



## COURSE DATA

### DATA SUBJECT

**Code:** 35685

**Name:** Literature and culture in the German language 1

**Cycle:** Undergraduate Studies

**ECTS Credits:** 6

**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1008 - Degree in Modern Languages and Literatures	Literature and culture in language B (CO German)	ELECTIVES

### COORDINATION

VIVES MARTINEZ MIREIA

## SUMMARY

Literature and Culture in German Language 1 is a course within the subject area Literature and Culture in Language B. This subject is taught during the first two years of the Degree in Modern Languages and Literatures. Its aim is to introduce literary texts written in Language B within their cultural context and to provide knowledge of representative works, authors, and movements of the literatures written in that language, in this case, German. Within this subject area, the course Literature and Culture in German Language 1 covers the period from the Middle Ages to Weimar Classicism (late 18th century).

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

General knowledge of literature and basic skills to understand, interpret and study literary texts.



## COMPETENCES / LEARNING OUTCOMES

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Know the history and culture of the countries whose language and literature are being studied and apply this knowledge to the study of their language and literature.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work and learn autonomously, and plan and manage ones workload.

Work as a team in the environment of modern languages and literatures.

## DESCRIPTION OF CONTENTS

### 1. Introduction to the Middle Ages. History, culture and periodisation

The historical foundations and historical-literary periodization of the Middle Ages will be explained.

### 2. Literature in the German Middle Ages

This module will cover the first literary manifestations of the *Frühmittelalter*. The lyrical forms of the *Hochmittelalter* (*Minnesang*), as well as heroic and courtly epic poetry will be examined. Required readings: *Das Nibelungenlied* and *Parzival* (excerpt) by Wolfram von Eschenbach.

### 3. The Reformation. Humanism and Renaissance



This module will address the phases of Humanism and the Reformation. Humanist lyric poetry and drama will be analyzed. Required reading: *Das Narrenschiff* (excerpts) by Sebastian Brant.

## 4. The German Baroque

The module will focus on the poetological premises and poetic reforms during the German Baroque. Baroque poetry, theater and prose will be examined. Required reading: *Die Landstörzerin Courasche* by Hans Jakob Christoph von Grimmelshausen.

## 5. The German Enlightenment

The module will address the philosophical and historical foundations of the Enlightenment in the German context.

## 6. Literature of the Enlightenment

This module will study the poetological premises of the period. It will analyze the literature of *Empfindsamkeit*, as well as examine bourgeois drama and other representative genres. Required reading: *Emilia Galotti* by Gotthold Ephraim Lessing.

## 7. Sturm und Drang

This module will present the poetological premises of the movement. It will introduce the *Kunstballade* and other lyrical forms. It will study the drama and prose of *Sturm und Drang*. Required readings: *Die Leiden des jungen Werther* (excerpts) by Johann Wolfgang von Goethe and *Die Räuber* by Friedrich Schiller.

## 8. Weimar Classicism

The module will analyze the poetological premises of Classicism. It will study Classicist drama and other literary genres. Required reading: *Iphigenie auf Tauris* by Johann Wolfgang von Goethe.

Through the contents and activities of the course, students will achieve the following learning outcomes: they will acquire knowledge of the main movements, works, and authors of literature in language B within its cultural context; they will develop the ability to read, interpret, and analyse literary works in that language, according to their communicative competence; they will be able to produce a written critical and synthetic reflection on relevant aspects of literature in language B; and they will strengthen their communicative skills in the language through the study and analysis of its literary production.

### WORKLOAD

### PRESENCIAL ACTIVITIES



Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,00
Independent study and work	45,00
Preparation of lessons	0,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

In the **theoretical classes** we will use a hybrid model combining the expository and the communicative didactic model. The expository model uses explanatory methods that focus on showing the interdependence between concepts and facts, and include the repeated use of different skills. The focus is on conceptual content and basic skills are emphasised. Verbal interaction between teacher and student is fundamental. In the communicative didactic model, the teacher guides and energises learning through methods of dialogue, discussion and problem solving in a climate of peer interaction. The student learns empirically in relation and interdependence with the teacher and the rest of the classmates, sharing perceptions and ideas about reality and collectively reconstructing knowledge. Learning is focused on discovery, understanding the logic of the subject matter and the social, cultural and ethical issues arising from it.

In the **practical classes**, this methodology will be complemented with the transactive didactic model, that is to say, use will be made of the didactic resources and technological means available (Virtual Classroom, Internet...) for self-learning. This model focuses on the students' interests, guiding their academic and personal growth. The student explores and discovers the subject guided by their own interest through interaction with the material and human environment, working individually or in small groups tutored by the teacher and often in a self-instructive way. In this way, learning to learn skills are promoted and interdisciplinarity is fostered.

Our intention, among others, is to foster literary appreciation and the capacity for reasoned argumentation. To this end, we will try to transmit the specific mechanisms of literary discourse in its variety and complexity, to be able to appreciate the relationship between text and meaning, its belonging to generic coordinates, as well as its location in a specific historical, social and cultural dimension. Theoretical and practical classes as well as assignments and other exercises to be carried out by the student will serve this purpose.

**Other activities** such as attendance of seminars, readings, performances, conferences or courses, dedicated to different artistic fields, will complement aspects of the syllabus.

This subject is part of the Consolidated Educational Innovation Project INNOVA-TEA (UV-SFPIE\_PIEC-2735478) and follows the activities approved by the SFPIE of the UV.



This subject takes particular account of SDG 5 and SDG 15, as the selection of texts enables discussions on gender equality and awareness of the preservation of ecosystems and the environment.

## EVALUATION

**The evaluation will consist of 4 distinct parts:**

- a) Individual written exam (50%)
- b) Assessable activities during the semester (50%)
  - b.1. Individual written assignment (20%)
  - b.2. Oral presentation (20%)
  - b.3. Attendance and class participation (10%)

*To pass the course, it is necessary to achieve at least a 5.0 in both the written exam and the individual written assignment.*

The grades obtained in the first call will be retained in the second call.

### Evaluation criteria

**Individual written exam (on the officially determined date)**, which will assess the assimilation of knowledge presented in theoretical classes and the student's ability to relate this knowledge to primary sources. The written exam is recoverable.

**Individual written assignment (supervised by the professor)**. Bibliographic and information search skills, time management of the work performed, and the organization of ideas and arguments expressed will be taken into account. In case of plagiarism, this task will be graded with zero points. This activity is recoverable.

**Creation of a literary salon (to be presented on the date determined at the beginning of the course)**. The activity consists in the creation, in groups, of a literary salon related to one of the compulsory readings. The result of the activity will be presented in a format that combines the academic presentation with visual and dramatized elements, and will be accompanied by a report including the distribution of tasks, the documentation process, the materials and bibliography used, as well as a brief reflection on the learning process. Bibliographic and information search skills, time management of the work done, organization of ideas and arguments, creativity in the form of presentation, and the students' ability to express themselves and communicate will all be taken into account. This activity is not recoverable.

**Attendance and class participation**. Active participation in class activities and their follow-up will be valued. This part of the assessment is not recoverable.

Intellectual honesty is vital in academic communities and for the fair evaluation of students' work. All assignments submitted during this course must be original. Assignments that involve fraudulent



collaboration or composition aided by artificial intelligence (ChatGPT or others) will not be accepted, unless their use is part of the course content and has been authorised by the teaching staff.

*The general grading system will follow the regulations of the Universitat de València, approved by the Governing Council on 30 May 2017. ACGUV 108/2017.*

## REFERENCES

Acosta, Luis et al: *La literatura alemana a través de sus textos*. Madrid: Cátedra 1996.

Beutin, Wolfgang et al: *Historia de la literatura alemana*. Madrid: Cátedra 1991.

Hernández, Isabel: *Literatura alemana del Barroco*. Madrid: Síntesis, 2002.

Hernández, Isabel / Manuel Maldonado: *Literatura alemana. Épocas y movimientos desde los orígenes hasta nuestros días*. Madrid: Alianza 2003.

Roetzer, Hans Gerd / Marisa Siguan: *Historia de la literatura alemana*. Barcelona: UBe 2012.