

Appendix-10
Resolution No. 14-1 (14-1-1)

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DEPARTMENT OF GRS (GERMAN)
Semester-IV

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SEMESTER-IV
DEPARTMENT OF GERMANIC AND ROMANCE STUDIES
Category I

[UG Programme for Bachelor in GERMAN (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -10 (DSC-10)
Language in Context: Intermediate Reading and Writing Skills (2)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Reading and Writing Skills (2)	4	3	1	0	XII passed	Should have studied "Language in Context: Intermediate Reading and Writing Skills (1)"

Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level A2.2 of the Common European Framework (CEF).

Learning outcomes

- Enable students to fully attain A2.2 Level of reading and writing skills in the concerned language.
- Reading advanced texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-10

Unit I

(9 hours)

Read and understand texts about "problems while learning"

Understand advices and give advices to others

Understand reports about professional routine

Make a small presentation

- Subordinate clause with "denn, and "weil"
- Conjunctive 2 Sollten

- Use of Genitive: Name + -S
- Temporal prepositions „bis“, „Über“+Accusative, „Ab“ +Dative

Unit II

(9 hours)

Read texts about hope, excitement and disappointment

Read fans' comments

Write comment as fan

Understand reports about pick nick

Describe a sightseeing

- Usage of “deshalb”, “trotzdem”, etc.
- Verbs with accusative and dative

Unit III

(9 hours)

Read texts about complaints

To excuse and to request

Write a story

- Conjunctive II: use of Könnten
- Subordinate sentences with als and wenn

Unit IV

(9 hours)

Read texts about the style of music

- Interrogative articles was für ein (e)?
- Pronouns with man/ jemand/ Niemand
- Pronouns with alles/ etwas/ nichts
- Relative sentences in nominative case

Unit V

(9 hours)

Read and understand conversation

Plan something together

Write a story

Understand information about other cultures

- Use of Conjunctive II (Wishes and advices)
- Verbs with prepositions
- W- Questions with prepositions: Auf wen? Worauf?
- Use of “damit” and “um ... zu“
- Relative sentences in accusative

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 11 (DSC-11)
Language in Context: Intermediate Listening and Speaking Skills (2)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (2)	4	3	1	0	XII passed	Should have studied “Language in Context: Intermediate Listening and Speaking Skills (1)”

Learning Objectives

Enable student to

- read advanced texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her advanced environment;
- attain complete Level A2.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.2 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her advanced environment

SYLLABUS OF DSC-11

Unit I (9 hours)

Talk about regarding problems in learning
 Understand conversations about advices and suggestions
 Talk about professional routine

Unit II (9 hours)

Understand fans' comments
 Give advices and react
 Learn to make an appointment

Unit III (9 hours)

Express to complain, to excuse
Express to request for something
Report about past
Talk about pets

Unit IV

(9 hours)

Talk about music styles
Learn to buy concert ticket
Introduce a band or a musician
Understand information about paintings

Unit V

(9 hours)

Talk about desires and express wishes
Understand a conversation
Exchange information
Understand information about other cultures
Express about behavior
Talk about cliché

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2021). *Netzwerk neu A2.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

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DISCIPLINE SPECIFIC CORE COURSE– 12 (DSC-12)
Engaging with Literary Texts (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with Literary Texts (2)	4	3	1	0	XII passed	Should have studied “Engaging with Literary Texts (1)”

Learning Objectives

Enable students to read, understand and analyse short literary texts (prose, poetry, films, songs etc.) adapted for students of level A2 and to answer questions on the same.

Learning outcomes

Enable to students to read and analyse short literary texts independently.

SYLLABUS OF DSC-12

UNIT – I (9 hours)

The students will read short stories of level A2, and literary texts adapted/abridged to A2 level and learn to summarise the content as well as answer basic comprehension questions on it.

UNIT – II (9 hours)

Advanced study of various components of literary analysis like narrator, character, tone etc. as well as various forms of short prose. The students will learn to answer more analytical questions.

UNIT – III (9 hours)

Analysis of poetry using the knowledge of poetic devices.

UNIT – IV (9 hours)

Analysis of various German songs using the knowledge of poetic devices on the song texts, and the function of intonation, melody, rhythm etc.

UNIT – V (9 hours)

The students will learn to comprehend and do an advanced analysis of short visual texts like shorts films, advertisements, skits etc.

Practical component (if any) - NIL

Suggestive readings

Learning / Teaching Material: To be compiled and provided by the Department.

1. Rosmarie Thee Morewedge. (2008). Mitlesen - Mitteilen Literarische Texte zum Lesen, Sprechen, Schreiben und Hören. Boston: Thomson Heinle. 4th Edition.
2. Adalbert Stifter (Bearbeitet von Achim Seiffarth). (2010). Brigitta. Cideb.
3. Specht, Franz (nach Motiven aus dem Nibelungenlied). (2009). Siegfrieds Tod. Hueber.
4. Tschiesche, Jaqueline. (2009). Till Eulenspiegel. Cideb.
5. List of Films
<https://www.goethe.de/ins/pl/de/spr/unt/kum/dfj/fil.html>
6. List of Songs
<https://www.goethe.de/prj/stg/de/mat/mmu.html>

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

POOL OF DSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):

Introduction to the History of Germany and the German-speaking World.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of Germany and the German Speaking World	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to major social, political and cultural events in Germany and German-speaking countries.
- To study the impact of these social, political and cultural events in the German-speaking world and in Europe.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To familiarise students with the major social, political and cultural events from the medieval to contemporary period.
- To provide a good understanding of contemporary Germany and German-speaking countries and their standing in the world.

SYLLABUS OF DSE-2

UNIT – I

(9 hours)

Reformation and Counter-Reformation.

Thirty Years' War

Enlightenment

UNIT – II (9 hours)
1848 Revolution
Unification of Germany under Bismarck.
Weimar Republic

UNIT – III (9 hours)
Habsburg Empire
World War I.
Division of Germany

UNIT – IV (9 hours)
Basic Law, Economic Miracle
1968 student revolt

UNIT – V (9 hours)
Fall of the Berlin Wall in 1989, Reunification
Germany in the European Union

Practical component (if any) - NIL

Essential/recommended readings

1. Herbert, Ulrich. (2014). *Geschichte Deutschlands im 20. Jahrhundert*. München: C.H. Beck Verlag.
2. Hein, Dieter (2016). *Deutsche Geschichte im 19. Jahrhundert*. München: C. H. Beck Verlag.
3. Stollberg-Rilinger, Barbara. (2013). *Das Heilige Römische Reich Deutscher Nation: Vom Ende des Mittelalters bis 1806*. München: C. H. Beck.
4. Brechtken, Magnus. (2012). *Die nationalsozialistische Herrschaft 1933-1939*. Darmstadt: Wissenschaftliche Buchgesellschaft.
5. Stern, C., Winkler, H.A. (Hrsg.). (1994). *Wendepunkte deutscher Geschichte 1848-1990*. Frankfurt am Main: Fischer-Verlag.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):

Life in German speaking Countries.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life in German-Speaking Countries	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the learner to various aspects of contemporary culture (films, art, education system etc.) in Germany and German-speaking countries.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To initiate learners to the culture and civilization of Germany and German-speaking countries.
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Germany and German-speaking countries.
- To introduce the students to the great thinkers of Germany and German-speaking countries in the areas of literature, cinema, art etc.
- To enable students to understand and analyse cultural aspects of Germany and German-speaking countries and develop an intercultural competence among students.

SYLLABUS OF DSE-2**UNIT – I****(9 hours)**

Detailed contents

Basic knowledge of various cultural and civilisational aspects of Germany and German-speaking countries, such as daily lives and routines of an average person, home, family, leisure activities, festivals etc.

UNIT – II**(9 hours)**

Basic knowledge of education systems, politics etc.

UNIT – III (9 hours)
Basic knowledge of tourism, physical geography etc.

UNIT – IV (9 hours)
Great thinkers of Germany and other German speaking countries.

UNIT – V (9 hours)
Introduction to literature, cinema, art of Germany and other German speaking countries.

Practical component (if any) - NIL

Essential/recommended readings

1. Williams, J., (2011). *Weimar Culture Revisited*. London: Palgrave Macmillan.
2. Schröder, B., Schebera, J. (1987). *Die „goldenen“ zwanziger Jahre. Kunst und Kultur der Weimarer Republik*. Köln: Hermann Bohlaus.
3. Kolb, E., Schumann, D. (2012). *Die Weimarer Republik*. 8. erw. Aufl. München/Wien: Oldenbourg.
4. Schröder, B., Schebera, J. (2010). *Deutschland nach der Wiedervereinigung. Deutsche Einheit. Bundeszentrale für politische Bildung*. APUZ 30-31.
5. Koch, Gertrud (ed.). (1999). *Bruchlinien. Tendenzen der Holocaustforschung*. Köln: Böhlau Verlag.
6. Heimrod, Ute (ed.). (1999). *Der Denkmalstreit – das Denkmal? Die Debatte um das “Denkmal für die ermordeten Juden Europas”*. Berlin/Wien: Philo.
7. Rumppler, H., Urbanitsch, P. (eds.). (2006). *Die Habsburgermonarchie 1846-1918. Politische Öffentlichkeit und Zivilgesellschaft*. Wien: VÖAW.
8. Caduff, C., Sorg, R. (eds.). (2004). *Nationale Literaturen heute – ein Fantom ? Tradition und Imagination des Schweizerischen als Problem*. München: Fink Wilhelm GmbH + CoKG.
9. Pautz, H. (2005). *Die deutsche Leitkultur. Eine Identitätsdebatte*. Stuttgart: ibidem.
10. Ohlert, M. (2014). *Zwischen « Multikulturalismus » und « Leitkultur »*. Berlin: Springer VS.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Different Text Types

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Different Text Types	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce and familiarise the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificities of literary and non-literary texts
- To analyse the form and content of literary and non-literary texts.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Develops skills to study different text types in order to familiarise oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

SYLLABUS OF DSE-2

UNIT – I

(9 hours)

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple shorter narrative genres, (Ex. short story, fable, chronicle, myth, tales, anecdote etc.)

UNIT – II

(9 hours)

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple longer narrative genres, (Ex. novella, autobiography, biography, novel, play etc.)

UNIT – III

(9 hours)

Poetry: Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc. written in a simple and accessible language.

UNIT – IV

(9 hours)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels etc.

UNIT – V

(9 hours)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

Practical component (if any) - NIL

Essential/recommended readings

Any of the following textbooks may be prescribed and will be partially completed.

- Thoma L. (2009). *Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte (A1)*. München: Hueber Vlg.
- Specht, F. (2010). *Rumpelstilzchen Jugendbuch; Leichte Lesetexte (A1)*. München Hueber.
- Thomas, S. (2008). *Vera, Heidelberg Jugendbuch Leichte Lesetexte (A2)*. München Hueber.
- Urs, L. (2010). *Fräulein Else Jugendbuch/Leichte Lesetexte (A2)*. München Hueber.

Additional texts will be provided by the Department.

Suggestive readings

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Debating and Presentation Techniques

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	XII passed	NIL

SEMESTER-V
DEPARTMENT OF GERMANIC AND ROMANCE STUDIES
Category I

[UG Programme for Bachelor in GERMAN (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13)
Language in Context: Advanced Reading and Writing Skills 1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Reading and Writing Skills (1)	4	3	1	0	XII passed	NIL

Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level B1.1 of the Common European Framework (CEF).

Learning outcomes

- Enable students to fully attain B1.1 Level of reading and writing skills in the concerned language.
- Reading advanced texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-13

Unit I

(9 hours)

Read and understand texts pertaining to travel destinations.

Write a creative text on your vacation.

Read and write a blog entry.

- Infinitive clauses with “zu”
- Subordinate clause with “da”, “weil” and “obwohl”

Unit II

(9 hours)

Read texts about customer's complaints.

Note down the reasons for the complaints.

Read texts on new technological developments.

Compare and write opinion on different advertisements.

- Different uses of the verb “lassen”
- Usage of “darum, “deshalb”, “deswegen”, etc.
- Genitive prepositions “wegen” and “trotz”

Unit III

(9 hours)

Read the life stories of different people.

Write down a story taking a cue from a given title.

Read texts about what is considered good behaviour and write one’s opinion about the same.

- Forms of past tense “Präteritum” and “Partizip Perfekt”
- Temporal prepositions with dative and genitive

Unit IV

(9 hours)

Read an interview and guess what is the person’s profession.

Read different job postings.

Write a job application.

- Subjunctive mood
- Pronouns and pronominal adverbs
- Verbs with fixed prepositions in subordinate clause
- Comparative and superlative forms of adjective

Unit V

(9 hours)

Read texts related to environment.

Write tips on saving the environment.

Read texts on various business ideas to save environment and answer the questions related to the texts.

Write a text on environment issues in India.

- Use of “damit” and “um ... zu“
- Future tense
- Nouns which take „n-declension“
- Relative clause

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente B1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen B1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben B1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 14 (DSC-14)
Language in Context: Advanced Listening and Speaking Skills (1)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Listening and Speaking Skills (1)	4	3	1	0	XII passed	NIL

Learning Objectives

Enable student to

- read advanced texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her advanced environment;
- attain complete Level B1.1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B1.1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her advanced environment

SYLLABUS OF DSC-14

Unit I

(9 hours)

Talk about likes and dislikes

Understand conversations related to travel plans and

Talk about travel plans

Understand announcements

Unit II

(9 hours)

Talk about one's shopping preferences

Listen to a radio programme on shopping preferences
 Call a service centre to complain about a defect
 Express your opinion on different advertisements

Unit III (9 hours)

Look at pictures depicting changes in various spheres of life (school, medicine, work etc.) and discuss them.

Talk about one's experiences in the recent past.

Listen to a radio programme about people's lives.

Describe an object or an event.

Unit IV (9 hours)

Look at pictures portraying different professions and discuss the same.

Listen to an interview and talk about the person's profession.

Have a conversation at one's place of work.

Listen to a job interview and simulate it.

Unit V (9 hours)

Listen to a survey about the future.

Listen to a radio programme and talk about why resolutions for the future don't always get implemented.

Talk about one's future plans.

Listen to weather reports.

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2021). *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente B1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen B1: Kurs- und Arbeitsbuch*. Max Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 15 (DSC-15) History of German Literature (1)

Credit distribution, Eligibility and Pre-requisites of the Course

	Credits	Credit distribution of the course		
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Course title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility criteria	Pre-requisite of the course (if any)
History of German Literature (1)	4	3	1	0	XII passed	NIL

Learning Objectives

- To introduce the learner to different literary movements and genres in literature from Germany and German-speaking contexts in the 20th and 21st centuries.
- To read and analyse German literary texts representing movements and genres of the 20th and 21st centuries.

Learning outcomes

- Enable students to understand and identify characteristics of literary texts from Germany and German-speaking contexts produced in the 20th and 21st centuries.
- Familiarise students with literary movements, genres and literary conventions of this period.
- Train students to analyse new literary genres that emerged in this period.

SYLLABUS OF DSC-15

UNIT – I (9 hours)

Study of literary texts of 20th and 21st centuries in order to analyse form and content of these works in a critical manner.

UNIT – II (9 hours)

Familiarise students with various literary movements of this period along with the representative writers who contributed in shaping these movements.

UNIT – III (9 hours)

Analysing new literary genres that emerged during this period.

UNIT – IV (9 hours)

Understanding macroanalysis

UNIT – V (9 hours)

Understanding microanalysis

Practical component (if any) - NIL

Suggestive readings

Learning / Teaching Material: To be compiled and provided by the Department.

Novels, Novellas:

- Kafka, F. (1912, 2017). Die Verwandlung. Value Classics Reprints.
- Kehlmann, D. (2010). Ruhm: Ein Roman in neun Geschichten. Berlin: Rowohlt Taschenbuch Verlag.
- Frank, A. (2013). Tagebuch der Anne Frank (1942-1944). Berlin: Fischer Verlag.

Plays:

- Brecht, B. (1939, 1991). Mutter Courage und ihre Kinder. Berlin: Suhrkamp Verlag.
- Frisch, M. (1961, 1998). Andorra. Stuttgart: Reclam.

Short stories and poems:

- Rilke, R.M. (1902). Der Panther. Retrieved from <http://rainer-mariarilke.de/080027panther.html>
- Brecht, B. (2012). Die Geschichten von Herrn Keuner. Berlin: Suhrkamp Verlag.
- Brecht, B. (1939, 1990). Die unwürdige Greisin: Und andere Geschichten. Berlin: Suhrkamp Verlag.
- Borchert, W. (1947, 1991). Draußen vor der Tür und ausgewählte Erzählungen. Berlin: Rowohlt Taschenbuch Verlag.
- Böll, H. (1956, 2007). Es wird etwas geschehen. School Scout. Reinig, C. (1968).
- Skorpion. Retrieved from http://www.teachsam.de/deutsch/d_literatur/d_aut/rein/rein_skorpion%20XXX.htm

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Introduction to Translation

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Familiarise students with language for specific purposes.
- Familiarise students to the techniques of translation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to do scientific and technical translation, and translation of canonical texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitise students towards machine translation and its limitations.
- Develop awareness about ethics and accountability in translation.

SYLLABUS OF DSE-1

Unit I (9 hours)

Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, birth and death certificates, mark sheets).

Unit II (9 hours)

Scientific and technical translation. Translation of canonical texts.

Unit III (9 hours)

Introducing the students to the techniques of translation.
Making of word glossaries in above fields.

Unit IV**(9 hours)**

Machine translation and its limitations.
Ethics and accountability in translation.

Unit V**(9 hours)**

Reading of parallel literature on texts chosen for translation.
Role of Translation in Multimedia contexts.

Practical component (if any) - NIL

Essential/recommended readings

- Bassnett, S. (2002). *Translation Studies*. New York: Routledge.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins Publishing.
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*. New York: Routledge.
- Malmkjaer, Kirsten, et al. (2011). *The Oxford Handbook of Translation Studies*. Oxford: OUP.
- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. New York: Routledge.
- Humphery, R. (2010). *Uni-Wissen, Grundkurs Übersetzen Deutsch-Englisch*. Berlin: Klett.
- Gallagher, John Desmond. (1982). *German-English Translation*. München, Wien: Oldenbourg.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Techniques of Written Expression.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression	4	3	1	0	XII passed	NIL

The Learning Objectives of this course are as follows:

- Familiarise students with different writing styles.
- Familiarise students with the techniques of different writing styles.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to create fictional texts like short stories and poems.
- Enable students to write different types of non-fictional texts.
- Enable students to understand and use appropriate structure for different types of texts.

SYLLABUS OF DSE-1

UNIT – I (9 hours)

Letters and Emails: personal and official

UNIT – II (9 hours)

Expository: How-to articles; textbooks; news articles (except for opinion and editorial articles); business, technical, or scientific writing

UNIT – III (9 hours)

Persuasive writing: Letters of recommendation; cover letters; Op-Eds and Editorial newspaper articles

UNIT – IV (9 hours)

Descriptive: Poetry; fictional novels or plays; memoirs or first-hand accounts of events

UNIT – V

(9 hours)

Narrative Writing: Short stories; poetry; novels; historical accounts

Practical component (if any) - NIL

Essential/recommended readings

Additional material will be provided by the Department.

Suggestive readings

- Fix, Martin. (2008). Texte Schreiben. Schreibprozesse im Deutschunterricht. Ferdinand Schöningh.
- Grimm, Sonja. Gerstenmaier, Wiebke. (2015). Lerntheke Deutsch 5/6 Schreiben. Cornelsen.
- Biermann, Heinrich (Hsg.). Texte, Themen und Strukturen Deutschbuch für die Oberstufe. Cornelsen.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):

Study of European Art.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of European Art	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the various major art movements in Europe from the Renaissance to the Contemporary Period.
- To study artworks of painters representative of the major art movements in Europe.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Develop an understanding of structures and perspectives of everyday life as seen by painters.
- Equip with tools to analyse artworks.

SYLLABUS OF DSE-3

UNIT – I

(9 hours)

Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Durer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa.

UNIT – II

(9 hours)

Maps of Europe. The idea of Europe. Structures and perspectives of everyday life as seen by painters.

UNIT – III

(9 hours)

Understanding of structures and perspectives of everyday life as seen by painters.

UNIT – IV

(9 hours)

Overview of important European Art Movements, representative artists and their artworks: Spanish Baroque, Italian Renaissance, Flemish School, German Romanticists etc.

UNIT – V

(9 hours)

Overview of important European Art Movements, representative artists and their artworks (contd.): French Impressionists, German Expressionists, Spanish Surrealists etc.

Practical component (if any) - NIL

Essential/recommended readings

- Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy (1855)*. New York: Penguin.
- Secrest, Meryle. (1986). *Salvador Dalí The Surrealist Jester*. London: Paladin.
- Hughes, Robert. (2006). *Goya*. New York: Alfred Knopf.
- Huffington, A. (1988). *Picasso Creator and Destroyer*. London: Pan Books.
- Godwin, S. People of Color in European Art History. Retrieved from <https://www.pinterest.com/pin/345651340124401985/>.
- Adams, L. (1996). *The Methodologies of Art: An Introduction*. NY: Westview Press.
- Arnason, H. H. (2003). *History of Modern Art: Painting, Sculpture, Architecture, Photography*. New York: Prentice Hall.
- Boime, Albert. (1990). *A Social History of Modern Art, Volumes 5*. Chicago: University of Chicago Press.
- Hopkins, David. (2000). *After Modern Art 1945-2000 (Oxford History of Art)*. NY: OUP.
- Read, Herbert. (1984). *Meaning of Art*. London: Faber & Faber.
- Sander, J. (2013). *Albert Dürer: His Art in Context*. Frankfurt: Prestel.
- Grave, Johannes. (2012). *Caspar David Friedrich*. Frankfurt: Prestel.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3): Children and Adolescent Literature.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To define what is Children's Literature and distinguish it from literature for adults.
- To introduce the learner to different genres of children and adolescent literature.
- To read and understand children and adolescent literature texts.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Introduce students to the changing conceptions of children's literature.
- Help students in analysing various genres meant for young children and adolescents.
- Sensitise students about the role of children's literature in transmitting values.

SYLLABUS OF DSE-1

UNIT – I (9 hours)
Changing conceptions of children's literature: Literature for children and /or adult readers?

UNIT – II (9 hours)
Folklore, fables and fairy tales for young children.

UNIT – III (9 hours)²⁷

Theatre for children.

UNIT – IV

(9 hours)

Comic books and songs for children.

UNIT – V

(9 hours)

Children's literature and transmission of values.

Practical component (if any) - NIL

Essential/recommended readings

- Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Brüder Grimm. (2001). *Kinder- und Hausmärchen*. Ditzingen: Reclam
- von Arnim, Achim, Brentano, C. (2001). *Des Knaben Wunderhorn*. Ostfildern: Artemis & Winkler.
- Busch, W. (2013). *Max und Moritz*. Köln: Schwager & Steinlein.
- Kästner, E. (2001). *Emil und die Detektive*. Hamburg: Dressler Verlag GmbH.
- Richter, H. P. (1987). *Damals war es Friedrich*. München: Deutscher Taschenbuch Verlag.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Life Writing.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life Writing	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Help to analyse the characteristics of autobiographical and biographical texts.
- Familiarise students with diaries and letters.
- Equip students to analyse and write about travel experiences.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students are able to identify the various kinds of life writings.

SYLLABUS OF DSE-3

UNIT – I (9 hours)
Reading, writing and analysing autobiographies, confessions, memoirs.

UNIT – II (9 hours)
Reading, writing and analysing fictional autobiographies.

UNIT – III (9 hours)
Reading, writing and analysing autobiographical songs.

UNIT – IV (9 hours)
Reading, writing and analysing diaries and letters.

UNIT – V (9 hours)
Reading, writing and analysing travelogues and other forms of travel narratives.

Practical component (if any) - NIL

Essential/recommended readings

- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Derrida, Jacques. (1988). *The Ear of the Other Otobiography, Transference, Translation*. Nebraska: University of Nebraska Press.
- Heckmann, Herbert (ed.). (1984). *Literatur aus dem Leben. Autobiographische Tendenzen in der deutschsprachigen Gegenwartsdichtung*. München, Wien: Hanser.

Primary Texts: Excerpts from *Tagebuch von Anna Frank*, Günter Grass: *Beim Häuten der Zwiebel*, Elias Canetti: *Die gerettete Zunge*, Hermann Hesse: *Aus Indien*.

Additional material will be provided by the Department.

Suggestive readings

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.