



**Department of German Studies, School of Languages
Doon University, Dehradun**

**MA (Hons) in German
Semesters I – IV**

**One Year MA in German
Semesters I – II**

NEP 2020

CURRICULUM
(w.e.f. Academic Session 2022-2023)

MA (Hons.) German

Program Outcome:

After successfully finishing the MA (Hons) German programme a student can efficiently demonstrate advanced knowledge of the German language through specialised study of linguistics, literature, translation, history, and culture, supported by critical analysis and independent research.

Programme Specific Outcomes:

At the end of MA Honours with Research in German, learners can:

PSO 1: Demonstrate advanced proficiency in German for academic, professional, and intercultural communication, engaging critically and effectively across diverse contexts.

PSO 2: Critically analyse the language, literature, culture, and society of the German-speaking world by applying advanced theoretical, analytical, and interdisciplinary approaches.

PSO 3: Apply specialised knowledge and professional competence in linguistics, literary and cultural studies, translation, interpretation, and German language pedagogy to academic, research, and professional contexts.

PSO 4: Design and undertake independent research by employing appropriate theoretical frameworks and research methodologies, critically evaluating primary and secondary sources, and communicating research findings in accordance with established academic conventions.



Department of German Studies
School of Languages, Doon University, Dehradun
MA I year
Course Structure

Semester I						
Type	Code	Title	L	T	P	C
DSC	GRC411	Academic Writing				4
DSC	GRC412	Seminar in German Philosophy				4
DSE	GRE411	Specialized Study of German Literature – I	2	2		4
DSE	GRE412	Advanced German Linguistics – I	2	2		4
DSE	GRE413	Foundations of Translation Studies	2	2		4
Project	GRP411	MA Research Project – I			2	2
			Credits			22

Semester II						
Type	Code	Title	L	T	P	C
DSC	GRC461	Methodology and Didactics of German Language				4
DSC	GRC462	Theories of Literature				4
DSE	GRE461	Specialized Study of German Literature – II				4
DSE	GRE462	Advanced German Linguistics – II				4
DSE	GRE463	Consecutive and Simultaneous Interpretation				4
Project	GRP461	MA Research Project – II			2	2
			Credits			22



Department of German Studies
School of Languages, Doon University, Dehradun
MA II year
Course Structure

Semester III						
Type	Code	Title	L	T	P	C
DSC	GRC501	Research Seminar – I				2
Project	GRP501	Academic Project – I				10
Dissertation	GRD501	MA Dissertation Literature Review & Research Design				10
			Credits			22

Semester IV						
Type	Code	Title	L	T	P	C
DSC	GRC551	Research Seminar – II				2
Project	GRP551	Academic Project – II				10
Dissertation	GRD551	MA Dissertation				10
			Credits			22

Please note: In the one-year MA programme, these are designated as Semesters I and II.

MA Semester I
Discipline Specific Courses (DSC)

Course Code	GRC411	Credits	4
Course Title	Academic Writing		
Course Synopsis	This course introduces the principles and conventions of academic research and writing in German Studies, including research skills, critical argumentation, scholarly writing, referencing, and academic integrity. It equips students with the skills required to plan, develop, write, and present their BA dissertation.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- identify and formulate a clear research question and develop a coherent academic argument in German Studies.
- locate, evaluate, and use scholarly sources effectively while adhering to the principles of academic integrity and ethical research.
- plan, organize, and write well-structured academic texts using appropriate academic language, citation, and referencing conventions.
- prepare, present, and revise an independent research project that meets the academic standards required for a BA dissertation.

Course Outline:

Part I	Part II
Academic writing; characteristics of scholarly writing; research process; research ethics; academic integrity; plagiarism; research questions; scope and objectives	Structure of academic papers; introduction; literature review; analysis; conclusion; coherence and cohesion; academic style; paragraph development
Library research; databases; scholarly books and journals; source evaluation; literature review; note-taking; bibliography management	Citation practices; referencing styles (e.g., MLA, APA, Chicago); quotations; paraphrasing; summarizing; editing; proofreading; formatting
Research design; theoretical framework; methodology (overview); hypothesis; thesis statement; critical reading; argumentation; evidence and analysis	Dissertation proposal; research synopsis; abstract writing; academic presentations; visual presentation of research; peer review; feedback; revision strategies

Assessment Components:

2 Research Term Papers	40 marks
1 End Semester Presentation	40 marks
Continuous Evaluation	20 marks

Suggested References:

1. Bailey, S. (2018). Academic writing: A handbook for international students (5th ed.). Routledge.
2. Murray, R., & Moore, S. (2006). The handbook of academic writing: Open University Press.
3. Wallwork, A. (2016). English for writing research papers (2nd ed.). Springer.
4. Macgilchrist, F. (2014). Academic Writing. Verlag Ferdinand Schöningh.
5. Von der Idee zum Text: Eine Anleitung zum wissenschaftlichen Schreiben (6. Aufl.). Verlag Barbara Budrich.

Course Code	GRC412	Credits	4
Course Title	Seminar in German Philosophy		
Course Synopsis	This course intends to expose the students to some of the major philosophical contributions, debates, and personalities that have emerged in the German speaking world. The students will be able to develop critical thinking, reasoning, and their foregrounding in history.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- identify major philosophical movements that originated in the German-speaking world.
- exhibit basic knowledge about German philosophers and philosophical works.
- engage in critical thinking and participate in philosophical debates.

Course Outline:

Part I	Part II
Fields, Function, Range and Scope of Philosophy	Humanism, Enlightenment, Idealism, Materialism, Nihilism, Existentialism etc.
Questioning philosophy from a national point of view	Eckhart, Leibniz, Kant, Hegel, Marx, Schopenhauer, Nietzsche, Jaspers etc.
German thinkers and their contribution to modern philosophy	Philosophy and other disciplines of study: A close look on their connection

Assessment Components:

1 Seminar Paper	30 marks
1 End Semester Written Examination	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Hösl, V. (2013). Eine kurze Geschichte der deutschen Philosophie, Rückblick auf den deutschen Geist, Munich: C. H. Beck.
2. Jaspers, K. (2013). Was ist Philosophie?, Ein Lesebuch. Munich/Zurich: Piper Verlag.
3. Störig, H. J. (2011). Kleine Weltgeschichte der Philosophie. Frankfurt am Main: FISCHER Taschenbuch.

Discipline Specific Electives (DSE)

Course Code	GRE401	Credits	4
Course Title	Specialized Study of German Literature – I		
Course Synopsis	This course explores selected themes, movements, and texts from German literary history through detailed literary analysis and interpretation. It enables students to engage critically with German literature and its historical, aesthetic, and intellectual dimensions.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- develop a deep understanding of the selected author's life, literary achievements, and lasting impact on German literature.

- critically engage with the author's key texts, exploring their core themes and narrative strategies.
- situate the author's works within the broader historical, cultural, and political context, analysing their relevance to their time.
- examine the author's influence on literary movements and their role in shaping future generations of writers.

Course Outline:

Part I	Part II
Introduction to the Author; Learn about the author's life and the time they lived in. Understand how they fit into German literary traditions and movements.	Historical and Cultural Context; Explore how the author's works reflect the political, cultural, and social issues of their time. Compare the author with other writers and literary movements.
Key Texts and Themes; Read and analyse the author's main works, focusing on key themes like identity, power and relationships. Study the author's use of narrative techniques, symbols, and writing style.	Impact/Influence; Learn how the author's works have been understood and critiqued over time; Discover the author's impact on German and world literature.

Assessment Components:

1 Sessional Written Examination	30 marks
1 End Semester Written Examination	50 marks
Continuous Evaluation	20 marks

Suggested References:

Examples of Primary texts for:

1. Johann Wolfgang von Goethe (1749–1832)
Faust, Leiden des jungen Werthers, Wilhelm Meisters Lehrjahre
2. Friedrich Schiller (1759–1805)
Die Räuber, Wilhelm Tell, Maria Stuart
3. Heinrich Heine (1797–1856)
Buch der Lieder, Deutschland: Ein Wintermärchen
4. Franz Kafka (1883–1924)
Die Verwandlung, Der Prozess, Das Schloss
5. Thomas Mann (1875–1955)
Buddenbrooks, Der Zauberberg, Der Tod in Venedig
6. Hermann Hesse (1877–1962)
Siddhartha, Der Steppenwolf, Das Glasperlenspiel
7. Bertolt Brecht (1898–1956)
Mutter Courage und ihre Kinder, Die Dreigroschenoper, Leben des Galilei
8. Günter Grass (1927–2015)
Die Blechtrommel, Katz und Maus, Hundejahre

Course Code	GRE412	Credits	4
Course Title	Advanced German Linguistics – I		
Course Synopsis	This course examines advanced topics in German linguistics through theoretical and analytical approaches to the study of language. It introduces students to contemporary linguistic approaches such as sociolinguistics, discourse analysis, language variation, and the social and historical dimensions of German.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- analyse linguistic phenomena in German using contemporary theories and methods from advanced linguistics.
- examine language variation, sociolinguistic practices, and discourse in German within their historical, cultural, and social contexts.
- apply advanced linguistic concepts and analytical techniques to critically investigate authentic German language data and present well-supported linguistic analyses.

Course Outline:

Part I	Part II
History of modern linguistics; schools of linguistics; philosophy of language; major linguistic paradigms; developments in German linguistics	Sociolinguistics of German-speaking areas; multilingualism; language contact; minority languages; migration; language policy Dialectology; regional varieties
German orthography; graphematics; writing systems; spelling reforms; punctuation; written language norms	Language variation; language change; grammaticalization; language contact; borrowing and loanwords
Historical development of German; language change; history of Standard German; historical stages of German; standardization; orthography and spelling reforms	Language and society; sociolinguistics; language and gender; sexism in language; politeness; language and identity; politeness; youth language; sociolects; register

Assessment Components:

1 Research Term Paper	30 marks
1 End Semester Written Examination	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Fromkin, V., Rodman, R., & Hyams, N. (2022). An introduction to language. Cengage.
2. Wardhaugh, R., & Fuller, J. M. (2021). An introduction to sociolinguistics. Wiley-Blackwell.
3. Dürscheid, C. (2020). Einführung in die Schriftlinguistik (5. Aufl.). Vandenhoeck & Ruprecht.
4. Crystal, D. (2010). The Cambridge encyclopaedia of language (3rd ed.). Cambridge.
5. Linke, A., Nussbaumer, M. (2004). Studienbuch Linguistik. Max Niemeyer Verlag.
6. Coulmas, F. (2013). Sociolinguistics: The study of speakers' choices. Cambridge University Press.
7. Glück, H. (Ed.). (2016). Metzler Lexikon Sprache (5. Aufl.). J. B. Metzler.
8. Clyne, Michael. (1995). The German Language in a Changing Europe. Cambridge.
9. Waterman, John T. (1976). A History of the German Language. University of Washington Press.
10. Bechmann, S. (2016). Sprachwandel – Bedeutungswandel: Eine Einführung. Tübingen: A. Francke Verlag

Course Code	GRE413	Credits	4
Course Title	Foundations of Translation Studies		
Course Synopsis	This course provides an introduction to translation studies as an academic discipline, focusing on major theories, concepts, approaches, and contemporary debates in translation. It enables students to critically understand the processes and challenges involved in translation across languages and cultures.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- understand the various theories of translation.
- get training in translating various text types
- append more exposure and experience to German learning

Course Outline:

Part I	Part II
Evolution of translation studies; translation as an interdisciplinary field; translation as intercultural communication; history of translation studies; key concepts; translation process; translator's role; ethics of translation	Text analysis; text function; <i>Texttyp</i> ; <i>Textklasse</i> ; <i>Textsorte</i> ; genre; communicative purpose; register; style; audience; culture-specific elements; translation problems and strategies
Translation theories; equivalence; functional approaches; <i>Skopostheorie</i> ; <i>Äquivalenz</i> ; source-oriented and target-oriented translation; translation brief; fidelity; adequacy; translation criticism	Translation of literary and non-literary texts; media texts; administrative and institutional texts; academic texts; justification of translation; revision and evaluation of translations

Assessment Components:

1 Sessional Written Examination	30 marks
1 End Semester Written Examination	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Munday, J. (2016). Introducing translation studies: Theories and applications (4th ed.). Routledge.
2. Nord, C. (2018). Translating as a purposeful activity: Functionalist approaches explained (2nd ed.). Routledge.
3. Stolze, R. (2018). Übersetzungstheorien: Eine Einführung, Narr Francke Attempto Verlag.
4. Baker, M. (Ed.). (2018). Routledge encyclopaedia of translation studies (3rd ed.). Routledge.
5. Koller, W. (2011). Einführung in die Übersetzungswissenschaft (8. Aufl.). A. Francke Verlag.

Course Code	GRE414	Credits	4
Course Title	German Intellectual Tradition – I		
Course Synopsis	This course introduces major intellectual movements and influential thinkers that have shaped the German-speaking world from the Enlightenment to the present. It examines their historical development and enduring influence on philosophy, culture, literature, and society.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- identify and explain major intellectual movements, thinkers, and ideas that have shaped the German-speaking world from the Enlightenment to the present.
- critically analyse the influence of German intellectual traditions on philosophy, literature, culture, and society within their historical and contemporary contexts.

Course Outline:

Part I	Part II
Origins of German Intellectual Tradition Humanism; Reformation; Renaissance; Martin Luther; early modern thought; education; religion and society	Classical Humanism and German Idealism Johann Wolfgang von Goethe; Friedrich Schiller; Weimar Classicism; German Idealism; Johann Gottlieb Fichte; G. W. F. Hegel; freedom; aesthetics
The German Enlightenment (Aufklärung) Enlightenment; reason; Immanuel Kant; Gotthold Ephraim Lessing; Moses Mendelssohn; tolerance; rationalism; Bildung	Romanticism and Nineteenth-Century Thought Romanticism; Novalis; Friedrich Schlegel; nature; imagination; nationalism; history; culture; identity

Assessment Components:

1 Research Term Paper	30 marks
1 End Semester Written Examination	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Safranski, R. (2018). Eine kurze Geschichte der deutschen Philosophie. Carl Hanser Verlag.
2. Beiser, F. C. (2024). German philosophy: A very short introduction. Oxford University Press.
3. Maurer, A. (2010). Grundlinien der Philosophie: Philosophiegeschichte für Einsteiger. UTB.
4. Pinkard, T. (2002). German philosophy 1760–1860: The legacy of idealism. Cambridge.
5. Görner, R. (2013). Deutsche Philosophie: Eine Einführung. WBG.

Course Code	GRE415	Credits	4
Course Title	German Culture & History through Media – I		
Course Synopsis	This course explores German history and culture through films, documentaries, literature, newspapers, television, and digital media. It examines how media represent historical events, cultural developments, and contemporary social issues in the German-speaking world.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- analyse representations of German history, culture, and society through a range of media, including film, literature, print, and digital platforms.
- critically interpret media texts within their historical, cultural, and social contexts, demonstrating an informed understanding of the German-speaking world.

Course Outline:

Part I	Part II
Media as a Source of Cultural and Historical Understanding Media and cultural representation; media literacy; visual culture; historical memory; documentaries; newspapers (Die Zeit, Süddeutsche Zeitung); public broadcasting (ARD, ZDF)	Divided Germany and the Cold War East and West Germany; Berlin Wall; everyday life in the GDR; reunification; films such as Good Bye, Lenin! and Das Leben der Anderen; television archives
Germany from Empire to World War II German Empire; Weimar Republic; National Socialism; propaganda; historical documentaries; newsreels; films such as Das weiße Band and Der Untergang	Reunification and Contemporary Germany German reunification; migration; multicultural society; European integration; documentaries; news media; podcasts; contemporary journalism

Assessment Components:

1 Research Term Paper	30 marks
1 End Semester Presentation	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Fulbrook, M. (2019). A concise history of Germany (3rd ed.). Cambridge University Press.
2. HICKETHIER, K. (2012). Einführung in die Medienwissenschaft (2. Aufl.). J. B. Metzler.
3. Kitchen, M. (2011). A history of modern Germany: 1800 to the present (2nd ed.). Wiley-Blackwell.
4. Welzer, H. (Ed.). (2008). Der Krieg der Erinnerung: Holocaust, Kollaboration und Widerstand im europäischen Gedächtnis. S. Fischer Verlag.

Course Code	GRP411	Credits	2
Course Title	MA Research Project – I		
Course Synopsis	This course provides students with the opportunity to undertake an individual, supervised applied project in German Studies through departmental training, internship, or other practice-based activities. It emphasises independent work, professional skill development, and systematic project documentation and report writing.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- demonstrate the ability to undertake independent research on a focused topic using appropriate academic methods and sources.
- critically analyse and synthesise relevant information to develop coherent, evidence-based academic arguments.
- produce a well-structured research report that reflects academic writing conventions, ethical research practices, and proper referencing.
- communicate research findings effectively through oral presentation and scholarly discussion, engaging constructively with faculty and peers.

Course Contents:

The project topic shall be selected by each student from within their field of study, in consultation with the supervising faculty member. Working independently under faculty supervision, students will plan, develop, and complete an extended research project that demonstrates sustained academic inquiry, critical analysis, and effective scholarly communication.

Assessment Components:

1 Video Report Submission	40 marks
1 End Semester Report Presentation	40 marks
Continuous Evaluation	20 marks

Suggested References:

N/A

MA Semester II
Discipline Specific Courses (DSC)

Course Code	GRC461	Credits	4
Course Title	Methodology and Didactics of Teaching German as a Foreign Language		
Course Synopsis	This course introduces the principles and practices of teaching German as a foreign language, including language teaching approaches, lesson planning, teaching materials, classroom activities, and assessment strategies. It equips students with the methodological and pedagogical skills required for effective German language teaching.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- explain and apply major approaches and methods of teaching German as a foreign language in diverse learning contexts.
- design learner-centred lesson plans, develop appropriate teaching materials, and conduct effective classroom activities for German language instruction.
- select and apply suitable assessment strategies to evaluate language learning outcomes and reflect critically on teaching practices.

Course Outline:

Part I	Part II
Foundations of German Language Teaching German as a Foreign Language (DaF); language learning and teaching; principles of language pedagogy; learner needs; teacher roles; learning theories	Teaching Language Skills and Language Systems Teaching listening; speaking; reading; writing; vocabulary; grammar; pronunciation; integrated language skills
Approaches and Methods of Teaching German Grammar-Translation Method; Direct Method; Audio-Lingual Method; Communicative Language Teaching; Task-Based Language Teaching; intercultural approach; contemporary trends	Classroom Activities and Assessment Classroom interaction; pair work; group work; role play; games; project-based learning; formative assessment; summative assessment; feedback; error correction
Lesson Planning and Teaching Materials Learning outcomes; lesson planning; syllabus design; teaching aids; textbooks; authentic materials; digital resources; classroom management	Case Studies and Contemporary Issues Pedagogical literature; classroom observation; reflective practice; multilingual classrooms; intercultural learning; digital language learning; AI in language education

Assessment Components:

2 Research Term Papers	30 marks
Classroom Observation & Microteaching	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.
2. Roche, J. (2020). Fremdsprachenerwerb – Fremdsprachendidaktik (4. Aufl.). A. Francke Verlag.
3. Brown, H. D., & Lee, H. (2015). Teaching by principles: An interactive approach to language

pedagogy (4th ed.). Pearson Education.

4. Bimmel, P., Kast, B., & Neuner, G. (2003). Deutschunterricht planen: Arbeit mit Lehrwerkslektionen. Langenscheidt.

5. Krumm, H.-J., Fandrych, C., Hufeisen, B., & Riemer, C. (Eds.). (2010). Deutsch als Fremd- und Zweitsprache: Ein internationales Handbuch (2 Vols.). De Gruyter.

6. Funk, H., Kuhn, C., Skiba, D., Spaniel-Weise, D., & Wicke, R. E. (2017). Aufgaben, Übungen, Interaktion: Deutsch lehren und lernen. Klett Sprachen.

Course Code	GRC462	Credits	4
Course Title	Theories of Literature		
Course Synopsis	This course deals with the various theoretical developments that have resulted as an offshoot of the German philosophical tradition and is extensively used in the field of literary studies. The students will be able to gain insights into the diversity of literary theories, their proponents and possible application in literary analysis.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- identify the thinkers with corresponding literary theories.
- understand the context in which a relevant theory could be applicable.
- apply a certain theory for literary analysis.

Course Outline:

Part I	Part II
Hermeneutics; historical method	Social and critical theory, new historicism
Psychoanalytical literary theory	Discourse, eco-criticism and cultural studies
structuralism; formalism	Gender-, media- and system theory

Assessment Components:

1 Written Term Paper	30 marks
1 End Semester Written Examination	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Albrecht, A.; Bomski, F. und Liu, Y. (2025). *Text trifft Theorie: Literaturwissenschaftliche Methodenkompetenz in der Praxis*, Berlin, Boston: De Gruyter.

2. Hauff, J. (1971). *Methodendiskussion : Arbeitsbuch zur Literaturwissenschaft*, Frankfurt a. M: Athenäum-Fischer-Taschenbuch-Verlag.

3. Kimmich, D.; Renner, R. und Stiegler, B. (2008). *Texte zur Literaturtheorie der Gegenwart*, Stuttgart: Reclam.

Discipline Specific Electives (DSE)

Course Code	GRE461	Credits	4
Course Title	Specialized Study of German Literature – II		
Course Synopsis	This course explores selected themes, movements, and texts from German literary history through detailed literary analysis and interpretation. It enables students to engage critically with German literature and its historical, aesthetic, and intellectual dimensions.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- develop a deep understanding of the selected author's life, literary achievements, and lasting impact on German literature.
- critically engage with the author's key texts, exploring their core themes and narrative strategies.
- situate the author's works within the broader historical, cultural, and political context, analysing their relevance to their time.
- examine the author's influence on literary movements and their role in shaping future generations of writers.

Course Outline:

Part I	Part II
Literature and Historical Change Literature and history; Enlightenment; Romanticism; Realism; Modernism; post-war literature; historical continuity and change; examples: Goethe, Eichendorff, Fontane, Thomas Mann	Literature, Memory, and Identity War and memory; Holocaust literature; exile; migration; German reunification; gender; identity; examples: Paul Celan, Christa Wolf, W. G. Sebald, Jenny Erpenbeck, Emine Sevgi Özdamar
Austrian and Swiss German Literature Literary traditions of Austria and Switzerland; cultural identity; multilingualism; empire and nation; examples: Franz Kafka, Ingeborg Bachmann, Thomas Bernhard, Friedrich Dürrenmatt, Max Frisch	Literature in Contemporary Society Literature and media; adaptation; intercultural literature; environmental writing; globalization; digital literature; Nobel Prize authors; examples: Herta Müller, Judith Hermann, Daniel Kehlmann, Saša Stanišić

Assessment Components:

1 Sessional Written Examination	30 marks
1 End Semester Written Examination	50 marks
Continuous Evaluation	20 marks

Suggested References:

The texts will be provided by the teaching faculty.

Course Code	GRE462	Credits	4
Course Title	Advanced German Linguistics – II		
Course Synopsis	This course examines advanced topics in German linguistics through theoretical and analytical approaches to the study of language. It introduces students to contemporary linguistic approaches such as sociolinguistics, discourse analysis, language variation, and the social and historical dimensions of German.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- analyse linguistic phenomena in German using contemporary theories and methods from advanced linguistics.
- examine language variation, sociolinguistic practices, and discourse in German within their historical, cultural, and social contexts.
- apply advanced linguistic concepts and analytical techniques to critically investigate authentic German language data and present well-supported linguistic analyses.

Course Outline:

Part I	Part II
Applied Linguistics Scope of applied linguistics; language teaching; translation; lexicography; corpus linguistics; language policy	Linguistic Research Methods and Documentation; Linguistic methodology; field linguistics; data collection; language documentation; language corpora
Psycholinguistics and Neurolinguistics Language processing; language and cognition; 1 st and 2 nd language acquisition; brain and language; aphasia	Endangered Languages; language revitalization; language preservation; linguistic diversity; digital documentation; AI and language research; contemporary linguistic trends
Language Acquisition and Learner Language First and second language acquisition; theories of acquisition; bilingualism; multilingualism; interlanguage; learner language; error analysis	Linguistic Discourse Analysis Discourse and text; conversation analysis; pragmatics and discourse; media discourse; political discourse; identity and ideology; discourse in German-speaking contexts

Assessment Components:

1 Research Term Paper	30 marks
1 End Semester Written Examination	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Meibauer, J. et al (Eds.). (2015). Einführung in die germanistische Linguistik. J. B. Metzler.
2. Schlobinski, P. (2014). Angewandte Linguistik (3rd ed.). UTB.
3. Field, J. (2004). Psycholinguistics: The key concepts. Routledge.
4. Albert, R., & Marx, N. (2020). Empirisches Arbeiten in Linguistik und Sprachlehrforschung: Anleitung zu quantitativen Studien von der Planungsphase bis zum Forschungsbericht. UTB.
5. Auer, P. (Ed.). (2013). Sprachwissenschaft: Grammatik – Interaktion – Kognition. UTB.
6. Linke, A., Nussbaumer, M., & Portmann, P. R. (2018). Studienbuch Linguistik. De Gruyter.
7. Chapelle, C. A. (Ed.). (2013). The encyclopaedia of applied linguistics. Wiley-Blackwell.

Course Code	GRE463	Credits	4
Course Title	Consecutive and Simultaneous Interpretation		
Course Synopsis	This course provides an introduction to consecutive and simultaneous interpretation through the study and practice of key interpreting techniques and strategies. Emphasis is placed on active listening, décalage reduction, note-taking, linguistic accuracy, and effective oral communication.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- apply the fundamental techniques and strategies of consecutive and simultaneous interpretation.
- demonstrate effective interpreting skills through active listening, note-taking, décalage management, linguistic accuracy, and clear oral communication.
- interpret spoken discourse with accuracy, coherence, and appropriate register while maintaining the intended meaning across languages.

Course Outline:

Part I	Part II
Introduction to Interpretation Translation vs. interpretation; modes of interpretation; role and ethics of the interpreter; communication process; interpreting settings	Simultaneous Interpretation Principles of simultaneous interpretation; décalage; anticipation; split attention; shadowing; linguistic accuracy; interpreting with audio/video recordings
Consecutive Interpretation Active listening; memory enhancement; note-taking techniques; reformulation; summarisation; short consecutive interpretation	Practice and Performance Guided interpreting practice; public speaking; voice modulation; register; intercultural communication; self-evaluation; peer feedback

Assessment Components:

1 Consecutive Interpretation Oral Examination	40 marks
1 Simultaneous Interpretation Oral Examination	40 marks
1 Recorded Interpretation Assignment Submission	20 marks

Suggested References:

1. Gillies, A. (2019). Consecutive interpreting: A short course (2nd ed.). Routledge.
2. Kalina, S. (1998). Strategische Prozesse beim Dolmetschen: Theoretische Grundlagen, empirische Fallstudien, didaktische Konsequenzen. Gunter Narr Verlag.
3. Pöchhacker, F. (2016). Introducing interpreting studies (2nd ed.). Routledge.
4. Jones, R. (2014). Conference interpreting explained (2nd ed.). Routledge.
5. Hönig, H. G. (2007). Konstruktives Übersetzen und Dolmetschen. Stauffenburg Verlag.

Course Code	GRE464	Credits	4
Course Title	German Intellectual Tradition – II		
Course Synopsis	This course introduces major intellectual movements and influential thinkers that have shaped the German-speaking world from the Enlightenment to the present. It examines their historical development and enduring influence on philosophy, culture, literature, and society.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- identify and explain major intellectual movements, thinkers, and ideas that have shaped the German-speaking world from the Enlightenment to the present.
- critically analyse the influence of German intellectual traditions on philosophy, literature, culture, and society within their historical and contemporary contexts.

Course Outline:

Part I	Part II
Modernity and Social Thought Karl Marx; Friedrich Nietzsche; Max Weber; Sigmund Freud; industrialisation; capitalism; secularisation; modernity	Post-War Germany and Contemporary Thought Jürgen Habermas; Hannah Arendt; democracy; public sphere; communicative action; memory culture; ethics; European integration
Critical Theory and Twentieth-Century Intellectual Life Frankfurt School; Theodor W. Adorno; Max Horkheimer; Walter Benjamin; Herbert Marcuse; critical theory; culture industry; ideology	German Intellectual Traditions in Global Context; German intellectual legacy; intercultural dialogue; philosophy and literature; political thought; science and society; globalization; contemporary relevance; intellectual debates

Assessment Components:

1 Research Term Paper	30 marks
End Semester Written Examination	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Safranski, R. (2018). Eine kurze Geschichte der deutschen Philosophie. Carl Hanser Verlag.
2. Beiser, F. C. (2024). German philosophy: A very short introduction. Oxford University Press.
3. Maurer, A. (2010). Grundlinien der Philosophie: Philosophiegeschichte für Einsteiger. UTB GmbH.
4. Pinkard, T. (2002). German philosophy 1760–1860: The legacy of idealism. Cambridge University Press.
5. Görner, R. (2013). Deutsche Philosophie: Eine Einführung. WBG (Wissenschaftliche Buchgesellschaft).

Course Code	GRE465	Credits	4
Course Title	German Culture & History through Media – II		
Course Synopsis	This course explores German history and culture through films, documentaries, literature, newspapers, television, and digital media. It examines how media represent historical events, cultural developments, and contemporary social issues in the German-speaking world.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- analyse representations of German history, culture, and society through a range of media, including film, literature, print, and digital platforms.
- critically interpret media texts within their historical, cultural, and social contexts, demonstrating an informed understanding of the German-speaking world.

Course Outline:

Part I	Part II
German Society and Cultural Identity National identity; memory culture; festivals; education; sports; environmentalism; media representation; magazines (Der Spiegel); cultural programmes	Digital Media and Contemporary Culture social media; online journalism; podcasts; streaming platforms; digital storytelling; media ethics; misinformation; youth culture; German influencers and public discourse
Literature, Film, and Media Adaptations Literature in media; film adaptations; theatre; television series; adaptations of Goethe, Schiller, Kafka, and Dürrenmatt; comparison of literary and visual narratives	Media Projects and Critical Analysis Comparative media analysis; film review; documentary analysis; newspaper analysis; digital media projects; student presentations; independent case studies on German culture and history

Assessment Components:

1 Research Term Paper	30 marks
1 End Semester Presentation	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Burns, R., & Burns, W. (Eds.). (2019). German culture through film: An introduction to German cinema. Routledge.
2. Hicketier, K. (2012). Einführung in die Medienwissenschaft (2. Aufl.). J. B. Metzler.
3. Fulbrook, M. (2019). A concise history of Germany (3rd ed.). Cambridge University Press.
4. Faulstich, W. (2018). Grundkurs Medien (8. Aufl.). UVK Verlag.

Course Code	GRP461	Credits	2
Course Title	MA Research Project – II		
Course Synopsis	This course provides students with the opportunity to undertake an individual, supervised applied project in German Studies through departmental training, internship, or other practice-based activities. It emphasises independent work, professional skill development, and systematic project documentation and report writing.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- demonstrate the ability to undertake independent research on a focused topic using appropriate academic methods and sources.
- critically analyse and synthesize relevant information to develop coherent, evidence-based academic arguments.
- produce a well-structured research report that reflects academic writing conventions, ethical research practices, and proper referencing.
- communicate research findings effectively through oral presentation and scholarly discussion, engaging constructively with faculty and peers.

Course Contents:

The project topic shall be selected by each student from within their field of study, in consultation with the supervising faculty member. Working independently under faculty supervision, students will plan, develop, and complete an extended research project that demonstrates sustained academic inquiry, critical analysis, and effective scholarly communication.

Assessment Components:

1 Written Project Report Submission	40 marks
1 End Semester Report Presentation	40 marks
Continuous Evaluation	20 marks

Suggested References:

N/A

MA Semester III

Course Code	GRC501	Credits	2
Course Title	Research Seminar – I		
Course Synopsis	The course provides a foundation in qualitative research methods through introductory lectures on research methodology and discussions of case studies from various areas of the humanities. The course emphasizes formulating research questions, reviewing literature, selecting appropriate methods, interpreting qualitative data, and presenting academic arguments.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- understand the fundamental principles, processes, and ethical practices of academic research in the humanities.
- apply qualitative research methods to formulate research questions, conduct literature reviews, and analyse qualitative data.
- develop a well-structured research project by employing appropriate academic writing and scholarly communication practices.

Course Outline:

Part I	Part II
Foundations of Research Nature and purpose of research; types of research; humanities research; research ethics; academic integrity.	Literature Review Academic sources; literature review; source evaluation; citation and referencing (APA, MLA, Chicago); bibliography.
Research Planning Topic selection; research problem; research questions; aims and objectives; research design.	Qualitative Research Methods Interviews; observation; focus groups; textual analysis; discourse analysis; case studies.

Assessment Components:

2 Written Research Term Papers	40 marks
1 Seminar Presentation & Viva	40 marks
Continuous Evaluation	20 marks

Suggested References:

1. Franck, N. (2019). Handbuch Wissenschaftliches Arbeiten: Was man für ein erfolgreiches Studium wissen und können muss (3. Aufl.). UTB.
2. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Sage.
3. Flick, U. (2022). An introduction to qualitative research (7th ed.). Sage.
4. Denscombe, M. (2021). The good research guide: For small-scale social research projects (7th ed.). McGraw-Hill Education.
5. Esselborn-Krumbiegel, H. (2022). Von der Idee zum Text: Eine Anleitung zum wissenschaftlichen Schreiben (6. Aufl.). Brill | Schöningh (UTB).

Course Code	GRP501	Credits	10
Course Title	Academic Project – I		
Course Synopsis	This course provides students with the opportunity to undertake an independent research study under faculty supervision. The course fosters the application of appropriate research methods, critical inquiry, and academic writing, culminating in the submission of a scholarly project report and the presentation of research findings.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- plan and conduct an independent research study by applying advanced research methods and academic conventions, building on the collaborative research experience acquired in earlier semesters.
- critically evaluate and synthesize primary and secondary sources to develop well-supported, original, and coherent academic arguments.
- produce and communicate a substantial scholarly research project that demonstrates advanced skills in independent inquiry, academic writing, and presentation.

Course Outline:

Part I	Part II
Project Selection and Planning Identification of an individual research topic; consultation with the supervisor; formulation of research questions and objectives; preparation of a research plan and timeline.	Project Development and Academic Writing Independent analysis and interpretation; drafting and revision of the project report; incorporation of supervisor feedback; adherence to academic writing and referencing conventions.
Independent Research and Literature Review Systematic review of primary and secondary sources; development of the theoretical and methodological framework; regular supervisory meetings to discuss progress and receive feedback.	Finalization and Research Presentation Completion of the project report; preparation of an academic presentation; presentation and discussion of research findings; reflection on the research process.

Assessment Components:

1 Video Report Submission	40 marks
1 Presentation on Project	40 marks
Continuous Evaluation	20 marks

Suggested References:

1. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Sage.
2. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). The craft of research (4th ed.). University of Chicago Press.
3. Franck, N. (2019). Handbuch Wissenschaftliches Arbeiten: Was man für ein erfolgreiches Studium wissen und können muss (3. Aufl.). UTB.

Course Code	GRD501	Credits	10
Course Title	MA Dissertation Literature Review & Research Design		
Course Synopsis	This course equips students with advanced skills in research planning, critical literature review, and methodological design. Under faculty supervision, students develop a rigorous dissertation proposal that establishes the theoretical, conceptual, and methodological foundations for their MA dissertation.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- develop a rigorous and original dissertation proposal by critically defining a research problem, formulating research questions, and justifying an appropriate theoretical and methodological framework.
- critically synthesize and evaluate primary and secondary scholarship to identify research gaps, establish a coherent conceptual framework, and situate the proposed study within current academic debates.
- prepare a well-argued and academically rigorous dissertation synopsis that demonstrates advanced research planning, scholarly writing, and adherence to disciplinary conventions.

Course Outline:

Part I	Part II
Research Conceptualization and Proposal Development Identification of a research problem; formulation of advanced research questions; aims and objectives; significance of the study; scope and limitations.	Research Design and Methodological Framework Research design; justification of research methodology; qualitative and interdisciplinary approaches; data sources; ethical considerations; research planning.
Critical Literature Review and Theoretical Framework Critical review and synthesis of primary and secondary scholarship; identification of research gaps; conceptual and theoretical frameworks; scholarly debates.	Dissertation Synopsis Preparation Structure and components of a dissertation synopsis; academic writing and disciplinary conventions; citation and referencing; presentation and defence of the research proposal.

Assessment Components:

1 Midterm Presentation	30 marks
1 Synopsis Presentation & Viva	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Sage.
2. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). The craft of research (4th ed.). The University of Chicago Press.
3. Franck, N. (2019). Handbuch Wissenschaftliches Arbeiten: Was man für ein erfolgreiches Studium wissen und können muss (3. Aufl.). UTB.

MA Semester IV

Course Code	GRC551	Credits	2
Course Title	Research Seminar – II		
Course Synopsis	The course provides a foundation in qualitative research methods through introductory lectures on research methodology and discussions of case studies from various areas of the humanities. The course emphasizes formulating research questions, reviewing literature, selecting appropriate methods, interpreting qualitative data, and presenting academic arguments.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- understand the fundamental principles, processes, and ethical practices of academic research in the humanities.
- apply qualitative research methods to formulate research questions, conduct literature reviews, and analyse qualitative data.
- develop a well-structured research project by employing appropriate academic writing and scholarly communication practices.

Course Outline:

Part I	Part II
Data Collection and Analysis Sampling; field notes; coding; thematic analysis; interpretation of findings.	Case Studies in Humanities Research Literature; linguistics; history; media studies; cultural studies; philosophy; translation studies.
Academic Writing Structure of a research paper; academic writing; argumentation; citation practices; tables, figures, and appendices.	Research Communication Research presentations; seminar discussions; peer review; digital research tools; scholarly communication.

Assessment Components:

2 Written Research Term Papers	40 marks
1 Seminar Presentation & Viva	40 marks
Continuous Evaluation	20 marks

Suggested References:

1. Franck, N. (2019). Handbuch Wissenschaftliches Arbeiten: Was man für ein erfolgreiches Studium wissen und können muss (3. Aufl.). UTB.
2. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Sage.
3. Flick, U. (2022). An introduction to qualitative research (7th ed.). Sage.
4. Denscombe, M. (2021). The good research guide: For small-scale social research projects (7th ed.). McGraw-Hill Education.
5. Esselborn-Krumbiegel, H. (2022). Von der Idee zum Text: Eine Anleitung zum wissenschaftlichen Schreiben (6. Aufl.). Brill | Schöningh (UTB).

Course Code	GRP551	Credits	10
Course Title	Academic Project – II		
Course Synopsis	This course provides students with the opportunity to undertake an independent research study under faculty supervision. The course fosters the application of appropriate research methods, critical inquiry, and academic writing, culminating in the submission of a scholarly project report and the presentation of research findings.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- plan and conduct an independent research study by applying advanced research methods and academic conventions, building on the collaborative research experience acquired in earlier semesters.
- critically evaluate and synthesize primary and secondary sources to develop well-supported, original, and coherent academic arguments.
- produce and communicate a substantial scholarly research project that demonstrates advanced skills in independent inquiry, academic writing, and presentation.

Course Outline:

Part I	Part II
Project Selection and Planning Identification of an individual research topic; consultation with the supervisor; formulation of research questions and objectives; preparation of a research plan and timeline.	Project Development and Academic Writing Independent analysis and interpretation; drafting and revision of the project report; incorporation of supervisor feedback; adherence to academic writing and referencing conventions.
Independent Research and Literature Review Systematic review of primary and secondary sources; development of the theoretical and methodological framework; regular supervisory meetings to discuss progress and receive feedback.	Finalization and Research Presentation Completion of the project report; preparation of an academic presentation; presentation and discussion of research findings; reflection on the research process.

Assessment Components:

1 Written Report Submission	40 marks
1 Presentation on Project	40 marks
Continuous Evaluation	20 marks

Suggested References:

1. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Sage.
2. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). The craft of research (4th ed.). University of Chicago Press.
3. Franck, N. (2019). Handbuch Wissenschaftliches Arbeiten: Was man für ein erfolgreiches Studium wissen und können muss (3. Aufl.). UTB.

Course Code	GRD551	Credits	10
Course Title	MA Dissertation		
Course Synopsis	This course builds on the dissertation proposal, literature review, and research design developed in the previous semester. Under faculty supervision, students undertake original research, analyse and interpret their findings, and complete a well-structured original Master's dissertation that demonstrates advanced scholarly inquiry and academic writing.		

Objectives/Course Outcomes (CO): At the end of the course, a student will be able to:

- conduct an original Master's-level research study by systematically collecting, analysing, and interpreting data using appropriate research methods.
- produce a well-structured and analytically rigorous dissertation that demonstrates critical engagement with relevant scholarship, methodological competence, and original academic inquiry.
- communicate research findings effectively through scholarly writing and an academic presentation, adhering to disciplinary conventions and standards of academic integrity.

Course Outline:

Part I	Part II
Research Implementation Data collection; source analysis; application of the approved research design; regular consultation with the supervisor.	Dissertation Writing Preparation of dissertation chapters; revision and refinement of arguments; incorporation of supervisor feedback; academic writing and referencing.
Data Analysis and Interpretation Analysis and interpretation of data; critical discussion of findings; integration with the theoretical and conceptual framework.	Dissertation Finalization Editing and formatting of the dissertation; conclusion and recommendations; submission of the completed dissertation; presentation and defense of research findings.

Assessment Components:

1 Midterm Presentation	30 marks
1 Presentation & Viva	50 marks
Continuous Evaluation	20 marks

Suggested References:

1. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Sage.
2. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). The craft of research (4th ed.). The University of Chicago Press.
3. Franck, N. (2019). Handbuch Wissenschaftliches Arbeiten: Was man für ein erfolgreiches Studium wissen und können muss (3. Aufl.). UTB.
