



Teacher(s)	Sergier Matthieu ;
Language :	Dutch
Place of the course	Bruxelles Saint-Louis
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b>                      By the end of the course, the student should be able to</p> <ul style="list-style-type: none"> <li>- conduct a critical reading and analysis of literary texts belonging to the three main genres (poetry, prose and drama) using appropriate concepts and methods</li> <li>- write an essay on literary texts in accordance with current scientific writing standards;</li> </ul>
Evaluation methods	<p>1/ Oral examination, 15 to 20 min. on the subject analyzed during the course: 60%.</p> <p>2/ Oral discussion, based on a document (1500 words max.): argued hypothesis (logical links + bibliography with secondary literature) on ONE aspect of a work chosen personally and not covered in the course. This paper must be handed in <b>NO LATER THAN THE FIRST DAY OF BLOCUS</b>. The paper counts for 40% of the final grade.</p> <p>Regarding the assignment,                      The maximum length of the paper is 2,500 words. The choice of text is free and personal: a novel, a play, several poems by the same author or by different authors that you compare...</p> <p>We refer students to the methodological and theoretical courses regarding the organization of the text, but we would nevertheless like to remind you of the following points:</p> <p>The text should be composed of an introduction, a development, a conclusion and a bibliography. The bibliography should include at least 5 different sources, at least one of which should be a paper source. We encourage students to use the resources available in the library;</p> <p>Students must respect the rules on referencing sources, plagiarism and the use of AIs;</p> <p>The analysis may focus on a theme, motif, symbol, historical context, societal, biographical, generic, narratological, intertextual or ideological questioning... as done in the course.</p> <p>Students are required to systematically indicate all parts where one or more AIs (or any other online tool) have been used, e.g. through the use of footnotes. Students should specify whether the AI was used to search for information, to write the text or to correct it. Students should also mention which AI was used (ChatGPT, Bing, Bard, Chatsonic...) and the dates on which it was used. These sources of information will be systematically cited in compliance with the bibliographic referencing standards indicated by the course instructor. Students remain responsible for the content of their work, regardless of the sources used.</p> <p>To ensure that the student's written production is personal, criteria such as originality, critical thinking, creativity and illustration with examples (e.g. from his/her own experience) will be taken into account.</p> <p>Any behaviour on the part of the student which prevents or attempts to prevent, in whole or in part, a correct assessment of his/her knowledge, aptitudes and/or skills will be considered as an irregularity.</p>
Teaching methods	<p>Using case studies and exchanges between teachers and students, the course introduces the theoretical and methodological tools for the scientific analysis of Dutch-language literary texts. Starting with an ex cathedra introduction, students are invited to respond critically and creatively to texts from different literary genres.</p> <p>The course is accompanied by 30 hours of tutoring.</p> <p>Tutoring for the course will begin in the first quadrennium, at the rate of one hour per week. The aim is to prepare students as well as possible for the theoretical course, in terms of both linguistic and methodological mastery. The objectives of the monitorat are as follows : Enrichment of literary vocabulary, improvement of oral and written skills in the Dutch language, work on reading skills and strategies, and discovery of note-taking and study methods. To illustrate and apply the various methods, a novel, which will also be discussed in the theory course, will be read throughout the term. To ensure that the course progresses smoothly, students are expected to attend every monitoring session.</p> <p>In the second term, monitoring sessions focus on the more complex texts to be covered. They are used to check comprehension and vocabulary. They also provide the initial elements for analyzing the texts in greater depth with the teacher.</p> <p>Several hours are devoted to the methodology of scientific research as practiced in Dutch literature, and to helping students write a scientific paper, in particular by validating the corpus and assisting with the writing process (documentary research, structuring, argumentation, etc.). Schedule permitting, visits to the university library and the Muntpunt library in the city center will be organized by the teaching assistant.</p>
Content	<p>Students will be trained in the main theoretical and methodological tools needed for in-depth analysis of the literary text and its relationship with other arts and media. The texts cover the entire history of Dutch literature and are</p>

	<p>chosen because of their canonical status and/or because of the innovation they have initiated. The choice is also determined by a thematic concern. Through the choice of texts, the course is accompanied by a reflection on gender and sexual identities. Particular attention is paid to the status of women and the way in which women are represented in literary texts written by white Western men. We will look at the imaginary image of the untouchable, idealised woman, lover, shut-in, submissive, jealous and castrating, as well as the emancipated woman, aware of the societal roles through which she can assert herself. Priority is given to different disciplinary approaches and their combinations: narratology; post-classical narratology; psychoanalysis; post-structuralism; imagology; discourse analysis; text ideology; language acts; intertextuality (post)colonial and feminist readings, etc.</p>
<p>Bibliography</p>	<p>Literatuur van de Moderne Tijd. Nederlandse en Vlaamse letterkunde in de 19e en 20e eeuw.  D. DE GEEST DIRK, A. FAEMS, K. RYMENANTS &amp; T. SINTOBIN, Nederlandse literatuur. Van de middeleeuwen tot vandaag, Averbode: Averbode, 2006.  J. GERA &amp; A. SNELLER, Inleiding literatuurgeschiedenis voor de internationale neerlandistiek, Hilversum, Verloren, 2010.  G.KNUVELDER, Handboek tot de geschiedenis van de Nederlandse letterkunde (4 delen)  H. SLINGS Hubert &amp; R. VAN STIPRIAAN René, www.literatuurgeschiedenis.nl  Erica VAN BOVEN en Mary KEMPERINK (bewerking). Uitgeverij Coutinho, Bussum, 2006.  H.VAN GORP e.a., Lexicon van literaire termen  Sites internet: www.dbnl.org (Digitale Bibliotheek Nederlandse Letteren)  www.anbf.be (Association des Néerlandistes de Belgique francophone)  http://www.bntl.nl  Geschiedenis van de Nederlandse literatuur (10 volumes, disponibles en ligne):  • <a href="https://dbnl.org/tekst/geld008gesc01_01/">https://dbnl.org/tekst/geld008gesc01_01/</a>  • Considérations sur le projet: <a href="https://www.mdnl.nl/?p=11249">https://www.mdnl.nl/?p=11249</a></p>
<p>Other infos</p>	<p>A multi-volume syllabus will be available for purchase. This contains the texts covered in the courses. Students must bring the syllabus volume containing the texts covered in each course and exercises session with them.</p>
<p>Faculty or entity in charge</p>	<p>PHLB</p>

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Modern Languages and Letters: German, Dutch and English	GERB1BA	5		
Bachelor in History	HISB1BA	5		
Bachelor in Modern Languages and Literatures : General	ROGB1BA	5		