

## Dutch Literature: Older Period II (A000102)

**Course size** (nominal values; actual values may depend on programme)

**Credits 5.0** **Study time 150 h**

**Course offerings and teaching methods in academic year 2023-2024**

A (semester 2)	Dutch	Gent	seminar
			lecture
			independent work

**Lecturers in academic year 2023-2024**

van der Haven, Kornee	LW07	lecturer-in-charge
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**Offered in the following programmes in 2023-2024**

	<b>crdts</b>	<b>offering</b>
<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 (1600-1825)*.

In a few introductory lectures we first discuss the colonial history of the Netherlands (1600-1825), 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 (Bhabha, 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.

This course also trains academic discussion skills through a debate on the studied primary texts in the light of topical and theoretical issues. The exam is not an oral test but a discussion with the lecturer that ties in with the debate in class with fellow students.

### **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. More concretely, this course builds on the final competences of the course 'Nederlandse Letterkunde III'.

### **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**

Seminar, Lecture, Independent work

### **Learning materials and price**

An anthology of texts will be available on the internet (Ufora) and/or in the library.

### **References**

- Rijklof van Goens, *Javaense reyse* (1666)  
Jan de Marre, *Batavia* (1740)  
Nicolaas Simon van Winter, *Monzongo, of de koningklyke slaaf* (1774)  
Petronella Moens, *Aardenburg, of de onbekende volksplanting in Zuid-Amerika* (1817)  
Roland Barthes, *Mythologieën* (1957, vert. 2002) (H. 2: De mythe, vandaag)  
Michel de Certeau, *The writing of history* (L'écriture de l'histoire) (1975) (Intro + H. 5)  
Stephen Greenblatt, *Marvelous Possessions: The wonder of the New World* (1991) (Intro + H. 3)  
Homi Bhabha, *The Location of Culture* (1994) (Intro)

### **Course content-related study coaching**

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

### **Assessment moments**

end-of-term and continuous assessment

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

Oral assessment open-book

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

Oral assessment open-book

### **Examination methods in case of permanent assessment**

Presentation

### **Possibilities of retake in case of permanent assessment**

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 is required for the classes during which students are expected to give an oral presentations. For the other cases, exemptions are possible via digital teaching (recordings)
  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