

Stereotyping and hybridization in selected post 1945 German novels regarding German-Polish relations – Intercultural Perspectives for the school subject of German and historical and political education

The phenomena of stereotyping and hybridization have developed into important research paradigms in cultural and literary sciences in recent decades. This thesis examines, through six German novels written after 1945, how these topics may contribute to intercultural competence in students. The works used are "Die Blechtrommel" (The Tin Drum) by Günter Grass, "Levins Mühle" (Levin's Mill) by Johannes Bobrowski, "Die Reise nach Jaroslaw" (The Trip to Jaroslaw) by Rolf Schneider, "Kindheitsmuster" (Patterns of Childhood) by Christa Wolf, "Heimatmuseum" (The Heritage) by Siegfried Lenz, and "Himmelskörper" (Heavenly Bodies) by Tanja Dückers.

The work is aimed at both pedagogical and literary studies. First, current discourses on the terms "stereotyping," "hybridization," and "intercultural competence" are introduced and discussed. After studying the role of stereotyping and hybridizations in the socio-historical context of Polish-German relations, the last 200 years are reviewed to provide essential context for understanding the novels in terms of stereotyping. Where hybridization phenomena occur, they are also analyzed.

Moreover, specific teaching methods are examined, focusing on action-oriented methods geared towards self-discovery learning. The author analyzes to what extent selected exercises in this area can merge with the work analysis to promote intercultural understanding.

The dissertation refers to school as a place of learning and focusses specifically on the results of literature-sociological investigations. But the way in which adolescent readers assimilate and process the works is also included in the work analyses. The so-called Berlin model of instruction, developed by Paul Heimann, Gunter Otto and Wolfgang Schulz (Berliner Schule der Didaktik), provides a helpful framework for the educational issues of the dissertation.

Activities from the repertoire of methods of self-experiential learning help learners to become more aware of their own personality and to better perceive their own, often hybrid, identity. This makes it easier for them to empathize with the life of other people outside their school. Students can compare themselves with the heroines and heroes of the novels and possibly identify with them. Action-oriented tasks described in this thesis contribute to intercultural understanding, as students learn to take over different roles and will be able to better understand perspectives of the other also outside their school settings.