



## COURSE DATA

### DATA SUBJECT

**Code:** 35691

**Name:** Literature and culture in the German language 3

**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	2	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

GUTIERREZ KOSTER ISABEL

## SUMMARY

Literature and Culture in the German Language 3 is part of the Major in German Language and Literature of the Degree in Modern Languages and their Literatures. In this course we will study the main literary movements, authors and works of German language literature between the end of the 19th century and the 80s of the 20th century, paying special attention to the historical, social and cultural context. Literature and Culture in the German Language 3 is the continuation of the subjects: Literature and Culture in the German Language 1 and Literature and Culture in the German Language 2.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

No prerequisites.



## COMPETENCES / LEARNING OUTCOMES

- 
- Apply information and communication technologies and computer tools to 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. Fin de siècle

The political and socio-cultural context at the end of the century in the German Empire and the Austro-Hungarian Empire will be presented in order to study the main artistic and literary movements developed after Naturalism (Impressionism, Symbolism, Jugendstil, Wiener Moderne, etc.)

### 2. Expressionism

After a historical contextualization, the different artistic manifestations of Expressionism in art,



literature, theater and cinema will be studied in an interdisciplinary manner.

### **3. The Literature in the Republic of Weimar**

The political and sociocultural context of the Weimar Republic after the First World War will be presented, with special attention to movements such as Dadaism, the "Neue Sachlichkeit" and the Epic Theatre of Bertolt Brecht.

### **4. Literature during the Third Reich and the Literature of Exile**

The bases of the political and social system of the National Socialist period in Germany will be presented, as well as the literature associated with it, especially the literature of the "Innere Emigration" and the literature of exile.

### **5. Post-war literature (40's and 50's)**

The political situation of the post-war period will be presented, as well as the cultural and literary manifestations associated with it, focusing on concepts such as Stunde Null, Kahlschlag or Trümmerliteratur, as well as the relevance of the so-called Group 47.

### **6. Literature of the former GDR**

The different stages of literature from the former GDR until the fall of the wall will be studied.

### **7. Literature in the 1960s**

The Revolution of 68 in Europe and its consequences for the political situation in Germany will be studied, as well as the subsequent politicization of literature.

### **8. The 1970's. Neue Subjektivität und Alltagslyrik.**

After the historical contextualization, literary concepts such as Neue Subjektivität and the so-called Alltagslyrik will be studied.

### **9. Trends of the 80's**

The latest trends of the 80s, such as Postmodernity or the so-called „Erinnerungsliteratur“ will be



presented.

These contents will be reflected in the knowledge and understanding of inequalities based on sex and gender; in the deepening of the knowledge of movements, works and authors of literature in the B language; the increase of the ability to read, interpret and analyze works written in the literature studied, in their original language; in the competence to comment on a literary text in language B applying methods of analysis and operative concepts of literary criticism; in the increase of the capacity to develop in writing and expose in language B a critical and synthetic reflection on aspects of the literature studied, applying operative concepts of criticism and literary studies; and reinforce communicative competences in language B.

## 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	10,00
Individual or group project	30,00
Independent study and work	22,00
Preparation of lessons	13,00
Preparation for assessment activities	15,00
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.

Tutorials are, in principle, of a voluntary nature, although their importance and necessity is evident, above all for the completion of presentations and assignments, but also to comment on any other aspect related to the development of the course. However, the teacher reserves the right to carry out selective tutorials with certain students (who will be informed through the Virtual Classroom / email), and which will therefore be compulsory and may have consequences for the final mark.

A dossier with material to work on in class and with part of the compulsory and optional readings will be deposited in the Virtual Classroom and in the Shool¿s reprographic service.

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 SDGs 5 ("Gender equality"), 8 ("Decent work and economic growth"), 10 ("Reducing inequalities") and 16 ("Peace, justice and strong institutions") by showing, from a diachronic perspective, socio-political inequalities in certain contexts of 20th century German history and putting them into perspective.

## EVALUATION

The evaluation will consist of 4 distinct parts:

Type of assessment	% of final
a) An individual written examination	50% (recoverable)
b) An oral presentation in a group with handout	20% (not recoverable)
c) A final creative work in a group	15% (recoverable)
d) Participation in class and other tasks	15% (not recoverable)



#### Evaluation criteria

The minimum mark to pass the exam is 5. Both the exam and the creative work can be made up in the second call. It is not possible to make up the other parts of the exam at the second call, and the marks obtained in first call will be kept for the second call.

Intellectual honesty is vital in academic communities and for the fair assessment of student work. All work submitted for this course must be of original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, unless their use is part of the contents of the course and is authorised by the teaching staff.

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

## REFERENCES

- Acosta, Luis et al (1996). La literatura alemana a través de sus textos. Madrid: Cátedra.
- Beutin, Wolfgang et al (1991). Historia de la literatura alemana. Madrid: Cátedra.
- Glaser, Horst Albert (1997). Deutsche Literatur zwischen 1945 und 1995: eine Sozialgeschichte. Bern: Paul Haupt.
- Hernández, Isabel & Manuel Maldonado (2003). Literatura alemana. Épocas y movimientos desde los orígenes hasta nuestros días. Madrid: Alianza.
- Karpenstein-Essbach, Christa (2013). Deutsche Literaturgeschichte des 20. Jahrhunderts. München: Fink.
- Roetzer, Hans Gerd & Marisa Siguan (1990). Historia de la literatura alemana 2. Barcelona: Ariel.