

5.00 credits

30.0 h + 7.0 h

Q1


**This biannual learning unit is not being organized in 2026-2027 !**

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><b>At the end of this learning unit, the student is able to :</b></p> <p>To give students a better understanding of the interaction between society and literature. Due to the globalisation of cultural exchanges and the increase in migratory flows, the literary productions of the last decades are less and less profiled as monolingual objects. Rather, they are seen in terms of the 'heterolingual' relationship they have with their readers, since they frequently challenge the latter with the 'other' languages they contain. This course aims to provide students with the theoretical and methodological tools necessary to analyze the heterolingualism of a literary work while establishing links with the major societal changes of the early 21st century.</p>
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><b>Use of generative artificial intelligence (or any other online tool, e.g. translators, spelling and grammar checkers, ...)</b></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>Lecture and exercise sessions.</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. The exercises also provide the first elements of analysis of the texts which will be studied in greater depth with the teacher. Several hours of exercises are devoted to the methodology of scientific research as practised in Dutch literature and to accompanying students in the writing of a scientific paper, 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	<p>This course proposes to study the heterolingual author and his texts. Who is this author? Is he a nomad? A traveller? A homeless or undocumented person? Does he slip between national identities as his texts venture between languages? And how should these texts be read? What challenges do they pose to reading and to the way we live our daily lives? What analytical strategies should we deploy to analyse the appearance of different languages in the same literary text? And last but not least: what lessons can we learn in terms of welcoming the other (language)?</p>
Bibliography	<p>Delabastita &amp; Grutman, 'Fictional representations of multilingualism and translation', in: <i>Linguistica Antwerpiensia</i>, 4, 2005, pp. 11-34)</p> <p>Suchet, <i>L'Imaginaire hétérolingue</i>, 2014.</p> <p>Sebba, 'Multilingualism in written discourse: An approach to the analysis of multilingual texts', 2013.</p> <p>François Ost, <i>Traduire - Défense et illustration du multilinguisme</i>, Fayard, 2009</p>
Other infos	Students are required to bring the texts discussed in each of the lectures and exercise sessions.

Faculty or entity in charge	PHLB
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<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	<a href="#">GERB1BA</a>	5	<a href="#">BGERM1102</a>	