

ASSIGNMENT

1. RESUME ANALYTIQUE COMPARATIF:

(Le candidat répond en anglais à la question posée en 350 mots, + ou – 10%, en identifiant et en comparant les informations pertinentes dans les documents du dossier, sans commentaire personnel ni paraphrase. Votre introduction doit présenter brièvement les documents mais il n'est pas pertinent de problématiser la consigne).

According to the first two documents, to what extent should diversity be crucial to American and British universities? Answer the question in your own words.

2. ESSAI ARGUMENTE:

(Le candidat répond en anglais à la question posée en 500 mots, + ou – 10%, dans la forme demandée, en réagissant au contenu du dossier, sans paraphraser celui-ci, tout en développant son opinion personnelle. Le candidat doit illustrer son argumentation avec des exemples culturels, civilisationnels et/ou historiques du monde anglophone.)

In your opinion, can education bridge the gap? Elaborate your personal opinions on this issue in your own words, supported by evidence and references drawn from the corpus and at least two other pertinent cultural, civilisational or historical references from the English-speaking world.

3. THEME:

Traduire en anglais les extraits du Monde **EN GRAS**

Ligne 1 à ligne 6 : « *Les signes sont désormais (...) sous nos yeux ébahis.* »

et ligne 12 à ligne 19 : « *S'agissant du CNU (...) de népotisme local* »

DOCUMENT 1

American universities are hiring based on devotion to diversity | Feb 4th 2023 | THE ECONOMIST

The university of California, Berkeley is currently advertising for a “director of cell culture, fly food, media prep and on-call glass washing facilities”. Applicants need an advanced degree and a decade of research experience, and must submit a cv, a cover letter and a research statement. They must also send in a statement on their contributions to advancing diversity, equity and inclusion. Seemingly everyone (this director, the next head of preservation for the library, anyone who dreams of a tenured professorship) must file a statement outlining their understanding of diversity, their past contributions to increasing it and their plans “for advancing equity and inclusion” if hired.

Not long ago, such statements were exotic and of marginal importance. Now they are de rigueur across most of the University of California system for hiring and tenure decisions. Studies claim that as many as one in five faculty jobs across America require them. And government agencies that fund scientific research are starting to make grants to labs conditional upon their diversity metrics and plans.

Proponents argue that such things are needed to advance concepts normally invoked by abbreviation: diversity, equity and inclusion (DEI), sometimes with “belonging” appended (DEIB), or “justice” (DEIJ), or else rearranged in a jollier anagram (JEDI). Critics—typically those with tenure rather than those seeking it—think mandatory statements constitute political litmus tests, devalue merit, open a back door for affirmative action, violate academic freedom and infringe on First Amendment protections for public universities. “There are a lot of similarities between these diversity statements as they’re being applied now and how loyalty oaths [which once required faculty to attest that they were not communists] worked,” says Keith Whittington, a political scientist at Princeton University. Who is right?

Advocates see no conflict between DEI and academic excellence. “It’s hard to imagine being a good teacher if you don’t know how to actively engage all students,” says Sharon Inkelas, an associate vice-provost at Berkeley. Nor is it a matter of political belief. These statements “are descriptions of things that people have done that have enabled them to be successful in the classroom,” says Professor Inkelas. A referendum has already outlawed affirmative action in California, so state institutions cannot give preferential treatment on the basis of race or sex.

“There is no litmus test attached to diversity statements. All that it’s asking is, ‘What are you going to be able to add to our campus? How are you going to deal with the diverse student body and faculty?’” says Erwin Chemerinsky, dean of Berkeley’s law school and a well-known First Amendment scholar. “The absence of lawsuits so far, despite threats, is an indication that the diversity statements are legal. They don’t violate the First Amendment.” (...)

If race-based affirmative action for college admissions is struck down by the Supreme Court, as most expect it will be this year, universities will surely resort to creative means of maintaining diversity that can survive judicial scrutiny. Diversity statements may prove useful. The subtlety can vary. The Harvard Law Review strongly encourages prospective editors to submit, alongside their application, a 200-word statement “to identify and describe aspects of your identity...including, but not limited to, racial or ethnic identity, socioeconomic background, disability (physical, intellectual, cognitive/neurological, psychiatric, sensory, developmental, or other), gender identity...” (the list goes on).

In many Republican-led states legislators are trying to forcibly eradicate this strain of thinking—sometimes in ways that seek to limit freedom of thought in the name of protecting it. Last year Republicans in Florida passed the Stop woke Act, which prohibits instruction at universities on ideas like systemic racism unless provided in “an objective manner without endorsement”. In 2021 those in Idaho passed a law banning the teaching of critical race theory in all schools, including public universities. Last month the Manhattan Institute, a conservative think-tank, released a piece of model legislation for states to emulate that would do less violence to the First Amendment, by dismantling DEI offices in universities and banning consideration of diversity statements in hiring.

Others are more sanguine. “I think it’s a fad,” says Janet Halley, a professor of law at Harvard. Bureaucratizing ideology saps sincerity. “People will utter the hocus-pocus. They know that they’re being required to put on an act. And that’s going to create cynicism about the very values that the people who put these requirements into place care about,” she says. If those contradictions don’t sink the project, the courts might. Professor Halley believes these innovations are “forced speech and viewpoint discrimination in the First Amendment context” and will lead DEI dissidents to file lawsuits. “With the increasing conservatism of the federal bench, I think they’re likely to win.”

It has become common, in some circles, to view elite universities as places of left-leaning "wokery". A recent Daily Mail article ranked higher education institutions according to their penchant for promoting a range of "politically correct" tropes – and placed Cambridge and Oxford in the top spots.

In talking to students in the UK and the US as part of our research for a new book, we found that this was a deliberate mirage. Beyond the culture wars caricature, universities such as Harvard and Yale, Oxford and Cambridge, remain highly conservative institutions that align with the interests of privileged groups to perpetuate existing power structures.

Yes, young people who aren't white or wealthy might make it through the gates, but the gatekeeping does not end there. And, for many, the reality of daily life within these institutions can be very uncomfortable. As one student told us: "Getting here is hard enough. Once you get here you would think you were on a level playing field, but it doesn't work like that. There are hierarchies of difference based on your accent and what school you went to before you came here. It's easy to tell those who are from upper- or middle-class, privileged backgrounds, and those who are trying to fit in."

A white, working-class student told us how difficult it was to compete with this "unspoken" advantage: "It's their entitlement that they've grown up with. It's part of their persona. It's not just about getting a place here – it bleeds into every aspect of their lives."

Even the privileged students knew the system was rigged. "I went to a school that was predominantly white and middle class, full of students just like me," one told us. "We all came from quite wealthy backgrounds. I don't think many of us were exceptionally bright, but we had the correct training to get us here. We knew what to say, how to say it, and what was expected of us."

While working-class students told us of overt classism, students of colour recounted recurrent experiences of overt racism. In both the US and the UK, they described being frequently told that they were beneficiaries of affirmative action: in effect, that they were advantaged because they were Black or because they attended a state school. In reality, all the research shows that these factors make people less likely to secure a place.

A female student told us of her discomfort at suggestions that she was recruited as part of a "quota" of Black students. In echoes of Ngozi Fulani's experience at Buckingham Palace, she said: "Even professors ask that question, 'How come you came here?' It's not a simple question, it's always about who I am and what's my story."

Another Black student told us: "I was the only Black person on my course, and was made to feel different by others, but also felt different myself. When the lecturer said something about Black people, everyone would turn and look at me and expect me to be the expert. It's the posh, white, middle-class boys who dominate. They have all been to the same private schools and already know each other before they come. They let you know you are not one of them."

Unsurprisingly, a feeling of "impostor syndrome" was not uncommon. Another student described "feelings of inferiority", and added "it's not just the academic spaces, it's also the social spaces".

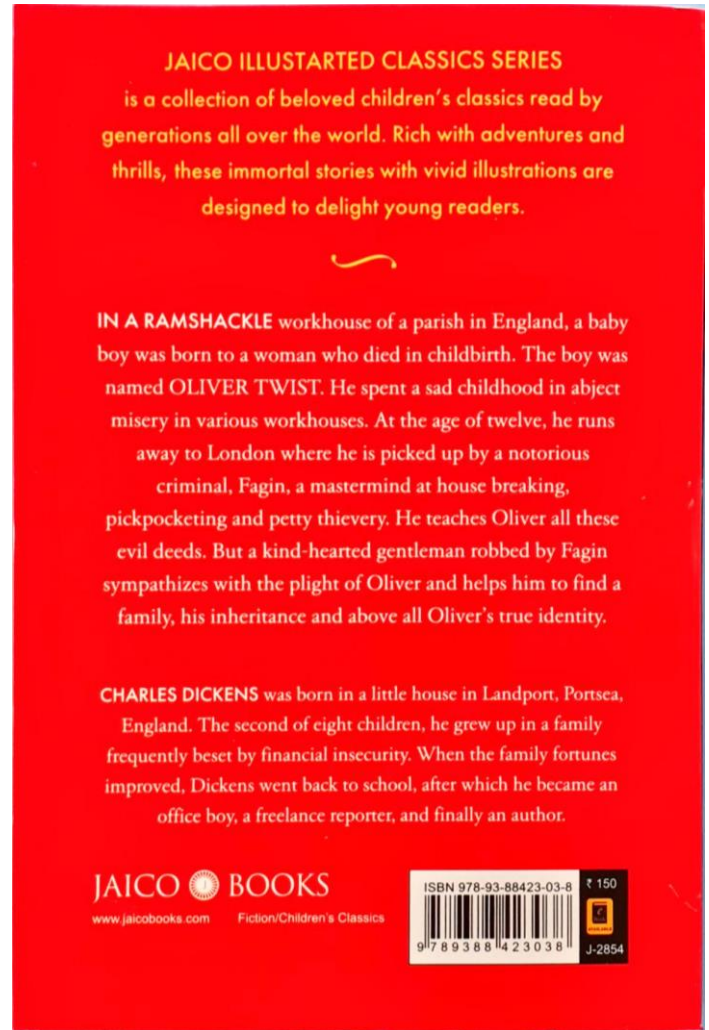
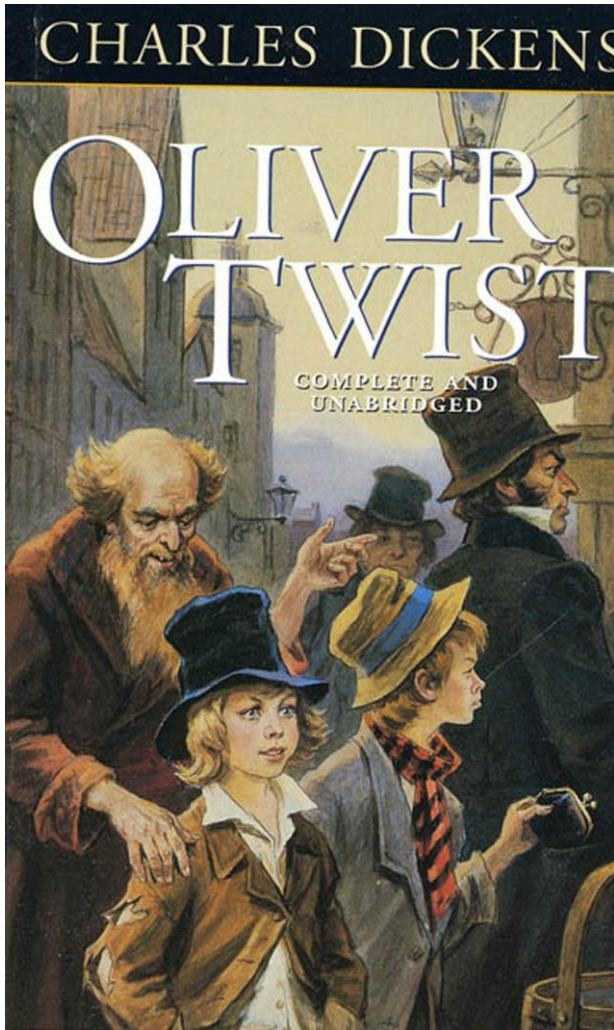
In the US, an emphasis on "extracurriculars" – such as evidence of sporting or musical ability, often fostered through private lessons paid for by wealthy parents – acts to exclude students along racial or class lines. In the UK, the Oxbridge college system and interview process privileges those from elite private schools, who pride themselves on their longstanding ties and strategic knowledge of how to get in.

The narrative that disadvantaged students are unfairly advantaged acts as a smokescreen for the overarching purpose of elite universities: to funnel the sons and daughters of privileged families from elite fee-paying schools into elite professions, via a comfortable environment in which those students can flourish.

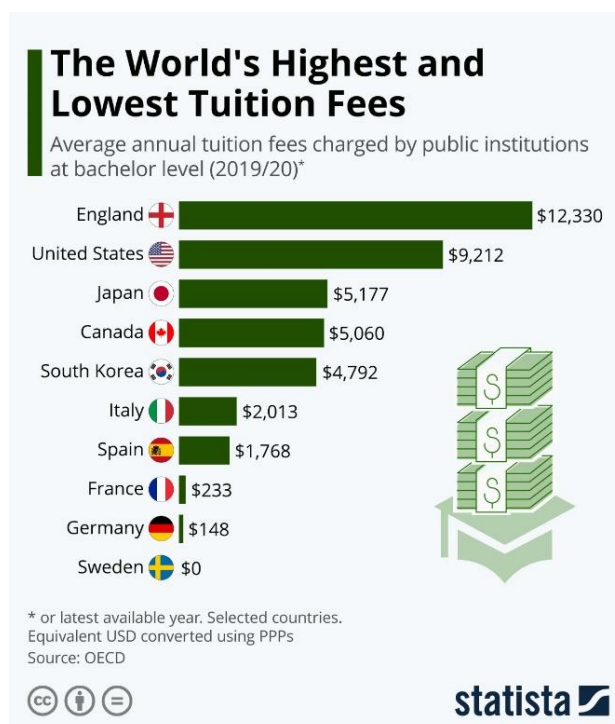
At the same time, the illusion of meritocracy is undermined to suggest that poorer students or students of colour are the undeserving beneficiaries of a "politically correct", woke agenda. These mental gymnastics work to preserve the status quo.

In the elite university, privilege is produced and reproduced. The interests of the elite are conserved. And the cherry on the cake? They can comfort themselves by still feeling hard done by.

DOCUMENT A



DOCUMENT B



1 Les signes sont désormais sans ambiguïté. L'exercice du pouvoir par le président Macron aura mis fin à une certaine exception française, celle d'un enseignement supérieur national de haut niveau, quasiment gratuit et, pour l'essentiel, public.

Le ver était dans le fruit, mais le phénomène a connu une accélération exceptionnelle dans les dernières années.

5 Il y avait donc un plan caché (ou pas) pour mettre fin à une conception originale de l'enseignement supérieur érigé en service public. Ses traits distinctifs disparaissent sous nos yeux ébahis.

En premier lieu, l'enseignement supérieur était national : l'autonomie des universités, lancée par la loi LRU [relative aux libertés et responsabilités des universités] en 2007 voulue par Nicolas Sarkozy (avec le soutien implicite d'une large partie de la gauche, qui n'avait pas déferé la loi au Conseil constitutionnel), a pour conséquence de mener une

10 chasse acharnée à tout ce qui est « national ».

On en veut pour preuve la loi de programmation de la recherche de 2020, qui a marginalisé le Conseil national des universités (CNU) et a mis en place les fameuses chaires de professeurs juniors. **S'agissant du CNU, il suffit de rappeler que c'était lui – l'imparfait est de mise – qui avait la tâche, d'une part, de trier parmi les jeunes docteurs et de les qualifier aux fonctions de maîtres de conférences et de professeurs, d'autre part, de statuer sur les**

15 **promotions aux choix des universitaires.**

Le CNU avait bien des défauts, mais il était un rempart efficace pour limiter le localisme dans le recrutement et pour s'assurer d'un personnel d'enseignants-chercheurs de qualité. Il a été mis sur le banc de touche pour la plupart des postes universitaires : là où il était décisionnaire, il rend désormais surtout des avis, alimentant les reproches ou les rumeurs de népotisme local (par exemple avec l'attribution des primes, la C3 du décret régime

20 indemnitaire des personnels enseignants et chercheurs, pour les initiés).

En second lieu, l'enseignement supérieur était gratuit ou presque (et le Conseil constitutionnel l'a rappelé dans une décision de 2019). Rappelons que les frais d'inscription s'élèvent à moins de 200 euros en licence et à moins de 300 euros en master. Les Français ne le savent pas assez, mais c'est une singularité de notre pays : partout ailleurs, l'enseignement supérieur est devenu un marché, et un marché très concurrentiel.

« Le risque est grand de voir l'université cesser d'être universelle »

Par Julien Boudoni, Publié le 07 février 2023, LE MONDE