



## COURSE DATA

### DATA SUBJECT

**Code:** 35688

**Name:** Literature and culture in the German language 2

**Cycle:** Undergraduate Studies

**ECTS Credits:** 6

**Academic year:** 2026-27

### STUDY (S)

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	2	First quarter

### SUBJECT-MATTER

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

### COORDINATION

GARCIA WISTADT INGRID MARIA

## SUMMARY

**Literature and Culture in German Language 2** is a subject within the framework of *Literature and Culture in Language B*, which is taught in the first two years. Its aim is to introduce literary texts written in the B-language into their cultural framework and to provide knowledge of works, authors and movements representative of literatures written in that language, in this case, German. The subject **Literature and Culture in the German Language 2** covers the period from the early years of German Romanticism (end of the 18th century) to the end of the 19th 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

### 1008 - Degree in Modern Languages and Literatures

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 History and Culture of the 19th Century**

The main historical and cultural backgrounds of the 19th century, the processes of periodisation, and the general characteristics of the most relevant literary and artistic movements will be addressed.

### 2. **German Romanticism**

German Romanticism will be introduced within its historical and literary context, analysing its periodisation and general characteristics as a cultural and aesthetic movement.

### 3. **Early Romanticism (Frühromantik)**

The theoretical foundations of Early Romanticism will be studied, as well as the central role of the Jena circle in the development of this movement.

### 4. **Romanticism (Hoch- und Spätromantik)**

The manifestations of High and Late Romanticism will be explored, particularly the Romanticism of Heidelberg and Berlin. Required readings: E.T.A. Hoffmann, *Der Sandmann* and Joseph von Eichendorff, *Aus dem Leben eines Taugenichts*.



5. **Between Classicism and Romanticism**

The work of Heinrich von Kleist will be studied, an author influenced by both Classicism and Romanticism, but with his own distinctive style. Required reading: Heinrich von Kleist, *Das Erdbeben in Chili*.

6. **The Restoration Era**

The main literary movements of the Restoration Era will be examined, with special attention to Biedermeier, Young Germany (*Junges Deutschland*), and Vormärz literature. Required readings: Anette von Droste Hülshoff, *Die Judenbuche*; Georg Büchner, *Leonce und Lena*.

7. **Poetic Realism**

The poetological foundations of Poetic Realism will be addressed, as well as its development in narrative and other literary genres. Required reading: Gottfried Keller, *Kleider machen Leute*.

8. **German Naturalism**

The poetological principles of German Naturalism will be studied, with special attention to naturalist drama and its projection in other genres. Required reading: Gerhart Hauptmann, *Die Weber*.

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 at seminars, readings, performances, conferences or courses, dedicated to different artistic fields, will complement aspects of the syllabus.

This subject takes particular account of SDG 5 and SDG 15, as the selection of texts has been made according to criteria based 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 (60%) - recoverable
- b) Assessable activities during the semester (40%)
  - b.1. Individual written assignment (20%) - recoverable
  - b.2. Oral presentation (10%) - not recoverable
  - b.3. Attendance and participation (10%) - not recoverable

*To pass the course as a whole, 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 officially determined dates), 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 considered. In case of plagiarism, this task will be graded with zero points. This activity is recoverable.

**Oral presentation** (on the date determined at the beginning of the course). It will consist of a group (or individual, if the number of students requires it) oral presentation on aspects/topics related to the texts read in class. As with the written assignment, bibliographic and information search skills, time management of the work performed, organization of ideas and arguments expressed, as well as the students' ability to express themselves and communicate, will be assessed. This activity is not recoverable.

**Attendance and participation.** Active participation of the student 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 / Manuel Maldonado: *Literatura alemana. Épocas y movimientos desde los orígenes hasta nuestros días*. Madrid: Alianza 2003.

Hernández, Isabel / Dolors Sabaté: *Narrativa alemana de los siglos XIX y XX*. Madrid: Síntesis 2005.

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