

## Dutch Literature III (A001783)

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

**Credits 5.0**

**Study time 150 h**

**Course offerings in academic year 2024-2025**

**Lecturers in academic year 2024-2025**

Uyttersprot, Veerle

LW07

staff member

van der Haven, Kornee

LW07

lecturer-in-charge

**Offered in the following programmes in 2024-2025**

**crdts**

**offering**

**Teaching languages**

Dutch

**Keywords**

Dutch, literature

**Position of the course**

In line of the course Dutch literature I and II, this advanced course tries to provide students with a profound survey of the Dutch literary history. The survey is thematic rather than chronological with attention to specific problems (genres, European influences) per theme.

**Contents**

The lectures provide an overview of Dutch literature of the seventeenth and eighteenth centuries. Taught through a thematic approach, these classes will focus on literary genres and authors, but also on how early modern Dutch literature rooted in the broader cultural and social life of the Netherlands.

In the exercise classes a number of case studies from the early modern period are discussed and analysed in relation to their cultural-historical context.

**Initial competences**

- To have completed the course Dutch literature I and II or to have acquired the necessary skills by other means.
- To have a survey of Dutch literature, from its origins until the time of the rhetoricians and early renaissance (16th century)
- To be able to identify and situate names, titles, schools and genres.
- To have good oral and written language skills in Dutch.

**Final competences**

- 1 To have a general survey of the development of Dutch literature in the discussed period.
- 2 To be able to situate important authors and works within their historical context.
- 3 To have an intimate knowledge of the structural and stylistic characteristics of the genres and texts that have been treated in the lectures.
- 4 To have a clear insight into the thematic and formal relationship between the texts of the reading list and the presented survey of developments and movements.
- 5 To be able to relate one's personal reading experience to descriptions of literary history in a critical way.
- 6 To be able to find relevant research material and to use it critically and correctly for an academic paper

7 To have very good oral and written language skills in Dutch and to be able to use those skills in order to present (under supervision) research results in a clear, well-structured argument.

### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Lecture, Independent work

### **Extra information on the teaching methods**

Formal lecture: the students need to take notes in addition to the handbook.

A number of primary works (the reading list) are read at home, along with an anthology of short poems. Both the reading list and the anthology are discussed in the lectures.

Exercises: the students read some articles (independent work) concerning the texts discussed in the exercise classes. They also write a paper from a specific point of view. Contents and formal aspects are both taken into account. Monitoring with regard to the preparation of this paper. During the exercises, a number of cases are discussed, based on some preparatory reading and oral and written reflections by the students.

### **Study material**

None

### **References**

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

Possibility to ask the lecturer questions during the formal lectures.

In the exercise classes there is permanent monitoring, in groups but also individually.

### **Assessment moments**

end-of-term and continuous assessment

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

Written assessment

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

Written assessment

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

Participation, Assignment

### **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**

#### *Assessment moment*

Formal lecture: 100% periodical

Exercises: 50% periodical and 50% non-periodical

#### *Assessment form*

Formal lecture: written exam about the course and the reading list. The exam is in line with the intended competences and aims at testing knowledge as well as insight.

For the exercises: written exam, paper, active participation.

### **Calculation of the examination mark**

Periodical (100%) for the lectures. Periodical (50%) and non-periodical (50%) for the exercises. The non-periodical part for the exercises concerns a paper and active participation (with oral and written contributions) during the tutorials. The lecture and the exercises each count for 50% of the final score.

Passing the entire course is only possible if the student passes both parts (formal lecture and exercises) separately. If the student passes mathematically for the whole, but does not obtain half of the total score of one of both parts, then he or

she gets 9/20 as final score. If the student is absent without a good reason or does not take part in all the assessment moments, then he or she cannot pass and will, if the mathematical final score would be 8 or more (on 20), get the highest non-deliberable grade (7/20). Those students who obtain a score lower than 4/10 for permanent evaluation (assignment: paper) will get a grade for the exercises that is not higher than 9/20.

A passed score for the permanent evaluation (assignment: paper) can be transferred to the second examination period.

NB: if there are 2 or more d/t-errors in the written parts of the periodical evaluation (lecture and exercises), 1 point for each d/t-error will be deducted from the final result for that part of the exam (with a max. of 3 points per result). The assessment of the written parts of the permanent evaluation also takes into account the quality of style, spelling and the use of sources.

### **Facilities for Working Students**

1. Possible exemption from educational activities requiring student attendance, with online teaching for the lectures (recordings) and an alternative assignment for the exercises.
2. Possible rescheduling of the examination to a different time in the same academic year
3. Feedback can be given by email, telephone or during an appointment during or after office hours

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