

# Bachelor in European Cultures

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BCE

## Course Catalogue

English Studies

—  
2019-2020



UNIVERSITÉ DU  
LUXEMBOURG

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LAST UPDATED 22/02/2020

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# English Studies

## About Our Programme

### What makes this programme unique?

*The structure of the Bachelor en Cultures Européennes (BCE) is quite unique: it embeds disciplinary training in a traditional academic field, in this case English Studies, within a multilingual and interdisciplinary Common Curriculum in European Cultures. Our team brings together staff from different parts of the world, and our teaching is informed by a variety of academic cultures and methodologies. The Common Curriculum is co-organised by the five specialisation tracks of the programme (English, French and German Studies, History and Philosophy); it engages students in a critical reflection on Europe and European cultures on the one hand, and provides interdisciplinary training in a multilingual environment on the other.*

*In other words, you will not be studying English in isolation. Our programme is indeed designed to promote critical and independent thinking as well as a sense of initiative in our students. From the beginning of your academic career, you will be required to make choices that will contribute to shaping your future academic and professional profile. You will also be encouraged to combine and confront your specialisation in English Studies with courses and approaches from other fields and to explore perceptions and constructions of Europe, its definitions, its histories and challenges, its limitations as well as the opportunities it offers.*

*In short, we invite you to be daring, to leave your comfort zones behind, and to venture into academic fields you do not have immediate affinities for, to explore Europe and the world intellectually and, in your semester abroad, literally, and to use different languages in your daily life and work.*

## Admission and Course Requirements

### Admissions Requirements

The basic requirement to register as a student is a school leaving qualification awarded or declared equivalent by the Luxembourg Ministry of Education. You will need verified language skills in English (Common European Framework: C1). As the BCE is multilingual, you will also need verified language skills (B2) in a second language (German or French). An A2 level in a third language (German or French) is highly recommended. For further information, please consult the 'Apply' section on our website: <http://bce.english.uni.lu>.

### Programme Requirements

In order to obtain your Bachelor qualification, you need to earn at least 180 ECTS points over a period of 3 years. Of these, one third (60 ECTS) must be obtained within the Common Curriculum in European Cultures. To complete the programme, you will need to do a mandatory semester abroad in Europe via *Erasmus+* or the rest of the world via the *Global Exchange Programme*. You will also need to complete a portfolio (6 ECTS, awarded in Semester 6) and to write a Bachelor thesis (14 ECTS).

Most of our courses comprise about 30 contact hours. In general, for seminars taken as part of your specialisation, you will be awarded 4 ECTS (Foundation and Core Modules) or 5 ECTS (Elective Module). On average, you should aim to obtain 30 ECTS per semester. Within the BCE structure, this amounts to 8 courses per semester in Semesters 1-4. The number of courses is reduced in Semesters 5 and 6, to allow you to focus on your Bachelor thesis.

## Further information

For further information, please feel free to contact us or visit our departmental website: <http://bce.english.uni.lu>. Like us on Facebook, and join our growing English Studies community: <https://www.facebook.com/EnglishStudiesAtUniversityOfLuxembourg>. You can also contact the University of Luxembourg English Studies Students Association (ULESSA) for an unmediated student point of view: <https://www.facebook.com/ulessassociation/?fref=ts>.

## Contact

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# Module Descriptions

## What are modules ... and how do they work?

In the *Bachelor en Cultures Européennes*, courses are regrouped into sub-units called modules. These modules are often thematic – for instance, you will find modules on ‘Critical Practice’ or on the ‘English Language’ – but they are also organisational units.

*What you need to know about modules as organisational units ...*

- 1) Unless compensation is not allowed, it is possible to compensate an insufficient grade within a module. However, you cannot compensate grades below 5.1/20. In English Studies, compensation is always allowed, unless there is only one course in the module.
- 2) Some modules are compulsory, whereas others are optional. In English Studies, all specialisation modules must be validated in order to complete your degree, but you will be able to choose your European Cultures modules. You will need to close 5 out of 8 EU modules in order to complete your degree.
- 3) Some modules allow choices within the module: for instance, a module may contain courses for 16 ECTS, but it will close when you earn 8 ECTS. In other cases, you will need to take all the courses in a module for it to close. The number of available and required ECTS is indicated in the module descriptions under ‘Structural Information’.
- 4) You open a module by enrolling in a course within the module, and you close it by earning the required number of ECTS.

# Foundation Modules

The foundation modules provide the common foundation of the English Studies specialisation track. The courses in these modules will introduce you to the systematic study of literature and linguistics in English and expose you to a variety of texts, genres and approaches. The courses in the foundation modules are designed to help students acquire and develop a set of essential academic skills and are therefore mandatory. As some of these courses build on each other, it is important to take them in a specific order. Whenever this is the case, the semester preference will be indicated in the course description and the Module Structure (separate document).

You should aim to close your Foundation Modules within your first two years in the programme.

	MODULES	COURSES	ECTS	DETAIL
<i>available</i>	5	12	48	Enrol in <u>one</u> course in Module IV
<i>validate</i>	all	11	44	

## Module I Introductory Lectures

**Module Description** This series of lectures provides an introductory overview on the ways in which both everyday language use and literary form construct meaning. How, when and why a statement is made, and by whom, matters. How, when and why a text is read or performed, and by whom, matters too. A public official may talk about building or un-building walls, modulating their voice to match local customs, a band may sing about 'another brick in the wall', and a poet might muse on the usefulness of 'mending wall[s]'. Each wall, performed in a speech, as a song, or in the silence of an individual reader's mind, impacts on the 'real world': it contributes to shaping how we interact with it. Focusing on the factors that influence communication and reception, such as multilingualism, linguistic variation (language, dialect, ...), linguistic and literary form (figurative speech, literary genres) and socio-cultural categories (gender, age, education, ...), these introductory lectures explore the connections between language, identity and the world.

**Learning Outcomes** Once you have completed this module, you should be able to:

- APPLY a set of critical concepts and analytical approaches to a variety of textual and linguistic forms;
- ANALYSE and EXPLAIN the interaction between language and identity;
- EXAMINE and EVALUATE contemporary debates about language, culture and society.

**Courses**

- Linguistics
- Sociolinguistics
- Literatures in English: Form and Performance

**Structural Information** Foundation Module. Total ECTS available: 12 (3 x 4). Required: 12 ECTS.

## Module II Critical Practice

**Module Description** This module combines a practical introduction to literary criticism with a critical examination of the reading process, emphasising the ways in which reception – the readers' selections, constructions and value judgments and the discourses and classifications that control these – shapes the reading, and thereby the text. Critical practice starts with you, as a reader, and this module aims to equip you with the tools and ways of reading required to successfully construct compelling arguments about literary (and other) texts.

**Learning Outcomes** Once you have completed this module, you should be able to:

- DEVELOP an understanding of the literary field and its components, such as writers, readers, publishers, and editors;
- EXAMINE the purpose and relevance of (literary) classifications as well as their shortcomings;

- FORMULATE coherent arguments on the historical and contextual nature of audiences and readerships.

#### Courses

- Reading and Writing about Literature 1
- Reading and Writing about Literature 2
- Periods, Canons and Genres

#### Structural Information

Foundation Module. Total ECTS available: 12 (3 x 4). Required: 12 ECTS.

## Module III English Language

#### Module Description

This module focuses on the English language, from its development to its specific grammatical features. Drawing on primary sources, you will explore how the English language evolved into modern English and which social and political contexts shaped these developments; you will also learn to describe, explain and critically discuss the grammatical rules of Standard British English, thereby gaining a greater understanding of English as an evolving language system that is intricately entwined with English and European political and cultural history.

#### Learning Outcomes

Once you have completed this module, you should be able to:

- ANALYSE and EXPLAIN instances of grammatical usage with the appropriate terminology;
- COMMENT on language use and on how language changed in time in a critical and nuanced way;
- TRACE and EXPLAIN the medieval origins of common references in English-language culture.

#### Courses

- Grammar I
- Grammar II
- History of the English Language (ca. 400-1600)

#### Structural Information

Foundation Module. Total ECTS available: 12 (3 x 4). Required: 12 ECTS.

## Module IV English for Academic Purposes

#### Module Description

This module is designed to help you understand that academic writing is a craft that relies on a set of rules and techniques. When formulating their ideas in articles and books, academics aim to construct or participate in a dialogue with other scholars and students. By analysing and discussing different components of academic writing, you will develop an understanding for the strategies of argumentation and narration that academics employ and learn to adopt them in your own academic writing. You will be invited to construct your own arguments, to effectively structure your ideas, and to develop your very personal position in academic debates.

After an initial assessment of your personal level and needs, you will be assigned to one of two groups. Group A will meet in the Winter Semester, and Group B will meet in the Summer Semester.

#### Learning Outcomes

Once you have completed this module, you should be able to:

- IDENTIFY key components of academic writing;
- CONSTRUCT logical and coherent arguments;
- EVALUATE your own writing.

#### Courses

- English for Academic Purposes (Group A)
- English for Academic Purposes (Group B)

#### Structural Information

Foundation Module. Total ECTS available: 8 (2 x 4). Required: 4 ECTS.



**Module Description**

The purpose of the English Studies Research Seminars is to provide students with general guidance in the development and writing of their Bachelor Thesis in the fields of literary studies and linguistics. In a series of intensive hands-on workshops, we will cover aspects such as project design, research, writing and referencing. Before they enter the final stage of 'writing-up', students will have the opportunity to raise questions in a supportive learning environment.

**Learning Outcomes**

Once you have completed this module, you should be able to:

- COMPOSE an organised and representative literature review/survey;
- ARTICULATE and DEFEND a strong thesis;
- DEVELOP and COMPOSE a long piece of academic writing.

**Courses**

- Research Seminar

**Structural Information**

Foundation Module. Total ECTS available: 4 (1 x 4). Required: 4 ECTS.

# Core Modules

The core modules explore the importance of form and genre, context, and the writing and reading process in the study of literature. They make up the common basis of the English Studies specialisation track, and therefore, all three modules must be completed and validated in full. A maximum of three core module courses may be validated with credits obtained during the semester abroad. As the courses in Module VIII draw on more complex theoretical concepts, this module is not available until Semester 3.

	MODULES	COURSES	ECTS	DETAIL
<i>available</i>	3	9	36	A maximum of three courses can be validated using Mobility Credits.
<i>validate</i>	All	9	36	

## Module VI Form and Genre

**Module Description** This module explores both the distinctions and the links between established forms of literature, such as Romantic poetry, and genre literature, as well as the formal and aesthetic codes they rely on. How do children's literature, fantasy, speculative fiction, and Gothic fiction differ from other forms of writing? Why is their cultural and literary status uncertain? How do they engage the historical, political and philosophical contexts in which they are produced? The courses in this module explore the ways in which post-Enlightenment values and belief systems are negotiated in and through the conventions of literary form and genres.

**Learning Outcomes** Once you have completed this module, you should be able to:

- EXAMINE the formal aspects, critical categories and conventions that define literary genres;
- EVALUATE the social, cultural and philosophical relevance of genre literature;
- FORMULATE a convincing critical argument about the cultural status literary forms and genre.

**Courses**

- Imagining the Future: Utopia and Dystopia
- Romanticism and the Gothic
- Children's Fantasy Fiction since 1900

**Structural Information** Core Module. Total ECTS available: 12 (3 x 4). Required: 12 ECTS.

## Module VII Literature and Society

**Module Description** To some extent, reading and thinking about literature also involves thinking about literary periods and how we define them. While we may unthinkingly conceive of societies and cultures as static and assign them to convenient periods, these are actually arbitrary and invented in retrospect: medieval people did not think of themselves as living in the Middle Ages. In this module, we test the limits of such classifications through a close study of literary and other texts in historically, culturally and socially specific contexts.

**Learning Outcomes** Once you have completed this module, you should be able to:

- DISCRIMINATE between literary periods as arbitrary constructs and useful critical categories;
- EXAMINE the discourses that have characterised certain historical moments and practices;
- INVESTIGATE the social and cultural conditions in which selected texts and ideas were produced.

**Courses**

- Victorian Literature
- Women's Writing
- Popular Literature

**Structural Information** Core Module. Total ECTS available: 12 (3 x 4). Required: 12 ECTS.

**Module Description**

While for formalist critics, texts exist as independent entities that can (and should) be separated from the context of their production and reception, this module is interested precisely in the connections between texts and the social, historical, political and authorial circumstances that inform both their production and their reception. The courses will in turn analyse theories of the text, the environment and the individual as well as the ways in which they are meaningfully interlinked in different constellations, in different places and at different moments, creating different realities. Authors comment on and position themselves in the culture(s) they live it, revealing themselves to a varying extent by deliberately adopting a voice, creating a persona or constructing an autobiographical self. How their works are received, however, is intrinsically out of their hands. The courses in this module investigate the implications of producing selves in fictional, social and cultural realities and explore the impact of various theoretical approaches and schools of thought on the reading and writing of literary and other texts.

**Learning Outcomes**

Once you have completed this module, you should be able to:

- APPLY and EXAMINE theories of selfhood, the real and the text;
- ANALYSE and UNDERSTAND the ways in which selves such as the reader, the writer and the authorial persona are constructed through reading and writing;
- CONSTRUCT coherent arguments connecting the text, its contexts of production and reception, and the civic person of the author.

**Courses**

- Text and Context
- Introduction to Literary Theory and Criticism
- Authoring the Self

**Structural Information**

Core Module. Total ECTS available: 12 (3 x 4). Required: 12 ECTS.

# Elective Module

**Choosing your electives constitutes an important step in your academic progression.** You may choose to explore different fields and pick the courses you are personally interested in. You might also see this as an opportunity to refine your academic profile by immersing yourself more deeply into a sub-area of English Studies. The arrangement into thematic sequences suggested below is merely that – a suggestion; you are free to compose your Elective Module in any way you want. Depending on your personal academic progression, you can start choosing elective courses in your third semester.

	MODULES	COURSES	ECTS	DETAIL
<i>available</i>	1	14	70	Choose four courses.
<i>validate</i>	All	4	20	

Module IX	Electives
<b>Module Description</b>	This module offers a wider choice of focus and invites you to explore specific topics such as performance, society, and nation in relation to literature and language. It also proposes more advanced introductions to a variety of specialised research fields and encourages students to work independently and carry out their own research papers and projects. The elective module will close and be validated once you have completed four courses (20 ECTS).
<b>Learning Outcomes</b>	Once you have completed this module, you should be able to: <ul style="list-style-type: none"> <li>▪ CONCEPTUALISE and DESIGN sophisticated projects and studies;</li> <li>▪ EVALUATE a subject area and effectively IDENTIFY new or relevant perspectives and approaches;</li> <li>▪ CONSTRUCT coherent critical arguments/analyses using appropriate field-specific methods.</li> </ul>
<b>Courses</b>	<p><i>Thematic Sequence: The Literary Imagination</i></p> <ul style="list-style-type: none"> <li>▪ Poetry and the Other Arts</li> <li>▪ Luxembourgish Literatures in English</li> <li>▪ European Modernisms</li> <li>▪ Creative Writing</li> <li>▪ Reading Illness</li> </ul> <p><i>Thematic Sequence: American Studies</i></p> <ul style="list-style-type: none"> <li>▪ American Studies 1: American Ideas and Ideals</li> <li>▪ American Studies 2: Identity and Diversity</li> <li>▪ Imagined Communities: Narrative and National Identities</li> <li>▪ Edward Steichen and American Modernism</li> </ul> <p><i>Thematic Sequence: Language and Linguistics</i></p> <ul style="list-style-type: none"> <li>▪ Language Acquisition</li> <li>▪ Language, Multilingualism and Racism</li> <li>▪ Multilingualism</li> <li>▪ Phonetics</li> <li>▪ Understanding Language Ideologies</li> </ul>
<b>Structural Information</b>	Core Module. Total ECTS available: 70 (14 x 5). Required: 20 ECTS.

# Cultures Européennes (EU Modules)

**60 ECTS – one third of your degree programme – are devoted to exploring ideas of Europe and their historical, cultural, and ideological impacts on a local, national and global scale.** You will need to close 5 of the 8 EU Modules on offer, and you can use up to 12 credits obtained during your semester abroad to validate EU courses.

Modules EU1-8	Cultures Européennes
<b>Description</b>	<p>Modules EU1-4 offer a wide choice of introductions to other BCE fields and invite you to explore the cultural, historical, linguistic, and literary foundations of Europe. In Modules EU5-8, you will investigate more general societal topics, such as visual and media culture, or education and society.</p> <p>From Semester 3 onward, you will be able to enrol in <u>transversal courses</u>, which offer more advanced interdisciplinary approaches or vocational practical workshops.</p> <p>Within the EU Modules, you have the possibility of developing a second specialisation in one of the four other BCE main fields. If you are considering this option, please choose all the courses this field has opened in the EU Modules in your first year. You will be able to apply for a second specialisation at the end of your second semester.</p> <p>Please consult the BCE Global Course Catalogues for further detail.</p>
<b>Offer</b>	<p><i>Cultures Européennes – Foundation Modules</i></p> <ul style="list-style-type: none"><li>▪ EU1: Cultures Européennes</li><li>▪ EU2: The Origins of Modern Europe</li><li>▪ EU3: Movements and Trends in European Thought</li><li>▪ EU4: At the Crossroads of Language and Culture</li></ul> <p><i>Cultures Européennes – General Modules</i></p> <ul style="list-style-type: none"><li>▪ EU5: Arts and Media Studies</li><li>▪ EU6: Culture and Society</li><li>▪ EU7: Italian and Portuguese Literatures and Cultures</li><li>▪ EU8: Pre-professional Module - Teaching</li></ul>
<b>Structural Information</b>	EU MODULES. Total Modules required: 5. Total ECTS Required: (5x12=) 60 ECTS.

# Bachelor Qualification

## Module XX

## Portfolio

### Description

When you finalise your portfolio at the end of your sixth semester, you will look back at who you were when you started your studies, what your goals were, which uncertainties you were dealing with, and above all, how much you learnt and developed since then.

The English Studies Portfolio is there to accompany and support this process: it encourages you to consider yourself as a *learner in progress*, as working towards a goal and towards a certain expertise in your field. Over six semesters, you will have regular meetings with your Academic Adviser; you will discuss your goals and challenges, the connections you see (or do not see) between English and your European Cultures modules, the experiences you made abroad; you will attend workshops and academic conferences – some held by invited professors, and some by fellow students; and, you might take on academic responsibilities, such as peer group leading.

### Structural Information

Bachelor Qualification Module. Total ECTS available: 6. Required: 6 ECTS. Awarded in your last semester.

## BACHELOR Thesis

### Description

Your Bachelor Thesis is the single most important piece of written work you will produce in your undergraduate studies, both in terms of scope (10,000-15,000 words) and complexity. It requires you to design and carry out your own research project and to present your findings and conclusions according to the conventions of your field. In other words, your Bachelor Thesis is the piece of work in which all that you have learnt comes together and in which you demonstrate that you now qualify as a literary scholar or linguist.

### Structural Information

Bachelor Qualification Module. Total ECTS available: 14. Required: 14 ECTS.



# Course Descriptions

## Foundation Modules

### Module I: Introductory Lectures

English Studies Specialisation. 12 ECTS REQUIRED.

#### Linguistics

[Introductory Lectures]

**Semester** Winter (1)      **Module** I. Introductory Lectures

**ECTS** 4      **Language(s)** English

**Type of Course** Lecture      **Guest/Exchange Students** No cap

**Instructor(s)** Sam MERSCH

**Formal Requirements** n/a

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

- QUESTION assumptions about language and 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.

**Course 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.  
Fromkin, V. et al. (2017) *An introduction to language*. 11<sup>th</sup> Edition. Cengage Learning.

**Assessment Type**  End-of-Term only<sup>(1)</sup>       Continuous<sup>(2)</sup>       Combined<sup>(2)</sup>

**Assessment Detail**

- Mandatory Attendance (non-graded)
- In-Class Tests: 30%
- Final Written Examination: 70% <sup>(3)</sup>

**Moodle Course ID** BCE-ES-101-01

**NOTES**

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.



## Sociolinguistics

[Introductory Lectures]

Semester	Summer (2)	Module	I. Introductory Lectures
ECTS	4	Language(s)	English
Type of Course	Lecture	Guest/Exchange Students	No cap.

Instructor(s) Mélanie WAGNER

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- ANALYSE and EXPLAIN the multiple links between language, identity and migration.
- CONNECT theoretical concepts to 'real life' situations and issues
- EXAMINE and EVALUATE contemporary debates about multilingualism, education and globalization

Course Description This course will provide an introduction to the area of sociolinguistics. We will study the function of language in the real world, grappling with such issues as the nature of meaning; accent, dialect, and language; language and gender; linguistic landscapes; language change, and language ideologies. Students will also explore the key issues of multilingualism, migration and language policy in the age of late modernity.

Reading No essential textbook is set for this course. Texts will be handed out or provided on Moodle.

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Written Examination: 100% <sup>(3)</sup>

Moodle Course ID BCE-ES-201-02

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

# Literatures in English: Form and Performance

[Introductory Lectures]

Semester	Winter (3)	Module	I. Introductory Lectures
ECTS	4	Language(s)	English
Type of Course	Lecture	Guest/Exchange Students	No cap.

Instructor(s) Agnès PRÜM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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 and interpretation

Course 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)

Abrams, M. H., and Geoffrey Galt Harpham, *A Glossary of Literary Terms*, 11<sup>th</sup> edn (Boston, Mass.: Cengage Learning, 2015). ISBN: 978-1285465067

Murfin, Ross, and Supryia M. Ray, *The Bedford Glossary of Critical and Literary Terms*, 3<sup>rd</sup> edn (Boston and New York: Bedford/St. Martin's, 2009). ISBN: 78-0312461881

Roberts, Edgar V., *Writing About Literature*, 13<sup>th</sup> edn (Boston: Pearson, 2012). ISBN: 978-0205230310

Dickens, Charles, *Great Expectations*, ed. by Charlotte Mitchell (London: Penguin Books, 2003). ISBN 978-0141439563

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Written Examination: 100% <sup>(3)</sup>
- Non-Mandatory Graded Assignments

Moodle Course ID BCE-ES-101-03

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

## Module II: Critical Practice

English Studies Specialisation. 12 ECTS REQUIRED.

### Reading and Writing about Literature I

[Introduction to Critical Practice]

Semester	Winter (1)	Module	II. Critical Practice
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Exchange Students: 5

**Instructor(s)** Anne-Marie MILLIM, Agnès PRÜM, and Mylène BRANCO

**Formal Requirements** n/a

**Learning Outcomes** Once you have completed this module, you should be able to:

- IDENTIFY and DESCRIBE recurring patterns in literary works;
- 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.

**Course 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 1** of this course, we will focus on defining and refining reading strategies, and on developing and formulating a stance about a (literary) text.

**Reading** Course materials will be provided in class or made available on Moodle.

**Assessment Type**  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

**Assessment Detail**

- Mandatory Attendance (non-graded)
- Quiz and Reading Reflection: 25% <sup>(3)</sup>
- Bibliography Exercise: 25% <sup>(3)</sup>
- Critical Case Study: 25%
- Active Participation and In-Class Assignments: 25%

**Moodle Course ID** BCE-ES-102-01

**NOTES** <sup>(1)</sup> Exam Registration withdrawal and course unenrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

# Reading and Writing about Literature II

[Introduction to Critical Practice]

Semester	Summer (2)	Module	II. Critical Practice
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Exchange Students: 5

Instructor(s) Anne-Marie MILLIM, Agnès PRŮM, and Mylène BRANCO

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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.

Course 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.

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Reading Reflections (2): 25% <sup>(3)</sup>
- Annotated Bibliography: 25% <sup>(3)</sup>
- Critical Case Study: 25%
- Active Participation and In-Class Assignments: 25%

Moodle Course ID BCE-ES-202-02

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

# Periods, Canons, and Genres

[Introduction to Critical Practice]

Semester	Summer (2/4/6)	Module	II. Critical Practice
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Exchange Students: 5

Instructor(s) Agnès PRÜM and Mylène BRANCO

Formal Requirements n/a

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

- EXAMINE the purposes and limits of traditional academic categories, such as 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.

Course Description This course examines the impact and effects of categories such as periods, canons, and genres on literary and other texts. We will concentrate on 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.

Reading SET TEXTS  
Christie, Agatha, *Cards on the Table* (London: HarperCollins, 2001). ISBN: 978-0007119349

## FURTHER REFERENCE

Knight, Stephen Thomas, *Crime Fiction, 1800-2000: Detection, Death, Diversity* (Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2004)

Frow, John, *Genre* (London; New York: Routledge, 2006)

Priestman, Martin, *The Cambridge Companion to Crime Fiction* (Cambridge; New York: Cambridge University Press, 2003)

Scaggs, John, *Crime Fiction* (Routledge, 2005)

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- 2 Reflection Papers: 80% <sup>(3)</sup>
- Preparation, Active Participation, Reflection: 20%

Moodle Course ID BCE-ES-202-03

## NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

## Module III: English Language

English Studies Specialisation. 12 ECTS REQUIRED.

### Grammar I

[English Language Foundations]

**Semester** Winter (1) **Module** III. English Language

**ECTS** 4 **Language(s)** English

**Type of Course** Seminar **Guest/Exchange Students** 5

**Instructor(s)** Katrien DEROEY

**Formal Requirements** n/a

**Learning Outcomes** Once you have completed this module, you should be able to:

- DESCRIBE and explain instances of English grammatical usage using linguistic terminology;
- APPLY the grammatical rules of English we studied and identify errors;
- REFLECT critically on English grammatical usage issues.

**Course Description** This course provides an overview of the main grammatical rules of Standard British English. It will enhance your insight into English grammar and introduces you to key grammatical terminology so that you can describe, explain and critically discuss English grammatical usage.

**Reading** Simon-Vandenberghe, A. M., & Taverniers, M. (2016). *English grammatical usage: a study guide*. Gent: Acco. ISBN 9789462927643

**Assessment Type**  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

**Assessment Detail**

- Mandatory Attendance (non-graded)
- Written Examination (Mid-Term Exam; Final Exam): 80% <sup>(3)</sup>
- Continuous Assessment: 20%

**Moodle Course ID** BCE-ES-103-01

#### NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

## Grammar II

[English Language Foundations]

Semester	Summer (2)	Module	III. English Language
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	5

Instructor(s) Katrien DEROEY

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- DESCRIBE and explain instances of English grammatical usage using linguistic terminology;
- APPLY the grammatical rules of English we studied and identify errors;
- REFLECT critically on English grammatical usage issues.

Course Description This course is a continuation of Grammar 1 and provides an overview of the main grammatical rules of Standard British English. We will study the remaining chapters of our textbook. The course will enhance your insight into English grammar and introduces you to key grammatical terminology so that you can describe, explain and critically discuss English grammatical usage.

Reading Simon-Vandenberg, A. M., & Taverniers, M. (2016). *English grammatical usage: a study guide*. Gent: Acco. ISBN 9789462927643

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Written Examination (Mid-Term Exam; Final Exam): 80% <sup>(3)</sup>
- Continuous Assessment: 20%

Moodle Course ID BCE-ES-203-02

NOTES <sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

## History of the English Language (ca. 400 – ca. 1600)

[English Language Foundations]

**Semester** Summer (2/4/6)      **Module** III. English Language

**ECTS** 4      **Language(s)** English

**Type of Course** Seminar      **Guest/Exchange Students** No Cap

**Instructor(s)** Pit PÉPORTÉ

**Formal Requirements** n/a

**Learning Outcomes** Once you have completed this module, 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.

**Course Description** This course offers a radically interdisciplinary introduction to the history of the English language from its emergence until its development into modern English. It explores how political and social contexts shaped the developments of English, and how these changes are reflected in different primary sources, not least Old English and Middle English literature.

Each session centres on a lecture that explains linguistic phenomena or historical events, which are in turn discussed with reference to current scholarly debates. Whenever appropriate, discussions on specific issues will be based on students’ reading of selected texts. The lectures will make ample use of historical documents, both written and visual.

**Reading** Charles Barber, Joan C. Beal, and Philip A. Shaw, *The English Language: A Historical Introduction*, 2<sup>nd</sup> edn (Cambridge: Cambridge University Press, 2009)

Albert C. Baugh and Thomas Cable, *A History of the English Language*, 5<sup>th</sup> edn (London: Routledge, 2005)

Seth Lerer, *Inventing English, A Portable History of the Language*, revised and expanded edn (New York: Columbia University Press, 2015)

C. M. Millward and Mary Hayes, *A Biography of the English Language*, 3<sup>rd</sup> edn (Boston: Wadsworth, 2012)

**Assessment Type**       End-of-Term only<sup>(1)</sup>       Continuous<sup>(2)</sup>       Combined<sup>(2)</sup>

**Assessment Detail**

- Mandatory Attendance (non-graded)
- 3 short response papers: 25%
- Final Oral Examination: 75% <sup>(3)</sup>

**Moodle Course ID** BCE-ES-203-03

**NOTES**

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.



## Module IV: English for Academic Purposes

English Studies Specialisation. 4 ECTS REQUIRED.

### English for Academic Purposes (Group A)

[Academic Writing Skills]

Semester	Winter (1)	Module	IV. English for Academic Purposes
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	5

Instructor(s) Jenny STENKE

Formal Requirements Groups will be defined at programme level.

Learning Outcomes Once you have completed this module, you should be able to:

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

**Course Description** Academic writing seeks to present the dialogue among fellow researchers on always debatable issues. Therefore, far from being pompous, impenetrable and authoritarian, it has to articulate the researcher's well-documented personal position in the implicit dialogue relying on a set of rules and techniques. The objective of this course is to give students the tools needed to participate effectively in academic discussions and writing. The course will focus on developing critical reading/thinking skills and appropriate language for use within academic contexts. Students will be familiarized with the techniques used by other writers to develop thesis statements and offer arguments. Students will assess how ideas are logically connected in a text. They will complete exercises and write a number of short texts to practice academic writing and structure their own ideas more effectively working up to writing an essay at the end of the semester. The main aim of this course is 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.

**Assessment Type**  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

**Assessment Detail**

- Mandatory Attendance (non-graded)
- Active participation and completion of homework: 10%
- Portfolio: 60%
- Essay: 30%

**Moodle Course ID** BCE-ES-104-01

#### NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

## English for Academic Purposes (Group B)

[Academic Writing Skills]

Semester	Summer (2)	Module	IV. English for Academic Purposes
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	5

Instructor(s) Jenny STENKE

Formal Requirements Groups will be defined at programme level.

Learning Outcomes Once you have completed this module, you should be able to:

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

Course Description Academic writing seeks to present the dialogue among fellow researchers on always debatable issues. Therefore, far from being pompous, impenetrable and authoritarian, it has to articulate the researcher's well-documented personal position in the implicit dialogue relying on a set of rules and techniques. The objective of this course is to give students the tools needed to participate effectively in academic discussions and writing. The course will focus on developing critical reading/thinking skills and appropriate language for use within academic contexts. Students will be familiarized with the techniques used by other writers to develop thesis statements and offer arguments. Students will assess how ideas are logically connected in a text. They will complete exercises and write a number of short texts to practice academic writing and structure their own ideas more effectively working up to writing an essay at the end of the semester. The main aim of this course is 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.

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Active participation and completion of homework: 10%
- Portfolio: 60%
- Essay: 30%

Moodle Course ID BCE-ES-204-02

### NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

## Module V: Research Seminar

English Studies Specialisation. 4 ECTS REQUIRED.

### Research Seminar

[Academic Writing Skills. This course runs over two semesters]

**Semester** Summer (4+6)      **Module** V. Research Seminar

**ECTS** 4      **Language(s)** English

**Type of Course** Seminar      **Guest/Exchange Students** 5

**Instructor(s)** Agnès PRÜM and Anne-Marie MILLIM

**Formal Requirements** n/a

**Learning Outcomes** Once you have completed this module, you should be able to:

- COMPOSE an organised and representative literature survey;
- ARTICULATE and DEFEND a strong thesis using primary and secondary sources;
- DEVELOP and COMPOSE a long piece of academic writing.

**Course Description** The purpose of this Research Seminar is to provide students with general guidance in the development and writing of their Bachelor Thesis in the field of English studies. The course proposes a series of intensive 'hands-on' workshops and a colloquium, in which the students' dissertation projects will be presented and discussed in a constructive learning environment. Issues addressed: critical and active reading, efficient note-taking; collecting and analysing data; planning and writing a dissertation; finding and working with secondary literature and critical sources; developing and defending a thesis; referencing and bibliographies.

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

**Assessment Type**  End-of-Term only<sup>(1)</sup>       Continuous<sup>(2)</sup>       Combined<sup>(2)</sup>

**Assessment Detail**

- Mandatory Attendance (non-graded)
- Research Proposal and Draft Component: 70%
- Active Participation: 30%

**Moodle Course ID** BCE-ES-405-01/BCE-ES-405-02

**NOTES**

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

# Core Modules

## Module VI: Form and Genre

English Studies Specialisation. 12 ECTS REQUIRED.

### Imagining the Future: Utopia and Dystopia

[Form and Genre: Speculative Fiction]

Semester	Winter (1/3/5)	Module	VI. Form and Genre
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 3. Exchange Students: 5.

Instructor(s) Agnès PRÜM and Mylène BRANCO

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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 about the cultural reception of knowledge in the Western (literary) imagination, both orally and in writing;
- EVALUATE the ways in which speculative fiction both addresses and shapes social, cultural and ethical issues.

Course 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

NOVELS

Atwood, Margaret, *The Handmaid's Tale* (1985; any edition)

Le Guin, Ursula K., *The Dispossessed* (1974; any edition)

Shelley, Mary, *Frankenstein; or, The New Prometheus* (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* (1886; any edition)

MOVIES

*Frankenstein*, dir. by James Whale (Universal, 1931) [on DVD]

'Episode 5, Season 5: The Post-Modern Prometheus', *The X-Files* (Fox Network, 30 November 1997) [on DVD]

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Final Written Examination: 50% <sup>(3)</sup>
- Debate: 30%

- Preparation and Active Participation: 20%

Moodle Course ID BCE-ES-106-01

## NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

# Romanticism and the Gothic

[Form and Genre and the Canon]

Semester	Winter (1/3/5)	Module	VI. Form and Genre
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 4. Exchange Students: 5.

Instructor(s) Tommy HALSDORF

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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.

Course 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 Wu, Duncan (ed.). *Romanticism: An Anthology*. Blackwell, 2012 (4th edition). ISBN 978-1405190756 [for the poetry of Blake, Coleridge, Wordsworth, Shelley and Byron as well as Women's poetry]

Dacre, Charlotte. *Zofloya, Or the Moor*. Oxford World Classics, 2008 (first published 1806) ISBN 978-0199549733

Lewis, Matthew. *The Monk: A Romance*. Penguin Classics, 1998 (first published 1796). ISBN 978-0140436037

Poe, Edgar Allan. *The Fall of the House of Usher and Other Writings*. Penguin Classics, 2003. ISBN 978-0141439815

Polidori, John. *The Vampyre and Other Tales of the Macabre*. Oxford World Classics, 2008 (first published 1819-38). ISBN 978-0199552412

Radcliffe, Ann. *A Sicilian Romance*. Oxford World Classics, 2008 (first published 1790). ISBN 978-0199537396

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

Curran, Stuart (ed.). *The Cambridge Companion to British Romanticism*. Cambridge: CUP, 1993. ISBN 978-0521421935

Ogle, Jerrold H. (ed.). *The Cambridge Companion to Gothic Fiction*. Cambridge: CUP, 2002. ISBN 978-0521794664

Punter, David (ed.) *A Companion to the Gothic*. Oxford: Blackwell, 2000. ISBN 978-0631231998

Wu, Duncan. *A Companion to Romanticism*. Oxford: Blackwell, 1999. ISBN 978-0631218777

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

<b>Assessment Type</b>	<input type="checkbox"/> End-of-Term <u>only</u> <sup>(1)</sup>	<input type="checkbox"/> Continuous <sup>(2)</sup>	<input checked="" type="checkbox"/> Combined <sup>(2)</sup>
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<b>Assessment Detail</b>	<ul style="list-style-type: none"><li>▪ Mandatory Attendance (non-graded)</li><li>▪ Essay (1500 words): 50%</li><li>▪ Final Written Examination: 50% <sup>(3)</sup></li></ul>
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<b>Moodle Course ID</b>	BCE-ES-106-02
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<b>NOTES</b>	<p><sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.</p> <p><sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.</p> <p><sup>(3)</sup> Available for second, third, or fourth session.</p>
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## Children's Fantasy Fiction since 1900

[Form and Genre: Fantasy]

Semester	Summer (2/4/6)	Module	VI. Form and Genre
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 4. Exchange Students: 5.

Instructor(s) Tommy HALSDORF

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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

Course 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 Grahame, Kenneth. *The Wind in the Willows*. London: Penguin Classics, 2005 (first published 1908). ISBN 978-0143039099

Barrie, J. M. *Peter and Wendy*. London: Penguin Classics, 2005 (first published 1911). ISBN 978-0142437933

Tolkien, J. R. R. *The Hobbit*. New York: HarperCollins, 2009 (first published 1937). ISBN 978-0006754022

Lewis, C. S. *The Lion, The Witch and the Wardrobe*. New York: HarperCollins, 2001 (first published 1950). ISBN 978-0007115617

Pearce, Philippa. *Tom's Midnight Garden*. Oxford: Oxford University Press, 2008 (first published 1958). ISBN 978-0192792426

Garner, Alan. *The Owl Service*. New York: HarperCollins, 2007 (first published 1967). ISBN 978-0007127894

Pullman, Philip. *Northern Lights*. London: Point Scholastic, 2008 (first published 1995). ISBN 978-1407130224

Other editions of these texts are also acceptable.

Further discussions may include authors such as J.K. Rowling, Roald Dahl, Tove Jansson, Suzanne Collins, Ursula Le Guin, Suzanne Collins, Neil Shusterman and many more.



#### ADDITIONAL RECOMMENDED READING

James, Edward & Farah Mendlesohn (Eds.). *The Cambridge Companion to Fantasy Fiction*. Cambridge: CUP, 2012. ISBN 978-0521728737

Manlove, Colin N. *From Alice to Harry Potter - Children's Fantasy in England*. Christchurch (NZ): Cybereditions, 2003. ISBN 978-1877275555

Reynolds, Kimberley. *Children's Literature – A Very Short Introduction*. Oxford: Oxford University Press, 2011. ISBN 978-0199560240

Hunt, Peter (Ed.). *Literature for Children – Contemporary Criticism*. London and New York: Routledge, 1992. ISBN 978-0415068277

<b>Assessment Type</b>	<input type="checkbox"/> End-of-Term <u>only</u> <sup>(1)</sup>	<input type="checkbox"/> Continuous <sup>(2)</sup>	<input checked="" type="checkbox"/> Combined <sup>(2)</sup>
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- Assessment Detail**
- Mandatory Attendance (non-graded)
  - Essay (2000 words): 50%
  - Final Written Examination: 50% <sup>(3)</sup>

**Moodle Course ID** BCE-ES-206-03

#### NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

## Module VII: Literature and Society

English Studies Specialisation. 12 ECTS REQUIRED.

### Popular Literature

[Literature and Society: The Canon]

Semester	Winter (1/3/5)	Module	VII. Literature and Society
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Exchange Students: 3.

Instructor(s) Anne-Marie MILLIM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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

Course 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, yellow peril fiction, conspiracy fiction, as well as chick-lit. We will 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, we will reflect on how the message of texts evolves over time.

Reading Braddon, Mary Elizabeth, *Lady Audley's Secret* (Oxford: Oxford University Press, 2012). ISBN-13: 9780199577033  
Brown, Dan, *The Da Vinci Code* (New York: Second Anchor Books, 2009) [2003]. ISBN-13: 978-0307474278  
Conan Doyle, Arthur, *The Adventures of Sherlock Holmes* (Oxford: Oxford University Press, 2008). ISBN-13: 978-0199536955  
Hornung, E.W., *A Thief in the Night: A Book of Raffles' Adventures* (n. p.: CreateSpace Independent Publishing Platform, 2016). ISBN-13: 978-1530277971  
Kinsella, Sophie, *The Secret Dreamworld of a Shopaholic* (London: Black Swan, 2000). ISBN-13: 978-0552773461  
Roehmer, Sax, *The Mystery of Dr. Fu-Manchu* (London: Titan Books, 2012). ISBN: 978-0857686039

Assessment Type	End-of-Term <u>only</u> <sup>(1)</sup> <input type="checkbox"/>	Continuous <sup>(2)</sup> <input checked="" type="checkbox"/>	Combined <sup>(2)</sup> <input type="checkbox"/>
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Assessment Detail

- Mandatory Attendance (non-graded)
- Critical Case Study: 40%
- Essay: 40% <sup>(3)</sup>
- Preparation and Active Participation: 20%

Moodle Course ID BCE-ES-107-01

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

## Victorian Literature

[Literature and Society: Periods]

Semester	Summer (2/4/6)	Module	VII. Literature and Society
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 3. Exchange Students: 5

Instructor(s) Anne-Marie MILLIM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- 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.

Course 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 Brontë, Charlotte, *Jane Eyre*, ed. by Stevie Davies (London: Penguin Classics, 2011). ISBN: 978-0141441146  
Shea, Victor and Whitla, William, *Victorian Literature: An Anthology*, 1<sup>st</sup> edn (Chichester: Wiley Blackwell, 2014). ISBN: 978-1405188746

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Final Exam: 40% <sup>(3)</sup>
- Critical Case Study: 40%
- Active Participation (includes 3 written reflections): 20%

Moodle Course ID BCE-ES-207-02

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

## Women's Writing

[Literature and Society: Gender]

Semester	Summer (2/4/6)	Module	VII. Literature and Society
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 2, Exchange Students: 5.

Instructor(s) Agnès PRÜM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- EXPLORE the ways in which women's writing uses metaphors (insanity, suicide, space) to express social critique;
- PRODUCE nuanced and informed readings of the debates surrounding women's emancipation by drawing on writings by women;
- EVALUATE the significance of gender in perceptions of literature, culture and self.

Course 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. Women's writing actively engages with social issues such as women's access to education, their financial and political independence, and their mental and reproductive health; as a result, the texts on this course are inscribed in debates that have dramatically reshaped relations between genders 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 contextualise them for the 21st century.

Reading Atwood, Margaret, *Surfacing* (any edition)  
Chopin, Kate, *The Awakening* (any edition)  
Perkins Gilman, Charlotte, *The Yellow Wallpaper* (any edition)  
Woolf, Virginia, *A Room of One's Own* (any edition)

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Debate: 25%
- Essay: 25% <sup>(3)</sup>
- Final Oral Examination: 50% <sup>(3)</sup>

Moodle Course ID BCE-ES-207-03

### NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

## Module VIII: Writers and Writing

English Studies Specialisation. 12 ECTS REQUIRED.

### Text and Context

[Writers and Writing: Production and Reception]

Semester	Summer (3/5)	Module	VIII. Writers and Writing
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 3. Exchange Students: 5.

Instructor(s) Agnès PRÜM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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.

Course Description Let us start with a question: do you notice or care about the original publication date of the books you read? Does this factor into your reading in any way? Jane Austen's *Pride and Prejudice*, for instance, was published in 1813, and Joseph Conrad's *Heart of Darkness* in 1899. Does this matter? What do you know about these novels, their authors, and the culture and society that informed them? How remote – in space and time – do they seem to you? What do you know about the concerns that shaped their daily lives? Will this knowledge – or the lack thereof – affect how you read and interpret their stories? How do your own context(s) and beliefs influence your reaction or your interpretation?

This course invites you to investigate such questions. Thinking about the conditions in which texts are produced and read will allow you to situate your own reading practices and interpretation(s) in relation to those texts and their contexts more accurately, thereby enriching your own reading experience, critical awareness and analytical skills. To achieve this end, the course introduces a range of critical approaches to and theoretical concerns about literature, thus initiating you into some of the debates that have shaped contemporary literary criticism and theory.

Reading Austen, Jane, *Pride and Prejudice*, ed. by Donald Gray and Mary A. Favret, 4<sup>th</sup> edn (New York and London: Norton, 2016). ISBN: 978-0393264883

Conrad, Joseph, *Heart of Darkness*, ed. by Paul B. Armstrong, 4<sup>th</sup> edn (New York and London: Norton, 2006). ISBN: 978-0393926361

#### MOVIES

*Apocalypse Now*, dir. by Francis Ford Coppola (United Artists, 1979) [on DVD]

*Pride and Prejudice*, dir. by Simon Langton (BBC, 1995) [on DVD]

*Bridget Jones' Diary*, dir. by Sharon Maguire (Universal, 2001) [on DVD]

Further reading and additional materials are available on Moodle. The **Norton Critical Editions** of the novels cited above provide contextual information as well as critical essays.

<b>Assessment Type</b>	<input type="checkbox"/> End-of-Term <u>only</u> <sup>(1)</sup>	<input type="checkbox"/> Continuous <sup>(2)</sup>	<input checked="" type="checkbox"/> Combined <sup>(2)</sup>
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- Assessment Detail**
- Mandatory Attendance (non-graded)
  - Critical Case Study: 25%
  - Reflection Paper: 15%
  - Active Participation: 10%
  - Final Written Examination: 50% <sup>(3)</sup>

**Moodle Course ID** BCE-ES-308-01

**NOTES**

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

# Introduction to Literary Theory and Criticism

[Writers and Writing: Production and Reception]

Semester	Summer (4/6)	Module	VIII. Writers and Writing
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 1: Exchange Students 5.

Instructor(s) Agnès PRÜM

Formal Requirements Semester 4: average grade of 14/20 in Semesters 1-3.

Learning Outcomes Once you have completed this module, you should be able to:

- IDENTIFY the theoretical debates that have shaped how critics approach literature since the 1950s.
- FORMULATE critical arguments and ideas about the interaction(s) between texts, writing and reading.
- EVALUATE the relationship between literature and perceptions/constructions of the 'real' from critical perspective.

Course Description This course provides a critical introduction to the major developments in literary theory and criticism since the 1950s. It encourages students to engage with key theoretical concepts and positions and to explore the ways in which critical schools and the assumptions they operate on affect not only how we read, but also how we conceptualise and interact with the worlds we are a part of. Ultimately, this course aims to inspire students to experiment with different critical lenses and to consciously seek out ways of reading that challenge their initial interpretations.

Reading Bennett, Andrew, and Nicholas Royle, *An Introduction to Literature, Criticism and Theory*, 5<sup>th</sup> edn (London and New York: Routledge, 2016). ISBN: 9781138119031. Set text.

Barry, Peter, *Beginning Theory: An Introduction to Literary and Cultural Theory*, 4<sup>th</sup> edn (Manchester and New York: Manchester University Press, 2017). ISBN: 9780719079276. Highly recommended.

## ADDITIONAL RECOMMENDED READING

Lodge, David and Nigel Wood, *Modern Criticism and Theory: A Reader*, 3<sup>rd</sup> edn (Harlow, U.K. and New York: Pearson Longman, 2008). ISBN 978-0582784543

Woods, Tim, *Beginning Postmodernism*, 2<sup>nd</sup> edn (Manchester and New York: Manchester University Press, 2009). ISBN: 978-0719079962

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Handout: 20%
- Minutes: 20%
- Reading Reflection: 40% <sup>(3)</sup>
- Active Participation: 20%

Moodle Course ID BCE-ES-408-02

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

## Authoring the Self

[Writers and Writing: Production and Identity]

Semester	Summer (4/6)	Module	VIII. Writers and Writing
ECTS	4	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 2. Exchange Students: 5.

Instructor(s) Anne-Marie MILLIM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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.

Course 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. Putting a particular accent on graphic memoirs and biographies, we will investigate the techniques of self-construction evident in these texts based on the cultural, historical and medial context of their production, and consider the ideas of respectability, dissidence and compliance that transpire. Based on theories of auto/biography 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.

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Critical Case Study: 40%
- Comparative Essay: 40% <sup>(3)</sup>
- Active Participation (including 3 questions): 20%

Moodle Course ID BCE-ES-408-03

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.





# Elective Module

## Module IX: Electives

English Studies Specialisation. 20 ECTS REQUIRED.

### Poetry and the Other Arts

[Thematic Sequence: The Literary Imagination]

Semester	Winter (3/5)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	No cap

Instructor(s) Gerd HURM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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.

Course 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.

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail Continuous Assessment: 50%

- Mandatory Attendance (non-graded)
- Active Participation
- 2 Short Written Texts (2x10 minutes)

Final Written Examination: 50% <sup>(3)</sup>

Moodle Course ID BCE-ES-309-02

NOTES <sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

## Luxembourgish Literatures in English

[Thematic Sequence: The Literary Imagination]

Semester	Winter (3/5)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 3, Exchange Students: 5

Instructor(s) Jeanne E. GLESENER, Anne-Marie MILLIM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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.

Course 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 on Moodle.

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Presentation of author/theme: 40%<sup>(3)</sup>
- Translation project: 40%
- Active Participation: 20%

Moodle Course ID BCE-ES-309-03

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

# European Modernisms

[Thematic Sequences: The Literary Imagination]

Semester	Summer (4/6)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Gust Students: 4, Exchange Students: 5

Instructor(s) Anne-Marie MILLIM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- DEMONSTRATE an understanding of a variety of themes relating to modernism in literature, art, historiography, as well as contemporary scholarship;
- QUESTION the appropriateness, representativeness, and utility of the concept of modernism;
- ANALYSE and EXPLAIN the relation between literary works and the context of their production.

Course Description This course gives students the opportunity to explore some of the seminal literary texts produced by European writers associated with 'High modernism'. Students will acquire basic knowledge about the history of this movement and approach the texts on the syllabus via an analysis of different contextual factors, such as language, gender, religion, and politics. The course is designed specifically to expand students' research skills by familiarising them with the seminal writers and scholars.

Reading Reading will be handed out in class or made available on Moodle by the instructor.

Assessment Type	<input type="checkbox"/> End-of-Term <u>only</u> <sup>(1)</sup>	<input checked="" type="checkbox"/> Continuous <sup>(2)</sup>	<input type="checkbox"/> Combined <sup>(2)</sup>
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Assessment Detail

- Mandatory Attendance (non-graded)
- Critical Case Study: 35%
- Essay: 35% <sup>(3)</sup>
- Active Participation (including Questions Catalogue): 30%

Moodle Course ID BCE-ES-409-12

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

## Creative Writing

[Thematic Sequence: The Literary Imagination]

Semester	Summer (4/6)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 0; Exchange Students: 5

Instructor(s) Ian DE TOFFOLI

Formal Requirements MOTIVATION LETTER

Learning Outcomes Once you have completed this module, you should be able to:

- WRITE coherent fiction
- KNOW and UNDERSTAND fiction writing techniques
- FORMULATE aesthetic judgments about fiction writing

**Course Description** This course is a constructive and continuous workshop about fiction writing, with minor excursions in the field of textual analysis and literary history. Through active participation, the students will learn how to compose non-factual prose texts. Focus will be put on literary style and elocution (for example: genus humile, medium and grande), on writing techniques, like rhetorical figures (schemes and tropes) and literary genres, but also on storytelling (character and plot development, action, description, dialogue). The teacher will suggest new writing exercises for every session and guide students in their work. Writing will take place in class and, at times, through homework assignments.

**Reading** Course materials will be provided in class or made available on Moodle.

**Assessment Type**  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

**Assessment Detail**

- Mandatory Attendance (non-graded)
- Short Story (5000 words): 100%

**Moodle Course ID** BCE-ES-409-13

### NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

## Reading Illness

[Thematic Sequence: The Literary Imagination]

Semester	Summer (4/6)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 3; Exchange Students: 4

Instructor(s) Mylène BRANCO

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- IDENTIFY different ways in which illness is experienced and articulated
- ANALYSE and EVALUATE the power dynamics of the doctor-patient relationship
- UNDERSTAND and EXPLAIN how patients refuse to surrender to medical authority

Course Description In this course we will explore different perspectives of thinking about illness by exploring the types of losses it generates, the ways in which pain is articulated, and how the experience of illness affects patients' sense of self. Students will be encouraged to critically analyse a selection of illness narratives through in-class activities, discussions, and independent research.

Reading Frank, Arthur W., *At the Will of the Body: Reflections on Illness* (any edition)  
Grealy, Lucy, *Autobiography of a Face* (any edition)  
Lorde, Audre, *The Cancer Journals* (any edition)

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Presentation: 40%
- Final Essay: 40% <sup>(3)</sup>
- Active Participation: 20%

Moodle Course ID BCE-ES-409-19

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

# American Studies I: American Ideas and Ideals

[Thematic Sequence: American Studies]

Semester	Winter (3/5)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 3, Exchange Students 5.

Instructor(s) Agnès PRÜM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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.

Course Description This course focuses on the narratives and ideas that shape contemporary perceptions of the United States of America. By looking at a selection of literary and other texts, we will examine and test prevailing preconceived beliefs about 'America' and the complex web of signification the term evokes against the historical, social, and cultural complexities of 'American' realities. Starting with The Declaration of Independence and selected defining moments in the history and culture of the United States of America, we will negotiate between past and present, master and counter narratives, and finally ideals and 'reality', in order to develop a clearer perception of the variety of meanings associated with the idea of 'America'. The coursework and the course activities combine factual enquiry with debates and traditional literary criticism. This combination should allow you to develop a better understanding of some of the issues that are shaping contemporary 'American' identity and concerns.

Reading Beecher-Stowe, Harriet, *Uncle Tom's Cabin*, ed. by Elizabeth Ammons, 2<sup>nd</sup> edn (New York: Norton, 2010). ISBN: 978-0393933994

Hawthorne, Nathaniel, *The Scarlet Letter*, ed. by Leland S. Person, 4<sup>th</sup> edn (New York: Norton, 2005). ISBN: 978-0393979534

Jacobs, Harriet A., *Incidents in the Life of a Slave Girl, Written by Herself*, ed. by Jean Fagan Yellin (Cambridge: Harvard University Press, 2000). ISBN: 978-0674002715

Miller, Arthur, *The Crucible* (London and New York: Penguin, 2000). ISBN: 978-0141182551

Takaki, Ronald T., *A Different Mirror: A History of Multicultural America*, revised edn (Boston, New York and London: Back Bay Books, 2008). ISBN: 978-0316022361

Thoreau, Henry David, *'Civil Disobedience' and Other Writings*, ed. by William Rossi, 3<sup>rd</sup> edn (New York: Norton, 2008). ISBN: 978-0393930900

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Learner's Journal (min. 3 Reflection Papers): 50% <sup>(3)</sup>
- Trial Simulation and Report: 25%
- Critical Case Study and Report: 25%

Moodle Course ID BCE-ES-309-04

**NOTES**

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.



## American Studies 2: Identity and Diversity

[Thematic Sequence: American Studies]

Semester	Summer (4/6)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 2, Exchange Students: 5

Instructor(s) Agnès PRÜM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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 diversity in the United States, both orally and in writing.
- EVALUATE the significance of diversity and difference in a specifically North American context

Course 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 and cultural 'Other'.

Reading Alexie, Sherman, *The Toughest Indian in the World* (New York: Grove Press, 2000). ISBN: 978-0802138002  
Lee, Harper, *To Kill a Mockingbird* (London: Arrow Books, 1997). ISBN: 978-0099419785  
Hong Kingston, Maxine, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* (New York: Vintage Books, 1989). ISBN: 978-0679721888  
Morrison, Toni, *The Bluest Eye* (London: Vintage, 1999). ISBN: 978-0099759911

ADDITIONAL RECOMMENDED READING

Lauter, Paul et al. (eds.), *Heath Anthology of American Literature, Vols. A-E* (Boston: Houghton Mifflin, 2006)  
Skerrett, Joseph T., *Literature, Race and Ethnicity* (New York: Longman, 2002). ISBN: 978-0321011626  
Takaki, Ronald T., *A Different Mirror: A History of Multicultural America*, revised edn (Boston, New York and London: Back Bay Books/Little, Brown, and Co., 2008). ISBN: 978-0316022361

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Critical Case Study: 40%
- Unit Reflection Papers (2): 30% <sup>(3)</sup>
- Preparation Assignments and Active Participation: 30%

Moodle Course ID BCE-ES-409-14

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

# Imagined Communities: Narrative and National Identities

[Thematic Sequence: American Studies]

Semester	Summer (4/6)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 2, Exchange Students: 5

Instructor(s) Gerd HURM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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.

Course 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 21<sup>st</sup> 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.

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail Continuous Assessment: 100%

- Mandatory Attendance (non-graded)
- Active Participation
- 2 Short Written Tests (2x10 minutes)
- Final Test: 50% <sup>(3)</sup>

Moodle Course ID BCE-ES-409-15

NOTES <sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

# Edward Steichen and American Modernism

[Thematic Sequence: American Studies]

Semester	Summer (4/6)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 2, Exchange Students: 5

Instructor(s) Gerd HURM

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- ASSESS and DEMONSTRATE the uses and functions of different visual arts discourses;
- ANALYSE the aesthetic potential in the interaction of photography with other art forms;
- EVALUATE critically the relation between visual, aesthetic, and political discourses within modern American culture.

Course Description The American photographer Paul Strand summarized Edward Steichen's achievement at the end of his career as follows: "Steichen was very important. He was a photographer who made contributions in other ways besides photography. The whole cultural life, as far as painting was concerned, was changed by his bringing modern art to America." This course will introduce students to the photography, painting, and exhibition designs of Edward Steichen, a multi-talented, transnational modern artist, born in Luxembourg, raised in Milwaukee, actively engaged in the art world as photographer, curator, and editor in Paris, London, and New York. We will have a look at the historical contexts of his contributions to modern American art and examine the ways in which questions of culture, class, race, and gender have been important for his work.

This course includes 3 Saturday sessions in Luxembourg museums.

Readings There will be reading and research assignments for each session. Further details and materials will be provided at the beginning of the course.

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail Continuous Assessment: 50%

- Mandatory Attendance (non-graded)
- Active Participation
- Read all texts (including texts labelled AR – Additional Reading / Research)
- Submit a written record of group discussion;
- Short Written Tests (2 x 10 min);

Final Written Examination: 50% (45 min)

Moodle Course ID BCE-ES-409-16

NOTES <sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

## Language Acquisition

[Thematic Sequence: Language and Linguistics]

Semester	Winter (3/5)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 4, Exchange Students: 5

Instructor(s) Katrien DEROEY

Formal Requirements n/a

Learning Outcomes Once you have completed this module, 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.

Course Description This course introduces you to concepts and models of first language acquisition, including issues of multilingual language acquisition.

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

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Microteaching: 40%
- Paper: 60% <sup>(3)</sup>

Moodle Course ID BCE-ES-309-05

### NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session.

# Language, Multilingualism and Racism

[Thematic Sequence: Language and Linguistics]

Semester	Winter (3/5)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 2, Exchange Students: 5

Instructor(s) Jean-Jacques WEBER

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- ANALYSE the construction and negotiation of identities, as well as the role of language ideologies in multilingual language policies and language-in-education policies;
- ANALYSE the multiple links between language, education, identity, culture and racism;
- CRITICALLY INVESTIGATE racist ideologies, looking at both the cognitive and structural dimensions of racism.

Course Description In this course, we study the nature of language, its functions in the real world and its links with identity, culture and integration. Students explore key issues of multilingualism, migration and education in our age of late modernity. This will also enable us to discuss a new breed of racism, namely language racism, which is spreading both in the USA and in Europe, as well as other parts of the world. Language racism is a covert form of racism that informs widespread societal discourses, which are ostensibly about language. Examples would be English Only discourses in the USA and integration discourses in Europe. These discourses are widely circulated on the internet, through the media, in official texts and in everyday talk, and have as a result become part of our everyday common sense. The aim of the course is to deconstruct the underlying language racist views by first raising them to the level of awareness and then showing to what extent they are based on erroneous assumptions about the nature of social and linguistic reality.

Reading ESSENTIAL READING

- Horner, Kristine & Weber, Jean-Jacques (2017) *Introducing Multilingualism: A Social Approach* (2<sup>nd</sup> edition). Routledge
- Weber, Jean-Jacques (2015) *Language Racism*. Palgrave

Assessment Type	<input type="checkbox"/> End-of-Term <u>only</u> <sup>(1)</sup>	<input checked="" type="checkbox"/> Continuous <sup>(2)</sup>	<input type="checkbox"/> Combined <sup>(2)</sup>
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Assessment Detail Continuous Assessment: 100%

- Mandatory Attendance (non-graded)
- Presentation and Discussion
- Project Work

Moodle Course ID BCE-ES-309-07

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

# Multilingualism

[Thematic Sequence: Language and Linguistics]

Semester	Winter (3/5)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 2, Exchange Students: 5

Instructor(s) Christoph PURSCHKE

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- DEMONSTRATE knowledge of key theories and concepts in sociolinguistic research on multilingualism;
- ANALYSE the relationship between social factors and language use in Luxembourg;
- UNDERSTAND and EVALUATE methods of sociolinguistic data collection;
- PLAN and EXECUTE a sociolinguistic research project on multilingualism (collecting and analysing data and presenting the results of your research).

Course Description This course provides an introduction to the sociolinguistic research field of multilingualism. The course will begin by introducing you to basic theoretical and methodological concepts in research on multilingualism, as well as presenting the multilingual context of Luxembourg in particular. The rest of the course will focus on multilingualism in particular contexts, including the workplace, public spaces, the home, youth culture and the new media. In each of these areas, you will be provided with theoretical background and data from multilingual case studies from around the world, and be given the opportunity to engage in critical discussion of the research findings and their application to the Luxembourg context. As part of the assessment for the course, you will participate in a class research project in which you will collect and analyse data relating to multilingualism in Luxembourg.

Although this course is part of an English major programme, being a course on multilingualism it focuses considerably on languages other than English. Students of other majors (e.g. French, German, history) are also warmly encouraged to enrol.

Reading No textbook is assigned to this course. Weekly readings will be made available to you on Moodle.

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Reading responses: 20%
- Data collection: 30%
- Research report: 40%
- Participation: 10%

Moodle Course ID BCE-ES-309-18

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.

# Phonetics

[Thematic Sequence: Language and Linguistics]

Semester	Summer (4/6)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 2, Exchange Students: 5

Instructor(s) Katrien DEROEY

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- IDENTIFY the parts of the vocal tract;
- CLASSIFY English vowels and consonants and DESCRIBE their production
- ANALYSE phonetic and phonological phenomena using precise terminology; and TRANSCRIBE stretches of standard British English speech.

Course Description This course provides a grounding in phonetics (the study of speech sounds) and phonology (the study of sound systems). You will be introduced to the general principles of phonetic description and analysis, including an outline of speech production mechanisms and vowel and consonant classification. We will also review basic phonological concepts such as the phoneme and syllable structure and will look at factors affecting the precise realization of sounds.

The focus will be on English but comparisons with other languages will be made and the knowledge gained will allow you to understand how sounds in the world's languages are produced. This course should be of particular interest to students considering a career in English language teaching.

Reading Carley, P., Mees, I. M., & Collins, B. (2018). *English phonetics and pronunciation practice*. Abingdon: Routledge. ISBN: 978-1-138-88634-6 (paperback); ISBN: 978-1-315-16394-9 (ebk).

Additional course materials will be provided in class or made available on Moodle

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Continuous Assessment: 30%
- Written Examination: 70% <sup>(3)</sup>

Moodle Course ID BCE-ES-409-17

## NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.

<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.

<sup>(3)</sup> Available for second, third, or fourth session

## Understanding Language Ideologies

[Thematic Sequence: Language and Linguistics]

Semester	Summer (4/6)	Module	IX. Electives
ECTS	5	Language(s)	English
Type of Course	Seminar	Guest/Exchange Students	Guest Students: 3, Exchange Students: 5

Instructor(s) Lucas DUANE

Formal Requirements n/a

Learning Outcomes Once you have completed this module, you should be able to:

- UNDERSTAND the role of ideologies in the social construction of language varieties
- RECOGNIZE the interests and stakes associated to discourses about language varieties
- GAIN a critical perspective on debates about the value of speakers and their language practices

Course Description Scholarship has described widespread language ideologies, such as the belief that there are words or accents purer than others, or the belief that language repertoires can be hierarchically divided into 'languages' or 'dialects'. These ideas about speakers and their language varieties are key to organize and make sense of society, as well as for identity and group definition. In this seminar, we will reflect on the role of language ideologies in the social construction and classification of language varieties. We will focus on language standardisation and its consequences and contradictions, on the means by which people construct ideological representations of linguistic difference, and on linguistic value and authority, that is, the ways in which speakers and languages come to be seen as worthy and reasonable for people.

Reading Materials will be provided on Moodle.

Assessment Type  End-of-Term only<sup>(1)</sup>  Continuous<sup>(2)</sup>  Combined<sup>(2)</sup>

Assessment Detail

- Mandatory Attendance (non-graded)
- Oral Assignment – General: 30%
- Four Reading Reflections (ca. 500 words): 40% <sup>(3)</sup>
- Two After-class Reflections (ca. 1,000 words): 30%

Moodle Course ID BCE-ES-409-20

NOTES

<sup>(1)</sup> Exam Registration withdrawal and course enrolment possible until 4 weeks before the beginning of the official exam period.  
<sup>(2)</sup> Exam Registration and course enrolment impossible after Week 2.  
<sup>(3)</sup> Available for second, third, or fourth session.