1. **Title of the module**

GRMN5870/GRMN5880 (GE587/GE588) Life after Modernism? An Introduction to Contemporary Literature in German

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (GRMN5870) and Level 6 (GRMN5880)

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA German (Single and Joint Honours); BA German Studies (Single and Joint Honours)

Also available as a ‘wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module, Level 5 students will be able to:**

8.1 Demonstrate a critical understanding of core parameters in German-language literature between 1965 and the present, e.g. the effect of the culture industry and entertainment on aesthetic production, the deconstruction of textual coherence, and these topics’ relation to a socio-political context;

8.2 Demonstrate critical understanding of formal innovation in relation to a defined historical context;

8.3 Demonstrate the ability to analyse key texts (both primary and secondary) critically and to assess different genres of contemporary writing in German;

8.4 Demonstrate close reading and analytical skills, and reflect critically on the form and nature of literary texts;

8.5 Demonstrate a systematic understanding of the relationship between major contemporary German and Austrian authors and cultural-historical as well as social-historical conditions.

**On successfully completing the module, Level 6 students will be able to:**

8.6 Demonstrate a critical understanding of, and be able to coherently articular a position on core parameters in German-language literature between 1965 and the present, e.g. the effect of the culture industry and entertainment on aesthetic production, the deconstruction of textual coherence, and these topics’ relation to a socio-political context;

8.7 Demonstrate confident and cogent understanding of formal innovation in relation to a defined historical context by introducing literary theoretical concepts to the discussion;

8.8 Demonstrate the ability to analyse key texts (both primary and secondary) critically and to assess different genres of contemporary writing in German and to place and discuss them meaningfully in the cultural context;

8.9 Demonstrate close reading and analytical skills, and reflect critically on the form and nature of literary texts with reference to the theoretical concepts discussed in class;

8.10 Demonstrate a critical understanding of the relationship between major contemporary German and Austrian authors and cultural-historical as well as social-historical conditions and to articular their own ideas about this relationship.

1. **The intended generic learning outcomes.  
   On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate refined communication skills and reasoned argumentation;

9.2 Carry out independent research, including critical responses;

9.3 Devise and sustain arguments and solve problems by engaging with recent critical ideas and approaches;

9.4 Show an ability to work alone and to take responsibility for their own learning;

9.5 Demonstrate analytical and creative problem solving skills;

9.6 Present the outcomes of their independent research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts.

**On successfully completing the module Level 6 students will be able to:**

9.7 Demonstrate refined communication skills and reasoned argumentation, as well as a critical position;

9.8 Carry out independent research, including critical responses, referring to theoretical material;

9.9 Devise and sustain coherent arguments and solve problems by critically engaging with recent critical ideas and approaches;

9.10 Work well alone and to take responsibility for their own learning;

9.11 Demonstrate advanced analytical and creative problem solving skills;

9.12 Present the outcomes of their independent research and learning in a coherent and eloquent way and a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts.

1. **A synopsis of the curriculum**

To understand contemporary German-language literature of the twenty-first century, one has to critically engage with and reflect on the social and historical context of aesthetic developments in the world of the distant and more recent past With a fast-changing European identity in the context of globalisation, political and social challenges are reflected in literary paradigm shifts and a reconfigured German literary field.

This module introduces a number of contemporary texts in German and provides methods for the analysis of these heterogeneous texts and new forms of authorial self-representation, based on key theoretical texts like Roland Barthes’ “*Death of the Author*”, “*Text and Pleasure*” or Michel Foucault’s “*What is an Author*” to outline principle changes of literary production and authorship after 1965.

Narrative techniques like pastiche, intertextuality, the deconstruction of textual coherence and ironic representations of ideological concepts by means of combining contradictory genres will be analysed and put into the socio-political context of German-speaking countries also with reference to the global dimension of contemporary writing.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Any edition of the following:

Artmann, H.C. *Schauerromane*. Piper

Flašar, M.M. *Ich nannte ihn Krawatte*. Wagenbach

Gardi, T. *Broken German*. Droschl

Setz, C. *Indigo*. Suhrkamp (excerpts)

Süskind, P. *Das Parfum*. Diogenes (excerpts)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay (Level 5: 2,500 words; Level 6: 3,000 words) – 60%
* Take-Home Assignment (Level 5: 1,000 words; Level 6: 1,500 words) – 20%
* Presentation (15 minutes) – 20%
  1. Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1 / 8.6* | *8.2 / 8.7* | *8.3 / 8.8* | *8.4 / 8.9* | *8.5 / 8.10* | *9.1 / 9.7* | *9.2 / 9.8* | *9.3 / 9.9* | *9.4 / 9.10* | *9.5 / 9.11* | *9.6 / 9.12* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Take-Home Assignment | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module’s content, representations of German-speaking literature and culture, will help students to demonstrate a deep understanding of the life and multiple cultures of German.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 09/04/18 | Major | tbc | 8-10, 11, 13 | No |
|  |  |  |  |  |