

Use of a literary work for interdisciplinary teaching, enhancing the student's general culture - description of concepts and teaching methods. Juli Zeh's *Corpus Delicti* - a guide and example of INTERDISCIPLINARY teaching

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Abstract

My contribution is based on the observation that the promotion of general knowledge is often neglected in schools and that in many cases students themselves acquire little general cultural knowledge outside the classroom.

The present proposal is intended to provide prospective teachers with a practical method and guidance for the subject-didactic design of literature lessons for high school students between 15 and 19 years of age, with associated interdisciplinary learning content, in order to improve the student's general knowledge culture.

The aim is to show the intertextual treatment of a literary work on the one hand, and its interdisciplinary possibilities for expansion and exploitation on the other, whereby the discussion of the work is to serve as a starting point and framework for the teaching of general knowledge that goes beyond it.

It is my intention to provide a complete work of detailed subject knowledge on *Corpus Delicti* and its interdisciplinary references, completed by detailed suggestions for lesson planning - and design, the teaching method and the tasks to be set for the students. I will deliver examples of subject-specific knowledge on the interdisciplinary treatment of the work as well as methodological-didactic approaches. A concrete interdisciplinary teaching proposal will thus be illustrated and sketched out on the basis of the work *Corpus Delicti* by Juli Zeh.

After a short introduction to the work *Corpus Delicti* itself (1.), I will point out the relevance, for a better understanding of the work, of the knowledge of the contemporary author Juli Zeh, her background, experiences and views (2.) as well as examples of intertextual connections between *Corpus Delicti* and other relevant works by Juli Zeh (3.), on the one hand, and works by other authors (4.) on the other hand. The literary contextualisation will be followed by the treatment of historical

(5.), philosophical (6.) and legal (7.) references of *Corpus Delicti*.

A practical example of lesson planning will be given for each teaching topic.

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The work *Corpus Delicti* (1.)

In her dystopian-utopian novel, Zeh designs a health dictatorship with the aim of guaranteeing all citizens perfect health as the highest value of society. In return, the learner must renounce individual freedom and submit to all health regulations, such as the transmission of blood, urine and sleep data and athletic performance. Marriage is only allowed with immunologically compatible people, and the consumption of cigarettes, alcohol or other toxic substances is absolutely forbidden.

Against this background, the reader experiences the antagonism between the system ideologist Heinrich Kramer and the free thinker Mori Holl, who falls victim to a miscarriage of justice and commits suicide. Between these two opposing characters, Mia, Mori's sister, develops from a system conformist to a fierce system opponent in the course of experiencing the loss of her beloved brother and ultimately has to pay for her newfound convictions with lifelong internment in a re-education institution.

The discussion of the work is followed by an examination of the author herself, her career, her views, her works and her socio-political commitment (2.).

Zeh's works *Alles auf dem Rasen* (Everything on the Lawn) and *Nachts sind das Tiere* (Animals at Night) provide additional information about the author, her career, her views and her writing, which enhance the understanding of *Corpus Delicti* and can be explained in the context of literary intertextuality.

Corpus Delicti can be examined in connection with Thomas Mann's *Zauberberg* (death and life as part of life), with Hermann Hesse's *Narziss und Goldmund* (parallels between the characters Mori and Goldmund) or Sophocles' *Antigone* (sibling love) (3.).

Furthermore, the influences of the dystopian works of Huxley's *Brave New World*, Orwell's *1984* and Zamyatin's *We* provide rich material for expanding the pupils' literary culture (4.).

Historical references are provided by the Inquisition (Heinrich Kramer) and the persecution of witches (5.). The knowledge of the biopolitical ideas of Michel Foucault and Giorgio Agamben (6.) allows for a broadening of philosophical horizons with strongly topical features, and finally, the strong interweaving of law in *Corpus Delicti* offers a link to the teaching of basic knowledge of law, democracy and fundamental rights (7.).

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