







5.00 credits

22.5 h

Q1

Teacher(s)	Vanasten Stéphanie ;
Language :	Dutch
Place of the course	Louvain-la-Neuve
Prerequisites	Have passed the bachelor courses in Dutch literature and have a good proficiency in Dutch (advanced level, B2 + of the Common European reference framework).
Main themes	The course aims to familiarize students with contemporary Dutch-speaking literature. We will study the profile and positioning of the subject selected, from the second half of the 20th century right up to the contemporary period. Attention will be paid to various genres (drama, novels, poetry, short stories, essays) and media (paper, digital , film, audio) The themes are illustrated by the analysis of representative works.
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ol style="list-style-type: none"> 1 Will have acquired a broad knowledge of Dutch literary culture. 2 Explain the main developments in the history of Dutch-speaking literature of the contemporary period 3 Analyze current literary texts taking into account various contexts, demonstrating critical thinking related to the discussed topic. 4 Track, report and process significant information from current literary developments with some critical background 5 Produce a coherent and relevant discourse on a given issue, articulating it precisely and clearly both in writing and orally, and thus communicating knowledge to peers.

Evaluation methods	<p>Formative assessment (40%)</p> <ul style="list-style-type: none"> • All texts and materials are read and prepared at home by all students. Targeted tasks (see Moodle) complement the preparation of course sessions. Active participation in discussions. Short personal review of current Dutch-language literary events. (10 %) • Group work (30%) on a literary text chosen from the study corpus and consisting of two phases: <ol style="list-style-type: none"> • 1) preparatory work (before the session): heuristic and bibliographical work on the work (exploration and criticism of sources, state of the art), critical reflection on research questions and themes, hypotheses and avenues of analysis of the literary text under study, supporting extracts, methodological limits and challenges, boundaries of knowledge. Students are expected to produce a personal, original piece of work that is nonetheless documented in accordance with academic conventions. • 2) Discussion with other students (role of facilitator). The results of the discussions will be incorporated by the group into a summary document posted on Moodle (prior validation by the teacher). <p>If students have not regularly followed these learning activities and not completed the formative assessment tasks preparing for the final assessment, the student may be refused access to the final examination, which mobilises the learning outcomes targeted here.</p> <p>Summative assessment (60%)</p> <ul style="list-style-type: none"> • Written examination on recent paradigms in Dutch-language literature and on the key concepts and critical approaches addressed in the study of the chosen authors and works (50%; in the event of failure, two points will be deducted from the final overall mark); • Individual research paper (in the form of a scientific article) on one or more texts of the student's choice from contemporary Dutch literature, based on a specific theoretical question and two secondary academic sources (subject to the teacher's approval). This final work may be based on a previous task from the formative pathway, enhanced by discussion, and will be maximised by taking into account the overall perspective of the course (various avenues put forward) and a new personal contribution to existing research. Oral examination (10%). • The level of language is taken into account in the assessment and significant deficiencies will be penalised. • Every assessment part will be drawn up in compliance with the specific instructions set out and in accordance with the practices of academic and scientific integrity. The use of any source of information (including generative artificial intelligence) that is not duly referenced and systematically indicated for each part of the work concerned, and that prevents the examiner from verifying the student's prior learning, personal skills, process and approach, is forbidden, with due respect for the principle of authenticity. • In the event of a second registration for the examination, the assessment is divided as follows: written examination (70%), personal research work (30%). In the event of prior failure of the latter part, the student may decide, in agreement with the teacher, to improve his/her personal work for the oral examination on the basis of the same literary text(s) or subject as in the previous examination session, but the work must be substantially revised and improved.
Teaching methods	<p>The course aims at a dynamic, motivating and interactive mode of learning.</p> <p>Familiarization with historiographical turning points by way of personal reading at home of chosen extracts from literary histories, interactive exercises and collective synthesis during the seminars.</p> <p>Main introductory statements. The presented critical paradigms and approaches define the methodological and conceptual framework within which the textual analyses can be pursued.</p> <p>The chosen literary works are subsequently analysed in a profound manner.</p> <p>They are introduced by the teacher and developed with the students. The students construct analysis results in interaction and collaboration with their colleagues and submit a written report to the teacher afterwards.</p> <p>Active Learning Pedagogy. Collaborative learning through Moodle, where a platform permits to the participants to share ideas, to interact and to stimulate the development of critical reflection.</p>
Content	<p>A preliminary historiographical synthesis will be presented to the students and discussed. As an introduction, we will question how contemporary Dutch Literature presents and constitutes itself. Which are its particularities, its pivots, its actors – the remarkable authors and oeuvres that assure its visibility, those that do not break through? And to which other culture(s) and norm(s) does such an entity relate? We will present some actual paradigms of contemporary Dutch-language literary production, which will be discussed by making use of recent critical approaches.</p> <p>We will subsequently concentrate on an in-depth study, based on specific research questions, of authors and texts of various genres that are considered as prominent examples of contemporary Dutch-language literature.</p>
Inline resources	see Moodle
Bibliography	<p>Geschiedenis van de Nederlandse literatuur: Hugo Brems, <i>Altijd weer vogels die nesten beginnen</i>, Amsterdam, Bert Bakker, 2005.</p> <p>Une bibliographie thématique pour la période est mise à disposition sur Moodle.</p>
Other infos	- societal issues in the contemporary literary works studied
Faculty or entity in charge	ELAL

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Certificat universitaire en littérature	LITT9CE	5		
Master [60] in Modern Languages and Literatures : German, Dutch and English	GERM2M1	5		
Master [60] in Modern Languages and Literatures : General	ROGE2M1	5		
Master [120] in Modern Languages and Literatures : German, Dutch and English	GERM2M	5		
Master [120] in Modern Languages and Literatures : General	ROGE2M	5		
Master [120] of Education, Section 4 : Modern Languages	LMOD2M4	5		
Master [120] of Education, Section 4 : French	FRAN2M4	5		