**Course description [[1]](#footnote-1)**

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| **1** | **Name department:** Humanities | |
| **2** | **Name direction:** Dutch Philology | |
| **3** | **Name course:** Dutch culture (3rd year) | |
| **4** | **Acces conditions:**  Studentshave passed the second year (BA) of Dutch Philology | |
| **5** | **Hours per semester/year:**  15 hours per semester ; 30 hours per year | |
| **6** | **ECTS:** |  |
| **7** | **Goals**  **General goals**  Students get acquainted with some cultural traditions and values from the past till now in Flanders and the Netherlands by analyzing various types of cultural sources (arts, modern media, music, …)  **Specific goals**  **KNOWLEDGE**  Students discover some cultural traditions and values from the past till now in Flanders and the Netherlands by analyzings different types of cultural sources (arts, modern media, music, …)  Students explore the validity of the notion ‘cultural identity’ in Flanders and the Netherlands.  Students explore the Flemish and Dutch cultural heritage in the nowadays multicultural society.  **SKILLS**  Students learn to explore some time, space and ethnic borders of the ‘Flemish-Dutch culture’ in a multicultural society.  Students learn to distinct some features of an acculturation process in Flanders – Holland.  Students learn to analyze different sources of culture (film, music, pieces of arts, ...)  **ATTITUDES**  Students understand the complex connection between language, identity, history and general cultural features in the development of the Dutch language and its variations  Students understand the complexity of the notion ‘identity’ in a multicultural society (Brussels, Antwerp, Amsterdam, Rotterdam, ...) | |
| **8** | **Didactic methods**  **Organisation course**   * Lecture * Discussions * Analyses of documents * Reading task (and writing a summary)   **Specific didactics instruments**   * Interviews + documentary * Pictures * Statistics | |
| **9** | **Evaluation**   * 2 reading tasks (and writing a summary): 25% * 2 comparative tasks connected with watching a historical film/documentary: 25% * 1 field work project (and writing an article with some conclusions): 50% | |
| **10**  **11** | **Content**   * Sources of cultural identity * ‘Belgium, a history without land: language, culture and history in Belgium’ * The Lion of Flanders: Flemish nationalism? * Modern media in Flanders and Holland * Comic culture in Flanders and Holland * Flemish-Holland identity in music * Flemish-Holland identity in films * TOPOI theory | |
|  | **Literature**  **Obliged literature**   * Hoffman, E. 2009. *Theorie en praktijk van het Topoimodel. Interculturele gespreksvoering. Houten*: Bohn Stafleu van Loghum.   **Recommended literature**   * Jourdan, Christine & Tuite Kevin (red.) 2006. *Language, culture, and society. Key topics in linguistic anthropology.* Studies in the social and cultural foundations of language: Cambridge: Cambridge University Press. * Riley, Philip 2008. Language*, culture and identity. An ethnolinguistic perspective*. Advances in Sociolinguistics, London & New York: Continuum. * Secombe, Margaret & Zajda, Joseph (red.) 1999. *J.J. Smolicz on Education and Culture*. Albert Park: James Nicholas Publishers. * Joseph, John E. 2004. *Language and identity: National, ethnic, religious*. NewYork: Palgrave Macmillan. * Jourdan, Christine 2006. ‘Pidgin and creole genesis: an anthropological offering’ in: Jourdan, Christine & Tuite Kevin (red.) *Language, culture, and society. Key topics in linguistic anthropology.* Studies in the social and cultural foundations of language: Cambridge: Cambridge University Press. | |
| **12** | **Teacher:**  Dr Rinaldo Neels |  |

1. Version 16/12/2010 [↑](#footnote-ref-1)