<table>
<thead>
<tr>
<th>Trinity Module Name and course code</th>
<th>Credits (ECTS)</th>
<th>Duration and semester</th>
<th>Prerequisite Subjects</th>
<th>Course Description and Learning Outcomes</th>
<th>Assessment</th>
<th>Contact Hours</th>
<th>Contact Person</th>
</tr>
</thead>
</table>
| GRU1100Y German Language 1         | 10             | MT & HT               | Minimum level: German A2; please meet with module co-ordinator before enrolling | **Aims**  
This module aims to consolidate existing written, oral and aural German language skills and to encourage the further development of communicative and cultural competence. The course also aims to develop study skills as well as the following transferable skills:  
• Planning  
• Time-management  

**Content**  
The module develops grammatical structures through systematic revision of basic structures; text comprehension as well as written, oral and aural skills in the L2 with a focus on syntactic analysis; and production of a range of both written and oral/aural text types including descriptive and narrative texts and written expression of opinion. Students improve their speaking skills by talking about different aspects of German life and people.  

**Methods of Teaching & Student Learning:**  
• Contact teaching: Tutorials, seminars and lectures  
• Directed learning: Homework  
• Blended learning: Self-access on-line exercises and Blackboard aural comprehension activities  

**Learning Outcomes**  
Students who successfully complete this course should be capable of demonstrating an ability  
• to understand radio and news broadcasts, lectures and discussions  
• to participate in conversations about their lives and interests, university and general topics such as mentioned in newspapers  
• to participate in conversations specific to their degree course, such as business, law or literature  
• to write short but accurate narrative and descriptive texts on contemporary topics and topics covered in class  
• to build up and expand a solid basic active and passive vocabulary  
• to understand and apply the basics of German grammar to both spoken and written German  

**Continuous assessment in MT and HT (60%):**  
- aural tests in MT and HT (15%),  
- in class tests in weeks 5 and 11 MT, week 8 HT (15% each)  

**Written end of year exam (40%).**  

4 pw  
Dr Gillian Martin (gsmartin@tcd.ie)
<table>
<thead>
<tr>
<th>Minimum level: German A2; please meet with module co-ordinator before enrolling</th>
<th>Aims</th>
<th>Continuous assessment in MT (100%):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This module aims to consolidate existing written, oral and aural German language skills and to encourage the further development of communicative and cultural competence. The course also aims to develop study skills as well as the following transferable skills:</td>
<td>- in class tests in weeks 5 and 11 MT, 50% each</td>
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<tr>
<td></td>
<td>• Planning</td>
<td>4 pw</td>
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<tr>
<td></td>
<td>• Time-management</td>
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<td>Content</td>
<td>The module develops grammatical structures through systematic revision of basic structures; text comprehension as well as written, oral and aural skills in the L2 with a focus on syntactic analysis; and production of a range of both written and oral/aural text types including descriptive and narrative texts and written expression of opinion. Students improve their speaking skills by talking about different aspects of German life and people.</td>
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<td>Methods of Teaching &amp; Student Learning:</td>
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<td>• to participate in conversations specific to their degree course,</td>
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<td></td>
<td>• to understand and apply the basics of German grammar to both spoken and written German</td>
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</tbody>
</table>
**GRU11002 German Language 1 (VS – HT)**

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<thead>
<tr>
<th>Minimum level: German A2; please meet with module co-ordinator before enrolling</th>
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</table>

**Aims**
This module aims to consolidate existing written, oral and aural German language skills and to encourage the further development of communicative and cultural competence. The course also aims to develop study skills as well as the following transferable skills:
- Planning
- Time-management

**Content**
The module develops grammatical structures through systematic revision of basic structures; text comprehension as well as written, oral and aural skills in the L2 with a focus on syntactic analysis; and production of a range of both written and oral/aural text types including descriptive and narrative texts and written expression of opinion. Students improve their speaking skills by talking about different aspects of German life and people.

**Methods of Teaching & Student Learning:**
- Contact teaching: Tutorials, seminars and lectures
- Directed learning: Homework
- Blended learning: Self-access on-line exercises and Blackboard aural comprehension activities

**Learning Outcomes**
Students who successfully complete this course should be capable of demonstrating an ability
- to understand radio and news broadcasts, lectures and discussions
- to participate in conversations about their lives and interests, university and general topics such as mentioned in newspapers
- to participate in conversations specific to their degree course, such as business, law or literature
- to write short but accurate narrative and descriptive texts on contemporary topics and topics covered in class
- to build up and expand a solid basic active and passive vocabulary
- to understand and apply the basics of German grammar to both spoken and written German

**Continuous assessment in HT (100%):**
- in class tests in weeks 8 and 11 MT, 50% each

<p>| 4 pw |
| Dr Gillian Martin (<a href="mailto:gsmartin@tcd.ie">gsmartin@tcd.ie</a>) |</p>
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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Duration</th>
<th>Mode</th>
<th>Aims</th>
<th>Assessment</th>
<th>Credits</th>
<th>Tutor</th>
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<tbody>
<tr>
<td>GRU1104Y</td>
<td>German Language (Beginners) (subject to availability)</td>
<td>10</td>
<td>MT &amp; HT</td>
<td>The main learning aims of this module are to enable students to develop competence in a range of language tasks, with a focus on the following essential skills in German: • writing • reading • listening • speaking Students will also gain an insight into German-language society and culture.</td>
<td>• Continuous assessment in MT and HT (60%) Written end of year exam (40%).</td>
<td></td>
<td>Dr Gillian Martin (<a href="mailto:gsmartin@tcd.ie">gsmartin@tcd.ie</a>)</td>
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<td>Michaelmas Term half-module = GRU11041</td>
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<tr>
<td>GRU11041</td>
<td>German Language (Beginners) VS MT</td>
<td>5</td>
<td>MT</td>
<td>- to enable students to develop beginner’s competence in a range of language learning tasks with a focus on the following essential skills: • reading • listening • speaking • writing Students will also gain an insight into basic structures of German language, society and culture.</td>
<td>Continuous assessment</td>
<td>5</td>
<td>Dr Gillian Martin (<a href="mailto:gsmartin@tcd.ie">gsmartin@tcd.ie</a>)</td>
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<td>Not available as a Hilary Term half-module</td>
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</table>
This module is offered to students with little or no previous knowledge of German. It offers a general foundation in language, and focuses on the four main competencies (speaking, writing, listening, reading). It emphasises the acquisition of core grammar and the development of both productive and receptive skills in spoken and written German.

Methods of Teaching & Student Learning:
- Contact teaching: Tutorials and seminars
- Directed learning: Homework
- Blended learning: Self-access on-line exercises and aural activities

Learning Outcomes
On completion of this module the student should be able to:
- demonstrate basic knowledge of and proficiency in German vocabulary, grammar and syntax;
- demonstrate basic writing skills;
- understand simple short texts in the target language;
- understand simple spoken language;
- communicate in simple German conversations

Aims
The module aims to:
- introduce students to German-language academic, journalism and literary texts
- encourage students to become competent readers of different types of German-language texts
- help students understand grammar in context
- help students expand vocabulary
- help students develop strategies for comprehension and interpretation
- sensitise students to different styles, genres and registers

Content
This module is offered to students with little or no previous knowledge of German. It offers detailed and in-depth reading of a selection of texts (historical/political; journalism; literary)

Methods of Teaching & Student Learning
- Contact teaching: Tutorials
- Directed learning: Homework

Friday week 10: Take-home written exam – submit Monday week 11 – 100%

2 pw
Dr Gillian Martin (gsmartin@tcd.ie)
### Learning Outcomes
Having completed this module, ab initio students of German will be able to:
- navigate the reading, comprehension and interpretation of German-language texts
- identify different genres and writing styles
- work independently on different texts
- use texts as a source of linguistic and cultural knowledge;
- identify key characteristics of different types of text.

### Aims
This module aims to develop reading and watching skills in a range of literary text types and their film adaptations; to introduce students to the terms and concepts of literary criticism and film studies; to build up general and specialist vocabulary.

### Content
This module introduces students to the study of German literature and film as an end in itself, as a means of gaining cultural knowledge of the German-speaking lands and as a resource for improving linguistic competence. Students will read and watch a rich and varied selection of German-language literary texts and films.*

* ab initio students will read the English translations of the module texts and all films will be available with English subtitles.

### Learning Outcomes
On successful completion of this module, students should be able to:
- read literary texts independently and comfortably in German;*
- offer nuanced and alert critical responses to German literary texts and their film adaptations;
- demonstrate understanding of a range of critical and theoretical approaches to the study of literature and film;
- use literary texts and films as a source of linguistic and cultural knowledge;
- identify key characteristics of different literary and film genres;
- write critical essays in which primary and secondary material is handled correctly.

### Assessment
**MT:**
- Essay (25%) – 1,000-1,500 words – due end of MT

**HT:**
- Exam (75%) – 2 hours
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<tr>
<th>Module Code</th>
<th>Credit</th>
<th>Taught</th>
<th>Minimum level</th>
<th>Aims</th>
<th>Content</th>
<th>Methods of Teaching and Student Learning</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
<th>Tutor Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRU11011 German Area Studies</td>
<td>5</td>
<td>MT</td>
<td></td>
<td>* ab initio students will read the English translations of the module texts</td>
<td>This module aims to introduce students to the study of contemporary German-speaking society through the medium of German. Content This module is an introduction to the history, politics, society and economy of the German-speaking countries in the period 1945 to the present. Taught in German, with English summaries, it also trains listening comprehension, and as such helps prepare for studying in a German-speaking country and for future study in TCD. Listening skills developed in this module also support performance in the JF Aural examination (see GRU1100Y).</td>
<td>Lectures. Learning Outcomes Students who successfully complete this module should be able to • describe the recent history and the political, economic, social and cultural features of the three German-speaking countries. • discuss in detail major events and trends in these countries since the Second World War. • deploy this knowledge and understanding in clear written English. • follow lectures, presentations and commentaries in German on contemporary themes. • read introductory and intermediate level written material in German on contemporary themes.</td>
<td>MT assessment week: Written exam: 100%</td>
<td>2 pw</td>
<td>Dr Gillian Martin (<a href="mailto:gsmartin@tcd.ie">gsmartin@tcd.ie</a>)</td>
</tr>
<tr>
<td>GRU11032 Textual Analysis</td>
<td>5</td>
<td>HT</td>
<td>German A2</td>
<td>Content Students are trained in the 'close reading' of literary and non-literary texts in German. A 'text' is understood as any piece of written German, but for reasons of practicality the pieces that are used in TA (either extracts or complete works) are normally no longer than one A4 sheet. Aims This module aims to show how factors such as structure, vocabulary and style are combined in a particular way to produce a text of a particular kind, with one or more meanings.</td>
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<td>HT: Week 6: Test 1 – 50% Week 12: Test 2 – 50%.</td>
<td>2 pw</td>
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</table>
bracketing out text-external elements and extra-textual information, students’ attention is focused exclusively on the formal, thematic and discursive features of the text in front of them.

**Learning Outcomes**
On successful completion of this module, students should be able to:
- identify and explain why and how structure, vocabulary and style combine to produce a particular kind of literary or non-literary text.
- write concise analyses of German texts in which findings are supported by the appropriate use of textual evidence.

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<table>
<thead>
<tr>
<th>GRU2200Y German Language 2</th>
<th>10</th>
<th>MT &amp; HT</th>
<th>Minimum level: German B1; please meet with module co-ordinator before enrolling</th>
</tr>
</thead>
</table>

**Aims**
This programme is designed to enhance existing written, oral and aural German language skills through systematic introduction of complex grammatical structures and to encourage the further development of communicative and cultural competence, particularly in the specialist register. The module also aims to develop the following transferable skills:
- Critical and analytical approach to understanding advanced information sources;
- Presentation skills and use of Power Point;
- Time management.

**Content**
Students will be introduced to the prevailing terminology of the German university system and to the Fachsprache (specialist register) of their study field/cohort. This will be accomplished through the guided discussion of appropriate text examples, along with vocabulary, grammar, comprehension and translation exercises.

**Methods of Teaching and Student Learning**
- Contact Teaching: Tutorials and seminars
- Directed Learning: Homework
- Group-work

**Learning Outcomes**
On successful completion of this module, students should be able to:
- understand and apply more complex features of German grammar, including participial phrases and passive voice, in spoken and written contexts;
- understand and use appropriately the specialist vocabulary (Universität) and the lexical and syntactic features of a particular field of study (Fachsprache);

**Continuous assessment in MT and HT (60%):**
- In-class tests weeks 5 & 11 MT (15% each)
- Fachsprache essay, 800 words, due Wed 12.00, week 10 HT (15%)
- Oral presentations weeks 8 & 9 HT (15%)

**Written end of year exam (40%)**

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3 pw Dr Gillian Martin (gsmartin@tcd.ie)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Minimum Level</th>
<th>Aims</th>
<th>Methods of Teaching and Student Learning</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRU22001</td>
<td>German Language 2 (VS – MT)</td>
<td>5 MT</td>
<td>German B1; please meet with module co-ordinator before enrolling</td>
<td>Aims: This programme is designed to enhance existing written, oral and aural German language skills through systematic introduction of complex grammatical structures and to encourage the further development of communicative and cultural competence, particularly in the specialist register. The module also aims to develop the following transferable skills: Critical and analytical approach to understanding advanced information sources; Presentation skills and use of Power Point; Time management.</td>
<td>Content: Students will be introduced to the prevailing terminology of the German university system. This will be accomplished through the guided discussion of appropriate text examples, along with vocabulary, grammar, comprehension and translation exercises. Methods of Teaching and Student Learning: Contact Teaching: Tutorials and seminars; Directed Learning: Homework; Group-work. Learning Outcomes: On successful completion of this module, students should be able to: understand and apply more complex features of German grammar, including participial phrases and passive voice, in spoken and written contexts; understand and use appropriately the specialist vocabulary (Universität); read and understand articles from academic publications and translate extracts into correct and idiomatic English; write essays in German on a topic from their field of study; give oral presentations in German on a topic from their field of study.</td>
<td>MT: Week 6: Test 1 – 50% Week 11: Test 2 – 50%</td>
</tr>
</tbody>
</table>
The module also aims to develop the following transferable skills:
- Critical and analytical approach to understanding advanced information sources;
- Presentation skills and use of Power Point;
- Time management.

### Aims
This programme is designed to enhance existing written, oral and aural German language skills through systematic practice of complex grammatical structures and to encourage the further development of communicative and cultural competence, particularly in the specialist register. The module also aims to develop the following transferable skills:
- Critical and analytical approach to understanding advanced information sources;
- Presentation skills and use of Power Point;
- Time management.

### Content
Students will be introduced to the prevailing terminology of the Fachsprache (specialist register) of their study field/cohort. This will be accomplished through the guided discussion of appropriate text examples, along with vocabulary, grammar, comprehension and translation exercises.

### Methods of Teaching and Student Learning
- Contact Teaching: Tutorials and seminars
- Directed Learning: Homework
- Group-work

### Learning Outcomes
On successful completion of this module, students should be able to:
- understand and apply more complex features of German grammar, including participial phrases and passive voice, in spoken and written contexts;
- understand and use appropriately the specialist vocabulary and the lexical and syntactic features of a particular field of study (Fachsprache);
- read and understand articles from academic publications and translate extracts into correct and idiomatic English;
- identify the syntactic and structural differences between oral and written Fachsprache;
- write essays in German on a topic from their field of study;
- give oral presentations in German on a topic from their field of study.

### Course Structure
- Fachsprahe essay, 800 words, due Wed week 10, 12.00 (50%)
- Oral presentations weeks 8 & 9 HT (50%)

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Type</th>
<th>Minimum level</th>
<th>Prerequisites</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>GRU22002 German Language 2 (VS – HT)</td>
<td>5 HT</td>
<td>Minimum level: German B1; please meet with module co-ordinator before enrolling</td>
<td></td>
<td>Fachsprache essay, 800 words, due Wed week 10, 12.00 (50%)</td>
<td>Oral presentations weeks 8 &amp; 9 HT (50%)</td>
<td>Dr Gillian Martin (<a href="mailto:gsmartin@tcd.ie">gsmartin@tcd.ie</a>)</td>
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</tbody>
</table>
The module also aims to develop the following transferable skills:
- Critical and analytical approach to understanding advanced information sources;
- Presentation skills and use of Power Point;
- Time management.

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<th>Aims</th>
<th>Content</th>
<th>Methods of student teaching and learning</th>
<th>Learning Outcomes</th>
<th>Grade Breakdown</th>
<th>Instructor</th>
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</thead>
</table>
| GRU22051 German Cultural History | 5 | MT | German B1 | Aims | This module aims to increase students’ background knowledge and cultural competence in respect of the historical and cultural development of the German-speaking world. It also provides training in listening comprehension. Both aspects are preparation for studying in a German-speaking country. | Content | The module investigates how the history and culture of Germany, Austria and Switzerland, especially since 1800, have shaped today’s society. This will be achieved by a thematic rather than a chronological approach to the key issues of the cultural history of Austria, Germany and Switzerland. | Methods of student teaching and learning | Contact teaching: Lectures with accompanying tutorials  
Directed and self-directed learning (production of a critical essay) | Learning Outcomes | On successful completion of this module, students should be able to  
- discuss in detail aspects of the history and culture of the three German-speaking countries.  
- describe how cultural history has shaped modern society in these countries.  
- understand a lecture in German.  
- process the acquired knowledge and apply this critically to the writing of an extended essay. | MT Week 12: Essay – 100% – 1,500 words in English - Due Fri 12.00 | 2 pw | Dr Gillian Martin (gsmartin@tcd.ie) |

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<th>Aims</th>
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<th>Methods of student teaching and learning</th>
<th>Learning Outcomes</th>
<th>Grade Breakdown</th>
<th>Instructor</th>
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</table>
| GRU22012 German Literary History 1 | 5 | HT | German B1 | Aims | This module aims to give students a survey of / intro to German-language literature from first beginnings to 1800. | Content | The module consists of a series of lectures and seminars. Students are asked to prepare for in-class discussions by being assigned pointed questions about each reading as homework. | Methods of student teaching and learning | Contact teaching: Lectures with accompanying tutorials  
Directed and self-directed learning (production of a critical essay) | Learning Outcomes | On successful completion of this module, students should be able to  
- discuss in detail aspects of the history and culture of the three German-speaking countries.  
- describe how cultural history has shaped modern society in these countries.  
- understand a lecture in German.  
- process the acquired knowledge and apply this critically to the writing of an extended essay. | HT: Take-home exam (100%)  
- to be made available to students Thu week 11  
- to be submitted to Department Mon week 12. | 2 pw | Dr Gillian Martin (gsmartin@tcd.ie) |
Learning Outcomes
On successful completion of this module, students
- will have received a survey of early German literature
  until ca. 1800
- will be able to contextualise future readings in this
  framework and carry out a literary analysis considering
  the historical background.

GRU22031 Conditio Judaica: Dislocation and identity in modern
German Jewish Literature

| 5 | MT |
|  Minimum level: German B1 |

Aims
The module learning aims are
- to read and understand the selected primary texts studied in the original German;
- to read and understand the selected theoretical texts, where necessary, in the original German and also to deal with theoretical texts in English;
- to develop an understanding of German-Jewish literature in the twentieth century and how it reflects on the historical and sociopolitical phenomena that influenced German-Jewish experience in that period;
- to develop an understanding of how we might define German-Jewish writing;
- to develop skills of research and critical analysis of primary and secondary literature in essay work that is well-structured and correctly referenced in coherent English;
- to develop skills of research and critical analysis for oral presentation in class;
- to develop group-work skills in class discussion.

Content
This course introduces students to German-Jewish literature of the 20th century. It offers a broad historical perspective on the socio-cultural positioning of the German-Jewish subject, focusing on the experiences of exclusion and marginality that characterise the ‘conditio judaica’ (the Jewish condition). Utilising a group of texts that articulate pivotal moments of upheaval, change or crisis in German-Jewish experience of the 20th century, the course provides students with a focused overview of this period up to the contemporary. Franz Kafka’s letter to his father (1919) addresses the consequences of the German-Jewish drive for assimilation that gained momentum in the latter half of the 19th century. Peter Weiss’s autobiographical essay Meine Ortschaft (1965) describes the experience of visiting Auschwitz in the 1960s as someone who was destined for extermination but who managed to escape to Sweden before the War. Rafael
Seligmann’s novella *Rubinstein's Versteigerung* (1989) epitomises the paradox of being a German-Jew in Germany after the Holocaust. Barbara Honigmann’s autobiographical sketches in *Damals, dann und danach* (1999) reflect the continuing dislocation, linguistic and spatial, of contemporary German-Jewish subjects. Her work also provides insight into the experience of German-Jewish women and Jewish life in the GDR. Thematic points of emphasis throughout the course are: dominant and marginal cultures, assimilation, exile, the language of Jewish self-hatred, anti-Semitism, and generational change. A further question for discussion concerns how we might define German-Jewish writing.

**Learning Outcomes**
On successful completion of this module, students should be able to:

- read and understand the selected primary texts studied in the original German;
- critically engage with and evaluate the selected primary texts and the relevant secondary literature;
- demonstrate a clear understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;
- present their critical analysis of the primary (literary or linguistic) material in a well-structured and correctly referenced essay in coherent English (or German, where required).

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<tr>
<th>Module Code</th>
<th>Title</th>
<th>Aims</th>
<th>Content</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
<th>Tutor</th>
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<tbody>
<tr>
<td>GRU22041</td>
<td>Repräsentationen des Kriegs</td>
<td>This module aims at teaching the critical narratological analysis of historical literary texts dealing with ‘real’ wars to create a better understanding of history and the way literature ‘works’ when it comes to the representation of organized state violence in history (from the 30 Years’ War in the 17th c. to the Yugoslav Sucession Wars in the 1990s, with a special focus on WW1).</td>
<td>After a series of mini-lectures on methodology and the literary history of war a number of important war texts from German literature will be read and discussed in class, accompanied by short student presentations.</td>
<td>On successful completion of this module, students should be able to:</td>
<td>MT: Essay (100%) – 2500 words – due 11 January, 12.00</td>
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<td></td>
<td>Dr Gillian Martin (<a href="mailto:gsmartin@tcd.ie">gsmartin@tcd.ie</a>)</td>
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</table>
• critically engage with and evaluate the selected primary texts and the relevant secondary literature;
• demonstrate a clear understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;
• present their critical analysis of the primary (literary or linguistic) material in a well-structured and correctly referenced essay in coherent English (or German, where required).

GRU22102 Kafka lesen

Aims
To bring students to an understanding of the work of Franz Kafka.

Content

In diesem Seminar wird versucht, anhand von den kürzeren Prosastücken und dem Roman Der Prozess den Weg einer oder mehrerer sinnvoller Kafka-Lektüren aufzuzeichnen. Mit einem Auge immer fest auf die Kafkasche Komik gerichtet, untersuchen wir die Beziehung zwischen Text und Interpretation, zwischen Frage und Anwort in Kafkas Märchenhafter, moderner Welt

Learning Outcomes
On successful completion of this module, students should be able to
• read and understand the selected primary texts studied in the original German;
• critically engage with and evaluate the selected primary texts and the relevant secondary literature;
• demonstrate a clear understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;
• present their critical analysis of the primary material coherently and appropriately

HT: Revision Week: Submission of continuous assessment 100% 2 pw Dr Gillian Martin (gsmartin@tcd.ie)
Aims
This module aims to
- help students understand Hitler in a way that goes beyond popular cliché and mystification
- help students place Hitler’s character and rise to power in historical, political and cultural context
- deepen students’ understanding of the techniques of demagogic-populist self-stylisation that facilitated Hitler’s rise to power
- invite students to explore the challenge to historiography and cultural/aesthetic representation which Hitler poses

Content
At a time of worrying resurgence of the extreme Right, this module seeks to confront Hitler not as a figure to be fetishised or mystified but as a warning to history. Together we will ask: How do we explain the rise to power of this Austrian ex-soldier and failed painter? What was his self-understanding, and how did it evolve in the years leading to his becoming dictator of Germany? What were the factors that lay behind the development of his rabidly nationalistic and anti-Semitic worldview? What exactly was his ‘grand metanarrative’? How did he manage to seduce so many people into seeing him as the ‘Führer’ who would bring deliverance and greatness to a Germany still smarting from the humiliation of defeat in World War I? Who supported him, and why; and who did not?

Together we will think through very carefully the relationship between ‘charismatic’ individual leader and the already existing social, cultural and political tendencies of the age. We will explore competing accounts of Hitler’s character and career, as well as immersing ourselves in a range of literary and cinematic representations of him.

Learning Outcomes
Students will have:
- deepened their knowledge of the German Fascist dictator whose expansionist vision of an ‘Aryan’ ‘Third Reich’ led to the calamity of World War 2 and the obscenity of the Holocaust
- gained insight into the formation of Hitler’s character and the ideological roots of his ethno-nationalist and anti-Semitic worldview

HT:
Essay – 2,500 words – due 12.00 on Wednesday of Revision Week

2 pw
Dr Gillian Martin
gsmartin@tcd.ie
been introduced to competing historiographical accounts of how Hitler managed to come to power and, once there, consolidate his hold upon the German people
- studied Hitler’s rhetorical and propagandistic strategies across a range of texts (speeches, writings, broadcasts)
- encountered and critically interrogated a range of literary and cinematic representations of Hitler

<table>
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<tr>
<th>Course Code</th>
<th>Credit Hours</th>
<th>Mode</th>
<th>Minimum Level</th>
<th>Aims</th>
<th>Content</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
<th>Examiner</th>
</tr>
</thead>
</table>
| GRU3300Y German Language 3 | 10 | MT & HT | German B1/B2; please meet with module co-ordinator before enrolling | **Aims**

To develop analytical, critical and descriptive skills in a variety of text types.

To develop narrative, descriptive and rhetorically appropriate skills in writing and translating.

**Content**
The principal emphasis in this module is on the comprehension and analysis of advanced rhetorical and discursive texts and the production of related text types.

**Learning Outcomes**
On successful completion of this module, students should be able to:
- conduct an advanced stylistic analysis of different text types
- respond appropriately in writing to journalistic texts
- reproduce and translate set text types using the appropriate style and register
- translate journalistic and literary text types

Oral end of year exam (25%)
Written end of year exam: 2 hours (75%)

3 pw  Dr Gillian Martin (gsmartin@tcd.ie)

| GRU33001 German Language 3 (VS – MT) | 5 | MT | German B1/B2; please meet with module co-ordinator before enrolling | **Aims**

To develop analytical, critical and descriptive skills in a variety of text types.

To develop narrative, descriptive and rhetorically appropriate skills in writing and translating.

**Content**
The principal emphasis in this module is on the analysis and translation of advanced rhetorical and discursive texts and the production of related text types.

**Learning Outcomes**
On successful completion of this module, students should be able to:
- conduct an advanced stylistic analysis of different text types

End of term written examination (1.5 hours)

3 pw  Dr Gillian Martin (gsmartin@tcd.ie)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Duration</th>
<th>Minimum Level</th>
<th>Aims</th>
<th>Content</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRU33002</td>
<td>German Language 3 (VS – HT)</td>
<td>5</td>
<td>HT</td>
<td>German B1/B2; please meet with module co-ordinator before enrolling</td>
<td>To develop analytical, critical and descriptive skills in a variety of text types.</td>
<td>The principal emphasis in this module is on the comprehension and analysis of advanced rhetorical and discursive texts and the production of related text types.</td>
<td>On successful completion of this module, students should be able to:</td>
<td>End of term written examination (1.5 hours)</td>
<td>Dr Gillian Martin (<a href="mailto:gsmartin@tcd.ie">gsmartin@tcd.ie</a>)</td>
</tr>
<tr>
<td>GRU3301Y</td>
<td>German Literary History 2</td>
<td>10</td>
<td>MT &amp; HT</td>
<td>German B1/B2</td>
<td>To survey key epochs, developments and concepts, and a range of significant texts, in German literature from the late 18th century to the present.</td>
<td>The module treats German classicism, romanticism, realism, naturalism, expressionism, ‘neue Sachlichkeit’, literature 1933-45 and since 1945 by examining key concepts, developments and texts from the relevant epochs.</td>
<td>On successful completion of this module, students should be able to:</td>
<td>For those taking 10 ECTS: HT: 1. Monday Week 8: Essay – 2500 words – 50% 2. End-of-year exam – 2 hours – 50% MT 5 ECTS module only (GRU33011): Essay (100%) – 2500 words – due 11 January, 12.00 HT 5 ECTS module only (GRU33012): End-of-year exam – 2 hours (100%)</td>
<td>2 pw</td>
</tr>
</tbody>
</table>
Aims
This module aims to introduce students to the work of three of the most important writers of the 20th century, and to give them a clear understanding of the main themes of modernism.

Content
In this Seminar lesen wir Kurzgeschichten und Novellen von drei der wichtigsten deutschsprachigen Autoren des zwanzigsten Jahrhunderts – Thomas Mann, Robert Musil und Gottfried Benn. Es wird versucht, anhand dieser Geschichten eine Einsicht in einige der Hauptthemen der modernistischen Periode zu bekommen: Identitätskrise, die Rolle der Kunst, die Darstellung einer sinnlosen Welt... und nicht zuletzt die Frage zu erörtern: warum wird die Literatur heute noch maßgebend von Modernism geprägt?

Learning Outcomes
On successful completion of this module, students should be able to
• read and understand the selected primary texts studied in the original German;
• critically engage with and evaluate the selected primary texts and the relevant secondary literature;
• demonstrate a clear understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;
• present their critical analysis of the primary (literary or linguistic) material in a well-structured and correctly referenced essay in coherent English (or German, where required).

Aims
• help students develop sophisticated and informed responses to key writings from Marx and Nietzsche
• help students cultivate a comparative analytical approach to the two thinkers
• deepen students’ understanding of the social and cultural contexts within—and against—which Marx and Nietzsche fashioned their thought
• explore the continued relevance of both thinkers for our world

Content
Marx and Nietzsche: even to write the names alongside one another is to announce a war of ideas. Marx is the philosopher of socialist revolution, Nietzsche the self-styled prophet of Übermensch individualism. Marx’s enemies point to Stalin, Nietzsche’s to Hitler. If Marx is the go-to thinker of ‘the Left’,...
then Nietzsche is for many still the preeminent intellectual inspiration of ‘the Right’. Yet there are striking points of contact between the two: both are materialists, who take the death of God as read; both read social relations ‘suspiciously’, i.e. on a model of antagonism, cruelty and power; both are deeply interested in the body; both claim to demystify the world in order to diagnose and offer a route to emancipation from the illusions and alienations of capitalistic modernity.

In this seminar, we will encounter each of these explosive thinkers in their own right. From this, we will explore resonances and dissonances between their worldviews.

**Learning Outcomes**

Students will

- have gained familiarity with and insight into a range of texts from the two most provocative and influential German thinkers of the 19th Century
- have explored Karl Marx and Friedrich Nietzsche’s respective understandings of human existence, the body, power, political economy and society
- have brought the revolutionary ideas of Marx and Nietzsche into meaningful dialogue with one another
- have followed the ‘long tail’ of their ideas into the 20th Century and beyond

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**GRU33021 The Good, the Bad, and the Ugly: The Life of Bees (and some other critters) in Literature**

**Aims**

On successful completion of this module, students should have learned about

- the cultural history of bees
- the links between cultural production and species politics
- pertinent theories of biopolitics
- the links between literary and environmental studies

**Content**

How can a recent bestseller such as Norbert Scheuer’s *Winterbienen* contribute to the preservation of bees? The key question of this seminar is how cultural production and representation in the sense of *Darstellung*, in particular the mythification of a species, can aid or prevent its extinction. What messages can literature and the arts convey to help save a species from going extinct? How do the arts, literature in particular, support environmental resilience and sustainability? But also, what happens to culture when a species disappears and what are the challenges of reintroduction? Is a species culturally
forgotten or even more mythologized after its disappearance? Can cultural diversity be linked to biodiversity? And can we say that the philosophical and political metaphors attached to a species impact on its own and, in the end humanity’s, survival? Questions such as these will form some of the discussion points in this seminar. If we look at an animal like the wolf in cultural production we can relate its extinction in certain areas of the globe to its demonization and mythification in cultural production (what one could call the Little Red Riding Hood Syndrome). Unlike the wolf, however, some species like the bee are elevated in literature and other artefacts. This seminar with a focus on German literature and some excursions into other literary traditions will discuss literature’s relationship with key issues in the environment, how the cultural elevation or demonization of a species can help preserve or destroy it, but also specifically how the bee stands out culturally and biopolitically from other insects such as the cockroach or Ungeziefer in general, as we find it in Kafka’s racial melancholia, the racist discourse in the Third Reich, to Katie Hopkins’s recent comparison of migrants with cockroaches. Finally, how can representations of the past (such as the image of the bee in Greek and Roman antiquity) still impact on our understanding of a species today and assist with issues of sustainability?

**Learning Outcomes**
On successful completion of this module, students should be able to

- read and understand the selected primary texts studied in the original German;
- critically engage with and evaluate the selected primary texts and the relevant secondary literature;
- demonstrate a clear understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;
- present their critical analysis of the primary (literary or linguistic) material in a well-structured and correctly referenced essay in coherent English (or German, where required).

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Minimum Level</th>
<th>Aims</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>GRU33042</td>
<td>Blutsauger von deutscher Zunge: Vampirismus als literarisches und kulturelles Thema</td>
<td>German B1/B2</td>
<td>Students will learn how to read and analyse literary texts from a certain genre through the lens of historical context and thematic / theoretical approaches.</td>
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</tbody>
</table>
Mein Seminar wird sich der Frage annehmen, was der Vampirismus im sakulären Zeitalter nach der Aufklärung "bedeutet": Für welche "unsichtbaren" Themen wird der Vampir, der kein Spiegelbild hat, als literarischer "Container" verwendet? Welche Diskurse verbergen sich hinter seiner Gestalt, die sich stets verwandelt? Was ist seine "Ästhetik" und "Politik"?


**Learning Outcomes**

On successful completion of this module, students should be able to

- read and understand the selected primary texts studied in the original German;
- critically engage with and evaluate the selected primary texts and the relevant secondary literature;
- demonstrate a clear understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;
- present their critical analysis of the primary (literary or linguistic) material in a well-structured and correctly referenced essay in coherent English (or German, where required).

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Minimum level</th>
<th>Aims</th>
<th>HT: Revision Week: Essay (100%) - 2500 words – Due Wed 12.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRU33032</td>
<td>Narrating National Division Now: Contemporary Novels on East and West Germany</td>
<td>German B1/B2</td>
<td>The module learning aims are</td>
<td>2 pw</td>
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<td>- developing competence in reading contemporary literature on past events in their current political context&lt;br&gt;- developing close reading strategies, especially of spatial motifs in the texts, alongside contextual knowledge of the German-German division&lt;br&gt;- developing an understanding of key theories of national narration</td>
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<td>Content</td>
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<td>This course explores present-day perspectives on the post-war partition of Germany, examining how novels grapple with current debates around national belonging as they narrate the nation's divided past.</td>
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</table>
It introduces key ideas of national narration and allegorisation by tracing specific spatial motifs in recent texts on the GDR and its borders: from the symbolic nature of the family home in Eugen Ruge's multi-generational saga *In Zeiten des abnehmenden Lichts* (2011) to graveyards as sites for East/West-German conflicts of memorialisation in Regina Scheer's *Machandel* (2014); from the supposed freedom in a West German border camp in Julia Franck’s *Lagerfeuer* (2003) to the supposed paradise of the East German island Hiddensee in Lutz Seiler’s *Kruso* (2014).

In scrutinising how these novels portray possibilities of spatial belonging and national community, students on this course will deepen their knowledge of the historical context of the East/West partition as well as developing insights into the contemporary literary scene in Germany – and discussing the potential futures to which these novels point.

**Learning Outcomes**

On successful completion of this module, students should be able to:
- read and understand the selected primary texts studied in the original German;
- critically engage with and evaluate the selected primary texts and the relevant secondary literature;
- demonstrate a clear understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;
- present their critical analysis of the primary (literary or linguistic) material in a well-structured and correctly referenced essay in coherent English (or German, where required).
Methods of Student Teaching & Learning
• Contact teaching (small group teaching)
• Directed learning (group work, homework)
• Experiential learning (presentations)
• Self-directed learning (private study)

Learning Outcomes
Students who successfully complete this module should be able to:
• understand and analyse the stylistic and rhetorical strategies which characterise complex written and oral text types;
• to filter information and to differentiate between fact and opinion as well as between relevant and irrelevant information in complex oral and written texts;
• produce stylistically appropriate Kommentare and Glossen on contemporary social, economic, political, literary themes in idiomatic and accurate German;
• give oral presentations at an advanced level in idiomatic and accurate German, using the appropriate register, on contemporary social, economic, political, and literary themes
• demonstrate a confident use of media such as PowerPoint during presentations and integrate all aspects of communication including gestures, facial expressions, body language
• to communicate at an advanced level in terms of accuracy, fluency and expression in the L2 in a variety of situations such as discussions, negotiations and interviews
• demonstrate a sound knowledge and mastery of complex grammar and syntax including indirect speech, hypotaxis, conjunctions, modal particles, in spoken and written German.

Aims
This module is designed to develop advanced oral and written rhetorical skills in the L2. It also aims to consolidate existing written, oral and aural German language skills through systematic revision of grammatical structures and to encourage the further development of communicative and cultural competence.

Content
The module develops advanced rhetorical skills in the L2 focus on analysis and production of a range of both written and oral/aural text types, including editorials, speeches, interviews and ‘Kommentare’.

Methods of Student Teaching & Learning
• Contact teaching (small group teaching)
• Directed learning (group work, homework)
<table>
<thead>
<tr>
<th>GRU44002 German Language 4 (VS – HT)</th>
<th>5</th>
<th>HT</th>
<th>Minimum level: German B2; please meet with module co-ordinator before enrolling</th>
<th>Aims</th>
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<tbody>
<tr>
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<td>Content</td>
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<tr>
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<td></td>
<td>The module develops advanced rhetorical skills in the L2 focus on analysis and production of a range of both written and oral/aural text types, including editorials, speeches, interviews, ‘Kommentare’ and ‘Glossen’.</td>
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<td>Methods of Student Teaching &amp; Learning</td>
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<td></td>
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<td>• Contact teaching (small group teaching)</td>
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<td>• Directed learning (group work, homework)</td>
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<td>• Experiential learning (presentations)</td>
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<td>• Self-directed learning (private study)</td>
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<td>Learning Outcomes</td>
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</tbody>
</table>

**Learning Outcomes**

Students who successfully complete this module should be able to:

- understand and analyse the stylistic and rhetorical strategies which characterise complex written and oral text types;
- to filter information and to differentiate between fact and opinion as well as between relevant and irrelevant information in complex oral and written texts;
- produce stylistically appropriate Kommentare on contemporary social, economic, political, literary themes in idiomatic and accurate German;
- give oral presentations at an advanced level in idiomatic and accurate German, using the appropriate register, on contemporary social, economic, political, and literary themes
- demonstrate a confident use of media such as PowerPoint during presentations and integrate all aspects of communication including gestures, facial expressions, body language
- to communicate at an advanced level in terms of accuracy, fluency and expression in the L2 in a variety of situations such as discussions, negotiations and interviews
- demonstrate a sound knowledge and mastery of complex grammar and syntax including indirect speech, hypotaxis, conjunctions, modal particles, in spoken and written German.

**End of term in class test**

100%

3 pw

Dr Gillian Martin (gsmartin@tcd.ie)
<table>
<thead>
<tr>
<th>Course: GRU44012 Translation</th>
<th>ECTS: 5</th>
<th>Mode: HT</th>
<th>Minimum level: German B2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
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<tr>
<td>Though not translator training as such, the module aims to sensitise participants to issues and techniques for advanced German-English translation and increase language awareness and linguistic creativity generally. It presupposes a good level of German and English competence accumulated from wide reading and language practice. The necessity of good English style is stressed. The central productive skill of accurate translation of short extracts presupposes good reading and comprehension skills. Because of emphasis on practical work via weekly student presentations, discussion of translation theory is limited, though discussion of the texts and translations / translation rationale will provide some scope to step back and reflect on the processes involved.</td>
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<tr>
<td><strong>Content</strong></td>
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<tr>
<td>The module focuses on practical advanced German/English translation of texts from different registers (journalism, scholarship, literature etc.).</td>
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<tr>
<td><strong>Learning outcomes</strong></td>
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<tr>
<td>On successful completion of this module stream, students should be able to</td>
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<td>• demonstrate a high degree of German comprehension (including knowledge of the cultural context);</td>
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<td>Module Code</td>
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<tr>
<td>GRU4405Y</td>
<td>Kunst nach Auschwitz</td>
<td>10</td>
<td>MT &amp; HT</td>
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<tr>
<td>GRU4408Y</td>
<td>German, Austrian and Swiss Post/Colonial Studies</td>
<td>10</td>
<td>MT &amp; HT</td>
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**GRU4405Y Kunst nach Auschwitz**

Michaelmas Term half-module = GRU44051

**GRU4408Y German, Austrian and Swiss Post/Colonial Studies**

Michaelmas Term half-module = GRU44081

MT: Essay 1 – 50% – 2500 words due 11 January, 12.00

GRU44051: Essay – 100% – 2500 words due 11 January, 12.00

HT: Revision Week: Essay 2 – 50% – 2500 words due Wed 12.00

MT: Essay 1 – 50% - 2500 words due 11 January, 12.00

GRU44081: Essay – 100% – 2500 words due 11 January, 12.00

HT: Revision Week:

2 pw

Dr Gillian Martin (gsmartin@tcd.ie)
to develop skills of research and critical analysis for oral presentation in class;
• to develop individual and group work skills in class discussion.

Content
It is widely forgotten that between the 1880s and the First World War, the German Kaiserreich was among the colonial powers of Europe, occupying e.g. the territories that are known as Namibia, Cameroon, Togo, and Tanzania in Africa nowadays, along with New Guinea in the Pacific and the Chinese city of Qingdao. In the case of Austria-Hungary, however, the mantra of Habsburg historiography remains that this empire was not an (overseas) colonizer—maybe it was within the continent or, at least, in its own imagination. Strange is the case of Switzerland, too, which as trade superpower was an important facilitator of European colonialism, but abstained from colonial conquest itself.

All of this has left traces in literature, be they affirmative or critical, which will be investigated in our Option seminar: examples of colonial as well as of postcolonial writing between 1900 and our present, with some prominent authors and some lesser known. In a first step, Postcolonialism as one of the major contemporary approaches to literary and cultural studies will be introduced. Students will have to present written work or some short essays in class, which will be assessed in our Option seminar.

Learning Outcomes
On successful completion of the module, students should be able to:

• read and understand selected complex primary texts in the original German;
• demonstrate a detailed critical knowledge of the primary texts studied in the course and of the relevant secondary literature;
• display a deeper understanding of the specific literary and cultural contexts of the cultural/artistic epoch;
• present a critical analysis of the primary (literary or linguistic) material in a well-structured, correctly referenced essay in coherent English (or German, where required).
<table>
<thead>
<tr>
<th>GRU4407Y Perspectives on New Economy Capitalism in Contemporary German-language Literature and Film</th>
<th>10</th>
<th>MT &amp; HT</th>
<th>Minimum level: German B2</th>
<th>Aims</th>
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<td>to read and understand the selected primary texts studied in the original German;</td>
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<td>to read and understand the selected theoretical texts, where necessary, in the original German;</td>
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<td>to develop an understanding of contemporary neoliberal capitalism in Germany and of the role of literature and film in providing a critique of capitalism;</td>
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<td>to develop skills of research and critical analysis of primary and secondary literature in essay work that is well-structured and correctly referenced in coherent English;</td>
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<td>to develop skills of research and critical analysis for oral presentation in class;</td>
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<td>to develop group-work skills in class discussion.</td>
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<tr>
<td>Content</td>
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<td>Emerging from the major financial challenges of unification and against global trends, the German economy has been thriving since the turn of the millennium. Yet recent and contemporary German-language literature and film has tended to feature the “new economy”, or neoliberal capitalism as it is also known, as highly problematic, a global force that has been eroding the fabric of local and individual everyday life since the fall of the Wall. In their works, German-language writers and filmmakers scratch the surface of wealthy Germany (and by implication the wealthy West), exposing the extreme pressures and affective realities that new economy capitalism bring to bear on the worker-consumer. The primary texts and films on the course offer a differentiated overview of this critical field of cultural production. They cover topics such as: the financial aftermath of unification and the spectre of the GDR in contemporary capitalist Germany (Petzold, Mora); the commercialisation of Holocaust memory in the Berlin Republic (Hanika); the precariousness of existence as a white-collar employee of a multinational company (Röggla, Mora, Petzold, Ade); global high finance and the global city (Hochhäusler); new neoliberal identities, such as the “entrepreneurial self” (Nawrat). Gender, power, the body and sex are relevant to all works (Seidel, Petzold, Nawrat, Hochhäusler). Secondary literature and theoretical texts will include reflection.</td>
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<td>MT: Take-home text-analysis task (50%); Due 11 January, 12.00</td>
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<td>GRU44071: Essay – 100% – 2500 words due 11 January, 12.00</td>
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<td>HT: Week 12: Essay (50%) – 2500 words</td>
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Dr Gillian Martin (gsmartin@tcd.ie)
on: the defining features of neoliberal capitalism; the corrosion of character in the new economy; time and 24/7 culture in the digital era; the abstraction of finance capitalism and the question of how to represent it in film / literature; place, non-place, gender and the body.

**Learning Outcomes**
On successful completion of the module, students should be able to
- read and understand selected complex primary texts in the original German;
- demonstrate a detailed critical knowledge of the primary texts studied in the course and of the relevant secondary literature;
- display a deeper understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;
- present a critical analysis of the primary (literary or linguistic) material in a well-structured, correctly referenced essay in coherent English (or German, where required).