## Winter 2020-2021

### Module 01

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<th>Semester</th>
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<tr>
<td>Linguistics (BCE-ES-101-01)</td>
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<tr>
<td>Literatures in English: Form and Performance (BCE-ES-101-03)</td>
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### Module 02

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<td>Reading and Writing about Literature 1 (BCE-ES-102-01)</td>
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### Module 03

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### Module 06

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<td>Romanticism and the Gothic (BCE-ES-106-02)</td>
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# Bachelor en Cultures Européennes, English

## Module 07

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<td>Text and Context</td>
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## Module 09

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<td>Luxembourgish Literatures in English</td>
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<td>American Studies 1: American Ideas and Ideals</td>
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## Summer 2019-2020

### Module 01

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### Module 02

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Bachelor en Cultures Européennes, English

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<tr>
<td>(BCE-ES-202-03) Periods, Canons and Genres</td>
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<td>(BCE-ES-206-03) Children's Fantasy Fiction since 1900</td>
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<td>(BCE-ES-207-03) Women's Writing</td>
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<td>(BCE-ES-408-03) Authoring the Self</td>
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<td>Icons of Defiance (BCE-ES-409-11)</td>
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<td>Creative Writing (BCE-ES-409-13)</td>
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<td>Imagined Communities: Narrative and National Identities (S) (D) (BCE-ES-409-15)</td>
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<td>Edward Steichen and American Modernism (D) (BCE-ES-409-16)</td>
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<td>Reading Illness (BCE-ES-409-19)</td>
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<td>Understanding Language Ideologies (BCE-ES-409-20)</td>
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</table>
American Studies 1: American Ideas and Ideals

Module: IX. Electives (Semestre 1)
ECTS: 5

Course learning outcomes:

By the end of this course, you should be able to:

• EXAMINE the diachronic and synchronic features of prevailing and at times contradictory narratives about the United States of America;
• CONNECT the ideas represented in the founding documents of the United States to the construction and representation of American identity;
• ASSESS and EVALUATE a variety of literary and non-literary sources and contexts methodically and critically.

Description:

This is the first part of the American Studies course. One of the main aims of this course will be to question received notions of 'America', and to contrast preconceived ideas you may have formed about 'America' with the complexity of the historical, social and ethnic realities of the North-American continent.

The texts on the syllabus address some of the major issues that have shaped North-American society and culture(s), and whose repercussions can be felt to this day. We will negotiate between past and present, and ideals and 'reality', in order to develop a clearer perception of the variety of meanings ascribed to the idea of 'America'.

READING


ADDITIONAL RECOMMENDED READING


Langue: Anglais
Obligatoire: Non
Remarque: Winter (available in Semesters 1, 3 or 5)
Professeur: PRÃ#M AgnÃ#s
Grammar I

Module: Bachelor en Cultures Européennes - English Studies (Semestre 1)
ECTS: 4
Langue: Anglais
Obligatoire: Non
Professeur: DEROEY Katrien

Imagining the Future: Utopia and Dystopia

Module: Bachelor en Cultures Européennes - English Studies (Semestre 1)
ECTS: 4
Course learning outcomes: By the end of this course, you should be able to:
• CONNECT the recurring patterns and concerns of speculative fiction to real life issues and situations;
• CONSTRUCT and DEFEND coherent arguments, both orally and in writing;
• EVALUATE the ways in which speculative fiction both addresses and shapes social, cultural and ethical issues.

Description: The works we will be looking in this seminar have at least one common feature: they are generally classified as speculative fiction. We will examine the uncertain cultural status of the genre and explore its relevance in debates about socially sustainable scientific research and technological innovation: how do science and technology affect social, political, and cultural values? Do they affect what it means to be human? By imagining the future, or possible futures, the books and movies on this course ask questions about past and present societies, the scientists and politicians that influence(d) them, and their responsibility towards a world that is always in the process of being re-invented. READING
• Atwood, Margaret, The Handmaid's Tale (any edition).
• Shelley, Mary, Frankenstein (any edition, but please make sure you read the 1818 version of the text).
• Stevenson, R.L., The Strange Case of Dr Jekyll and Mr Hyde (any edition).
• Zamyatin, Yevgeny, We (any edition).

MOVIES/FILMS
• Frankenstein, dir. by James Whale (Universal, 1931) [on DVD]
• Mary Shelley's Frankenstein, dir. by Kenneth Branagh (TriStar, 1994) [on DVD]
• #Episode 5, Season 5: The Post Modern Prometheus', The X-Files (Fox Network, 30 November 1997) [on DVD]

Langue: Anglais
Obligatoire: Non
Bachelor en Cultures Européennes , English

Evaluation:

Year of Entry: 2019-2020 4 ECTS CONTINUOUS ASSESSMENT: 50%
• Debate: 30%
• Active Participation: 20%

FINAL WRITTEN EXAMINATION: 50%
Year of Entry: prior to 2019-2020

(D) 4 ECTS CONTINUOUS ASSESSMENT: 50%
• Debate: 30%
• Active Participation: 20%

FINAL WRITTEN EXAMINATION: 50%

(S) 3 ECTS CONTINUOUS ASSESSMENT: 20%
• Active Participation: 20%

FINAL WRITTEN EXAMINATION: 70%

Remarque:
Winter (available in Semesters 1, 3 or 5)

Professeur:
PRÂM AgnÃ#s, MILLIM Anne-Marie, BRANCO Mylene

Linguistics

Module: Bachelor en Cultures Européennes - English Studies (Semestre 1)

ECTS: 4

Course learning outcomes:
By the end of this course, you should be able to:
• QUESTION assumptions about language, and be able to THINK CRITICALLY about what constitutes ‘knowledge of language’;
• DESCRIBE and give examples of ways in which human languages are all alike and how they may differ;
• APPLY the tools of linguistics to analyse the sounds, words, and sentences of the English language;
• USE the terminology of linguistics to describe language phenomena

Description:
Language is central to human nature, and linguistics is the systematic study of human language. This course intends to clarify your ideas about language and linguistics. You will be introduced to key notions and theories in linguistics, without the assumption of previous knowledge about the topic. The work of linguists and knowledge about language are highlighted, as you will learn about the scientific analysis of language by covering topics such as: Phonology, Morphology and Syntax.

Although the course aims to introduce you to English linguistics, it can be considered a general introduction to the topic in itself. READING Meyer, C.F (2009) Introducing English Linguistics. Cambridge University Press. ISBN: 9780521541220. [Course book, available online and free for students on findit.lu, search by ISBN at http://sfx.etat.lu/sfx_local/azbook/bina]

Additional course materials will be provided in class or made available on Moodle by the instructor#

Langue: Anglais

Obligatoire: Non

Professeur: DEROEY Katrien
Literatures in English: Form and Performance

Module: European Cultures: Europe between Words and Cultures (Semestre 1)
ECTS: 4
Course learning outcomes:
By the end of this course, you should be able to:
• RECOGNISE and EXPLAIN common poetic features.
• APPLY and ILLUSTRATE a variety of (literary) analytical tools.
• ANALYSE the connections between texts, their contexts and performance or interpretation.

Description:
This course provides an overview and practical introduction to the study of fiction and poetry in English. We will concentrate on shorter texts and extracts from Charles Dickens' Great Expectations. Our focus will be on how to analyse a text and on the different tools of literary and critical analysis that may be of use to students in other fields of studies. NOTE: Reading Bennett and Royle's This Thing Called Literature: Reading, Thinking, Writing in preparation for this course will help students who are not familiar with academic approaches to studying literature. READING
• Bennett, Andrew, and Nicholas Royle, This Thing Called Literature: Reading, Thinking, Writing (London and New York: Routledge, 2015)

Additional material/reading will be handed out in class.

Langue: Anglais
Obligatoire: Non
Remarque: Winter (preferably Semester 3)
Professeur: PRÂM AgnÃ's, MILLIM Anne-Marie

Luxembourgish Literatures in English

Module: IX. Electives (Semestre 1)
ECTS: 5
Course learning outcomes:
By the end of this course, you should be able to:
• DEMONSTRATE an understanding of a variety of themes in Luxembourgish literatures;
• QUESTION the appropriateness, representativeness, and utility of the concept of national literature;
• ANALYSE and EXPLAIN the relation between literary works and the context of their production.
Description: This course scrutinises a specific angle of Luxembourgish literary production, namely the development of literature written in English. The course will include texts by translingual writers (non-native English speakers), texts translated into English in a Luxembourg context, and texts composed in English by expat writers. Students will collaboratively create an inventory of authors, texts, genres, themes, and events connected to Luxembourgish literatures in English. They will get to experiment with the techniques of literary historiography (macroreading and microreading), inventorying, categorising, surveying, and close-reading texts on which scholars have sparsely, or not yet, commented, as well as interviewing authors. They will also attend and write about literary readings. READING Course materials will be provided in class or made available on Moodle by the instructor.

Langue: Anglais
Obligatoire: Non
Remarque: Winter (available in Semesters 1, 3 or 5)
Professeur: MILLIM Anne-Marie, GLESENER Jeanne E

Popular Literature

Module: Bachelor en Cultures Européennes - English Studies (Semestre 1)
ECTS: 4
Course learning outcomes: By the end of this course, you should be able to:
• IDENTIFY the different participants in and factors of literary reception and consumption;
• DIFFERENTIATE between historical and contemporary audiences and their notion of taste;
• ANALYSE and EXPLAIN the construction of authorship and literary fame in different periods.

Description: This course focuses on the generic forms associated with popular texts from the 18th century to the present day. Students will become familiar with genres such as chapbooks, sensation novels, detective stories, melodrama, pulp fiction, as well as chick-lit, and examine how notions of taste and quality are constructed and disseminated via reviews written both by critics and by readers. We will investigate the appeal, function, and continuous reception of popular texts, engaging with theories of reception, consumption, as well as performativity and theatricality. Considering the historical context of production, adaptations and appropriations, we will reflect on how the message of texts evolves over time. READING
Additional course materials will be provided on Moodle.

Langue: Anglais  
Obligatoire: Non  
Remarque: Winter (available in Semesters 1, 3 or 5)  
Professeur: MILLIM Anne-Marie

**Romanticism and the Gothic**

**Module:** Bachelor en Cultures Européennes - English Studies (Semestre 1)  
**ECTS:** 4  
**Course learning outcomes:**  
By the end of this course, you should be able to:  
- DISCUSS prose and poetry of the Romantic period from text to context.  
- IDENTIFY the main conventions, theories and broad philosophical and aesthetic issues underlying the genres of Romanticism and the Gothic, as well as their relation to each other.  
- Critically ANALYSE and DEMONSTRATE concepts, ideas and theories in relation to relevant literary texts.  

**Description:** In this course, we shall study a number of texts (novels, short stories and poems) of the Romantic era and the Gothic, spanning the late eighteenth and early nineteenth centuries, and which constitute some of the most interesting and influential literature of the period. The principle aims will be to introduce students to reading these works within their historical, cultural and philosophical contexts, such as the French Revolution, the concept of the Sublime or as a reaction to the Enlightenment, as well as to consider the natures of Romantic and Gothic literature and examine its distinctive features. The course focuses primarily on British literature, although one American author will also be included. Some of the texts will be treated in parallel, so a certain degree of autonomy and independence of thought will be valuable assets to encourage a diversity of responses.  

**READING**  

Note: Other editions of these texts are also acceptable. Most of them are available online for free (Project Gutenberg and similar websites). ADDITIONAL RECOMMENDED READING
Bachelor en Cultures Européennes , English


Note: A complete reading list with suggestions for further reading will be published at a later date.

Langue: Anglais
Obligatoire: Non
Remarque: Winter (available in Semesters 1, 3 or 5)
Professeur: HALSDORF Thomas

Text and Context

Module: Bachelor en Cultures Européennes - English Studies (Semestre 1)
ECTS: 4

Course learning outcomes:
By the end of this course, you should be able to:
- ANALYSE how texts interact with their contexts across changing social, economic and cultural conditions;
- FORMULATE a coherent argument on the interaction between texts and their contexts, orally and in writing;
- EVALUATE the intricate negotiations between self, text and contexts involved in the process of reading.

Description:
This course aims to introduce different ways of looking at and thinking about texts. By focusing more closely on the conditions the texts on the syllabus were produced in, you will be encouraged to situate your own reading practices and interpretation(s) in relation to their contexts of production and reception, thereby enriching your own reading experience, critical awareness and analytical skills.

READING

ADDITIONAL READING

Note: The recommended editions provide historical and cultural documents and important information about the text and its author along with the literary works, thus covering a vital aspect of this course.

MOVIES/FILMS
- Apocalypse Now, dir. by Francis Ford Coppola (United Artists, 1979) [on DVD]
- Pride and Prejudice, dir. by Simon Langton (BBC, 1995) [on DVD]
- Muriel's Wedding, dir. by P.J. Hogan (Miramax, 1994) [on DVD]
American Studies 2: Identity and Diversity (D)

Module: Mobility - Mobilité - Mobilität (Semestre 2)
ECTS: 4
Course learning outcomes:
By the end of this course, you should be able to:
• ANALYSE how collective discourses and the values they convey shape individual experience and identity.
• FORMULATE a coherent argument about the complexity of cultural and ethnic interactions in the United States, both orally and in writing.
• EVALUATE the significance of ethnic and cultural difference in individual and national identity-building processes in a specifically North American context.

Description:
This course examines the effects of ethnic and cultural diversity on individual writers, their characters, and the communities they affiliate with. In other words, we will explore how constructions of ethnic and cultural diversity intersect with other social and cultural constructs, such as nation, class, age, gender, and education, and how such intersections affect the identity of the racial Other. Reading: Alexie, Sherman, The Toughest Indian in the World (New York: Grove Press, 2000). ISBN: 978-0802138002

ADDITIONAL RECOMMENDED READING:

Langue: Anglais
Obligatoire: Non
Evaluation: D CONTINUOUS ASSESSMENT: 100%
• Debate: 25%
• Response Papers: 25%
• Active Participation: 10%
• Final Test: 40%
S CONTINUOUS ASSESSMENT: 100%
Bachelor en Cultures Européennes , English

- Debate or Response Papers: 40%
- Active Participation: 10%
- Final Test: 50%

Professeur: PRÄ#M AgnÄ#s

Edward Steichen and American Modernism

Module: IX. Electives (Semestre 2)
ECTS: 5
Langue: Anglais
Obligatoire: Non
Professeur: HURM Gerd

History of the English Language

Module: Les origines de l'Europe moderne (Semestre 2)
ECTS: 4
Course learning outcomes: By the end of this course, you should be able to:
- RECOGNISE the major developments of the English language in the medieval period and their phonological, socio-linguistic, and historical-linguistic characteristics.
- IDENTIFY what hides behind many common references to the medieval period in English-language culture, from Shakespeare's plays to current popular media.
- SHOW how some major medieval literary works can be useful to both historians and literary scholars.

Description: This course offers an interdisciplinary introduction to medieval England aimed specifically at students in English studies. It explores how the political and economic contexts shaped England's linguistic make-up and cultural output from ca. 500 to ca. 1500. Special care is taken to reveal the trans-national dimension of these phenomena. Each session centres on a lecture that first provides a narrative of historical events or phenomena. The meaning of those is then discussed with reference to current scholarly debates. Whenever appropriate, discussions on specific issues are based on student's reading of selected texts. The lectures will make ample use of primary source material, both written and visual. READING

Langue: Anglais
Obligatoire: Non
Professeur: PÄ#PORTÄ# Pierre
Icons of Defiance

Module: BACE-English Studies (Semestre 2)
ECTS: 4
Course learning outcomes: By the end of this course you should be able to:
• DISTINGUISH between different periods and genres of theatre writing.
• UNLOCK ways of understanding central issues around drama and performance.
• ASSESS how the concept of 'defiance' has evolved over the centuries.

Description: What happens to heroes in drama? Both historic and fictional figures will be under the spotlight. We shall begin by looking at how plays grow out of particular societies or moments in time. We will then examine the moral complexities that each of the authors explores and the choices they make. The course will be based on a blend of academic and practical approaches. We will routinely move away from the text on the page in order to concentrate on the transformation process that makes plays unique. READING There will be reading and research assignments for each session. Further details and materials will be provided at the beginning of the course.

Langue: Anglais
Obligatoire: Non
Evaluation: D  CONTINUOUS ASSESSMENT: 100%
• Seminar Assessment Mark: 10%
• Mid-Term Test: 40%
• Final Essay: 50%
S  CONTINUOUS ASSESSMENT: 100%
• Seminar Assessment Mark: 10%
• Final Essay: 90%

Professeur: GOEDERT Janine

Reading and Writing about Literature 2

Module: II. Critical Practice (Semestre 2)
ECTS: 4
Course learning outcomes: By the end of this course, you should be able to:
• DEVELOP reading strategies based on criticism and different types of sources;
• EXPLORE the impact of critical approaches such as feminist criticism and New Historicism on your (original) reading;
• CONSTRUCT coherent arguments using both primary and secondary sources.

Description: This very practical course focuses on the ways in which productive reading and academic writing are related. The course makes clear that reading is not a passive activity or a judgment of quality but a process during which the individual reader negotiates between meanings.
generated by the author's language, style, and themes. It will provide tools of analysis and introduce fundamental literary approaches. You will have the freedom to explore, develop, and share your ways of reading and interpreting the texts under investigation. You will be encouraged to find your own voice as literary scholars and gain the confidence and skills to formulate original and coherent arguments based on evidence from the texts. In Part 2 of this course, we will add a critical and theoretical dimension to the practice of reading and writing about literature and explore how different schools of criticism approach texts. Reading: Course materials will be provided in class or made available on Moodle by the instructor.

**Langue:** Anglais

**Obligatoire:** Non

**Professeur:** PRÂ#M AgnÃ#s, MILLIM Anne-Marie

### Sociolinguistics

<table>
<thead>
<tr>
<th>Module</th>
<th>I. Introductory Lectures (Semestre 2)</th>
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<tr>
<td>ECTS</td>
<td>4</td>
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<tr>
<td>Langue</td>
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<tr>
<td>Obligatoire</td>
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<tr>
<td>Professeur</td>
<td>WAGNER MÃ#lanie</td>
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### English for Academic Purposes 1

<table>
<thead>
<tr>
<th>Module</th>
<th>Module IV: English for Academic Purposes (Semestre 3)</th>
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<tr>
<td>ECTS</td>
<td>4</td>
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<tr>
<td>Objectif</td>
<td>This course will focus on developing appropriate language for use within academic contexts. The objective of this course is to give students the tools needed to express their ideas during discussions in an academic environment and in their own writing. It will help students to identify the techniques used by other writers to offer arguments and assess how these ideas are logically connected in a text. Students will complete exercises and write a number of short texts to practice academic writing working up to writing an essay at the end of the semester. The main aims of this course are to make students' verbal and written communication formal, accurate and efficient, to encourage students to use language effectively, and to develop students' confidence and ability to contribute to the academic environment.</td>
</tr>
</tbody>
</table>

**Course learning outcomes:**

- IDENTIFY academic language;
- RECOGNISE the structures of academic writing;
- ORGANISE and EXPRESS your thoughts in a logical order.

**Description:**

This course will focus on developing appropriate language for use within academic contexts. The objective of this course is to give students the tools needed to express their ideas during discussions in an academic environment and in their own writing. It will help students to...
identify the techniques used by other writers to offer arguments and assess how these ideas are logically connected in a text. Students will complete exercises and write a number of short texts to practice academic writing working up to writing an essay at the end of the semester. The main aims of this course are to make students’ verbal and written communication formal, accurate and efficient, to encourage students to use language effectively, and to develop students' confidence and ability to contribute to the academic environment. READING Course materials will be provided in class or made available on Moodle by the instructor.

**Reading and Writing about Literature 1**

**Module:** Module II: Readers and Readings (Semestre 3)

**ECTS:** 4

**Course learning outcomes:** By the end of this course, you should be able to:

- IDENTIFY and DESCRIBE recurring patterns in literary works and non-fictional texts;
- INVESTIGATE the textual and contextual webs of signification at work in the respective texts;
- CONSTRUCT coherent arguments about the meaning of different texts based on the connection between language and ideas.

**Description:** This very practical course focuses on the ways in which productive reading and academic writing are related. The course makes clear that reading is not a passive activity or a judgment of quality but a process during which the individual reader disentangles layers of meaning generated by the author's language, style, and themes. It will provide tools of analysis, such as the technical terminology to identify genre, form, metre, and rhyme. Students will have the freedom to explore, develop and share their ways of reading and interpreting the texts under investigation. They will be encouraged to find their own voice as literary scholars and gain the confidence and skills to formulate original and coherent arguments based on evidence from the texts.

In **Part 1** of this course, we will focus on defining and refining reading, and on developing and articulating a stance about a (literary) text. READING Course materials will be provided in class or made available on Moodle by the instructor.

**Imagined Communities: Narrative and National Identities (S) (D)**

**Module:** Module X: Literature and Nation (Semestre 4)
## Course learning outcomes:

By the end of this course, you should be able to:

- **ASSESS and DEMONSTRATE** the uses and functions of different forms of narrative.
- **ANALYSE** the impact of literary and political discourses in creating a modern national identity.
- **EVALUATE** critically the relation between aesthetic and political discourses.

## Description:

This course will re-examine literary texts that have achieved canonical status in nineteenth-century and twentieth-century American literature and have thus contributed substantially in defining the meaning of “Americanness” for the 21st century. We will have a close look at the complex processes involved in the narrative construction of national identity. We will also assess the significance of gender, class, ethnic, and aesthetic dimension in the creation of American national discourses in the nineteenth century. **READING** There will be reading and research assignments for each session. Further details and materials will be provided at the beginning of the course.

## Evaluation:

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<thead>
<tr>
<th>D</th>
<th>CONTINUOUS ASSESSMENT: 100%</th>
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<tbody>
<tr>
<td></td>
<td>Active participation</td>
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<td>2 short written tests (2 x 10 minutes)</td>
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<td>S</td>
<td>Final Test: 50%</td>
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## Professeur:

HURM Gerd

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### Introduction to Literary Theory and Criticism

| Module: Module VII: The Text, the World and I (Semestre 4) |
|-----------------|---------------------------------------------------------|
| ECTS: 4         |                                                         |
| Langue: Anglais |                                                         |
| Obligatoire: Non|                                                         |
| Professeur: PRÃ#M AgnÄ#s |                                                   |

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### Reading Illness

| Module: Module IX: From Page to Stage (Semestre 4) |
|-----------------|--------------------------------------------------|
| ECTS: 4         |                                                  |
### Understanding Language Ideologies

<table>
<thead>
<tr>
<th>Module:</th>
<th>Module XIII: Language and Society (Semestre 4)</th>
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<td>ECTS:</td>
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#### Victorian Literature

<table>
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<tr>
<th>Module:</th>
<th>Module VIII: Literature and Society (Semestre 4)</th>
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<td>ECTS:</td>
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**Course learning outcomes:**

- **DEMONSTRATE** an understanding of a variety of themes in Victorian literature, art and popular culture
- **QUESTION** views of the Victorian age as generally associated with structural social discipline and emotional repression
- **ANALYSE** and **EXPLAIN** the relation between literary works and the context of their production

**Description:**

This course presents an overview of literary texts produced (predominantly) in Britain between the mid-1830s and 1900, a period that is characterised by deep-rooted social, economic, political and cultural changes. We will analyse the links between the individual and society, examining ideas of physicality, sexuality, the emotions and the domestic sphere in light of macro-societal developments such as industrialisation, secularisation, scientific innovation, consumer culture and mobility. Our interdisciplinary investigation of literary works will draw connections between literary texts and visual culture, press discourse and book history.

**Reading:**

<table>
<thead>
<tr>
<th>Langue:</th>
<th>Anglais</th>
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<tbody>
<tr>
<td>Obligatoire:</td>
<td>Non</td>
</tr>
<tr>
<td>Professeur:</td>
<td>MILLIM Anne-Marie</td>
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</tbody>
</table>
Women’s Writing

Module: Module XIII: Language and Society (Semestre 4)
ECTS: 4
Course learning outcomes: By the end of this course, you should be able to:
• IDENTIFY the developments and significance of 20th century feminist theory and equal rights movements;
• CRITICALLY APPRAISE (traditional) beliefs and prevailing discourses about women and men;
• EVALUATE the significance of gender in perceptions of literature, culture and self.

Description: This course examines the relationship between women’s writing as a critical category and women's emancipation movements of the late 19th and 20th centuries in Europe and North America. How does gender influence how and what we read or write, or what we perceive as normal' or given' about ourselves as women and men? Is writing by women distinct from other forms of writing? How has feminism affected literary criticism and literary canons? Women's writing actively engages with social issues such as women's access to education, their financial and political independence, and mental and reproductive health; as a result, the texts on this course are inscribed in debates that have dramatically reshaped relations between women and men in the past century: they forcefully reveal the constructed character of gender, the radical effects of heteronormative expectations on the health, choices and growth of individual women (and men). We will investigate the social and cultural significance of these debates and their importance in the 21st century. READING
• Atwood, Margaret, Surfacing(any edition)
• Chopin, Kate, The Awakening(any edition)
• Perkins Gilman, Charlotte, The Yellow Wallpaper(any edition)
• Turner Hospital, Janette, Borderline(any edition)
• Wharton, Edith, The House of Mirth(any edition)
• Woolf, Virginia, A Room of One's Own(any edition)

Langue: Anglais
Obligatoire: Non
Professeur: PRÃ#M AgnÃ#s

Language Acquisition

Module: Module XII: Advanced Linguistics (Semestre 5)
ECTS: 5
Course learning outcomes: By the end of this course, you should be able to:
• UNDERSTAND how language is acquired in different contexts;
• critically REFLECT on issues regarding language acquisition; and
• WRITE and PRESENT a paper on a relevant topic.
Description: We will focus on models of language acquisition, first and second language acquisition, multilingual language acquisition, child language development, and language disorders. This course should be of particular interests to students considering a career in English language teaching.

READING Course materials will be provided in class or made available on Moodle by the instructor.

Langue: Anglais
Obligatoire: Non
Professeur: DEROEY Katrien

Poetry and the Other Arts

Module: Module IX: From Page to Stage (Semestre 5)
ECTS: 5
Course learning outcomes: By the end of this course, you should be able to:
• ASSESS and ILLUSTRATE the complexity of poems and poetic forms.
• ANALYSE the aesthetic potential in the interaction of poetry with other art forms.
• EVALUATE the function of the arts in the modern, contemporary world.

Description: This course will introduce students to an examination of the relationships between poetry and other art forms, such as film, photo, painting, dance, performance, blues, jazz, etc. Our practice in the classroom will be to discuss poems, art reproductions and sound recordings that emphasize both the visual and acoustic dimensions of poetic texts. We will have a look at the historical context and examine the ways in which class, race, and gender have affected the transfer, function and evaluation of other arts in poetry. READING There will be reading and research assignments for each session. Further details and materials will be provided at the beginning of the course.

Langue: Anglais
Obligatoire: Non
Professeur: HURM Gerd

Authoring the Self

Module: Module VII: The Text, the World and I (Semestre 6)
ECTS: 4
Course learning outcomes: By the end of this course, you should be able to:
• DISTINGUISH between the author as a civil and moral person, the autobiographical “I” and the literary narrator
• RECOGNISE and EXPLAIN the ways in which autobiographical writing mirrors, responds to and shapes the context in which it is produced
CONSTRUCT a coherent argument on the literary and fictional qualities of semi-/non-fictional writing

**Description:**
This course widens the category of literature as defined by novels, poems and short stories. Taking into consideration a variety of autobiographical genres, it challenges the distinction between public and private writing and highlights the interface between fact and fiction. Starting with Augustine’s Confessions (AD 397-400), we will analyse different forms of self and life-writing, such as travel reports, diaries, letters, reminiscences, formal autobiography, memoirs, biography, blogs, tweets and Facebook posts. We will investigate the techniques of self-construction evident in these texts based on the cultural, historical and medial context of their appearance and consider the ideas of respectability, dissidence and compliance that transpire. Based on theories of autobiography and authorship, we will examine the ways in which the texts in question reflect and shape notions of personhood, selfhood and the value of the individual within a given culture. **READING** Course materials will be provided in class or made available on Moodle by the instructor.

**Langue:** Anglais  
**Obligatoire:** Non  
**Professeur:** MILLIM Anne-Marie

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**Children’s Fantasy Fiction since 1900**

**Module:** Module VI: Form and Genre (Semestre 6)  
**ECTS:** 4

**Course learning outcomes:** By the end of this course, you should be able to:
- DISCUSS works of children's literature and their interaction with the reader, their context and intertext whilst being self-aware of the critical categories you use.
- IDENTIFY the main conventions and theories underlying the genre of children’s fantasy fiction, as well as its special status in relation to other literature.
- ANALYSE these theories in relation to relevant literary texts.

**Description:** In this course we shall study a range of twentieth-century British children's fantasy novels, which constitute some of the most interesting and influential literature of the twentieth century. We will consider the nature of children's literature: what it is and how we should study it, and ask what distinguishes it from other kinds of writing, whether it be style and subject matter, the relationship of the author to the implied child audience, or the attitudes of adults. The course will be divided into various sub-genres of children’s fantasy, allowing us to consider the development of themes and conventions over time. The slippery and problematic nature of the term ‘fantasy’ will also be interrogated, and we will consider theories and definitions, its unique relationship with children's literature, as well as its appeal and connections with related genres such as science fiction or the Bildungsroman. Throughout, the unstable cultural and literary status of children’s literature and children’s literary criticism, as well as that of fantasy fiction, will be emphasised. Finally, the course will look at the present and future of the genre.

**READING**
Bachelor en Cultures Européennes, English

Other editions of these texts are also acceptable.
Further discussions will include authors such as J.K. Rowling, Roald Dahl, Tove Jansson, Suzanne Collins, Ursula Le Guin and many more. ADDITIONAL RECOMMENDED READING

Langue: Anglais
Obligatoire: Non

Creative Writing

Module: Module XI: Luxembourg and the World (Semestre 6)
ECTS: 4
Langue: Anglais
Obligatoire: Non
Professeur: DE TOFFOLI Ian

Periods, Canons and Genres

Module: Module II: Readers and Readings (Semestre 6)
ECTS: 4
Course learning outcomes: By the end of this course, you should be able to:
- EXAMINE the purposes and limits of traditional academic categories, such periods, canons and genres;
- ANALYSE the relationship(s) between critical categories and reception;
- FORMULATE a coherent argument on how perceptions of history and society influence constructions of reality and everyday practices.
Bachelor en Cultures Européennes , English

Description: This course provides an overview of the ways in which the use of categories such as canons, genres and periodicity organises and affects our perception of literary and other texts on the one hand, and of the 'real world' on the other. We will concentrate on a number of shorter texts and extracts to explore how these categories are generated, what their use and limitations are and how they influence reading, reception and prevailing value systems. This focus on the mechanisms of classification that structure our worlds and behaviours should be of use to students majoring in fields other than English.

READING SET TEXTS

FURTHER REFERENCE
- Frow, John, Genre (London; New York: Routledge, 2006)
- Scaggs, John, Crime Fiction (Routledge, 2005)

Additional material/reading will be handed out in class.

Langue: Anglais
Obligatoire: Non
Professeur: PRÃ#M AgnÃ#s

Phonetics (D)

Module: Module XII: Advanced Linguistics (Semestre 6)
ECTS: 4

Course learning outcomes: By the end of this course, you should be able to do the following:
- Be able to USE basic terms from phonetics and phonology to describe English pronunciation
- TRANSCRIBE standard British English
- IDENTIFY differences in English pronunciation across different varieties

Description: This course gives you the basic knowledge and tools to analyse, describe and improve the pronunciation of English. Apart from a theoretical introduction to the study of speech (phonetics) and sound systems (phonology), you will practise perfecting your English pronunciation and learn to transcribe speech. You will also practise identifying how native and non-native speaker accents of English differ.
This course should be of particular interest to students considering a career in English language teaching.

READING SET TEXT

Langue: Anglais
Obligatoire: Non
Evaluation: D CONTINUOUS ASSESSMENT: 30%
WRITTEN EXAMINATION: 70% S WRITTEN EXAMINATION: 100%
Professeur: DEROEY Katrien