1. **Title of the module**

GRMN5890/GRMN5900 (GE589/GE590) – Wien-Berlin: Tales of Two Cities

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 (GRMN5890) and Level 6 (GRMN5900)

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)

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 detailed and critical knowledge and understanding of the recent cultural and political history of two major German-speaking cities, Vienna and Berlin;

8.2 Demonstrate competence in applying this knowledge within new and differing contexts (e.g. as regards the city as a lieu de mémoire and the relationship between representations of the city to current debates in German-speaking countries about multiculturalism, migration and national identity);

8.3 Demonstrate detailed knowledge of selected twentieth-century prose works and films that represent the city and city life in Vienna and Berlin;

8.4 Demonstrate critical understanding of the ways in which urban development and theories of urbanity have contributed to modern German culture, in particular to literature and film;

8.5 Demonstrate close reading and analytical skills, including the application of critical thinking to the study of literature and film.

**In addition, on successfully completing the module Level 6 students will also be able to:**

8.6 Demonstrate a systematic understanding of the relation between literary and cinematic representation and changing socio-historical conditions;

8.7 Carry out and display understanding of additional research and critical thinking in both written assessments and seminar topics that show an appreciation of the uncertainty, ambiguity and limits of knowledge;

8.8 Demonstrate independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources;

8.9 Demonstrate a comprehensive appreciation of key aspects of current critical approaches and theories on representations of the city and the ability to comment upon these approaches as well as to understand the specific cultural, historical and political contexts from which they emerge.

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

9.1 Demonstrate improved oral communication;

9.2 Demonstrate increased interpersonal skills and the ability to cooperate confidently and productively through group work;

9.3 Demonstrate refined written communication skills, including the structuring of an original argument;

9.4 Consolidate their ability to read closely and critically;

9.5 Demonstrate their IT skills by conducting individual research using available resources (library and online) and by using computers to produce coursework; the module will also be delivered via Moodle, giving further practice in IT skills.

**In addition, on successfully completing the module Level 6 students will also be able to:**

9.6 Analyse, discuss and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis;

9.7 Devise and sustain arguments and to solve problems by engaging critically with recent critical ideas, methodologies and approaches;

9.8 Demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of coursework, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form;

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

1. **A synopsis of the curriculum**

This module focuses on the recent history of Vienna and Berlin, the cultural capitals of the German-speaking world. Many of the key events and movements that influenced Europe over the past century are intimately linked to these two cities, from the collapse of the Habsburg Empire, the development of extremist left- and right-wing parties in the interwar period to the division and re-uniting of Europe as embodied by the Berlin Wall. Changes and continuities in the political, social and physical topography of Vienna and Berlin will be traced by studying representations of both cities in a range of texts and films from the early twentieth to the early twenty-first century. Alongside feature films and prose genres such as short stories and reportage, the module will also consider theoretical texts on the city and the contribution of urban life to modern German-language culture. Central themes are the interplay of individual and collective, urban anonymity and liberation versus alienation and uniformity, multiculturalism and migration.

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

Unless otherwise indicated, no particular editions are required:

Aichinger, I, (1948), *Die größere Hoffnung* (extracts)

Albert, B, (1999), *Nordrand*

Bachmann, B, (1961), ‘*Unter Mördern und Irren*’

Döblin, A, (1929), *Berlin Alexanderplatz* (extracts)

Özdamar, E.S, (2001), *Der Hof im Spiegel*

Roth, J, (1919/1920), *Symptome der Zeit* newspaper articles from 1919/20, taken from Joseph Roth, Werke I: Das journalistische Werk 1915-1923 (ed. Klaus Westermann, Cologne 1989)

Wenders, W, (1987) *Himmel über Berlin*

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 (2,000 words) – 40%
* Presentation (15 minutes) – 20%
* Examination (2 hours) – 40%
	1. Reassessment methods
* 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)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *8.9* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* | *9.9* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  | **x** |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminar |  | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Presentation |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** |  | **x** |
| Examination | **x** | **x** | **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 subject is concerned with German-speaking literature and urban culture and provides students with the tools to engage with a foreign culture by analysing literary texts linguistically and semantically, thus providing the students with a deeper understanding of German ways of life.

**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) |
| 12/11/15 | Major | September 2015 | 9, 11 | No |
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| Revised FSO Jan 2018 |