

Subject card

Subject name and code	Contemporary literature of German, Austria and Switzerland II, PG_00136924						
Field of study	Applied Linguistics						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	undergraduate studies	Subject group			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish Polish 50 % German 50 %		
Semester of study	4	ECTS credits			3.0		
Learning profile	academic	Assessment form					
Conducting unit	Zakład Literatury i Kultury Niemieckiej -> Instytut Filologii Germańskiej -> Faculty of Languages						
Name and surname of lecturer (lecturers)	Subject supervisor		prof. dr hab. Marion Brandt				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	20.0	0.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	20		2.0		53.0	75
Subject objectives	To familiarise students with German, Austrian and Swiss literature after 1945 on the background of the culture of the countries of the German-speaking area.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LSL3_U02] He has advanced research skills including the formulation and analysis of research problems, selection of research methods and tools, development and presentation of results, allowing him to solve problems in linguistics and literary studies.	- The student formulates and develops research questions on the basis of a literary text, chooses appropriate methods to analyse and interpret the literary text and present the results of her/his research in various forms	[SU3] text preparation/written work [SU5] implementation of a problem task
	[LSL3_U07] He knows how to interpret literary works and other cultural texts using typical methods of interpretation, taking into account the formal shape of the statements and their place in the historical-cultural process.	- The student interprets literary works using typical methods of analysis and interpretation, taking into account the aesthetics of these works and their place in contemporary German, Austrian and Swiss culture	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU5] implementation of a problem task
	[LSL3_W03] Recognizes the connections between the disciplines studied, linguistics and literary studies, and pedagogy, glottodidactics, psychology and sociology.	-The student has an understanding of the relationship between literary studies, psychology and sociology	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[LSL3_W05] He has advanced general knowledge of the methodology of linguistic and literary studies and their development trends.	- The student has advanced general knowledge of the methodology of literary studies	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[LSL3_W04] He knows advanced linguistic and literary terminology in English and in a second foreign language within his chosen speciality.	- The student is familiar in German with the names of the epochs, literary currents and the terminology connected with the construction of a literary work	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[LSL3_W11] He knows and understands the methods of literary analysis and interpretation.	- The student knows and understands methods of analysis and interpretation in literary studies	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[LSL3_W07] He has advanced detailed knowledge of English literature and its historical and cultural context, as well as of the literature and historical and cultural context relevant to his chosen speciality.	- The student has advanced detailed knowledge of the representatives and works of 20th and 21st century German-language literature on the background of the culture and history of Germany Austria and Switzerland	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[LSL3_U09] Formulates interpretive theses and basic theoretical problems in speech and writing, using appropriate terminology.	- The student formulates oral and written interpretative theses and basic theoretical problems using the appropriate terminology in literary studies	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU5] implementation of a problem task
	[LSL3_K03] He effectively organizes his work and critically evaluates the degree of progress.	- The student organises her/his work effectively and evaluates critically the degree to which it has progressed	[SK3] text preparation/written work [SK5] implementation of a problem task
	[LSL3_U05] Able to correctly use the concepts of linguistics and literary studies.	- The student uses literary terms correctly	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU5] implementation of a problem task
	[LSL3_U04] He can recognize theoretical problems in the disciplines studied, linguistics and literary studies, and use (in creating solutions to these problems) the achievements of other scientific disciplines, such as pedagogy, didactics, sociology and psychology, in the area of so-called interdisciplinarity.	- The student recognizes theoretical problems in literary studies	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU5] implementation of a problem task

	<table border="1"> <thead> <tr> <th>Course outcome</th> <th>Subject outcome</th> <th>Method of verification</th> </tr> </thead> <tbody> <tr> <td>[LSL3_K05] He understands the need to participate in cultural and cultural life and encourage others to interact with foreign languages and culture, as well as think and act in an entrepreneurial manner, care for the achievements and traditions of the profession.</td> <td>- The student The student understand the need to participate in cultural and literary life and to encourage others to have contact with culture, in particular with the literature of Germany, Austria and Switzerland</td> <td>[SK1] oral statement/conversation/discussion</td> </tr> </tbody> </table>	Course outcome	Subject outcome	Method of verification	[LSL3_K05] He understands the need to participate in cultural and cultural life and encourage others to interact with foreign languages and culture, as well as think and act in an entrepreneurial manner, care for the achievements and traditions of the profession.	- The student The student understand the need to participate in cultural and literary life and to encourage others to have contact with culture, in particular with the literature of Germany, Austria and Switzerland	[SK1] oral statement/conversation/discussion			
Course outcome	Subject outcome	Method of verification								
[LSL3_K05] He understands the need to participate in cultural and cultural life and encourage others to interact with foreign languages and culture, as well as think and act in an entrepreneurial manner, care for the achievements and traditions of the profession.	- The student The student understand the need to participate in cultural and literary life and to encourage others to have contact with culture, in particular with the literature of Germany, Austria and Switzerland	[SK1] oral statement/conversation/discussion								
Subject contents	Subjects of German-language literature since 1945: 1) The Second World War - J. Bobrowski: Das Käuzchen, B. Schlink; Der Vorleser; 2) The Holocaust - P. Celan: Die Todesfuge, J. Becker: Jakob der Lügner, R. Klüger: Weiter leben, Th. Bernhard: Heldenplatz; 3) Polish-German relations - G. Grass: Die Blechtrommel, M. Streubel: Verregnete Heimkehr, A. Tobor: Sitzen vier Polen im Auto; 4) Gesellschaftskritik, the student movement of 1968, H. M. Enzensberger: Ins Lesebuch für die Oberstufe, I. Bachmann: Undine geht; 6) Migration and intercultural literature - Emine Sevgi Özdamar: Die Brücke vom Goldenen Horn, Herta Müller.									
Prerequisites and co-requisites	brak									
Assessment methods and criteria	<table border="1"> <thead> <tr> <th>Subject passing criteria</th> <th>Passing threshold</th> <th>Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>A written term paper on a selected topic based on the analysis and interpretation of a literary text</td> <td>51.0%</td> <td>50.0%</td> </tr> <tr> <td>completion of interpretation tasks during the semestr</td> <td>51.0%</td> <td>50.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	A written term paper on a selected topic based on the analysis and interpretation of a literary text	51.0%	50.0%	completion of interpretation tasks during the semestr	51.0%	50.0%
Subject passing criteria	Passing threshold	Percentage of the final grade								
A written term paper on a selected topic based on the analysis and interpretation of a literary text	51.0%	50.0%								
completion of interpretation tasks during the semestr	51.0%	50.0%								
Recommended reading	<table border="1"> <tbody> <tr> <td>Basic literature</td> <td> <ul style="list-style-type: none"> Paul Celan: Todesfuge Ingeborg Bachmann: Undine geht Günter Grass: Mr Kiehot, Die Blechtrommel (fragment) Manfred Streubel: Verregnete Heimkehr Utz Rachowski: Über das Slawische Herz Emine S. Özdamar: Die Brücke vom Goldenen Horn (fragment) Brygida Helbig-Mischewski: Anioły i świnie w Berlinie (fragment) Claudia Rusch: Meine freie deutsche Jugend (fragement) </td> </tr> <tr> <td>Supplementary literature</td> <td> <ul style="list-style-type: none"> Das Tagebuch der Anne Frank Victor Klemperer: Tagebuch, LTI Ruth Klüger: Weiter leben Nelly Sachs: Poems Edgar Hilsenrath: Der Nazi und der Friseur Maxim Biller: Im Kopf von Bruno Schulz George Tabori: Mein Kampf Thomas Bernhard: Heldenplatz W.G. Sebald: Austerlitz Johannes Bobrowski: Levins Mühle Siegfried Lenz: Heimatmuseum Bernhard Schlink: Der Vorleser </td> </tr> <tr> <td>eResources addresses</td> <td> Podstawowe https://www.onleihe.de/goethe-institut/frontend/welcome,51-0-0-100-0-0-1-0-0-0.html - Digital library of the Goethe Institute Adresy na platformie eNauczenie: </td> </tr> </tbody> </table>	Basic literature	<ul style="list-style-type: none"> Paul Celan: Todesfuge Ingeborg Bachmann: Undine geht Günter Grass: Mr Kiehot, Die Blechtrommel (fragment) Manfred Streubel: Verregnete Heimkehr Utz Rachowski: Über das Slawische Herz Emine S. Özdamar: Die Brücke vom Goldenen Horn (fragment) Brygida Helbig-Mischewski: Anioły i świnie w Berlinie (fragment) Claudia Rusch: Meine freie deutsche Jugend (fragement) 	Supplementary literature	<ul style="list-style-type: none"> Das Tagebuch der Anne Frank Victor Klemperer: Tagebuch, LTI Ruth Klüger: Weiter leben Nelly Sachs: Poems Edgar Hilsenrath: Der Nazi und der Friseur Maxim Biller: Im Kopf von Bruno Schulz George Tabori: Mein Kampf Thomas Bernhard: Heldenplatz W.G. Sebald: Austerlitz Johannes Bobrowski: Levins Mühle Siegfried Lenz: Heimatmuseum Bernhard Schlink: Der Vorleser 	eResources addresses	Podstawowe https://www.onleihe.de/goethe-institut/frontend/welcome,51-0-0-100-0-0-1-0-0-0.html - Digital library of the Goethe Institute Adresy na platformie eNauczenie:			
Basic literature	<ul style="list-style-type: none"> Paul Celan: Todesfuge Ingeborg Bachmann: Undine geht Günter Grass: Mr Kiehot, Die Blechtrommel (fragment) Manfred Streubel: Verregnete Heimkehr Utz Rachowski: Über das Slawische Herz Emine S. Özdamar: Die Brücke vom Goldenen Horn (fragment) Brygida Helbig-Mischewski: Anioły i świnie w Berlinie (fragment) Claudia Rusch: Meine freie deutsche Jugend (fragement) 									
Supplementary literature	<ul style="list-style-type: none"> Das Tagebuch der Anne Frank Victor Klemperer: Tagebuch, LTI Ruth Klüger: Weiter leben Nelly Sachs: Poems Edgar Hilsenrath: Der Nazi und der Friseur Maxim Biller: Im Kopf von Bruno Schulz George Tabori: Mein Kampf Thomas Bernhard: Heldenplatz W.G. Sebald: Austerlitz Johannes Bobrowski: Levins Mühle Siegfried Lenz: Heimatmuseum Bernhard Schlink: Der Vorleser 									
eResources addresses	Podstawowe https://www.onleihe.de/goethe-institut/frontend/welcome,51-0-0-100-0-0-1-0-0-0.html - Digital library of the Goethe Institute Adresy na platformie eNauczenie:									

Example issues/
example questions/
tasks being completed

Das Tagebuch der Anne Frank

- Die Funktionen des Tagebuchs für Anne Frank
- Bezugnahmen auf Krieg und Judenverfolgung im Tagebuch von Anne Frank sowie Reflexionen darüber
- Anne Franks Ängste, Träume und ihre Vorstellungen vom Sinn des Lebens
- Die Bedeutung von Freundschaft und Familie für Anne Frank

Victor Klemperer: Tagebuch, LTI

- Das Bild der Deutschen im Tagebuch von Victor Klemperer
- Antisemitismus im Tagebuch von Victor Klemperer
- Elemente der nationalsozialistischen Sprachmanipulation nach Klemperers LTI

Ruth Klüger: Weiter leben (Życ dalej 2009)

- Überlebensstrategien der verfolgten Juden in Ruth Klügers Erinnerungen Weiter leben
- Das Bild der Deutschen in Ruth Klügers Erinnerungen Weiter leben
- Die Erinnerung an die Judenverfolgung aus weiblicher Perspektive in

Nelly Sachs: Rozżarzone zagadki. Wiersze wybrane, wybór i przekł. R. Krynicki. Kraków 2006

- Die Erinnerung an die Shoah in ausgewählten Gedichten von Nelly Sachs (1 oder 2 Gedichte)

Edgar Hilsenrath: Der Nazi und der Friseur

- Das Thema der Schuld im Roman Der Nazi und der Friseur
- Die Funktion des Komischen im Roman Der Nazi und der Friseur

Jurek Becker: Jakob, der Lügner

- Die Funktion der Lüge
- Das Bild des Gettos
- Vergleich der Verfilmungen des Romans mit dem literarischen Text

Maxim Biller: Im Kopf von Bruno Schulz

- Bruno Schulz als literarische Figur (Charakteristik und Situation)
- Warum (und was) schreibt Bruno Schulz an Thomas Mann?
- Intertextuelle Beziehungen zu den Erzählungen von Bruno Schulz

George Tabori: Mein Kampf

- (w: Jesienny wieczór i inne dramaty, w przekł. Danuty Żmij-Zielińskiej. Kraków, Warszawa 2013)
- Charakterystyka postaci Hitlera
- Relacja między Hitlerem i Szlomo Herzl
- Funkcja komizmu w sztuce Mein Kampf

Thomas Bernhard: Heldenplatz

- Die Darstellung des Antisemitismus (Geschichte und Gegenwart)
- Charakteristik einzelner Figuren und ihrer Beziehungen zu Josef Schuster (Frau Zittel, der Bruder)
- Das Bild Österreichs
- Elemente des Komischen
- (dużo literatury w BUG)

W.G. Sebald: Austerlitz

- Das Thema der Kindertransporte nach England
- Das Bild von Theresienstadt
- Charakteristik von Austerlitz
- Die Beziehung zwischen Austerlitz und dem Erzähler
- Die Rolle der Fotografie
- (dużo literatury w BUG)

Johannes Bobrowski: Levins Mühle

- Charakteristik des Mühlenbesitzers Johann und seiner Handlungen
- Charakteristik von Levin und seinen Freunden
- Das Thema der Gewalt
- Das Bild der Deutschen
- Das Bild des Gerichtswesens (der Justiz)
- Die Bedeutung der Musik
- Elemente von Transkulturalität

Siegfried Lenz: Heimatmuseum (Muzeum Ziemi Ojczystej)

- Das Museum als ein Spiegel der kulturellen Vielfalt in den Masuren eine Utopie?
- Deutsche und Polen in den Masuren
- Germanisierung und Slawenfeindlichkeit in den Masuren als Thema des Romans
- Das Bild der Vertriebenen nach 1945 in der Bundesrepublik

	<ul style="list-style-type: none"> • Charakteristik von Zygmunt Rogalla • Das Teppichweben als Symbol für die Masuren <p>Günter Grass: Die Blechtrommel (1. Buch oder Film)</p> <ul style="list-style-type: none"> • Danzig als ein transkultureller Raum am Beispiel der Familie Matzerath • Das Bild der Polen (Oskars Großvater, Onkel, Polnische Post) • Das Bild der Deutschen (Oskars Vater, die Nachbarn) • Das Bild der Kaschuben (Oskars Großmutter, Mutter und Onkel) <p>Emine Sevgi Özdamar: Die Brücke vom Goldenen Horn (1998, Most nad Złotym Rogiem 2007)</p> <ul style="list-style-type: none"> • Das Vertrautwerden der Hauptfigur in Deutschland (Erlernen der Sprache, Gewohnheiten, Missverständnisse) • Das Bild Berlins im Roman • Die Darstellung des Lebens von türkischen Gastarbeiterinnen • Das Thema der Initiation / des Erwachsenwerdens / die Entwicklung der Hauptfigur • Das Thema weiblicher Emanzipation • Zeitgeschichte der 1960er Jahre <p>Brygida Helbig-Mischewski: Anioły i Świnie. W Berlinie! (2005, dt. 2016)</p> <ul style="list-style-type: none"> • Die Situation polnischer Migranten in Deutschland zwischen Integration und Ausgrenzung • Charakteristik der Hauptfigur Gisela Stopa
Work placement	Not applicable

Document generated electronically. Does not require a seal or signature.