

# **MASTER OF ARTS (GERMAN STUDIES)**

**COURSES FOR TWO-YEAR PG (GERMAN STUDIES) PROGRAMME  
(BASED ON NEP-2020)**

**Semester I and II**

- 1. Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework**
- 2. Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research**
- 3. Structure 3 (Level 6.5): Research**



**DEPARTMENT OF GERMANIC & ROMANCE STUDIES  
FACULTY OF ARTS  
UNIVERSITY OF DELHI  
DELHI-110007**

**W.E.F FROM JULY 2025 AS PER PGCF  
BASED ON NEP-2020**

## Courses for Two-Year PG (German Studies) Programme

### Programme Eligibility

B.A (Hons.) in German

B.A (Prog.) with major/ minor in German

B.A (Hons) in any discipline with Advanced Diploma in German or B2 level as certified under the CEFR

### 1st Year (Semesters 1 & 2) of PG curricular structure for 2-year PG Programmes Syllabus for Semester I & II

<b>1. Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework</b>
<b>2. Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research</b>
<b>3. Structure 3 (Level 6.5): Research</b>
<b>Semesters I &amp; II                      Total: 44 Credits</b>

### Semester-I

**Credit 22**

### Discipline Specific Course (DSC): Credits 12

Course Title	Credits
DSC-1: Evolution of Genres: Shorter Narrative Forms	4
DSC-2: Translation: Theory and Practice	4
DSC-3: Cultural History of the German Speaking World– 1	4

### Discipline-Specific Elective (DSE) - Any 02 from pool: Credits 8

Course Title	Credits
Thematic Studies in Literature	4
Women's Writings	4
Elements of Linguistics	4
Introduction to Media Studies	4
Engaging with XIX Century Literature	4
Children and Adolescent Literature	4

### Skill-Based Courses (SBC) - Any 01 from pool: Credits 2

Course Title	Credits
Media Skills	2
Academic Writing	2

Semester-II

Credit 22

Discipline Specific Course (DSC): Credits 12

Course Title	Credits
DSC-4: Engaging with Themes	4
DSC-5: Evolution of Genres: Novel	4
DSC-6: Cultural History of the German Speaking World – 2	4

Discipline-Specific Elective (DSE) - Any 02 from pool: Credits 8

Course Title	Credits
Advanced Study of an Author	4
Engaging with Critical Issues in German Literature	4
Understanding the Arts	4
Critical Issues in Comparative Literature	4
Europe and the Postcolonial World	4
Engaging with XX Century Literature-1	4
Life Writing	4

Skill-Based Courses (SEC) - Any 01 from pool: Credits 2

Course Title	Credits
Interpretation (Consecutive and Simultaneous)	2
Approaches and Methodologies for Teaching German as a Foreign Language	2
Functional Translation	2

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**Semester I****Credits 22****DSC-1: Evolution of Genres – Shorter Narrative Forms****Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Evolution of Genres – Shorter Narrative Forms</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in German</b>

**Learning Objectives**

- To study diverse shorter narrative forms such as Novelle, Erzählung, Kurzgeschichte, Märchen, Fabel, Legende, Sage etc.
- To introduce the students to the historical evolution of these genres
- To equip students with basic tools for narratological analysis

**Learning Outcomes**

At the end of the semester, students:

- will be able to identify formal and thematic characteristics of various shorter narrative forms.
- can analyse the works of leading writers of these forms and their specificities.
- will develop an understanding of the evolution of these genres across various centuries up to the contemporary period

**Syllabus:**

<b>UNIT I</b>	<b>9 hours</b>
An Introduction to Narratological Theories Characteristics of Shorter Narrative forms of the Medieval period: Legende, Fabel, Sage etc	
<b>UNIT II</b>	<b>12 hours</b>
Study and analysis of shorter narrative forms from the XVII and XVIII Centuries	
<b>UNIT III</b>	<b>12 hours</b>
Study and analysis of shorter narrative texts from the XIX Century	
<b>UNIT IV</b>	<b>12 hours</b>
Study and analysis of shorter narrative texts from the XX and XXI Centuries	

**Suggested Readings:**

1. Leonie Marx: *Die Deutsche Kurzgeschichte*. Stuttgart: Metzler, 2005
2. Hugo Aust: *Novelle*. Stuttgart/Weimar: Metzler, 2012
3. Hans Christoph Graf von Nayhauss (Hg.): *Theorie der Kurzgeschichte*. Stuttgart: Reclam, 2004.
4. Sonja Hilzinger (Hg.): *Kleine literarische Formen: In Einzeldarstellungen*. Stuttgart: Reclam, 2002
5. Max Lüthi: *Märchen*. Stuttgart: Metzler, 2004.

6. Manfred Durzak: *Die deutsche Kurzgeschichte der Gegenwart. Autorenportraits, Werkstattgespräche, Interpretationen*. Würzburg: Verlag Königshausen & Neumann 2002.
7. Werner Bellmann (Hg.): *Klassische deutsche Kurzgeschichten*. Stuttgart: Reclam, 2005.
8. Rolf Füllmann: *Einführung in die Novelle*. Darmstadt: WBG (Wissenschaftliche Buchgesellschaft), 2010
9. Tilmann Köppe, Tom Kindt: *Erzähltheorie. Eine Einführung*. Stuttgart: Reclam, 2014

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

## DSC-2: Translation: Theory and Practice

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Translation: Theory and Practice</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in German</b>

#### Learning Objectives

- To study the principles of translation, contrastive syntactical structures (German/English)
- To carry out translation of specific text types (German/English, English/German)
- To introduce theoretical approaches

#### Learning Outcomes

At the end of the semester, students:

- will be familiar with the different theoretical approaches to Translation Studies
- will be trained in the practical aspects of translation of different types of texts.

#### Syllabus:

##### UNIT I: Translation And Its Perspectives

**9 hours**

- Definition and scope of translation.
- Types of translation (e.g., literary, technical, legal, etc.).

<ul style="list-style-type: none"> <li>History and evolution of translation studies.</li> </ul>	
<b>UNIT II: Translation Theories and Theorists</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>Key translation theories (e.g., communicative vs. semantic translation).</li> <li>Concepts like equivalence, transference, and transliteration.</li> <li>Post-structural and feminist perspectives on translation.</li> </ul>	
<b>UNIT III: Complexities of Translation Techniques and Methods</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>Lexical Problems and Compensatory Mechanisms</li> <li>Syntactic and Stylistic Problems and Procedures</li> <li>Addressing untranslatability due to linguistic or cultural factors.</li> <li>Handling idioms, metaphors, and figurative language.</li> <li>Ethical considerations in translation</li> </ul>	
<b>UNIT IV</b>	<b>12 hours</b>
Translation Practice German to English/ Hindi Translation Practice English/ Hindi to German	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Peter Newmark: <i>A Textbook of Translation</i>, New York/London/Toronto, 1988.</li> <li>John Bignenet/Rainer Schulte (eds.): <i>The Craft of Translation</i>. The University of Chicago Press: Chicago &amp; London, 1989.</li> <li>Susan Bassnett-Maguire: <i>Translation Studies</i>. Methuen and Co.: 1980.</li> <li>Andre Lefevere: <i>Translation; Rewriting and the manipulation of Literary Fame</i>. Routledge: London 1992.</li> <li>Paul Kußmaul: <i>Verstehen und übersetzen: ein Lehr-und Arbeitsbuch</i>, 2014.</li> <li>Paul Kußmaul: <i>Kreatives Übersetzen</i>, 2000.</li> <li>Annette Kopetzki: <i>Beim Wort nehmen. Sprachtheoretische ästhetische Probleme der literarischen Übersetzung</i>, 1996.</li> <li>André Lefevere: <i>Translation, rewriting, and the manipulation of literary fame</i>, 2016.</li> <li>Christiane Nord: <i>Text analysis in translation: Theory, methodology, and didactic application of a model for translation-oriented text analysis</i>, 2005.</li> <li>Hans Joachim Störig: <i>Das Problem des Übersetzens</i>, 1963.</li> </ol> Additional material will be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations.</li> <li>Literature review</li> <li>Book review</li> <li>Project activity (group)</li> <li>Research cum presentation</li> <li>Term Paper writing</li> <li>Group discussion</li> </ul>	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

## DSC-3: Cultural History of Germany and German-Speaking Countries-1

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Cultural History of Germany and German-Speaking Countries-1	04	3	1	0	As per the admission criteria	B2 Level in German

**Learning Objectives:**

- To study the major social and cultural movements and their reflection in literature and the arts.
- To learn about the major cultural movements in Germany and German-Speaking Countries from the Prehistoric period to the German Revolution.

**Learning Outcomes:**

At the end of the semester, students:

- will develop an understanding of the cultural history of Germany and German-speaking countries.
- will have studied about the major cultural movements in Germany and German-Speaking Countries.

**Syllabus:****UNIT I****12 hours**

History of Ancient Germany  
Germany During the Medieval Period

**UNIT II****12 hours**

Martin Luther, Reformation and Renaissance

**UNIT III****12 hours**

History of 30 years' war  
Baroque Period

**UNIT IV****9 hours**

Enlightenment

**Suggested Readings:**

1. Braun, Matthias. *Die deutsche Kultur im 19. Jahrhundert*. C.H. Beck, 2008.
2. Beller, Steven. *A Concise History of Austria*. Cambridge University Press, 2006.
3. Brockhaus, Rainer. *Deutsche Geschichte im Osten Europas: Polen*. Siedler Verlag, 1993.
4. Eley, Geoff. *The German Experience of Modernity*. Polity Press, 2005.
5. Gottfried, Wilhelm. *Der deutsche Kaiserreich: Eine Kulturgeschichte*. S. Fischer, 2006.
6. Herf, Jeffrey. *Reactionary Modernism: Technology, Culture, and Politics in Weimar and the Third Reich*. Cambridge University Press, 1984.
7. Koch, Hermann. *Deutsche Literaturgeschichte*. 3rd Edition. Metzler, 2006.
8. Lutz, Wolfgang. *The German Revolution of 1918: A History in the Context of Social Movements*. Routledge, 2004.
9. Lynn Hunt (ed.), *The New Cultural History*, Berkeley, Los Angeles et Londres, University of California Press, 1989.

10. Mommsen, Wolfgang. *Der europäische Nationalismus und die deutsche Frage*. Piper Verlag, 2005.
11. Rüsen, Jörn. *Geschichtstheorie: Eine Einführung*. C.H. Beck, 2004.
12. Schieder, Theodor. *Geschichte der deutschen Arbeiterbewegung*. Fischer Taschenbuch Verlag, 2007
13. Siegfried, Jürgen. *Deutsche Kulturgeschichte*. Rowohlt, 2004.
14. Wehler, Hans-Ulrich. *Deutsche Gesellschaftsgeschichte*. 5 Vols. C.H. Beck, 2008-2017.
15. Schweitzer, Friedrich. "The Role of the Bourgeoisie in German Cultural History." *German History Review*, Vol. 20 (2012): 112-130.

Additonal material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

## DSE 1: Thematic Studies in Literature

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Thematic Studies in Literature	04	3	1	0	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To study a particular theme along with the narrative, cultural and literary strategies involved. A new theme is chosen every year.
- To develop analytical skills to study a literary theme
- To develop the capacity to distinguish between theme and motif in Literature
- To develop an understanding of critical issues related to the chosen theme

#### Learning Outcomes

At the end of the semester, students:



<ul style="list-style-type: none"><li>• will be able to understand the theme along with the narrative, cultural and ideological strategies involved.</li><li>• will be able to critically engage with various aspects involved to analyse the theme</li><li>• will be able to analyse a variety of narrative and generic techniques to represent the same theme</li></ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
Study of the theoretical questions related to the theme	
<b>UNIT II</b>	<b>12 hours</b>
Study and analysis of literary texts that are based on the theme	
<b>UNIT III</b>	<b>12 hours</b>
Study of the formal devices deployed to depict the theme	
<b>UNIT IV</b>	<b>9 hours</b>
Comparative analysis of the studied texts	
<b>Suggested themes:</b> Autobiography, Travel and Migration, Diversity and Unity in Multicultural Societies, Narrative Spaces, Popular Fiction, Literature and history, Urban spaces and cityscapes, India in other Literature, Experimental Literature, Imaginary Homelands, Life Writing, Places in Literature, Literary Islands, Corporeality, or other similar themes. The theme will be announced at the beginning of the academic year.	
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Albrecht, Wolfgang. <i>Literaturkritik</i>. Stuttgart: Weimar: Verlag J.B. Metzler, 2001.</li><li>2. Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. Harlow: Pearson Education Limited. 2009</li><li>3. Eagleton, Terry. <i>Literatur lesen. Eine Einladung</i>. übersetzt von Holger Hanowell. Stuttgart: Reclam, 2013</li><li>4. Waugh, Patricia. <i>Literary Theory and Criticism: An Oxford Guide</i>. Oxford: OUP, 2006</li></ol> Readings would be suggested by the Department on the basis of the theme chosen. Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"><li>• Assignments/Presentations.</li><li>• Literature review</li><li>• Book review</li><li>• Project activity (group)</li><li>• Research cum presentation</li><li>• Term Paper writing</li><li>• Group discussion</li></ul> <b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

DSE 2: Women’s Writing

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Women's Writing	04	4	0	0	As per the admission criteria	B2 Level in German

### Learning Objectives

- To locate and analyse major trends in women's writing from the German-speaking countries
- To understand issues, themes and debates in the light of various critical perspectives formulated by the gender studies.
- To study a selection of texts by women writers of the German-speaking world

### Learning Outcomes

At the end of the semester, students:

- will develop an understanding of women writers and major trends
- will become familiar with the works of major women writers
- will be able to analyse the literary texts in the light of various perspectives of gender theory.

### Syllabus:

<b>UNIT I</b>	<b>9 hours</b>
Women writers from the German-speaking world from the Medieval Period till the 18 <sup>th</sup> Century (Aufklärung) Sophie von la Roche, Bettina Brentano von Arnim, Sophie Mereau etc.	
<b>UNIT II</b>	<b>12 hours</b>
Women writers from the German-speaking world (19 <sup>th</sup> century) Fanny Lewald, Johanna Schopenhauer, Luise Aston etc.	
<b>UNIT III</b>	<b>12 hours</b>
Women writers from the German-speaking world (20 <sup>th</sup> century) Nelly Sachs, Anna Seghers, Ilse Aichinger, Christa Wolf, Herta Müller, Ingeborg Bachmann etc.	
<b>UNIT IV</b>	<b>12 hours</b>
Women writers from the German-speaking world (21 <sup>st</sup> century) Jenny Erpenbeck, Juli Zeh, Sybille Berg, Fatma Aydemir, Julia Franck, Elfriede Jelinek etc. Comparative analysis of textual strategies	

### Suggested Readings:

1. Butler, Judith: *Das Unbehagen der Geschlechter*. Frankfurt a. M.: Suhrkamp 1991 [Gender Trouble. New York [u.a.] 1990].
2. Gnüg, Hiltrud; Möhrmann, Renate (Hg.): *Frauen-Literatur-Geschichte. Schreiben- de Frauen vom Mittelalter bis zur Gegenwart*. Stuttgart, Weimar: Metzler 1999.
3. Hof, Renate: *Die Grammatik der Geschlechter. »Gender« als Analysekategorie der Literaturwissenschaft*. Frankfurt a. M., New York: Campus Verlag 1995.
4. Vinken, Barbara (Hg.): *Dekonstruktiver Feminismus. Literaturwissenschaft in Amerika*. Frankfurt/M.: Suhrkamp 1992.
5. Weigel, Sigrid: *Topographien der Geschlechter. Kulturgeschichtliche Studien zur Literatur*. Reinbek bei Hamburg: Rowohlt 1990.

Additional readings would be suggested by the Department on the basis of the authors selected.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

### DSE 3: Elements of Linguistics

#### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Elements of Linguistics</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in German</b>

#### Learning Objectives

- To familiarise students with critical issues only on general linguistics as well as on applied linguistics.
- To introduce various Linguistic theories that have emerged since Structuralism proposed by Ferdinand de Saussure

#### Learning Outcomes

At the end of the semester, students:

- will be able to understand the structure and components of language and the fundamental concepts of linguistic inquiry.
- will be able to apply theory into practice in their own language acquisition process.

#### Syllabus:

##### UNIT I

**9 hours**

General Linguistics: Scope of Linguistics and its different branches

##### UNIT II

**12 hours**

Linguistics signs and its characteristics as defined by Ferdinand de Saussure, Synchrony, diachronic linguistics, the Difference between “langue and parole”

##### UNIT III

**12 hours**

Phonetics (Vowels, semi-vowels, consonants, syllables), and Phonology (elision, liaison, intonation)

Morphology (Flexion, derivation), Syntax (basic structures of the German language, introduction to generative grammar)	
<b>UNIT IV</b>	<b>12 hours</b>
Sociolinguistics, Concepts: Speech Acts, performance, competence, enunciation Jakobson's model of communication, Textual Grammar, Critical Discourse Analysis	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. G. Graefen &amp; M. Liedke-Göbel: <i>Germanistische Sprachwissenschaft</i>, 2020.</li> <li>2. A. Speyer &amp; I. Reich: <i>Deutsche Sprachwissenschaft. Eine Einführung</i>, Reclams Studienbuch Germanistik. Reclam Verlag. 2020.</li> <li>3. J. Meibauer, U. Demske, J. Geilfuß-Wolfgang, et al.: <i>Einführung in die germanistische Linguistik</i>. Springer-Verlag Publishing company, Amsterdam. 2015.</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group discussion</li> </ul> <b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## DSE 4: Introduction to Media Studies

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Language of the Media	04	3	1	0	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To introduce the representational and communicative practices developed in different forms of the media
- Equip students with basic tools to analyse materials produced by each

#### Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the evolution of the various forms of the media

<ul style="list-style-type: none"> <li>• will become familiar with the print media practices.</li> <li>• will become familiar with the electronic media and cinema.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
Origin and History of Media	
<b>UNIT II</b>	<b>12 hours</b>
Evolution of the Print Media	
<b>UNIT III</b>	<b>12 hours</b>
Evolution of Electronic Media	
<b>UNIT IV</b>	<b>9 hours</b>
Introduction to Media Studies	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Böhn, A., &amp; Seidler, A.: <i>Mediengeschichte. Eine Einführung</i>. Gunter Narr Verlag, 2008.</li> <li>2. Pürer, H. <i>Medien in Deutschland: Presse – Rundfunk – Online</i>. UTB, 2015.</li> <li>3. Möhring, W., &amp; Schlütz, D.: <i>Die Befragung in der Medien-und Kommunikationswissenschaft</i>. Wiesbaden: VS Verlag für Sozialwissenschaften. 2010.</li> <li>4. Kolker, Robert.: <i>Media Studies: an introduction</i>. Malden, MA: Wiley-Blackwell, 2009</li> <li>5. Nelmes, Jill (ed.): <i>An Introduction to Film Studies</i>. 4th edition, London, New York: Routledge, 2007</li> <li>6. Stam, Robert; Miller, Toby (eds.): <i>Film and Theory: An Anthology</i>, Oxford: Blackwell Publishers, 2000</li> <li>7. Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): <i>Traditions in World Cinema. Edinburgh</i>. Edinburgh University Press, 2006</li> <li>8. Long, Paul; Wall, Tim: <i>Media Studies: Texts, Production and Context</i>. Harlow, Essex, New York: Pearson Longman, 2009</li> </ol> <p>Additional readings would be suggested by the Department on the basis of the author chosen.</p>	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group discussion</li> </ul>	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## DSE 5: Literature of the XIX Century

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course	Eligibility Criteria	Prerequisite of the Course
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		Lecture	Tutorial	Practical/ Practice		
Literature of the XIX Century	04	3	1	0	As per the admission criteria	B2 Level in German

### Learning Objectives

- To introduce students to major literary movements that emerged in the 19<sup>th</sup> Century
- To develop an understanding of the political, historical and social contexts in which these works emerged
- Developing and understanding of the innovations and changes brought by 19<sup>th</sup> century writers.

### Learning Outcomes

At the end of the semester, students:

- will be able to identify the basic characteristics of each literary movements that emerged in the 19<sup>th</sup> century
- will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements
- will be able to understand the similarities and differences of each literary movement.
- will be equipped with analytical tools to study the literary works of this century.

### Syllabus:

#### UNIT I

**12 hours**

Romanticism

Suggested Authors: Clemens Brentano, Novalis, Brüder Grimm, Heinrich Heine, ETA Hoffmann etc.

#### UNIT II

**9 hours**

Biedermeier; Junges Deutschland, Vormärz

Suggested Authors: Eduard Mörike, Annette von Droste-Hülshoff; Heinrich Heine, Theodor Mundt, Heinrich Laube etc.

#### UNIT III

**12 hours**

Realism; Naturalism

Suggested Authors: Theodor Fontane, Theodor Storm, Gustav Freytag, Gottfried Keller; Gerhart Hauptmann, Arno Holz, Johannes Schlaf etc.

#### UNIT IV

**12 hours**

Turn of the Century and German Modernism

Suggested Authors: Rainer Maria Rilke, Else Lasker Schöler, Thomas Mann, Hermann Hesse, Franz Kafka, Alfred Döbling, Gottfried Benn etc.

### Suggested Readings:

1. Brümmer, Franz: *Lexikon der deutschen Dichter und Prosaisten vom Beginn des 19. Jahrhunderts bis zur Gegenwart*. 8 Bde. 6., völlig neu bearb. U. stark verm. Aufl. Leipzig [1913] Nachdruck Nendeln 1975].
2. *Deutsche Dichter. Leben und Werk deutschsprachiger Autoren*. Hg. v. Gunter E. Grimm u. Frank Rainer Max. 8 Bde. 2., durchges. Aufl. Stuttgart/Darmstadt 1995.
3. *Deutsches Literatur-Lexikon*. 3., völlig neu bearb. Aufl. Hg. v. Hubert Herkommer u. Carl Ludwig Lang. Bde. 1-28 und Erg.-Bde. 1-6. Bern u.a. 1968ff.
4. Frenzel, Herbert A./Frenzel, Elisabeth: *Daten deutscher Dichtung. Chronologischer Abriss der deutschen Literaturgeschichte*. 2. Bde. 34. Aufl. München 2004.

5. *Killy Literaturlexikon. Autoren und Werke des deutschsprachigen Kulturraums*. Begr. V. Walter Killy. Hg. v. Wilhelm Kühlmann. 2., vollst. Überarb. Aufl. Berlin 2008-.
6. *Kindlers Neues Literatur Lexikon*. Hg. v. Walter Jens. 20 Bde. Frechen 2001. 2 Suppl.-Bde. 2001.
7. *Kritisches Lexikon zur deutschsprachigen Gegenwartsliteratur (KLfG)*. Hg. v. Heinz Ludwig Arnold. München 1983ff. [Fortlaufend aktualisiertes Loseblattwerk].
8. *Lexikon Weltliteratur*. 3. Bde. Hg. v. Gero v. Wilpert. 4., völlig Neubearb. Aufl. Stuttgart 2004.
9. *Lexikon deutschsprachiger Schriftstellerinnen 1800-1945*. Hg. v. Gisela Brinker-Gabler, Karola Ludwig u. Angela Wöffen. München 1986.
10. Meid, Volker: *Metzler Literatur Chronik. Werke deutschsprachiger Autoren*. 3., erw. Aufl. Stuttgart/Weimar 2006.
11. *Metzler Autoren Lexikon. Deutschsprachige Dichter und Schriftsteller vom Mittelalter bis zur Gegenwart*. Hg. v. Bernd Lutz. 3., überarb u. erw. Aufl. Stuttgart 2004.
12. *Neues Handbuch der deutschsprachigen Gegenwartsliteratur seit 1945*. Begr. v. Werner Kunisch, fortgef. V. Herbert Wiesner u. Sybille Cramer, neu hg. v. Dietz-Rüdiger Moser. München 1990. [Aktualisierte Taschenbuchausgabe München 1993]
13. Wilpert, Gero von: *Deutsches Dichterlexikon. Bio-bibliographisches Handwörterbuch zur deutschen Literaturgeschichte*. 3., erw. Aufl. Stuttgart 1988.
14. Wilpert, Gero von/Gühing, Adolf: *Erstausgaben deutscher Dichtung. Eine Bibliographie zur deutschen Literatur 1600-1990*. 2., vollst. Überarb. Aufl. Stuttgart 1992.

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

## DSE 6: Children's and Adolescent Literature

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		



<b>Children's and Adolescent Literature</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in German</b>
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### Learning Objectives

- 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 Children and adolescent literature texts.

### Learning Outcomes

At the end of the semester, students:

- will be introduced to the changing conceptions of children's literature.
- will analyse various genres meant for young children and adolescents.
- will become aware of the role of children's literature in transmitting issues of identity, etc.

### Syllabus:

<b>UNIT I</b>	<b>9 hours</b>
Changing conceptions of children's literature: Literature for children and /or adult readers?	
<b>UNIT II</b>	<b>12 hours</b>
Shorter narrative forms: fables and fairy tales	
<b>UNIT III</b>	<b>12 hours</b>
Poetry and prose	
<b>UNIT IV</b>	<b>12 hours</b>
Concept of young adult literature Narrative writings/ novels	

### Suggested Readings:

1. Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
2. Gina Weinkauff, Gabriele von Glasenapp: *Kinder- und Jugendliteratur*. Schöningh, Paderborn / München / Wien / Zürich 2010
3. Manfred Marquardt: *Einführung in die Kinder- und Jugendliteratur*. Stam, Troisdorf 2007
4. Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
5. Propp, Vladimir. (1988). *Morphology of the Folk Tale*, Austin: University of Texas Press.
6. Reiner Wild (Hrsg.): *Geschichte der deutschen Kinder- und Jugendliteratur*. Metzler, Stuttgart/Weimar 2002.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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



## SBC 1: Media Skills

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Media Skills	02	01	0	01	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To provide knowledge about a brief history of journalism in the German-speaking world
- To develop critical thinking skills regarding media consumption.
- To understand the different types of media and their impact on society.
- To develop skills to analyze and evaluate media messages effectively.
- To enhance communication skills for creating compelling media content (written, audio, or visual).
- To provide practical experience in using various media tools and platforms

#### Learning Outcomes

At the end of the semester, students will:

- understand and analyse different media forms.
- be familiar with print and audio-visual media of German-speaking world.
- develop an understanding of various types of journalism
- be able to compare news items on different channels to analyse differences in news presentations.
- develop skills to read, compare and analyse articles/reports/editorials/programmes/information across various types of media
- develop skills to prepare reports/ blogs/ articles/ editorials/forum on internet etc.
- be equipped with basic editing skills
- create various media content like social media posts, reels, podcasts, audio-visual posts, short films, ads, campaigns, social awareness posts etc.

#### Syllabus:

##### UNIT I

**8 hours**

- Brief History of journalism in the Hispanic world
- Traditional and Digital Media: Origins, Convergences and Transformations.
- Different media elements like framing, symbolism, and language use.
- Role of advertising
- Critical analysis of news, social media, and entertainment content.
- Specific media types: print, broadcast (TV, radio), film, digital media websites, social media etc.

##### UNIT II

**7 hours**

- Principles of storytelling for different media platforms.
- Writing clear and concise messages for various audiences.

<ul style="list-style-type: none"> <li>• Essential media production tools. Writing for print (news articles, blog posts)</li> <li>• Basic audio editing and recording skills (podcasts)</li> <li>• Visual storytelling with photography and videography basics</li> <li>• Ethics of Media discourse</li> </ul>	
<b>Practical Component</b>	<b>30 hours</b>
<ul style="list-style-type: none"> <li>• Media Project using the skills learned throughout the course.</li> <li>• Projects can be individual or group-based</li> <li>• Examples of projects: Comparing headlines and presentation of news in various newspapers/Summarizing an article/ Analyzing an editorial/Reading and analyzing texts/articles on social issues (generation gap, racial discrimination, etc.)/Writing a report on an opinion poll/Preparing a flyer/Analyzing &amp; writing blogs/Reporting crime/Preparing weather reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on the Internet; (TV/University life)/ managing interactions/Editing assignments, creating a short documentary, a public service announcement, a blog series, or a social media campaign etc.</li> </ul>	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Neuberger, C., &amp; Kapern, P. <i>Grundlagen des Journalismus</i>. Springer-Verlag. 2013.</li> <li>2. Burkhardt, S. <i>Praktischer Journalismus</i>. Walter de Gruyter. 2014.</li> <li>3. Mäder, A. <i>Journalistisches Schreiben: Grundlagen und Möglichkeiten</i>. Reclam Verlag. 2023.</li> <li>4. Möhring, W., &amp; Schlütz, D. <i>Die Befragung in der Medien-und Kommunikationswissenschaft</i>. Wiesbaden: VS Verlag für Sozialwissenschaften. 2010.</li> </ol> <p>Additional material will be provided by the Department.</p>	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## SBC 2: Academic Writing

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Academic Writing	02	2	01	01	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To familiarize students with various forms of academic writing such as research papers, monographs, conference presentations, academic essays, book reviews, literature reviews, dissertations, etc.
- To enable students to conduct clearly structured academic research in the field of literary, cultural, translation or didactic studies
- To improve academic and idiomatic vocabulary and expressions
- To equip students with tools to report, document, and present research findings,

observations, analysis and arguments clearly in an academic format	
<b>Learning Outcomes</b> At the end of the semester, students will: <ul style="list-style-type: none"> <li>• be able to structure and write an academic writing project following the standard norms and conventions of academic writing</li> <li>• be able to produce coherent argumentative/persuasive texts in order to present and defend her/ his point of view.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Structure of Academic Writing</b>	<b>8 hours</b>
<ul style="list-style-type: none"> <li>• Introduction that includes research questions and hypothesis</li> <li>• Objective, methodology and plan of the academic paper/dissertation</li> <li>• Development: How to divide the key arguments/findings in subparts/chapters</li> <li>• Conclusion: How to synthesise arguments/observations/findings and conclude</li> </ul>	
<b>UNIT II: Stylistic and Ethical aspects of argumentative texts</b>	<b>7 hours</b>
<ul style="list-style-type: none"> <li>• Difference between claims and justifications</li> <li>• How to present arguments based on evidence</li> <li>• How to use connectors to produce coherent texts</li> <li>• Incorporate scholarly research and counter-arguments</li> <li>• Ethical issues in research</li> </ul>	
<b>Practical Component</b>	<b>30 hours</b>
<ul style="list-style-type: none"> <li>• Preparing bibliography using various styles of references such as APA, MLA, Chicago etc.</li> <li>• Writing a sample paper with references in the form of Intext Citations, footnotes.</li> <li>• Managing software for editing and detecting plagiarism.</li> <li>• Managing AI tools and their use.</li> </ul>	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Brian Paltridge and Sue Starfield. <i>Thesis and Dissertation Writing in a Second Language</i>, Routledge, 2007</li> <li>2. Brian Paltridge and Sue Starfield. <i>Getting Published in Academic Journals</i>, University of Michigan Press. 2016</li> <li>3. Helga Esselborn-Krumbiegel. <i>Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen</i>. UTB GmbH; 7. Aufl. edition (17 Jan. 2022)</li> <li>4. Helga Esselborn-Krumbiegel. <i>Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben</i>. UTB GmbH; 6. aktual. Aufl. edition (14 Feb. 2022)</li> <li>5. Umberto Eco, Walter Schick (Übersetzer). <i>Wie man eine wissenschaftliche Abschlussarbeit schreibt</i>. UTB GmbH; 13th edition (20 Jun. 2010)</li> <li>6. Wayne C. Booth. Gregory G. Colomb et al. <i>The Craft of Research</i>. University of Chicago Press; 4. edition (18 Oct. 2016)</li> </ol> Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## Semester II

### DSC-4: Engaging with Themes

#### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with Themes	04	3	1	0	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To study of a particular theme along with the narrative, cultural, ideological strategies involved. A new theme is chosen every year.
- To develop analytical skills to study a literary theme
- To develop the capacity to distinguish between theme and motif in Literature
- To develop an understanding of critical issues related to the chosen theme

#### Learning Outcomes

At the end of the semester, students:

- will be able to understand the particular theme along with the narrative, cultural and ideological strategies involved.
- will be able to critically engage with various aspects involved to analyse the theme
- will be able to analyse a variety of narrative and generic techniques to represent the same theme

#### Syllabus:

<b>UNIT I</b>	<b>9 hours</b>
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Study of the theoretical questions related to the theme

<b>UNIT II</b>	<b>12 hours</b>
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Study and analysis of literary texts that are based on the theme

<b>UNIT III</b>	<b>12 hours</b>
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Study of the formal devices deployed to depict the theme

<b>UNIT IV</b>	<b>12 hours</b>
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Comparative analysis of the studied texts

#### Suggested themes:

Autobiography, Travel and Migration, Diversity and Unity in Multicultural Societies, Narrative Spaces, Popular Fiction, Literature and history, Urban spaces and cityscapes, India in other Literature, Experimental Literature, Imaginary Homelands, Life Writing, Places in Literature, Literary Islands, Corporeality, or other similar themes. The theme will be announced at the beginning of the academic year.

#### Suggested Readings:

1. Albrecht, Wolfgang. *Literaturkritik*. Stuttgart: Weimar: Verlag J.B. Metzler, 2001.

2. Bennett, Andrew, and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Harlow: Pearson Education Limited. 2009
3. Eagleton, Terry. *Literatur lesen. Eine Einladung*. übersetzt von Holger Hanowell. Stuttgart: Reclam, 2013
4. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford: OUP, 2006

Readings would be suggested by the Department on the basis of the theme chosen.

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

## DSC-5: Evolution of a Genre – Novel

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Evolution of Genres - Novel	04	3	1	0	As per the admission criteria	B2 Level in German

#### Learning Objectives

- Study of the novel and its development through a selection of representative authors from the Renaissance till the present day.
- Imparting techniques and narratological strategies to analyse novel

#### Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the specificities of the genre.
- will become familiar with the historical evolution of the genre.
- will read the major authors of German literature.
- will be able to identify and analyse themes depicted in novels.

#### Syllabus:

<b>UNIT I</b>	<b>9 hours</b>
Theories of the Novel and various sub-genres of novel	
<b>UNIT II</b>	<b>12 hours</b>
Origins of the novel from the Renaissance to the 18 <sup>th</sup> century	
<b>UNIT III</b>	<b>12 hours</b>
Novels of the 19 <sup>th</sup> Century	
<b>UNIT IV</b>	<b>12 hours</b>
Novels of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries	
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Dorothy J. Hale, <i>Social Formalism: The Novel in Theory from Henry James to the Present</i>, Stanford University Press, California, 1998.</li> <li>2. Georg Lukács: <i>Theory of the Novel</i>, trans, by Anna Bostock. Merlin Press: London 1978.</li> <li>3. Georg Lukács, <i>The Historical Novel</i>, University of Nebraska Press, Londres, 1983.</li> <li>4. Jeremy Hawthorn, <i>Studying the Novel: An Introduction</i>, Universal Book Stall, New Delhi, 1985</li> <li>5. Jürgen H. Petersen: <i>Der deutsche Roman der Moderne: Grundlegung - Typologie – Entwicklung</i>. Stuttgart/Weimar: Metzler, 1991</li> <li>6. Lennard J Davis., <i>Resisting Novels: Ideology and Fiction</i>, Methuen, New York, 1987.</li> <li>7. Matías Martínez (Hg.): <i>Handbuch Erzählliteratur: Theorie, Analyse, Geschichte</i>. Stuttgart/Weimar: Metzler, 2011</li> <li>8. Matthias Bauer: <i>Romantheorie und Erzählforschung. Eine Einführung</i>. Stuttgart/Weimar: Metzler, 2005</li> <li>9. Michael McKeon: <i>Theory of the Novel: A Historical Approach</i>. Baltimore: Johns Hopkins University Press, 2000</li> <li>10. Mikhail Bakhtin: <i>The Dialogic Imagination: Four essays</i>, trans, by Caryl Emerson and Michael Holquist, University of Texas Press 1981.</li> <li>11. Susan Sniader Lanser, <i>The Narrative Act: Point of View in Prose Fiction</i>, Princeton University Press, Princeton, New Jersey, 1981.</li> <li>12. Wallace Martin, <i>Recent Theories of Narrative</i>, Cornell University Press, Ithaca, 1986.</li> </ol> <p>Additional material may be provided by the Department.</p>	
<p><b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:</p> <ul style="list-style-type: none"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group discussion</li> </ul> <p><b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b></p>	

## DSC-6: Cultural History of Germany and German-Speaking Countries -2

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Cultural History of German and German-Speaking Countries-2</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in German</b>

**Learning Objectives:**

- To study the major social and cultural movements and their reflection in literature and the arts.
- To learn about the major cultural movements in Germany and German-Speaking Countries

**Learning Outcomes:**

At the end of the semester, students:

- will develop an understanding of the cultural history from the German Revolution to the contemporary period.
- will have studied about the major cultural movements of Germany and German-Speaking Countries.

**Syllabus:**
**UNIT I**
**9 hours**

Storm and Stress

German Classicism, Viennese Classicism and Weimar Classic

**UNIT II**
**12 hours**

Romanticism and birth of German Nationalism

German Idealism and the 19th Century

**UNIT III**
**12 hours**

Industrialization and the Rise of Modernism

Weimar Republic and the Interwar Period

Nazi Germany

**UNIT IV**
**12 hours**

Postwar Germany: Division and Reconstruction

Contemporary Germany: Reunification and Globalization

**Suggested Readings:**

1. Braun, Matthias. Die deutsche Kultur im 19. Jahrhundert. C.H. Beck, 2008.
2. Beller, Steven. A Concise History of Austria. Cambridge University Press, 2006.
3. Brockhaus, Rainer. Deutsche Geschichte im Osten Europas: Polen. Siedler Verlag, 1993.
4. Eley, Geoff. The German Experience of Modernity. Polity Press, 2005.
5. Gottfried, Wilhelm. Der deutsche Kaiserreich: Eine Kulturgeschichte. S. Fischer, 2006.
6. Herf, Jeffrey. Reactionary Modernism: Technology, Culture, and Politics in Weimar and the Third Reich. Cambridge University Press, 1984.
7. Koch, Hermann. Deutsche Literaturgeschichte. 3rd Edition. Metzler, 2006.

8. Lutz, Wolfgang. The German Revolution of 1918: A History in the Context of Social Movements. Routledge, 2004.
9. Lynn Hunt (ed.), The New Cultural History, Berkeley, Los Angeles et Londres, University of California Press, 1989.
10. Mommsen, Wolfgang. Der europäische Nationalismus und die deutsche Frage. Piper Verlag, 2005.
11. Rüsen, Jörn. Geschichtstheorie: Eine Einführung. C.H. Beck, 2004.
12. Schieder, Theodor. Geschichte der deutschen Arbeiterbewegung. Fischer Taschenbuch Verlag, 2007
13. Siegfried, Jürgen. Deutsche Kulturgeschichte. Rowohlt, 2004.
14. Wehler, Hans-Ulrich. Deutsche Gesellschaftsgeschichte. 5 Vols. C.H. Beck, 2008-2017.
15. Schweitzer, Friedrich. "The Role of the Bourgeoisie in German Cultural History." German History Review, Vol. 20 (2012): 112-130.

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

## DSE 7: Advanced Study of an Author

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Advanced Study of an Author	04	3	1	0	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To study a selection of writings of a specific author to examine the questions raised in her/his writings.



<ul style="list-style-type: none"> <li>Developing an in depth understanding of writing styles, thematic aspects and formal choices of the writer.</li> <li>Understanding how the writings of an author evolve by engaging with his/her works through a comparative approach.</li> </ul>	
<b>Learning Outcomes</b> At the end of the semester, students: <ul style="list-style-type: none"> <li>will develop an understanding of the author's writing styles through her/his works through a comparative approach.</li> <li>will become familiar with the questions and issues raised in the works studied.</li> <li>will develop a critical overview on the works produced by the author.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
Critical questions raised by the author and the historical context	
<b>UNIT II</b>	<b>12 hours</b>
Writing styles of the author	
<b>UNIT III</b>	<b>12 hours</b>
Formal characteristics of her/his works	
<b>UNIT IV</b>	<b>9 hours</b>
Reception of the works	
<b>Suggested Authors :</b> Johann Wolfgang von Goethe, Friedrich Schiller, Heinrich Heine, Gottfried Keller, Arthur Schnitzler, Rainer Maria Rilke, Hermann Hesse, Thomas Mann, Anna Seghers, Franz Kafka, Bertolt Brecht, Heinrich Böll, Elfriede Jelinek, Rafik Schami, Christa Wolf, Juli Zeh, among others.	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Barthes, Roland: <i>Der Tod des Autors</i> (La mort de l'auteur). In: Jannidis, Fotis / Lauer, Gerhard / Martinez, Matias / Winko, Simone (Hg.): <i>Texte zur Theorie der Autorschaft</i>. Stuttgart: Reclam 2000.</li> <li>Bosse, Heinrich: <i>Autorschaft ist Werkherrschaft. Über die Entstehung des Urheberrechts aus dem Geist der Goethezeit</i>. Paderborn 1981.</li> <li>Edward Said, <i>The World, the Text and the Critic</i>, Vintage, London, 1983</li> <li>Foucault, Michel: « Was ist ein Autor? » (zuerst frz. 1969) In: Ders: <i>Schriften zur Literatur</i>. Frankfurt a. M.: Suhrkamp 1988, S. 7-31.</li> <li>Jannidis, Fotis / Lauer, Gerhard / Martinez, Matias / Winko, Simone (Hg.): <i>Texte zur Theorie der Autorschaft</i>. Stuttgart: Reclam 2000.</li> <li>Schwarz, Hans Peter (Hrsg.): <i>Autorschaft in den Künsten. Konzepte – Praktiken – Medien</i>. (=Zürcher Jahrbuch der Künste, Bd. 3), Zürich 2007.</li> <li>Roland Barthes, <i>The Death of the Author</i>, (Trans by Richard Howard) Athenaeum Library of Philosophy, 1997.</li> </ol>	
Additional readings would be suggested by the Department on the basis of the author chosen.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations.</li> <li>Literature review</li> <li>Book review</li> <li>Project activity (group)</li> <li>Research cum presentation</li> </ul>	

- Term Paper writing
- Group discussion

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

## DSE 8: Engaging with Critical Issues in German Literature

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with Critical Issues in German Literature	04	3	1	0	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To engage with specific issues related to German literary and cultural studies (Ex. alterity, memory, emotions, utopia, popular culture, technology, hyperreality, ecology, postcoloniality and decoloniality, migration, displacement, exile, marginalisation etc.) in the study of literature
- To understand the debates around the issue selected

#### Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the specific issue and its representation in German literature.
- will be familiar with some literary and theoretical texts around the issue.
- will become familiar with one issue and its theoretical and literary underpinnings.

#### Syllabus:

<b>UNIT I</b>	<b>12 hours</b>
Theoretical framework in order to understand and analyse the specific issue	
<b>UNIT II</b>	<b>12 hours</b>
Study and analysis of the issue through selected texts	
<b>UNIT III</b>	<b>12 hours</b>
Developing a comparative approach to engage with the issue.	
<b>UNIT IV</b>	<b>9 hours</b>
Contemporary debates related to the selected critical perspective	

#### Suggested Readings:

1. Assmann, Aleida: *Einführung in die Kulturwissenschaft. Grundbegriffe, Themen, Fragestellungen*. Berlin: Erich Schmidt Verlag 2017
2. Bachmann-Medick, Doris (Hg.): *Cultural Turns. Neuorientierungen in den Kulturwissenschaften*. 3. neu bearb. Aufl. Reinbek: Rowohlt, 2009

3. Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: *New Keywords: A Revised Vocabulary of Culture and Society*, Malden, MA: Blackwell Publishing, 2005.
4. Bourdieu, Pierre: *The Field of Cultural Production*. New York: Columbia University Press, 1993
5. Eco, Umberto: *On Literature*. London: Vintage, 2006.
6. Nünning, Ansgar (Hg.): *Metzler Lexikon Literatur- und Kulturtheorie. Ansätze – Personen – Grundbegriffe*. Stuttgart/Weimar: Metzler, 2013
7. Williams, Raymond: *Keywords: A Vocabulary of Culture and Society*. New York: Oxford University Press, 1983.

Additional readings would be suggested by the Department on the basis of the issue chosen.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

## DSE 9: Understanding the Arts

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Understanding the Arts	04	3	1	0	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To introduce the specific artistic practices of various art forms such as visual, performing and other arts.
- Approaches and methodological tools to study and analyse visual and performing arts

#### Learning Outcomes

At the end of the semester, students:

- will develop an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, German Impressionists, Spanish Surrealists, Italian Baroque, etc.

<ul style="list-style-type: none"> <li>• will develop an understanding of structures and perspectives of everyday life as seen by painters.</li> <li>• will be equipped with tools to analyse artworks.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 Hours</b>
Analysing an artwork: Introduction to Methods and Approaches	
<b>UNIT II</b>	<b>12 Hours</b>
Elements of Art	
<b>UNIT III</b>	<b>12 Hours</b>
Components of Art	
<b>UNIT IV</b>	<b>12 Hours</b>
Evolution of various artistic movements in Germany	
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press.</li> <li>• Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall.</li> <li>• Boime, Albert (1990) <i>A Social History of Modern Art</i>, Volumes 5, Chicago: University of Chicago Press,</li> <li>• Burckhardt, Jacob. (2004). <i>The Civilization of the Renaissance in Italy</i> (1855), New York: Penguin</li> <li>• Hopkins, David, (2000), <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP.</li> <li>• Patrick Weber, (2017), <i>Histoire de l'art et des styles: Architecture, peinture, sculpture, de l'Antiquité à nos jours Poche</i>, Paris : Librio.</li> <li>• Read, Herbert (1984), <i>Meaning of Art</i>, London: Faber &amp; Faber.</li> </ul>	
Additional material may be provided by the Department	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group discussion</li> </ul>	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## DSE 10: Critical Issues in Comparative Literature

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course	Eligibility Criteria	Prerequisite of the Course
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		Lecture	Tutorial	Practical/ Practice		
Critical Issues in Comparative Literature	04	3	1	0	As per the admission criteria	B2 Level in German

**Learning Objectives**

- To learn about various approaches to comparative Literature
- To study various frames of comparison
- To understand the debates around comparative Literature

**Learning Outcomes**

At the end of the semester, students:

- will develop a basic understanding of the field of Comparative Literature
- will develop the capacity to compare literary texts based on a frame of comparison
- will be equipped with analytical tools to compare literary works.

**Syllabus:****UNIT I** **9 hours**

Comparative literature: Definition, scope and methods

**UNIT II** **12 hours**

Contemporary critical issues in Comparative Literature: Weltliteratur/World Literature and Visva Sahitya, Comparative Literature and Cultural Studies (with special attention to the Indian context), Multilingualism and Comparative Literature.

**UNIT III** **12 hours**

Intertextuality, Interdisciplinarity, Translation Zone

**UNIT IV** **12 hours**

Comparative Literature in the Global South with focus on India  
Postcolonial and decolonial perspectives of comparative Literature

**Suggested Readings:**

1. Apter, Emily, *The Translation Zone: A New Comparative Literature*, Princeton University Press, 2006
2. Owen Aldridge: *Comparative Literature: matter and method*, Urbana, University of Illinois Press, 1969
3. Bassnett, Susan: *Comparative Literature: A Critical Introduction*, Blackwell Publishing, 1993.
4. Damrosch, David: *What is World Literature?*, Princeton University Press, 2003.
5. Giulia De Gasperi & Joseph Pivato (eds.): *Comparative Literature for the New Century*, Montreal: McGill-Queen's U.P., 2018.
6. Dasgupta, Shubha "The German School of Comparative Literature." *Comparative Literature: Theory and Practice*. Ed. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989.
7. Das, Sisir Kumar, "Comparative Literature in India: A Historical Perspective." *Aspects of Comparative Literature: Current Approaches*. Ed. Chandra Mohan. New Delhi: India Publishers & Distributors, 1989.
8. Dev, Amiya. "Comparative Literature in India." *CLCWeb: Comparative Literature and Culture* 2.4 (2000)
9. Guilen, Claudio, *The Challenges of Comparative Literature*, trans by Cola Franzen, Cambridge University Press, 1993.
10. Majumdar, Swapan, *Comparative literature: Indian dimensions*, Calcutta, India: Papyrus, 1987

11. Marina Grishakova, Lucia Boldrini, and Matthew Arnolds (eds.): "New Work in Comparative Literature in Europe" in *Special Issue CLCWeb: Comparative Literature and Culture*, 15.7 (2013).
12. Spivak, Gayatri Chakravorty: *Death of a Discipline*, Columbia University Press, 2003.
13. Steven Tötösy de Zepetnek and Tutun Mukherjee: *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*, New Delhi: Cambridge University Press India, 2013.
14. Zepetnek, Steven Tötösy de and Mukherjee, Tutun. *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*, New Delhi: Cambridge University Press India, 2013

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

## DSE 11: Europe and the Postcolonial World

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Europe and the Postcolonial World	04	3	1	0	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To study a selection of postcolonial writings
- To understand the historical context of colonization
- To study the literary and theoretical debates about postcoloniality and decoloniality

#### Learning Outcomes

At the end of the semester, students:

- will study the writings of contemporary writers from Europe and the postcolonial world to understand the historical context of colonization.

<ul style="list-style-type: none"> <li>will become familiar with the literary and theoretical debates about postcoloniality and decoloniality.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Colonial Histories and its critic</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>The rise and expansion of European empires.</li> <li>The impact of colonialism on indigenous societies and cultures.</li> </ul>	
<b>UNIT II: Postcolonial Theories</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>Introduction to postcolonial studies and key theorists (e.g., Edward Said, Gayatri Spivak, Homi Bhabha, Partha Chatterjee, Dipesh Chakravorty etc.)</li> <li>Concepts like Orientalism, hybridity, and subaltern studies.</li> </ul>	
<b>UNIT III: Decolonization, Independence Movements and its Aftermath</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>The process of decolonization in Asia, Africa, and the Americas.</li> <li>Case studies of independence movements and their leaders.</li> <li>The remnants of colonialism in modern Europe and former colonies.</li> </ul>	
<b>UNIT IV: Contemporary Issues</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>Migration, multiculturalism, and identity in postcolonial societies.</li> <li>Economic and political relationships between Europe and the Global South.</li> <li>The impact of globalization on former colonies.</li> <li>Discussions on neocolonialism and its manifestations in the modern world.</li> </ul>	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Hans Georg Steltzer: <i>Die Deutschen und ihr Kolonialreich</i>. Societäts-Verlag, Frankfurt am Main 1984</li> <li>Hardt, Michael and Negri, Antoni, <i>Empire</i>, Harvard University Press.</li> <li>Horst Gründer: <i>Geschichte der deutschen Kolonien</i>. 5. Auflage. Ferdinand Schöningh, Paderborn 2004.</li> <li>Blaut, J.M. <i>The Colonizer's Model of the world: Geographical Diffusions and Eurocentric History</i>, New York, Guilford Press, 1993.</li> <li><i>History of Conquest &amp; Oppression in the Western World</i>, Santa Fe, Clear Light Publishers, 2000.</li> <li>Tony Ballantyne and Antoinette Burton, <i>Bodies in Contact: Rethinking Colonial Encounters in the World History</i>, Duke University Press, Durham, London, 2005.</li> <li>Stephen Greenblatt, <i>Marvellous Possessions, the World of the New World</i>, University of Chicago Press, 1991.</li> <li>Winfried Speitkamp: <i>Deutsche Kolonialgeschichte</i>. Reclam, Stuttgart 2005.</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations.</li> <li>Literature review</li> <li>Book review</li> <li>Project activity (group)</li> <li>Research cum presentation</li> <li>Term Paper writing</li> <li>Group discussion</li> </ul>	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	



## DSE 12: Engaging with XX Century Literature-1

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with XX Century Literature-1	04	3	1	0	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To introduce students to major literary movements that emerged in the first half of the 20<sup>th</sup> Century (1900-1950)
- To develop an understanding of the political, historical and social contexts in which these works emerged
- Developing an understanding of the innovations and changes brought by the 20th-century writers.

#### Learning Outcomes

At the end of the semester, students:

- Will be able to identify the basic characteristics of each literary movements that emerged in the first half of the 20<sup>th</sup> century
- Will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements
- The students will be able to understand the similarities and differences of each literary movement.
- Students will be equipped with analytical tools to study the literary works of this century.

#### Syllabus:

<b>UNIT I</b>	<b>9 hours</b>
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Dadaism and Surrealism

<b>UNIT II</b>	<b>12 hours</b>
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Stream of Consciousness

Existentialism

<b>UNIT III</b>	<b>12 hours</b>
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Absurdism

<b>UNIT IV</b>	<b>12 hours</b>
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The New Novel

#### Suggested Readings

- Brümmer, Franz: *Lexikon der deutschen Dichter und Prosaisten vom Beginn des 19. Jahrhunderts bis zur Gegenwart*. 8 Bde. 6., völlig neu bearb. U. stark verm. Aufl. Leipzig [1913] Nachdruck Nendeln 1975].
- *Deutsche Dichter. Leben und Werk deutschsprachiger Autoren*. Hg. v. Gunter E. Grimm u. Frank Rainer Max. 8 Bde. 2., durchges. Aufl. Stuttgart/Darmstadt 1995.



- *Deutsches Literatur-Lexikon*. 3., völlig neu bearb. Aufl. Hg. v. Hubert Herkommer u. Carl Ludwig Lang. Bislang Bde. 1-28 und Erg.-Bde. 1-6. Bern u.a. 1968ff.
- Frenzel, Herbert A./Frenzel, Elisabeth: *Daten deutscher Dichtung. Chronologischer Abriss der deutschen Literaturgeschichte*. 2. Bde. 34. Aufl. München 2004.
- *Killy Literaturlexikon. Autoren und Werke des deutschsprachigen Kulturraums*. Begr. V. Walter Killy. Hg. v. Wilhelm Kühlmann. 2., vollst. Überarb. Aufl. Berlin 2008-.
- *Kindlers Neues Literatur Lexikon*. Hg. v. Walter Jens. 20 Bde. Frechen 2001. 2 Suppl.-Bde. 2001.
- *Kritisches Lexikon zur deutschsprachigen Gegenwartsliteratur (KLfG)*. Hg. v. Heinz Ludwig Arnold. München 1983ff. [Fortlaufend aktualisiertes Loseblattwerk].
- *Lexikon Weltliteratur*. 3. Bde. Hg. v. Gero v. Wilpert. 4., völlig Neubearb. Aufl. Stuttgart 2004.
- *Lexikon deutschsprachiger Schriftstellerinnen 1800-1945*. Hg. v. Gisela Brinker-Gabler, Karola Ludwig u. Angela Wöffen. München 1986.
- Meid, Volker: *Metzler Literatur Chronik. Werke deutschsprachiger Autoren*. 3., erw. Aufl. Stuttgart/Weimar 2006.
- *Metzler Autoren Lexikon. Deutschsprachige Dichter und Schriftsteller vom Mittelalter bis zur Gegenwart*. Hg. v. Bernd Lutz. 3., überarb u. erw. Aufl. Stuttgart 2004.
- *Neues Handbuch der deutschsprachigen Gegenwartsliteratur seit 1945*. Begr. v. Werner Kunisch, fortgef. V. Herbert Wiesner u. Sybille Cramer, neu hg. v. Dietz-Rüdiger Moser. München 1990. [Aktualisierte Taschenbuchausgabe München 1993]
- Wilpert, Gero von: *Deutsches Dichterlexikon. Bio-bibliographisches Handwörterbuch zur deutschen Literaturgeschichte*. 3., erw. Aufl. Stuttgart 1988.
- Wilpert, Gero von/Gühing, Adolf: *Erstausgaben deutscher Dichtung. Eine Bibliographie zur deutschen Literatur 1600-1990*. 2., vollst. Überarb. Aufl. Stuttgart 1992.

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

## DSE 13: Life Writing

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course	Eligibility Criteria	Prerequisite of the Course
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		Lecture	Tutorial	Practical/ Practice		
Life Writing	04	3	1	0	As per the admission criteria	B2 Level in German

### Learning Objectives

- To study various form of life writing – autobiographies, memoirs, testimonio, autofiction
- To study the relation between the self and the other

### Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the different genres of life writing
- will become familiar with the questions and issues raised in the works studied.

### Syllabus:

#### UNIT I: Introduction to Life Writing

12 hours

- Definition and scope of life writing.
- Sub-genres: autobiography, autofiction, biography, memoir, diary, letters, and travel writing.
- Evolution of life writing as a literary form.

#### UNIT II: Techniques and Styles

12 hours

- Narrative structure and storytelling in different forms of life writing.
- Characterization of self and others.
- Use of memory, imagination, and sensory details.

#### UNIT III: Themes and Perspectives

12 hours

- Subjectivity, truth, and authenticity in life writing.
- Cultural, historical, and social contexts.
- Representation of marginalized voices and postcolonial narratives.

#### UNIT IV: Ethical Considerations

9 hours

- Balancing privacy and public interest.
- Addressing biases and ethical dilemmas in representing real lives.

### Suggested Readings:

1. Derrida, Jacques. *The Ear of the Other Otobiography, Transference, Translation* University of Nebraska (1988).
2. Geertz, Clifford. *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press (1989).
3. Heckmann, Herbert (ed.). (1984). *Literatur aus dem Leben. Autobiographische Tendenzen in der deutschsprachigen Gegenwartsdichtung*. München, Wien: Hanser.
4. Lejeune, Phillipe. *On Autobiography*, University of Minnesota Press, 1989.
5. Lejeune, Philippe. *On Diary*. Biographical Research Centre. 2009
6. Whitlock, Gillian. *Postcolonial Life Narratives*. Oxford University Press, 2015.

Additional readings would be suggested by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review

- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

### SBC 3: Interpretation (Consecutive and Simultaneous)

#### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Interpretation (Consecutive and Simultaneous)	02	01	0	01	As per the admission criteria	B2 Level in German

#### Learning Objectives

- To introduce learners to different types of interpretation like consecutive, simultaneous etc.
- To impart knowledge of various areas where interpretation is required.

#### Learning Outcomes

At the end of the semester, students will:

- have acquired basic skills in consecutive and simultaneous interpretation.
- be introduced to the basic practical aspects of interpreting.
- be familiar with the ethical and professional aspects of interpreting, such as confidentiality and impartiality.
- Develop specialised vocabulary in specific areas.

#### Syllabus:

##### UNIT I

**7 hours**

- Introduction to interpretation vis a vis translation
- History and evolution of interpretation
- Importance and relevance of interpretation
- Types of interpretation (dialogue/escort, consecutive, and simultaneous)
- Qualities of an interpreter and the ethics of the profession
- Fields of specialisation, such as conference, legal, media, medical, travel and tourism etc.

##### UNIT II

**8 hours**

- Global comprehension of a given speech
- Understanding the content of a speech
- Recognising words and phrases
- Diction and register

<ul style="list-style-type: none"> <li>• Articulating and expressing speech</li> <li>• Intonation</li> <li>• Breathing techniques and pauses</li> </ul>	
<b>Practical Component</b>	○ hours
<b>Practicing consecutive interpretation</b> <ul style="list-style-type: none"> <li>• Active listening and memory exercises</li> <li>• Note-taking</li> <li>• Reproducing</li> </ul> <b>Practicing simultaneous interpretation</b> <ul style="list-style-type: none"> <li>• Shadowing</li> <li>• Noting down numbers, names, and longer passages</li> <li>• Predicting a word or phrase, rephrasing</li> <li>• Reproducing</li> </ul>	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Kaindl, K., &amp; Kadrić, M. (Eds.): <i>Berufsziel Übersetzen und Dolmetschen: Grundlagen, Ausbildung, Arbeitsfelder</i> (Vol. 4454). UTB, 2016.</li> <li>2. Gillies, A: <i>Conference interpreting: A student's practice book</i>. New York: Routledge, 2013.</li> <li>3. Gillies, A: <i>Note-taking for consecutive interpreting: A short course</i>. New York: Routledge, 2017.</li> <li>4. Nolan, J. : <i>Interpretation: Techniques and exercises</i>. Multilingual Matters, 2005.</li> <li>5. Puchała-Ladzińska, K.: <i>Interpreting: an Art, a Craft or a Superpower?</i> V&amp;R Unipress, 2024.</li> <li>6. Tipton, R., Olgerda F.: <i>Dialogue interpreting: A guide to interpreting in public services and the community</i>. London: Routledge, 2016.</li> </ol> Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## SBC 4: Approaches and Methodologies of Teaching German as a Foreign Language

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Approaches and Methodologies of Teaching German as a Foreign Language	02	01	0	01	As per the admission criteria	B2 Level in German

<b>Learning Objectives</b>	
<ul style="list-style-type: none"> <li>To familiarize students with recent developments in teaching methodologies for German as a foreign language.</li> <li>To understand and assess the CEFR as a framework for foreign language teaching and evaluation, with focus on its relevance and challenges in the Indian context.</li> </ul>	
<b>Learning Outcomes</b>	
At the end of the semester, students will:	
<ul style="list-style-type: none"> <li>be able to design and implement effective lesson plans.</li> <li>be able to select language teaching techniques and approaches based on learners' needs</li> <li>be able to develop innovative classroom activities and teaching strategies integrating the Four skills</li> <li>develop skills to address the cultural and linguistic diversity of the Indian classroom.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Classroom Management</b>	<b>10 hours</b>
<ul style="list-style-type: none"> <li>Learn strategies for managing a language classroom effectively in the Indian context</li> <li>How to integrate the four skills, namely Listening Comprehension, Reading Comprehension, Oral production and Written Production in the foreign language classroom.</li> <li>Integration of Intercultural and Co-cultural Competences</li> </ul>	
<b>UNIT II: Assessment and Use of ICT</b>	<b>5 hours</b>
<ul style="list-style-type: none"> <li>Understanding different ways to assess students' language proficiency, including formative and summative assessments.</li> <li>Introduction to Descriptors proposed by CEFR</li> <li>Explore the use of technology in Spanish language teaching, such as online resources, software, and multimedia, AI</li> <li>Introduction to Flipped Classrooms</li> </ul>	
<b>Practical</b>	<b>30 hours</b>
<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Develop lesson plans using the Task-Based approach incorporating different teaching tasks, activities and Project Works</li> <li>Teaching a class focusing on integrating the four skills</li> </ul>	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>Legutke, M., Schart, M. <i>dll - deutsch lehren lernen 1. Lehrkompetenz und Unterrichtsgestaltung</i>. 2012.</li> <li>Grotjahn, R., Kleppin, K., Mohr, I. <i>dll - deutsch lehren lernen 6. Curriculare Vorgaben und Unterrichtsplanung</i>. 2013.</li> <li>Grotjahn, R., Kleppin, K. <i>dll - deutsch lehren lernen 7. Prüfen, Testen, Evaluieren</i>. 2015.</li> <li>Brinitzer, M. <i>DaF unterrichten : Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache</i>. 2013.</li> <li>Hartung, O., Steininger, I., Fink, M. C., Gansen, P., &amp; Priore, R. <i>Lernen und Kultur: Kulturwissenschaftliche Perspektiven in den Bildungswissenschaften</i>. Springer-Verlag. 2009.</li> <li>Rösler, D. <i>Deutsch als Fremdsprache</i>. 2012.</li> <li>Bausch, K., Christ, H., &amp; Krumm, H. <i>Der Gemeinsame europäische Referenzrahmen für Sprachen in der Diskussion : Arbeitspapiere der 22. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts</i>. 2003.</li> </ol>	
Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

### SBC 3: Functional Translation

#### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Functional Translation	02	01	0	01	As per the admission criteria	B2 Level in French

#### Learning Objectives

- To familiarize students with translation techniques.
- To enable students with translation tools (including machine translation)

#### Learning Outcomes

At the end of the semester, students will:

- be able to prepare word glossaries of different fields.
- be able to recognise the limits and uses of machine translation.
- have read prepared translation of short texts

#### Syllabus:

##### UNIT I: Techniques of Translation

**8 hours**

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

##### UNIT II: Machine Translation and its limits

**7 hours**

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

##### Practical Component

**30 hours**

- Preparing glossaries
- Translating short texts from different fields
- Using machine translation and understanding its limitations.

#### Suggested Readings:

1. Bassnett, S. (2002). *Translation Studies*. New York: Routledge.
2. Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins Publishing.
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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.**