

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
DEPARTMENT OF GERMANIC STUDIES
COURSE DESCRIPTIONS – MA SEMESTER III
AUGUST-DECEMBER 2026

Course title	Translation and Interpretation I
Category	Existing course without changes
Course code	MAGERC521
Semester	III
Number of credits	4
Maximum intake	NA
Day/Time	Tuesdays and Thursdays, 9am – 11am
Name of the teacher/s	Ms. Annamary Bezawada
Course description	This course is designed to introduce the students to the basics of Translation and Interpretation. The course provides knowledge on various theoretical approaches. It also involves practical component. Objectives: Students will have an overview of theories, definitions, history, scope, and development of translation. They will gain competence in specific terminology, types and use of various dictionaries, translation and interpretation types, methods, procedures, techniques, strategies and challenges of translation and interpretation. Students will also get to practice translating various types of texts from English to German and vice versa so that they discover their way into translation. Learning Outcomes: 1. To acquaint students with various definitions of translation, translation theories and approaches. a) 2. To help students to gain knowledge on the use of various dictionaries. c) 3. To help students acquire knowledge on the role and function of translation in the past and present. b) 4. To enable students to acquire competence in translating different types of simple texts from German to English and vice versa. d)
Course delivery	Lecture
Evaluation scheme	Internal (modes of evaluation): 3 Internal Exams – Written (40%), out of which the two best will be considered. End-semester (mode of evaluation): Written Final (60%)
Reading list	Essential Reading: Material will be provided by the course instructor. Additional Reading: • Gercken, Jürgen. Kultur, Sprache und Text als Aspekte von Original und Übersetzung. Frankfurt a. M.: Peter Lang, 1999. • Nida, Eugene A. & Taber, Charles R. The Theory and Practice of Translation. Leiden: Brill, 2003. • Hervey, S., M. Loughridge & I. Higgins. Thinking German Translation: A Course in Translation Method, German to English. 2nd ed. Paperback. London: Routledge, 2006.

Course title	European Thought I
Category	Existing course without changes
Course code	MAGERC522
Semester	III

Number of credits	4
Maximum intake	20
Day/Time	Tuesdays and Fridays, 11am – 1 pm
Name of the teacher/s	Dr. Nishant K. Narayanan
Course description	This course offers an in-depth study of major European thinkers and intellectual movements from the 18th and 19th centuries, with a particular focus on the German tradition and its impact on European thought. Students will engage with key philosophical, aesthetic, and socio-political ideas that shaped modernity—rationalism, idealism, romanticism, historicism, and the beginnings of critical theory. The course traces how figures such as Kant, Hegel, Schiller, Marx, Nietzsche, and Freud, among others, responded to the intellectual challenges of their time: the Enlightenment’s faith in reason, the rise of industrial society, the crisis of religion, and the emergence of the modern subject. Through close readings of primary texts and interpretive essays, students will explore the central questions of freedom, morality, art, history, and human self-understanding that continue to inform contemporary debates in the humanities. Objectives: The course aims to provide students with a comprehensive understanding of key philosophical and theoretical developments in Europe, especially within the German-speaking world, from the Enlightenment to the late 19th century. It will introduce foundational concepts and thinkers whose ideas have profoundly influenced later cultural, political, and literary thought. By situating German philosophy within its broader European context, the course encourages students to recognize intellectual exchange and transformation as central to the history of ideas. Learning Outcomes: By the end of the course, students will be able to: a) Domain-Specific Outcomes • Identify and explain the core ideas of major 18th- and 19th-century European thinkers, particularly from the German tradition. • Understand the historical and intellectual contexts in which Enlightenment, Idealism, Romanticism, and Marxism emerged. • Analyse the philosophical underpinnings of modern concepts such as subjectivity, freedom, progress, and reason. • Trace the influence of key philosophical ideas on later cultural and literary developments. • Engage critically with primary philosophical texts and interpret their relevance for modern debates. b) Value Addition • Develop a nuanced appreciation of how philosophical ideas shape political and cultural history. • Recognize the interconnectedness of European intellectual traditions and their continuing significance for the humanities. c) Skill Enhancement • Strengthen close reading and analytical interpretation of complex philosophical texts. • Enhance critical thinking through comparative and interdisciplinary engagement with key ideas. • Develop clarity and precision in academic writing and oral discussion on abstract and conceptual topics. d) Employability Quotient • Build a strong theoretical foundation relevant to advanced research, teaching,

	cultural criticism, and interdisciplinary inquiry. • Develop the ability to engage with theoretical and conceptual frameworks applicable to work in academia, publishing, cultural analysis, and related fields.
Course delivery	Lecture
Evaluation scheme	Internal (modes of evaluation): 3 Internal Exams – Written (40%), out of which the two best will be considered. End-semester (mode of evaluation): Written Final (60%)
Reading list	Essential Reading: Material will be provided by the course instructor. Additional Reading: • Kant, Immanuel. Kritik der reinen Vernunft. Hamburg: Felix Meiner Verlag, 1998. • Schiller, Friedrich. Über die ästhetische Erziehung des Menschen in einer Reihe von Briefen. Stuttgart: Reclam, 2000. • Hegel, Georg Wilhelm Friedrich. Phänomenologie des Geistes. Frankfurt am Main: Suhrkamp Verlag, 1986. • Marx, Karl, and Friedrich Engels. Die deutsche Ideologie. Berlin: Dietz Verlag, 1978. • Nietzsche, Friedrich. Zur Genealogie der Moral. München: Deutscher Taschenbuch Verlag, 1999. • Freud, Sigmund. Das Unbehagen in der Kultur. Frankfurt am Main: Fischer Taschenbuch Verlag, 2017. • Beiser, Frederick C. German Idealism: The Struggle Against Subjectivism, 1781–1801. Cambridge, MA: Harvard University Press, 2002. • Habermas, Jürgen. Der philosophische Diskurs der Moderne: Zwölf Vorlesungen. Frankfurt am Main: Suhrkamp Verlag, 1985. • Safranski, Rüdiger. Schiller oder Die Erfindung des Deutschen Idealismus. München: Carl Hanser Verlag, 2004. • Schrift, Alan D. Nietzsche and the Question of Interpretation: Between Hermeneutics and Deconstruction. New York: Routledge, 1990.

Course title	Specialized Study of an Author
Category	c.New course
Course code	MAGERC523
Semester	III
Number of credits	4
Maximum intake	N.A.
Day/Time	Mondays and Tuesdays, 2pm – 4pm
Teacher(s)	Dr. Anu Pande
Course description	This course offers an in-depth engagement with the oeuvre of a single major author in German literature and culture, situating their work within broader historical, philosophical, and aesthetic contexts. Through close reading, comparative analysis, and theoretical reflection, students will explore the author's stylistic evolution, recurring motifs, and socio-political concerns. The course emphasizes both the singularity of an authorial voice and its interrelation with literary movements, intellectual traditions, and cultural transformations. Readings will be complemented by critical and theoretical texts that illuminate questions of authorship, intertextuality, reception, and the politics of literary production. Objectives: This course will deepen students' understanding of an author's literary, intellectual, and cultural significance within the German-speaking world. It will train them to engage critically with questions of authorship, textuality, and

	interpretation, while fostering advanced skills in close textual analysis and research-based inquiry. The course also encourages reflection on the construction of literary canons and the dynamics of reputation, influence, and adaptation. Learning Outcomes: By the end of the course, students will be able to: a) Domain-Specific Outcomes: • Analyse the stylistic, thematic, and philosophical dimensions of a chosen author's works. • Contextualize the author's writing within relevant literary, historical, and cultural frameworks. • Critically assess the author's engagement with aesthetic, ethical, and political questions across genres and periods. b) Value Addition: • Develop an appreciation for the complexities of literary authorship and the evolving meanings of a writer's oeuvre. • Understand how reception history, translation, and adaptation shape an author's cultural presence. • Recognize the interplay between individual creativity and collective intellectual movements. c) Skill Enhancement: • Conduct sustained textual and archival research on a single author's corpus. • Apply theoretical approaches—such as hermeneutics, psychoanalysis, feminism, postcolonialism, or ecocriticism—to the study of an author. • Formulate and present original analytical and interpretive arguments in oral and written form. d) Employability Quotient: • Strengthen research, critical writing, and interpretive skills essential for academic and professional contexts. • Acquire expertise relevant to careers in literary research, publishing, translation, editing, and cultural programming. • Prepare for doctoral-level specialization or interdisciplinary research focused on author studies and literary history.
Course delivery	Lecture
Evaluation scheme	Internal (modes of evaluation): 3 Internal Exams – Written (40%), out of which the two best will be considered End-semester (mode of evaluation): Written Final (60%)
Reading list	Essential Reading: Material will be provided by the course instructor. Additional Reading: • Adorno, Theodor W. <i>Noten zur Literatur I</i>. Suhrkamp Verlag, 1958. • Bachtin, Michail. <i>Probleme der Poetik Dostojewskijs</i>. Übersetzt von Adelheid Schramm, 3. Aufl., Suhrkamp Verlag, 1991. — oder: <i>Die Ästhetik des Wortes</i>. Übersetzt von Rainer Gröbel, Suhrkamp Verlag, 1979. • Barthes, Roland. „Der Tod des Autors.“ In: <i>Der entgegenkommende und der stumpfe Sinn: Kritische Essays IV</i>, übersetzt von Dieter Hornig, Suhrkamp Verlag, 1990, S. 57–64. • Benjamin, Walter. „Der Autor als Produzent.“ In: <i>Gesammelte Schriften</i>, hrsg. von Rolf Tiedemann und Hermann Schweppenhäuser, Bd. II.2, Suhrkamp Verlag, 1977, S. 683–701. • Benjamin, Walter. „Der Erzähler: Betrachtungen zum Werk Nikolai Lesskows.“ In: <i>Illuminationen: Ausgewählte Schriften 1</i>, hrsg. von Siegfried Unseld, Suhrkamp Verlag, 1977, S. 385–410.

	• Cixous, Hélène. „Das Lachen der Medusa.“ Übersetzt von Claudia Simma, in: Frauen und Schreiben: Neue französische Literatur, hrsg. von Verena Auffermann, Rowohlt Verlag, 1984, S. 252–275. • Foucault, Michel. „Was ist ein Autor?“ In: Schriften zur Literatur, übersetzt von Karin von Hofer und Ulrich Raulff, Suhrkamp Verlag, 2003, S. 234–267. • Gadamer, Hans-Georg. Wahrheit und Methode: Grundzüge einer philosophischen Hermeneutik. 6. Aufl., J.C.B. Mohr (Paul Siebeck), 1990.
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Course title	Methods of Teaching DaF I
Category	Existing course without changes
Course code	MAGERC524
Semester	III
Number of credits	4
Maximum intake	NA
Day/Time	Mondays and Wednesdays, 9 am – 11 am
Name of the teacher/s	Ms. Anjali Pande
Course description	This course aims to enable the students to gain insight into the different teaching methods that evolved in teaching of German as a foreign language (Deutsch als Fremdsprache) including different methods from grammar translation method to the latest communicative language teaching inclusive of the intercultural component. Objectives: This course gives an overview of the developments in the field of teaching and learning of German as a foreign language, and also provides an insight into different language acquisition theories and current theoretical debates in the field of first language as well as second language acquisition. Learning Outcomes: 1. Gain an overview about the various theoretical and practical aspects of teaching German as a foreign language in a multilingual context like India. a) 2. Gain an insight into the various challenges associated with teaching German as a foreign language. b) 3. Strategies to analyze learning material. a) 4. Develop teaching plans. c)
Course delivery	Lecture
Evaluation scheme	Internal (modes of evaluation): 3 Internal Exams – Written (40%), out of which the two best will be considered End-semester (mode of evaluation): Written Final (60%)
Reading list	Essential Reading: Material will be provided by the course instructor Additional Reading: • Bausch, K-R, H. Christ & H-J. Krumm (Hrsg). Handbuch Fremdsprachenunterricht. 4. Auflage, Tübingen: A. Francke, 2003. • Rösler, Dietmar. Deutsch als Fremdsprache. Stuttgart: Metzler, 1994.

Course title	RESEARCH METHODOLOGY
Category	Existing course
Course code	MAGERRMC698
Semester	III
Number of credits	4

Maximum intake	N.A.
Day / Time	Wednesdays and Fridays 2 pm – 4 pm
Name of the teacher/s	Mr. Gokul Somasekharan
Course description	Course Description In this course, students are introduced to foundational aspects of research focusing on other courses which are offered in the semester. Since the students are expected to write a dissertation in the following semester, students are taught the basic aspects of theory and empirical work based on their chosen area of dissertation topic. Programme Specific Objectives: PO1: Formulate an effective research proposal by conceptualizing research ideas and differentiate them between propositions, hypothesis and theory. PO2: Understand the various steps involved in data collection and data analysis. Learning Outcomes: a) Domain specific outcomes: Develop academic reading, writing and presentation skills to discuss and convey their research topic within academic community. b) Value addition: Understand the meaning and nature of research ideas and the various steps involved in construction of research topics. c) Skill enhancement Present the meaning, objectives, kinds and methodology of research d) Employability Quotient Work as researchers and engage with large corpus of information and adapt it for the specific research objectives.
Course delivery	Lecture
Evaluation scheme	Internal (modes of evaluation): Written End-semester (mode of evaluation): Written
Reading list	Essential reading - Norbert Franck: Handbuch Wissenschaftliches Schreiben. Eine Anleitung von A bis Z, utb, 2022. - Esther Odilia Breuer et.al: Wissenschaftlich schreiben – gewusst wie! Tipps von Studierenden für Studierende, utb, 2021. - Matthias Karmasin: Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Facharbeit/VWA, Seminararbeiten, Bachelor-, Master-, Magister- und Diplomarbeiten sowie Dissertationen, utb, 2019. Additional reading - Manuel René Theisen et.al: Wissenschaftliches Arbeiten: Erfolgreich bei Bachelor- und Masterarbeit. Vahlen, 2021. - Simone Fischer: Erfolgreiches wissenschaftliches Schreiben. Kohlhammer, 2019. Additional material will be provided by the course instructor.