

Subject card

Subject name and code	Copy Outline of German Literature II, PG_00136923						
Field of study	Applied Linguistics						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2026/2027	
Education level	Bachelor's 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	
Semester of study	4		ECTS credits			3.0	
Learning profile	academic		Assessment form			credit	
Conducting unit	Institute of Applied Linguistics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Agnieszka Haas				
	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 introduce students to contemporary German-language literature.						

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 is able to interpret literary works using typical methods of interpretation, is able to determine the place of a work in a given literary period and present the results of his/her work	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work
	[LSL3_W03] Recognizes the connections between the disciplines studied, linguistics and literary studies, and pedagogy, glottodidactics, psychology and sociology.	- The student recognises the links between literary studies and pedagogy, glottodidactics, psychology and sociology.	[SW3] text preparation/written work
	[LSL3_K03] He effectively organizes his work and critically evaluates the degree of progress.	- the student organises his or her work effectively and critically evaluates the degree to which it has progressed	[SK3] text preparation/written work
	[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 is able to interpret literary works using typical interpretative methods, is able to define the place of a work in a given literary period	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work
	[LSL3_W11] He knows and understands the methods of literary analysis and interpretation.	- the student has a general knowledge of literary research methodology	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[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 is able to recognise theoretical problems related to literature and use the achievements of other scientific disciplines such as pedagogy, didactics, sociology and psychology in the analysis and interpretation of works, in the area of the so-called interdisciplinarity.	[SU3] text preparation/written work
	[LSL3_U09] Formulates interpretive theses and basic theoretical problems in speech and writing, using appropriate terminology.	- the student has the ability to formulate interpretative theses and to analyse various literary genres using a variety of methods to describe and interpret them	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work
	[LSL3_W04] He knows advanced linguistic and literary terminology in English and in a second foreign language within his chosen specialty.	- the student knows advanced literary terminology in German concerning the representatives of the literary period and literary genres	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[LSL3_W05] He has advanced general knowledge of the methodology of linguistic and literary studies and their development trends.	- the student has advanced knowledge in the analysis and interpretation of works belonging to different literary genres	[SW3] text preparation/written work
	[LSL3_U05] Able to correctly use the concepts of linguistics and literary studies.	-the student can correctly use literary terms	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work
	[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 specialty.	- The student has advanced detailed knowledge of German literature and its historical and cultural context.	[SW3] text preparation/written work
	[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 understands the need to participate in cultural and literary life and to encourage others to have contact with the German language and culture of Germany, Austria and Switzerland	[SK1] oral statement/conversation/discussion

Subject contents	Themes in German-language literature since 1945: 1) Second World War - B. Brecht (poetry and drama), G. Eich: Inventur, J. Bobrowski: Das Käuzchen, B. Schlink; Der Vorleser; 2) The Holocaust - P. Celan: Die Todesfuge, factual drama (P. Weiss, R. Hochhuth, H. Kipphardt), R. Klüger: Weiter leben, Th. Bernhard: Heldenplatz; 3) Polish-German relations - G. Grass: Die Blechtrommel, M. Streubel: Verregnete Heimkehr; 4) Gesellschaftskritik, the student movement of 1968, H. M. Enzensberger: Ins Lesebuch für die Oberstufe, I. Bachmann: Undine geht, Juli Zeh (excerpt from a selected novel); 5) Wendeliteratur - Cl. Rusch: Meine freie deutsche Jugend; 6) Migration and intercultural literature - Emine Sevgi Özdamar: Die Brücke vom Goldenen Horn, A. Tobor: Sitzen vier Polen im Auto.		
Prerequisites and co-requisites	Mastery of the range of knowledge, skills and competences imparted in the teaching of the subject Introduction to Literary Studies, knowledge of the German language at a level which makes it possible to achieve the expected learning outcomes.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Essay	51.0%	50.0%
	completion of interpretation tasks set by the lecturer.	51.0%	50.0%
Recommended reading	Basic literature	• Paul Celan: Todesfuge • Wolfgang Borchert: opowiadania • Günter Grass: Pan 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 świnię w Berlinie (fragment)	
	Supplementary literature	• Das Tagebuch der Anne Frank • Victor Klemperer: Tagebuch, LTI • Ruth Klüger: Weiter leben (Życ dalej 2009) • Nelly Sachs: Rozżarzone zagadki. Wiersze wybrane, ed. R. Krynicki. Kraków 2006 • Edgar Hilsenrath: Der Nazi und der Friseur • Maxim Biller: Im Kopf von Bruno Schulz • George Tabori: Mein Kampf (Polish edition in: Jesienny wieczór i inne dramaty, w przekł. Danuty Żmij-Zielińskiej. Kraków, Warszawa 2013) • Thomas Bernhard: Heldenplatz • W.G. Sebald: Austerlitz • Johannes Bobrowski: Levins Mühle • Siegfried Lenz: Heimatmuseum (Muzeum Ziemi Ojczystej) • Bernhard Schlink: Der Vorleser	
	eResources addresses		

Example issues/ example questions/ tasks being completed	• Das Tagebuch der Anne Frank 1. Die Funktionen des Tagebuchs für Anne Frank. 2. Bezugnahmen auf Krieg und Judenverfolgung im Tagebuch von Anne Frank sowie Reflexionen darüber. 3. Anne Franks Ängste, Träume und ihre Vorstellungen vom Sinn des Lebens. 4. Die Bedeutung von Freundschaft und Familie für Anne Frank. • Victor Klemperer: Tagebuch, LTI. 1. Das Bild der Deutschen im Tagebuch von Victor Klemperer. 2. Antisemitismus im Tagebuch von Victor Klemperer. 3. Elemente der nationalsozialistischen Sprachmanipulation nach Klemperers LTI. • Ruth Klüger: Weiter leben(Żyć dalej 2009). 1. Überlebensstrategien der verfolgten Juden in Ruth Klügers Erinnerungen Weiter leben. 2. 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. 1. Die Erinnerung an die Shoah in ausgewählten Gedichten von Nelly Sachs (1 oder 2 Gedichte). • Edgar Hilsenrath: Der Nazi und der Friseur. 1. Das Thema der Schuld im Roman Der Nazi und der Friseur. 2. Die Funktion des Komischen im Roman Der Nazi und der Friseur. • Jurek Becker: Jakob, der Lügner 1. Die Funktion der Lüge. 2. Das Bild des Gettos. 3. Vergleich der Verfilmungen des Romans mit dem literarischen Text. • Maxim Biller: Im Kopf von Bruno Schulz. 1. Bruno Schulz als literarische Figur (Charakteristik und Situation). 2. Warum (und was) schreibt Bruno Schulz an Thomas Mann? 3. 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). 1. Charakterystyka postaci Hitlera. 2. Relacja między Hitlerem i Szlomo Herzl. 3. Funkcja komizmu w sztuce Mein Kampf. • Thomas Bernhard: Heldenplatz. 1. Die Darstellung des Antisemitismus (Geschichte und Gegenwart). 2. Charakteristik einzelner Figuren und ihrer Beziehungen zu Josef Schuster (Frau Zittel, der Bruder). 3. Das Bild Österreichs. 4. Elemente des Komischen. • W.G. Sebald: Austerlitz. 1. Das Thema der Kindertransporte nach England. 2. Das Bild von Theresienstadt. 3. Charakteristik von Austerlitz. 4. Die Beziehung zwischen Austerlitz und dem Erzähler. 5. Die Rolle der Fotografie. • Johannes Bobrowski: Levins Mühle 1. Charakteristik des Mühlenbesitzers Johann und seiner Handlungen. 2. Charakteristik von Levin und seinen Freunden. 3. Das Thema der Gewalt. 4. Das Bild der Deutschen. 5. Das Bild des Gerichtswesens (der Justiz). 6. Die Bedeutung der Musik. 7. Elemente von Transkulturalität. • Siegfried Lenz: Heimatmuseum (Muzeum Ziemi Ojczyznej) 1. Das Museum als ein Spiegel der kulturellen Vielfalt in den Masuren eine Utopie? 2. Deutsche und Polen in den Masuren. 3. Germanisierung und Slawenfeindlichkeit in den Masuren als Thema des Romans. 4. Das Bild der Vertriebenen nach 1945 in der Bundesrepublik. 5. Charakteristik von Zygmunt Rogalla.
Work placement	Not applicable

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