<table>
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<tr>
<th>Trinity Module Name and course code</th>
<th>Credits (ECTS)</th>
<th>Duration and semester</th>
<th>Prerequisites</th>
<th>Course Description and Learning Outcomes</th>
<th>Assessment</th>
<th>Contact Hours</th>
<th>Contact Person</th>
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</table>
| GRU11001 German Language 1 (VS - MT) | 5 | MT | Minimum level: German A2; please contact module co-ordinator before enrolling | **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 as well as conversations specific to their degree course, such as business, law or literature;  
• to write short but accurate narrative and descriptive texts or expressing opinion 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.  
**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.  
**Teaching and Learning Methods:**  
• Directed learning: Homework  
• Blended learning: Self-access on-line tasks and exercises | Continuous assessment (100%) | 3 pw | Katrin Eberbach eberback@tcd.ie |
| GRU11002 German Language 1 (VS – HT) | 5 | HT | Minimum level: German A2; please contact the module co-ordinator before enrolling | **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 as well as conversations specific to their degree course, such as business, law or literature; | Continuous assessment (100%) | 3 pw | Katrin Eberbach eberback@tcd.ie |
• to write short but accurate narrative and descriptive texts or expressing opinion 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.

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.

Teaching and Learning Methods:
• Contact teaching: Seminars and lectures
• Directed learning: Homework
• Blended learning: Self-access on-line tasks and exercises

Teaching and Learning Methods:
• Directed learning: Homework
• Blended learning: Self-access on-line tasks and exercises

Learning Outcomes:
On completion of this course the student should be able to:
• demonstrate a basic knowledge of and proficiency in German vocabulary, grammar and syntax;
• demonstrate a competence in basic writing;
• understand short texts in the target language;
• understand spoken language;
• demonstrate a reasonable standard of pronunciation;
• communicate orally in basic situations;
• achieve an overall standard of A1 (MT only) or B1 (MT and HT) level

Aims:
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.

**Content:**
This module is offered to students with little or no previous knowledge of German. It offers a general foundation in language, and encompasses the four main competencies (speaking, writing, listening, reading). It emphasises the acquisition of an essential grammatical basis and development of both productive and receptive skills in spoken and written German.

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

**GR1102Y Introduction to German Literature and Film**

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<tr>
<th>Code</th>
<th>Credits</th>
<th>Mode</th>
<th>Learning Outcomes:</th>
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</table>
| MT & HT       | 10      | Please meet with module co-ordinator before enrolling | 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.

* ab initio students will read the English translations of the module texts

**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.

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<tr>
<th>Code</th>
<th>Credits</th>
<th>Mode</th>
<th>Learning Outcomes:</th>
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</table>
| MT            | 25%     | 1,000-1,500 words | MT: Essay (25%) – due end of MT
| HT            | 75%     | 2 hours | HT: Exam (75%) – 2 hours

**GRU11011 German Area Studies**

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<tr>
<th>Code</th>
<th>Credits</th>
<th>Mode</th>
<th>Learning Outcomes:</th>
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| MT            | 5       | Please meet with module co-ordinator before enrolling | Students who successfully complete this module should be able to:
- describe the recent history and the political, economic, social and cultural features of postwar Germany, the FRG and the GDR, from 1945 to 1989.
- discuss in detail major events and trends in these countries since the Second World War.
- deploy this knowledge and understanding in clear written English.

**Course work (100%)**

1 pw

Prof Mary Cosgrove
cosgroma@tcd.ie
### GRU11012 German Area Studies B

**5 HT**

**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 unified Germany, as well as Austria and Switzerland since 1945;
- 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 English on contemporary themes;
- read introductory and intermediate level written material in English on contemporary themes.

**Aims:**
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 two Germanies (East and West) in the period 1945 to 1989. It complements its sister module GRU11012 (HT) but may be taken independently of it. It provides a foundation for Kulturgeschichte in SF.

**Methods of Teaching and Student Learning:**
Lectures.

**Course work (100%)**
1 pw
Prof Mary Cosgrove
cosgroma@tcd.ie

### GRU22001 German Language 2 (VS – MT)

**5 MT**

**Minimum level:**
German B1; please contact module co-ordinator before enrolling

**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);

**Continuous assessment (100%)**
2 pw
Katrin Eberbach
eberback@tcd.ie
| GRU22002 German Language 2 (VS – HT) | 5 | HT | Minimum level: German B1; please contact the module co-ordinator before enrolling | 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 language and 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. | 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. | Fachsprache essay, 700 words, (50%)  
Oral presentation (50%) | Katrin Eberbach  
eberback@tcd.ie |
**Content:**
Students will be introduced 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.

**Teaching and Learning Methods:**
- Contact Teaching: Seminars
- Directed Learning: Homework
- Blended learning: Self-access on-line tasks and exercises
- Group-work

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<tr>
<th>Module Code</th>
<th>Title</th>
<th>Credits</th>
<th>Level</th>
<th>Learning Outcomes</th>
<th>Methods of Student Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRU22051</td>
<td>German Cultural History A</td>
<td>5</td>
<td>MT</td>
<td>Minimum level: German B1</td>
<td>continuous assessment (100%)</td>
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</tbody>
</table>

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

- discuss in detail aspects of the cultural history of the German-speaking world.
- describe how this cultural history has shaped modern society in and beyond the German-speaking world.
- understand a lecture in German.
- process the acquired knowledge and apply this critically to specific cultural-historical materials

**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:**
This module explores the extraordinarily rich cultural and intellectual history of the German-speaking lands. Taking a thematic rather than chronological approach, we will encounter a rich array of ideas and texts that helped shaped the modern world in the most profound ways. This lecture-only course, which can be taken either as a standalone module or as the first of two Kulturgeschichte modules, will focus chiefly on the 19th Century. It aims to increase students’ background knowledge and cultural competence in respect of the cultural-historical development of the German-speaking world. It also provides an excellent intellectual foundation for the Sophister years, not to mention training in listening comprehension.

**Methods of student teaching and learning:**
- Contact teaching: Lectures
- Directed and self-directed learning

Dr Daragh Downes
dadownes@tcd.ie
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Type</th>
<th>Minimum Level</th>
<th>Learning Outcomes:</th>
<th>Assessment</th>
<th>Weight</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>GRU22052</td>
<td>German Cultural History B</td>
<td>5</td>
<td>HT</td>
<td>German B1</td>
<td>On successful completion of this module, students should be able to</td>
<td>continuous</td>
<td>(100%)</td>
<td>Dr Daragh Downes</td>
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<td>• discuss in detail aspects of the cultural history of the German-speaking world.</td>
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<td>• describe how this cultural history has shaped modern society in and beyond the German-speaking world.</td>
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<td>• understand a lecture in German.</td>
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<td>• process the acquired knowledge and apply this critically to specific cultural-historical materials</td>
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<td><strong>Aims:</strong> 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.</td>
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<td><strong>Content:</strong> 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.</td>
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<tr>
<td>GRU22012</td>
<td>German Literary History 1</td>
<td>5</td>
<td>HT</td>
<td>German B1</td>
<td>On successful completion of this module, students</td>
<td>Take-home</td>
<td>(100%)</td>
<td>Dr Clemens Ruthner</td>
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<td>• will have received a survey of early German literature until ca. 1800</td>
<td>exam</td>
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<td><a href="mailto:ruthnerc@tcd.ie">ruthnerc@tcd.ie</a></td>
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<td>• will be able to contextualise future readings in this framework and</td>
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<td>• carry out a literary analysis considering the historical background.</td>
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<td><strong>Aims:</strong> This module aims to give students a survey of / intro to German-language literature from first beginnings to 1800.</td>
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<td><strong>Content:</strong> 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.</td>
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<tr>
<td>GRU22031</td>
<td>Conditio Judaica: Dislocation and identity in modern German Jewish Literature</td>
<td>5</td>
<td>MT</td>
<td>German B1</td>
<td>On successful completion of this module, students should be able to</td>
<td>Essay</td>
<td>(100%)</td>
<td>Prof Mary Cosgrove</td>
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<td>• read and understand the selected primary texts studied in the original German;</td>
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<td><a href="mailto:cosgroma@tcd.ie">cosgroma@tcd.ie</a></td>
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<td>• critically engage with and evaluate the selected primary texts and the relevant secondary literature;</td>
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<td>• demonstrate a clear understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;</td>
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<td>• present their critical analysis of the primary (literary or linguistic) material in a well-structured and</td>
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</table>
• correctly referenced essay in coherent English (or German, where required).

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 Rubinsteins 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.
• 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.

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

Content:
Kafkas Geschichten gehören zu den bekanntesten der Weltliteratur. Bekannt sind sie sicherlich auch deswegen, weil keiner sie versteht: "Viele beklagen sich", heißt es im kurzen Text Von den Gleichnissen, "daß die Worte der Weisen immer wieder nur Gleichnisse seien, aber unverwendbar im täglichen Leben ... Alle diese Gleichnisse wollen eigentlich nur sagen, daß das Unfaßbare unfaßbar ist, und das haben wir gewußt."


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
• 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.

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 pose

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.

<table>
<thead>
<tr>
<th>Module</th>
<th>Level</th>
<th>Mode</th>
<th>Minimum level: German B1/B2; please meet with module co-ordinator before enrolling</th>
<th>Learning Outcomes:</th>
<th>Aims:</th>
<th>Content:</th>
<th>Learning Outcomes:</th>
<th>End of term written examination (1.5 hours)</th>
<th>2 pw</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>GRU33001 German Language 3 (VS – MT)</td>
<td>5</td>
<td>MT</td>
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<td>On successful completion of this module, students should be able to:</td>
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<td>Dr Caitriona Leahy <a href="mailto:cleahy@tcd.ie">cleahy@tcd.ie</a></td>
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<td>• conduct an advanced stylistic analysis of different text types</td>
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<td>• reproduce and translate set text types using the appropriate style and register</td>
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<td>GRU44092 German Language 3 (ES Minor)</td>
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<td>On successful completion of this module, students should be able to:</td>
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<td>Dr Gillian Martin <a href="mailto:gsmartin@tcd.ie">gsmartin@tcd.ie</a></td>
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</tbody>
</table>
### Aims:
- To develop analytical, critical and descriptive skills in a variety of text types.
- To develop narrative, descriptive and rhetorically appropriate skills in writing.

### 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
- discuss the developments, trends and themes of German literary history since the 18th century and deploy the relevant critical terms appropriately.
- describe how German literary history relates to the development of modern Germany in this period.
- process the acquired knowledge and apply this critically to the writing of extended analytical essays. Process the acquired knowledge and apply this critically to the writing of extended analytical essays.

### Aims:
To survey key epochs, developments and concepts, and a range of significant texts, in German literature from the late 18th century to the present.

### Content:
The module treats German classicism, romanticism, realism, naturalism, and modernism, by examining key concepts, developments and texts from the relevant epochs.

### GRU330011 German Literary History 2 MT
- **Credits:** 5
- **Semester:** MT
- **Minimum level:** German B1/B2
- **Learning outcomes:**
  - Discuss the developments, trends and themes of German literary history since the 18th century and deploy the relevant critical terms appropriately.
  - Describe how German literary history relates to the development of modern Germany in this period.
  - Process the acquired knowledge and apply this critically to the writing of extended analytical essays.

### Essay (100%)
2hrs
Dr Caitriona Leay
cleahy@tcd.ie

### GRU330012 German Literary History 2 HT
- **Credits:** 5
- **Semester:** HT
- **Minimum level:** German B1/B2
- **Learning outcomes:**
  - Discuss the developments, trends and themes of German literary history since the 18th century and deploy the relevant critical terms appropriately.
  - Describe how German literary history relates to the development of modern Germany in this period.
  - Process the acquired knowledge and apply this critically to the writing of extended analytical essays.

### Take-home exam (100%)
2hrs
Dr Clemens Ruthner
ruthnerc@tcd.ie
The module treats German classicism, romanticism, realism, naturalism, and modernism, by examining key concepts, developments and texts from the relevant epochs.

### GRU33051

**Kurzgeschichten der Moderne**

<table>
<thead>
<tr>
<th>5</th>
<th>MT</th>
<th>Minimum level: German B1/B2</th>
<th>Learning Outcomes: On successful completion of this module, students should be able to</th>
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<tbody>
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<td>• read and understand the selected primary texts studied in the original German;</td>
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<td>• critically engage with and evaluate the selected primary texts and the relevant secondary literature;</td>
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<td>• demonstrate a clear understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;</td>
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<td>• 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).</td>
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<td><strong>Aims:</strong> 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.</td>
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<td><strong>Content:</strong> In diesem 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.</td>
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### GRU33061

**Marx vs. Nietzsche**

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<th>5</th>
<th>MT</th>
<th>Minimum level: German B1/B2</th>
<th>Learning Outcomes: Students will</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>• have gained familiarity with and insight into a range of texts from the two most provocative and influential German thinkers of the 19th Century</td>
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<td>• have explored Karl Marx and Friedrich Nietzsche’s respective understandings of human existence, the body, power, political economy and society</td>
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<td>• have brought the revolutionary ideas of Marx and Nietzsche into meaningful dialogue with one another</td>
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<td>• have followed the ‘long tail’ of their ideas into the 20th Century and beyond.</td>
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</tbody>
</table>

### Aims:

- help students develop sophisticated and informed responses to key writings from Marx and Nietzsche

### Continuous assessment (100%)

| 2 pw | Dr Caírina Leahy cleahy@tcd.ie |

| 2 pw | Dr Daragh Downes dadownes@tcd.ie |
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.

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<table>
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<tr>
<th>GRU33022 The Good, the Bad, and the Ugly: The Life of Bees (and some other critters) in Literature</th>
<th>5</th>
<th>MT</th>
<th>Minimum level: German B1/B2</th>
<th>Learning Outcomes:</th>
<th>On successful completion of this module, students should be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay (100%)</td>
<td>2 pw</td>
<td>Dr Peter Arnds <a href="mailto:arndsp@tcd.ie">arndsp@tcd.ie</a></td>
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</tbody>
</table>

- 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:**
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?

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**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:**

Students will learn how to read and analyse literary texts from a certain genre through the lens of historical context and thematic / theoretical approaches.

**Content:**

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"?

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**GRU33042 Blutsauger von deutscher Zunge: Vampirismus als literarisches und kulturelles Thema**

S HT Minimum level: German B1/B2 **Essay (100%)** 2 pw Dr Clemens Ruthner ruthnerc@tcd.ie

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<table>
<thead>
<tr>
<th>GRU44001 German Language 4</th>
<th>5</th>
<th>MT</th>
<th>Minimum level: German B2; please meet with module co-ordinator before enrolling</th>
<th>Learning outcomes: Students who successfully complete this module should be able to:</th>
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<tr>
<td></td>
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<td></td>
<td>• understand and analyse the stylistic and rhetorical strategies which characterise complex written and oral text types;</td>
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<td>• to filter information and to differentiate between fact and opinion as well as between relevant and irrelevant information in complex oral and written texts;</td>
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<td></td>
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<td></td>
<td>• produce stylistically appropriate Kommentare and Glossen on contemporary social, economic, political, literary themes in idiomatic and accurate German;</td>
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<td></td>
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<td></td>
<td>• participate in discussions on complex topics confidently and in accurate German, using a broad range of vocabulary;</td>
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<td></td>
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<td>• 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;</td>
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<tr>
<td></td>
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<td></td>
<td>• demonstrate a sound knowledge and mastery of complex grammar and syntax including indirect speech, hypotaxis, conjunctions, modal particles, in spoken and written German.</td>
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</tbody>
</table>

**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, ‘Kommentare’ and ‘Glossen’.

**Teaching & Learning Methods:**
- Contact teaching (small group teaching)
- Directed learning (group work, homework)
- Experiential learning (presentations)
- Blended learning: self-access online tasks and exercises
- Group work

<table>
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<tr>
<th>GRU44002 German Language 4 (VS – HT)</th>
<th>5</th>
<th>HT</th>
<th>Minimum level: German B2; please contact the module co-</th>
<th>Learning outcomes: Students who successfully complete this module should be able to:</th>
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<tbody>
<tr>
<td></td>
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<td>• understand and analyse the stylistic and rhetorical strategies which characterise complex written and oral text types;</td>
</tr>
</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;

**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, ‘Kommentare’ and ‘Glossen’.

**Teaching & Learning Methods:**
- Contact teaching (small group teaching)
- Directed learning (group work, homework)
- Experiential learning (presentations)
- Blended learning: self-access online tasks and exercises
- Group work

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ordinator before enrolling

- 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 and commentaries at an advanced level in idiomatic and accurate German, using the appropriate register, on contemporary social, economic, political, and literary themes;
- participate in discussions on complex topics confidently and in accurate German, using a broad range of vocabulary;
- 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 text types, including editorials, speeches, commentaries, discussions, interviews, ‘Kommentare’ and ‘Glossen’.

**Teaching & Learning Methods:**

- Contact teaching (small group teaching)
- Directed learning (group work, homework)
- Experiential learning (presentations)
- Blended learning: self-access online tasks and exercises
- Group work

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**GRU44012 Translation**

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<tr>
<th>5</th>
<th>HT</th>
<th>Minimum level: German B2</th>
<th>Learning outcomes: On successful completion of this module stream, students should be able to</th>
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<tbody>
<tr>
<td></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>• comprehend and translate advanced texts in the relevant text types into clear, correct English;</td>
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<td>• render these texts at a satisfactory level of accuracy, consistency and appropriateness of register and expression.</td>
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<td>• present group translation work to the class, discussing and explaining translation rationale and strategy.</td>
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</table>

**Aims:**

Exam (100%) 2 pw Prof Mary Cosgrove cosgroma@tcd.ie
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.

Content:
The module focuses on practical advanced German/English translation of texts from different registers (journalism, scholarship, literature etc.).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Type</th>
<th>Minimum level</th>
<th>Learning Outcomes:</th>
<th>Aims:</th>
<th>Content:</th>
<th>MT:</th>
<th>HT:</th>
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<tbody>
<tr>
<td>GRU4407Y</td>
<td>MT &amp; HT</td>
<td>German B2</td>
<td>On successful completion of the module, students should be able to</td>
<td>to read and understand the selected primary texts studied in the original German;</td>
<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</td>
<td>Take-home task (50%);</td>
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<tr>
<td>Perspectives on New Economy Capitalism in Contemporary German-language Literature and Film</td>
<td></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>Essay (50%)</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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</tbody>
</table>

| | | | MT: | 2 pw | Prof Mary Cosgrove |
| | | | | | cosgroma@tcd.ie |
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 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).

**Aims:**

- 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;
- to develop an understanding of contemporary neoliberal capitalism in Germany and of the role of literature and film in providing a critique of capitalism;
- 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.

<table>
<thead>
<tr>
<th>GRU44071 Perspectives on New Economy Capitalism in Contemporary German-language Literature and Film</th>
<th>S</th>
<th>MT</th>
<th>Minimum level: German B2</th>
<th>Learning outcomes: On successful completion of the module, students should be able to</th>
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<td>- read and understand selected complex primary texts in the original German;</td>
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<td>- demonstrate a detailed critical knowledge of the primary texts studied in the course and of the relevant secondary literature;</td>
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<td>- display a deeper understanding of the specific literary or linguistic topic and its cultural, historical, theoretical and/or linguistic contexts;</td>
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<td>Take home text analysis (100%)</td>
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<td></td>
<td>Prof Mary Cosgrove <a href="mailto:cosgroma@tcd.ie">cosgroma@tcd.ie</a></td>
</tr>
</tbody>
</table>
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, Hein, Bauder); 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, Losmann); global high finance and the global city (Hochhäusler); new neoliberal identities, such as the “entrepreneurial self” (Nawrat). Secondary literature and theoretical texts will include reflection 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 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 topic and its cultural, historical, theoretical and/or linguistic contexts.

**Aims:**
Through intensive and extensive engagement with Kleist’s texts, across a variety of genres, to

- offer a stimulating conspectus of this major German writer’s oeuvre;
- help students cultivate a meaningful appreciation of the biographical, historical and socio-cultural contexts from which Kleist’s work emerges;
- facilitate students’ exploration of a multiplicity of sophisticated literary-critical reading strategies;
- bring students into productive dialogue with relevant critical literature.

**Content:**
Over two centuries after his death, Heinrich von Kleist (1777-1811) continues to exert a singular fascination. Impossible to pin down as either a ‘Klassiker’ or a ‘Romantiker’, and yet profoundly a creature of his time, he takes his reader into one heart of darkness after another. Power; the supernatural; sexuality; class; religion; violence; ethics... these are just some of the themes which receive unsettlingly
ambiguous and astonishingly ‘modern’ treatment in Kleist’s stories, novellas, plays and essays. This module will take in a range of celebrated Kleist works across multiple genres: from short pieces like "Das Bettelweib von Locarno" to longer stories like "Das Erdbeben in Chili"; from plays like Der zerbrochene Krug to essays like "Über das Marionettentheater". We will also consider some film adaptations.

Students will be required to purchase just one text for this module: the two-volumes-in-one dtv paperback edition of Kleist’s Sämtliche Werke und Briefe (ed. Helmut Sembdner).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Delivery</th>
<th>Learning outcomes:</th>
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<tbody>
<tr>
<td>GRU44091 Kleist</td>
<td>5</td>
<td>MT</td>
<td>On successful completion of the module, students should be able to</td>
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<tr>
<td></td>
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<td></td>
<td>• read and understand selected complex primary texts in the original German;</td>
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<tr>
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<td></td>
<td>• demonstrate a detailed critical knowledge of the primary texts studied in the course and of the relevant secondary literature;</td>
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<tr>
<td></td>
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<td></td>
<td>• display a deeper understanding of the specific literary topic and its cultural, historical, theoretical and/or linguistic contexts.</td>
</tr>
</tbody>
</table>

**Aims:**

Through intensive and extensive engagement with Kleist’s texts, across a variety of genres, to

• offer a stimulating conspectus of this major German writer’s oeuvre;
• help students cultivate a meaningful appreciation of the biographical, historical and socio-cultural contexts from which Kleist’s work emerges;
• facilitate students’ exploration of a multiplicity of sophisticated literary-critical reading strategies;
• bring students into productive dialogue with relevant critical literature.

**Content:**

Over two centuries after his death, Heinrich von Kleist (1777-1811) continues to exert a singular fascination. Impossible to pin down as either a ‘Klassiker’ or a ‘Romantiker’, and yet profoundly a creature of his time, he takes his reader into one heart of darkness after another. Power; the supernatural; sexuality; class; religion; violence; ethics... these are just some of the themes which receive unsettlingly ambiguous and astonishingly ‘modern’ treatment in Kleist’s stories, novellas, plays and essays.

This module will take in a range of celebrated Kleist works across multiple genres: from short pieces like "Das Bettelweib von Locarno" to longer stories like "Das Erdbeben in Chili"; from plays like Der zerbrochene Krug to essays like "Über das Marionettentheater". We will also consider some film adaptations.

Students will be required to purchase just one text for this module: the two-volumes-in-one dtv paperback edition of Kleist’s Sämtliche Werke und Briefe (ed. Helmut Sembdner).