

Intercultural approaches to Dutch literature, (post)colonial and/or (post)modern perspectives and rewrites of the great classics

The version you're consulting is not final. This course description may change. The final version will be published on 1st June.

5.00 credits

30.0 h + 8.0 h

Q2

This biannual learning is being organized in 2025-2026

Teacher(s)	Sergier Matthieu ;
Language :	Dutch
Place of the course	Bruxelles Saint-Louis
Prerequisites	<i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>At the end of the course, the student should be able to</p> <ul style="list-style-type: none"> - critically approach a contemporary literary text through its aesthetic, discursive, poetological and ideological peculiarities and by integrating the socio-cultural context into its heuristic approach. - to read and write scientific papers in the field studied; - to approach literature from an international perspective.
Evaluation methods	<p>Discussion based on (individual) work submitted by the first day of the block. During the examination, students must be able to establish links between their work and the course.</p> <p>The work will first be the subject of an oral presentation during the last class (20% of points). The work itself counts for 40% of points. Finally, the discussion during the oral exam also counts for 40% of points.</p> <p>Use of generative artificial intelligence (or any other online tool, e.g. translators, spelling and grammar checkers, ...)</p> <p>If the student chooses to use one or more AIs (or any other online tool), they must systematically indicate all the parts in which these tools were used, e.g. in footnotes. The student should specify whether the AI was used to search for information, to write the text, or to improve or correct it. The student should also mention which AI (or other online tool) was used (ChatGPT, Bing, Bard, Chatsonic, DeepL, etc.) and the date on which it was used. Information sources must be systematically cited in accordance with bibliographic referencing standards. The student remains responsible for the content of their work, regardless of the sources used.</p> <p>In order to ensure that the student's written work is personal, criteria such as originality, critical thinking, creativity and illustration with examples (e.g. from their own experience) will be taken into account.</p> <p>Any behavior on the part of the student that prevents or attempts to prevent, in whole or in part, the correct assessment of their knowledge, skills and/or competences will be considered an irregularity that may lead to sanctions.</p>
Teaching methods	<p>The course consists of several parts preceded by a theoretical introduction problematising the concepts of 'international literature' and 'nomadism'. Each of these parts includes preparatory home readings and focuses on a set of countries among: Indonesia, Central Africa, Southern Africa and Central America (Caribbean and Surinam). The course includes an introduction (history of the country, literature, biographical data, theoretical background, etc.), group work supervised by the teacher and finally a pooling of the results.</p> <p>The course is accompanied by 6 hours of exercises. The exercises focus on the most complex texts that will be covered in the course. They are used to check comprehension and vocabulary mastery. The exercises also provide the first elements of analysis of the texts which will be studied in greater depth with the lecturer. Several hours of monitoring are devoted to the methodology of scientific research as practised in Dutch literature and to accompanying students in the writing of a scientific work, in particular the validation of the corpus and assistance in writing (documentary research, structuring, argumentation, etc.).</p> <p>The exercise sessions are intended for block 2 students, although block 3 students are welcome to attend.</p>
Content	On the basis of the fact that today's society can only be envisaged by adopting a perspective that respects its resolutely globalized character, this course aims to take a critical look at the literary ties that the Netherlands and

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Flanders maintain with the countries that have marked their history. To do this, the course adopts the concept of 'nomadism' as a common thread.

Bibliography	BROUWERS, Jeroen, <i>Bezonden rood</i> , 1981. GEERAERTS, Jef, <i>Black venus</i> , 1970. (uittreksel) HAASSE, Hella, <i>Oeroeg</i> , 1948. JORIS, Lieve, <i>Het uur van de rebelles</i> , 2006. LANOYE, Tom, <i>Maten en gewichten</i> , 1994. NOOTEBOOM, Cees, 'Heinz', in : 's Nachts komen de vossen, 2013. PEETERS, Koen, <i>De mensengenezer</i> , 2017. SCHRAUWEN, Olivier, <i>Arsène Schrauwen</i> , 2014. VAN LEEUWEN, Boeli, <i>Geniale anarchie</i> , 1990. (uittreksels) VAN WOERDEN, Henk, <i>Een mond vol glas</i> , 1998.
Other infos	A syllabus will be available at the reprographic office. Students must bring the syllabus and the texts analysed to each of the lectures and exercise sessions.
Faculty or entity in charge	PHLB

Programmes containing this learning unit (UE)

Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Modern Languages and Letters: German, Dutch and English	GERB1BA	5	BGERM1102	