

Subject card

Subject name and code	Main trends in literature at the turn of the 20th and 21st centuries, PG_00149469						
Field of study	Applied Linguistics						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	2		ECTS credits		1.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Institute of Applied Linguistics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Agnieszka Haas				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	15.0	0.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	15		2.0		8.0	25
Subject objectives	The aim of the lecture is to familiarise students with the most important themes, currents and models of 20th and 21st century literature, mainly literature of the German language area or English and American literature. The examples presented in a comparative manner relate to the traditional "great" themes of literature, philosophical, historical, socio-psychological problems in literature, as well as to more recent topics (e.g. globalism, crisis, ecology, emigration, Internet).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LSMU2_W03] He has an in-depth knowledge of the interrelationship of linguistics with other disciplines, such as psychology and sociology.	-The student has an in-depth knowledge of the links between linguistics and other disciplines such as psychology and sociology and their relation to literature	[SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[LSMU2_U02] He is able to independently acquire knowledge and plan his further scientific and professional development.	- The student is able to acquire knowledge about literature independently and plan his/her further academic development.	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work [SU8] observation of student's independent or team work
	[LSMU2_K04] He demonstrates a critical attitude towards the knowledge he acquires and can appreciate its importance in solving problems in translation and linguistic communication (scientific and everyday).	- The student demonstrates a critical attitude towards the knowledge conveyed in the secondary literature in literary studies and is able to communicate this knowledge using a professional vocabulary	[SK1] oral statement/conversation/ discussion [SK3] text preparation/written work
	[LSMU2_K03] Recognizes the need to adhere to ethical standards related to his profession.	- The student recognises the need to respect ethical norms in relation to literary research	[SK1] oral statement/conversation/ discussion [SK3] text preparation/written work
	[LSMU2_U03] Has the ability to integrate and apply knowledge from linguistics, psychology and sociology in professional and scientific situations.	-The student has the ability to integrate and apply knowledge from linguistics, psychology and sociology and use it in literary research	[SU3] text preparation/written work
	[LSMU2_W04] Has detailed knowledge of contemporary achievements and research conducted in linguistics.	- The student has a detailed knowledge of contemporary developments and research in linguistics and how they can be applied to the study of literary texts	[SW3] text preparation/written work
Subject contents	[LSMU2_U05] He has the ability to substantively argue and present his own views and formulate conclusions.	- The student has the ability to argue and present his/her own views and formulate conclusions about literary texts in a substantive manner	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work
	Major phenomena in German literature after 1989, Historical caesuras and literature. Definition of contemporary literature, literary canon, cultural institutions related to literary life. Literary themes and genres - literature in relation to tradition, identity, the subject of minorities, Gender, the modern city, man and the virtual world), literature in relation to recent developments: Ecology, climate change, emigration, memory, Internet, "electronic literature", German reunification, man (gender, body), post-anthropocentrism, war and terror (post-Holocaust, Yugoslavia, 11/9, global violence), globalisation, fantasy, Apocalypse, post-apocalyptic novel, utopia, beyond, spirituality, parallel worlds, reception of selected ancient myths in contemporary literature. Forms and their transformations: interculturalism, intermediality, experimental literature, lyricism (performance, poetry slam), experimental theatre, family novel (Familienroman); horror, interactive literature, literature on the Internet.		
	Prerequisites and co-requisites	Knowledge of German or English to achieve the learning outcomes.	
	Assessment methods and criteria	Subject passing criteria	Passing threshold
		participation in the discussion	51.0%
		essay	51.0%
Recommended reading	Percentage of the final grade		
	10.0%		
Recommended reading	90.0%		
	Basic literature		
Recommended reading	- Bajohr, Hannes (ed.), Code und Konzept. Literatur und das Digitale (2016). - Barner, Wilfried, Geschichte der deutschen Gegenwartsliteratur von 1945 bis zur Gegenwart, 2., erw. Aufl. H. Beck (2006). - Beutin, Wolfgang et al. Deutsche Literaturgeschichte. 9. Aufl., J.B. Metzler (2019). - Biendarra, Anne S., Germans Going Global. Contemporary Literature and Cultural Globalization. De Gruyter (2012). - Bronwen, Thomas, Literature and Social Media. Routledge (2020). - Görtschacher, Wolfgang/ Malcolm, David, A Companion to Contemporary British and Irish Poetry, 1960-2015. John Wiley (2021). - Herrmann, Leonhard, Horstkotte, Silke, Gegenwartsliteratur. Eine Einführung. J.B. Metzler (2016). - Kindler Kompakt. Deutsche Literatur der Gegenwart. Ausgewählt von Christiane Freudenstein-Arnold. J.B. Metzler (2016). - Kindler Kompakt. Österreichische Literatur der Gegenwart. Ausgewählt von Hermann Korte. J.B. Metzler (2016). - Riedel, Antikerezeption in der deutschen Literatur vom Renaissance-Humanismus bis zur Gegenwart, Eine Einführung. J.B. Metzler (2000). - Schnell, Schnell (Hg.). Metzler Lexikon Kultur der Gegenwart. Themen und Theorien, Formen und Institutionen seit 1945. J.B. Metzler 2000. - Zapf, Hubert (Hg.), Amerikanische Literaturgeschichte. 3. Aufl., J.B. Metzler (2010).		

	Supplementary literature	• Bradford, Richard, The Wiley Blackwell Companion to Contemporary British and Irish Literature (2020). • Gellai, Szilvia, Netzwerkpoetiken in der Gegenwartsliteratur. J.B. Metzler (2016). • Herrmann, Leonhard, Literarische Vernunftkritik im Roman der Gegenwart. J.B. Metzler (2017). • Jabkowska, Joanna, Literatur ohne Hoffnung. Die Krise der Utopie in der deutschen Gegenwartsliteratur. Deutscher Universitätsverlag (1993). • Johns-Putra, Adelina, Climate Change and the Contemporary Novel. Cambridge University Press (2019). • Lamping, Dieter/ Tihanov, Galin (ed.), Vergleichende Weltliteraturen. Comparative World Literatures. DFG-Symposium 2018. J.B. Metzler (2019). • Moog-Grünwald, Maria (ed.), Mythenrezeption. Die antike Mythologie in Literatur, Musik und Kunst von den Anfängen bis zur Gegenwart. J.B. Metzler (2008). • Naji, Jeneen, Digital Poetry, Palgrave Macmillan (2021).
	eResources addresses	
Example issues/ example questions/ tasks being completed	• Volker Braun, Das Eigentum. Zur Rolle des intertextuellen Bezugs auf Hölderlins Gedicht Mein Eigentum und dessen Interpretation in historischer Perspektive. • Christa Wolf, Was bleibt. Die Darstellung der Auseinandersetzung mit der Staatssicherheit. • Günter Grass, Ein weites Feld (1995) und intertextuelle Verweise auf das Werk von Th. Fontane. • Christoph Ransmayr, Die letzte Welt. Analyse der sprachlichen Merkmale des Romans (anhand von drei ausgewählten Textbeispielen). • Thomas Brussigs Helden wie wir (1995) als Wenderoman. • Wolfgang Hilbig als Wendeautor. • Uwe Tellkamps Der Turm als Bildungsroman.	
Work placement	Not applicable	

Document generated electronically. Does not require a seal or signature.