tipica è composta da latte, pane, pasta fresca, legumi, verdure, formaggio e carne. Un importante cambiamento nel modo di fare la spesa coincide con una innovazione epocale: nel 1957 apre il primo supermercato a Milano e nasce il « Carosello », la prima forma di pubblicità televisiva. Gli anni '60 e i '70 sono un periodo di grandi novità. Aumentano i luoghi dove fare la spesa, con la diffusione dei supermercati e dei Grandi Magazzini. Si diffonde il codice a barre che rende gli acquisti più veloci. Ci sono nuovi prodotti da acquistare, come le merendine snack che fanno la loro comparsa nel 1970. Un anno dopo, nel 1971, arriva la svolta anche nelle modalità di conservazione del cibo, con l'arrivo dei primi congelatori. Gli anni '80 rappresentano un momento importante nel modo in cui gli italiani fanno la spesa: si sviluppa la Grande Distribuzione. Gli anni Novanta e primi Duemila impongono una ulteriore accelerazione: arrivano i motori di ricerca e i primi social network. Iniziamo così ad usare internet per scoprire nuovi prodotti, per confrontare quelli che conosciamo e per trovare le offerte migliori.

- | | V | F |
|---|--------------------------|--------------------------|
| 1. Il Carosello è una pubblicità radiofonica. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Prima del supermercato, c'erano i Grandi Magazzini. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Le merendine si diffondono in Italia negli anni '60. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Il codice a barre rallenta gli acquisti. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I congelatori si diffondono a partire dal 1971. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Con Internet, i supermercati hanno meno clienti. | <input type="checkbox"/> | <input type="checkbox"/> |

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7. COMUNICARE – ESPRESSIONE : Répondez aux quatre questions suivantes.

_____ / 48

1. Perché hai scelto di studiare storia?

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2. Qual è l'ultimo film che hai visto? Di che cosa parlava?

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3. Dove sei stato lo scorso fine settimana?

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4. Dove vorresti andare in vacanza questa estate? Perché?

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N° étudiant :

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LICENCES

SESSION 1 – MAI 2018

Intitulé de l'épreuve écrite :

UE9 – Méthodologie 2
Seconde langue vivante/anc. – Italien
niveau Approfondissement 1

Date, horaire et lieu de l'épreuve :

Mercredi 09 mai 2018
15h à 17h
Amphithéâtre GALILÉE

Responsable du sujet :

Mme ZORAT Ambra

Durée de l'épreuve :

2 heures

Indications :

Le sujet comporte 9 pages recto uniquement agrafées et numérotées de 1/9 à 9/9.

Assurez-vous que cet exemplaire est complet.

Consignes :

Tous les exercices devront être rédigés sur le sujet d'examen.

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I] ESERCIZIO DI COMPrensIONE. LEGGERE IL TESTO SEGUENTE. [4/20]

Aprire a Venezia un museo "esperienziale" dedicato a Giacomo Casanova

Essere Casanova per un giorno, anzi per 45 minuti. Questo l'obiettivo che dal 2 aprile (giorno del suo compleanno) si prefigge il museo "esperienziale", il primo al mondo, dedicato da Venezia al suo cittadino [*citoyen/habitant*] più noto al mondo. Quel Giacomo Casanova famoso per la sua passione di seduttore di belle dame, ma dalla vita in gran parte sconosciuta che lo ha visto abate [*abbé*], avvocato, soldato, violinista, avventuriero, filosofo, scrittore, matematico, alchimista, esoterico, massone, spia [*espion*], diplomatico, astronomo, cosmopolita ... insomma un vero anticipatore del cittadino europeo.

L'ambizioso progetto voluto da Carlo Parodi, imprenditore del vino con base a Londra, e produttore di un prosecco che porta appunto il nome di Casanova, sua grande passione, consiste in un viaggio multisensoriale in gran parte virtuale durante il quale il visitatore con un visore [*viseur*] hitech si proietta nel Settecento, cammina per le vie veneziane del tempo, diventa Casanova.

Dopo questo approccio con la realtà virtuale, il visitatore, grazie a un'audioguida in ben 10 lingue, ha accesso alle varie stanze del palazzo tra oggetti d'epoca, lettere autografe e abiti, seguendo il racconto frenetico di questa vita intensa tra incontri amorosi, politici e culturali. Casanova (1725-1798) infatti incontrò [*passé simple: rencontra*] re, imperatori e papi, tra soggiorni in prigione e molti viaggi.

Casanova ha viaggiato con i mezzi del tempo (cavallo e carrozza) per tutte le capitali europee per un totale di 40mila chilometri. E anche per celebrare questo continuo errare del veneziano la Fondazione Casanova ha intenzione di affiancare [*adjoindre*] al museo veneziano anche dei musei temporanei, nelle città dove Casanova ha lasciato tracce del suo passaggio, da San Pietroburgo a Praga, da Dresda a Parigi, da Vienna a Londra, da Amsterdam a Berlino, da Varsavia a Roma, a Napoli...

**Testo adattato da
Silvestro Serra, 5 Aprile 2018, www.touringclub.it**

N° étudiant :

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RISPONDI ALLE SEGUENTI DOMANDE :

1. Perché è famoso Giacomo Casanova? Quali lati della sua vita sono meno conosciuti?

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2. Chi ha promosso questo museo “multisensoriale”?

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3. C'è un'audioguida nel museo? Cosa racconta?

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4. La Fondazione Casanova come vuole celebrare i numerosi viaggi di questo personaggio veneziano?



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II] GRAMMATICA. Completare con il congiuntivo presente (1-9 verbi regolari, 10-15 verbi irregolari). [3/20 punti]

Esempio: Penso che Alessio non manqi (mangiare) carne.

- 1 Credo che Rosa (partire) _____ presto.
2. Bisogna che voi (prendere) _____ una decisione.
3. È necessario che qualcuno (restare) _____ per aprire all'idraulico.
4. Credo che loro (capire) _____ bene l'italiano.
5. Volete che gli (noi - parlare) _____ ?
6. Aspetto che tu (finire) _____.
7. Spero che Paolo e Andrea (mettere) _____ tutto a posto!
8. Mi sembra che Marco (dormire) _____ poco.
9. È importante che (io - telefonare) _____ a mia zia per le feste.
10. Penso che Matteo (dare) _____ una mano a Carla.
11. Credo che (loro - andare) _____ in Italia questa estate.
12. Spero che voi (stare) _____ bene.
13. Ritengo che Paolo (fare) _____ bene il suo lavoro.

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14. Spero che tu (venire) _____ alla festa.

15. Mi aspetto che tu (dire) _____ la verità.

III] GRAMMATICA. Completare con i verbi all'indicativo imperfetto. [2/20 punti]

Esempio: Marco parlava (parlare) molte lingue straniere.

1. Martina non (bere) _____ alcolici.

2. Carlo (avere) _____ molti libri di storia.

3. Antonio (dire) _____ sempre

4. Marino (partire) _____ sempre in paesi lontani per le vacanze.

5. Paola (stare) _____ da sola in quel periodo.

6. Cosa (tu – fare) _____ da piccolo d'estate?

7. I suoi genitori non (andare) _____ mai in vacanza.

8. (loro – mettere) _____ le chiavi sotto lo zerbino [*paillasson*].

9. (noi – essere) _____ sempre felici di vederlo.

10. Marco non (capire) _____ perché era in punizione.

IV] GRAMMATICA - SI PASSIVANTE [in francese "ON"] - Completare con il verbo alla terza persona singolare o plurale del presente indicativo. [2/20 punti]

1. Qui si (mangiare) _____ buonissimi gelati.

2. In questa stagione si (piantare) _____ i pomodori.

3. In questa scuola si (studiare) _____ molte lingue straniere.

4. I biglietti si (comprare) _____ in stazione o su internet.

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5. Qui si (coltivare) _____ frutta biologica.
6. Qui si (leggere) _____ pochi libri.
7. Oggi si (spendere) _____ molti soldi per cose inutili.
8. In Italia si (mangiare) _____ molta pasta.
9. La carbonara si (preparare) _____ senza la panna.
10. Gli spaghetti si (cucinare) _____ al dente.

V] ESPRESSIONE SCRITTA. Descrivere le seguenti immagini. [4/ 20 punti]



Raffaello Gambogi (1874-1943) - *Emigranti* (1894)

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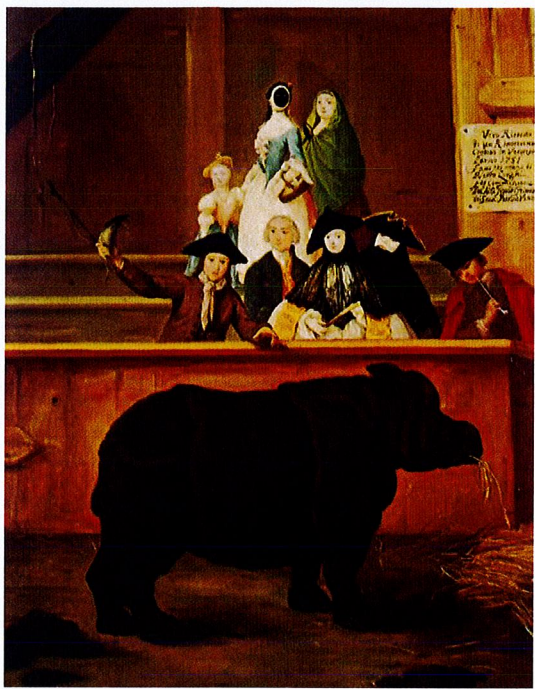
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Pietro Longhi (1701-1785) - Il rinoceronte (1751)

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VI] REDAZIONE – Rispondere alle seguenti domande (a tutte e due). [5/20 punti]

1. Perché hai scelto di studiare storia o storia dell'arte all'università? Quale periodo storico o artistico ti interessa di più e perché?

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2. Conosci una persona che ha origini straniere? Quando è arrivata in Francia? Ha incontrato difficoltà per adattarsi?

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