

## Dutch Literature: Older Period II (A000102)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)  
Credits 5.0 Study time 150 h Contact hrs 45.0 h

### Course offerings and teaching methods in academic year 2020-2021

A (semester 2)	Dutch	Gent	lecture	15.0 h
			seminar	25.0 h
			guided self-study	5.0 h

### Lecturers in academic year 2020-2021

van der Haven, Kornee LW07 lecturer-in-charge

### Offered in the following programmes in 2020-2021

	crdts	offering
<a href="#">Master of Science in Teaching in Languages (main subject Linguistics and Literature)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Dutch)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Dutch - English)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Dutch - French)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Dutch - German)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Dutch - Greek)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Dutch - Italian)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Dutch - Latin)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Dutch - Scandinavian Studies)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Dutch - Spanish)</a>	5	A
<a href="#">Master of Arts in Historical Linguistics and Literature</a>	5	A
<a href="#">Exchange Programme Linguistics and Literature</a>	5	A

### Teaching languages

Dutch

### Keywords

Literature, Dutch, (post-)colonialism, Renaissance, Classicism, Enlightenment

### Position of the course

The course aims at gaining a more in-depth knowledge of seventeenth- and eighteenth-century Dutch literature, compared to the general overview in the bachelor-course Dutch Literature III.

### Contents

This course brings students in touch with a subfield of Dutch literary studies that will be discussed in relation to concepts from literary theory and philosophy. In a number of introductory lectures, students are familiarized with a selection of literary texts from the 17th and 18th centuries. This year the topic will be: *Colonialism and early modern Dutch literature (1600-1800)*.

In a few introductory lectures we first discuss the colonial history of the Netherlands (1600-1800), after which we will take a look at the different genres that made

descriptions of the Other possible. The emphasis will be on tragedy, travel accounts and the novel. Based on the work of a few influential authors in the field of (post) colonial literature and cultural studies (Said, Greenblatt, Barthes, Certeau), various analytical frameworks are introduced that are important for the representation of colonial world in early modern Dutch literature. Based on this knowledge, students are challenged to approach the primary texts from different angles. Each student will discuss one of these texts in a presentation before the group. This presentation should discuss a hypothesis that reflects on one of the concepts from contemporary literary theory and philosophy, giving occasion for discussion with a fellow student.

#### Initial competences

On the basis of the preceding bachelor education, the student is familiar with the history of the different periods of Dutch literature and with the principles of literary theory.

#### Final competences

- 1 He/she should be able to investigate independently and critically a proposed subject on the basis of scholarly literature.
- 2 He/she should be able to discuss a historical text in relation to modern theoretical or philosophical concepts and topical questions.
- 3 He/she should be able to explore alternative perspectives on a literary text based on alternative readings, setting up a proposition to investigate and also to provoke further discussion.
- 4 He/she should be able to report orally on the results of his/her personal investigation and to discuss these results with other students.

#### Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

#### Conditions for exam contract

This course unit cannot be taken via an exam contract

#### Teaching methods

Guided self-study, lecture, seminar

#### Learning materials and price

An anthology of texts will be available on the internet (Minerva).

#### References

#### Course content-related study coaching

The teacher supports the students in the preparation and the execution of their tasks.

#### Evaluation methods

end-of-term evaluation and continuous assessment

#### Examination methods in case of periodic evaluation during the first examination period

Oral examination

#### Examination methods in case of periodic evaluation during the second examination period

Oral examination

#### Examination methods in case of permanent evaluation

Oral examination

#### Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

#### Extra information on the examination methods

Presentation in class (20%) prepares students for the oral examination (80%)

#### Calculation of the examination mark

Periodical (80%): oral examination; and non-periodical (20%): presentation

#### Facilities for Working Students

1. Student attendance during educational activities is required.
2. Possible rescheduling of the examination to a different time in the same academic year
3. Alternative time for feedback

For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy