Course No.:   GR509N
Course Title: Theories of Literature IV [Literature and Media]
Course Credits: 04
Course Level: M.A.
Course In-charge: Prof. Sadhana Naithani

Course Contents

This Course will deal with perspectives in media theory concerned with the transformations in literature caused by media, particularly new media. It has been famously argued by Theoretical considerations will depart from traditional discourse of the relationship of (printed) literature with new media, and will introduce *literature* as it is being created by/with/for the new media. Students are expected to explore, read, hear and see digital literary texts beyond those mentioned in the bibliography below.

Methodologically, this Course will combine texts in print and in audio-visual language, encouraging students to think how the perception of theory transforms through the change of medium. Major theorists will be seen and heard on YouTube, and analytical works on their ideas will be read in print.

Course Evaluation: 25% CP, 25% ST(W), 25% Referat & 25% ST(O)
End Semester Examination: None

Course Materials

www.netzliteratur.net contains several theoretical and literary texts relevant for the course. The site should be thoroughly explored by students and self-selected-texts of interest should be read.

The following is the mandatory reading list:

Marshall McLuhan: *The medium is the message*.

1977.https://web.mit.edu/allanmc/www/mcluhan.mediummessage.pdf

Norbert Bachleitner: Was ist Hypertext? www.netzliteratur.net

Beate Suter: Die Entwicklung der deutschsprachigen Netzliteratur.www.netzliteratur.net

Johannes Auer: 7 Thesen zur Netzliteratur. www.netzliteratur.net

Literary Texts underSections: ADEL and CURA Renderings

SCOTT McQUIRE: **Media Theory 2017**
Media Theory Vol. 1 | No. 1 | 34-42
http://mediatheoryjournal.org/

UweWirth: Der Tod des Autors als Geburt des
Editors. Text+Kritik Zeitschrift für Literatur. Heft
152 Digitale Literatur.

Uwe Wirth: Der wunderbare Moment der Verbindung. In: Waltraud Wiethölter u.a. (Hrsg): Stimme und Schrift. Zur Geschichte und Systematik sekundärer Oralität. Wilhelm Fink Verlag 2008.

Uwe Wirth: Hypertextualität als Gegenstand der íntermedialen Literaturwissenschaft'. In: Walter Erhart (Hrsg): Grenzen der Germanistik. Rephilologisierung oder Erweiterung. Metzler Verlag. 2004

Stefan Ulbrich: Visuelle Kommunikation als Thema in der Medientheorie. Dokument. Ruhr Universität Bochum.

Berhard Oberreither: Foto-Texte, Bild-Poesie. *Journal of Austrian Studies*, Volume 48, Number 2, Summer 2015, Pages 73-100.

Roberto Simanowski: Eigenleben der Woerter. *Parapluie*, Nr. 3. www.netzliteratur.net

Sadhana Naithani: Literatur im Zeitalter des virtuellen Daseins. 2004
http://www.dichtung-digital.de/2004/2/Naithani/index.htm

Websites with more reading materials
https://www.uni-giessen.de/fbz/fb05/germanistik/abliteratur/ndlk/projekte/medientheorie
http://mediatheoryjournal.org/

Course No: GR 510
Course Title: Specialized Translation- IV
Course Credits: 4
Course In-charge: Priyada Padhye

Course Contents:

This is the last course in a series of four courses on Specialized Translation. The students have already been familiarized with important concepts like terminology, text types, language style and the research component in Translation. They have been introduced to all forms of translation aids ranging from dictionaries to parallel texts, background texts and CAT tools. They have also been exposed to dealing with texts from various domains relevant to the market requirements in India. Translation related competencies have already been developed in the past three courses. In this course, the Course In -charge envisages to tie up all these acquired competencies and situate them in a professional setting. Hence the present course focuses on developing the professional competencies of the students so as to prepare them for the real world of professional translation. Students are given authentic translation briefs taken from the course in-charge's professional world. The students will be expected to conduct themselves professionally throughout the process beginning with acceptance of the brief, formulating a quotation upto the delivery of the same and putting together an invoice.

Students are encouraged to work exclusively in a digital environment. They are given assignments in the form of a translation brief by the course in-charge. The kind of source text files they are exposed to range from simple word formats to complicated HTML formats wherein they will be expected to deliver the target texts keeping the text formats of the source texts intact, which will challenge their technical expertise and teach them to deliver quality translations. In this course, it is expected that the students will make the right translatorial decisions in identifying the most appropriate translation aid keeping their translation brief and the file format of the source text in mind.

In addition to their translation skills and technical expertise their skills as cultural mediator will also be tested whereby they will be given assignments where their knowledge of the target culture will be tested. They will be encouraged to think along with their commissioners and suggest application of a ´´cultural filter´´ to the assignment. They will be trained to put questions to the course in-charge / commissioner pertaining to the translation brief in order to do justice to their translation brief.

Evaluation
5 translation assignments – 20% for each assignment with an oral interaction.

Bibliography

Göpferich, Sussanne: Interkulturelles Technical Writing. Fachliches Adressatengerecht vermitteln. Ein Lehr- und Arbeitsbuch. Tuebingen: Gunter Narr (1995)

Hann, Michael: The key to Technical Translation. Volume One Concept Specification. John Benjamins Publishing Company. Philadelphia 1992

Hoberg, Rudolf: Angewandte Sprachwissenschaft. Fachsprachenlinguistik, Fachsprachendidaktik und Interkulturelle Kommunikation. Band 12 Frankfurt am Main: Peter Lang (1987)

Mayer, Felix (ed.): LSP in Academic Discourse and in the fields of Law, Business and Medicine.Tübingen: Gunter Narr Verlag (2001)

Pörksen, Bernhard; Schröder, Ingrid (Hrsg.): Sprache in der Gesellschaft. Beiträge zur Sprach- und Medienwissenschaft. Band 30. Frankfurt am Main: Peter Lang (2010)

Reinke, Uwe: Translation Memories. Systeme. Konzepte. Linguistische Optimierung: Frankfurt a.M: Peter Lang Europäischer Verlag der Wissenschaften 2004

Sonneveld, Helmi B; Loening, Kurt L. (eds.): Terminology. Applications in interdisciplinary communication. Amsterdam / Philadelphia: John Benjamins Publishing Company (1993)

Course No.: GR-514(L)
Course Title: Specialized Study of an Author [Weimar Classicism]
Course-in-Charge: Michael Stadler

The short period between 1794 and 1805 was invaluable for German intellectual history. During these years, two of the most important figures of literary Germany found each other, influenced each other, and even engaged in common publications: Johann Wolfgang von Goethe (1749-1832) and Friedrich Schiller (1759-1805).

The main focus of this course is on the friendship and mutual inspiration of these poets. We will discuss their biographies before and during the aforementioned period, important literary trends and works of the time, life and work in Weimar and Jena, relevant historical events and people as well as philosophical and aesthetic concepts. In addition, each week we will read excerpts from original texts by Goethe, Schiller, and other authors of the period: poetry, drama, prose works, aphorisms, scientific investigations, theoretical reflections, letters, diary entries, etc. The goal of the course is a comprehensive and critical understanding of this important period for German-language literature.

The primary texts will be supplemented by chapters from contemporary secondary literature on the period, most notably Rüdiger Safranski's 2009 book *Goethe und Schiller. GeschichteeinerFreundschaft* (Munich: Hanser / Frankfurt: Fischer), on whose structure and narrative style this course is significantly oriented. This and other literature (primary and secondary texts) will be provided weekly. In addition, we work extensively with audio and video material and conduct our own minor research projects (as weekly written assignments, submitted beforehand and discussed in class). Also, every student will give one presentation on a relevant concept or idea based on a book chapter in the secondary literature.

Evaluation: Attendance and Participation (10%), Written Assignments (20%), Presentation (20%), End Semester (50%)

Course No:	**GR 515**
Course Title:	**Simultaneous Interpretation - II**
Course Credits:	**4**
Course Level:	**A**
Course-in-Charge:	**Chitra Harshvardhan**

Course Contents: The course seeks to consolidate the varied skills and techniques required for simultaneous interpreting such as split attention, improvisation, shadowing, public speaking, articulation, voice modulation, which were introduced in the previous semester.

Students are expected to read daily and weekly newspapers in both English and German. They are also expected to read articles in academic journals, both print and online. Students would also be expected to present a speech of their own on an aspect of the areas under study, while other students interpret.

The focus will be on the following areas:
- War in Ukraine
- Automobile sector
- Health

Interpretation will be from German into English and also from English into German. Speeches will be taken from the Internet

Evaluation: Two ST (oral) 35% each + CE 30% in the form of home assignments covering language exercises and essays + presentation of a speech written by the student .

End Semester Examination: None

Select Bibliography:

Kapp, Volker (Hg),(1974)   Übersetzer und Dolmetscher: Theoretische Grundlagen, Ausbildung, Berufspraxis, Heidelberg .
Nolan, James, (2005),   Interpretation: Techniques and Exercises, Clevedon.
Jones, Roderick, (1998),Conference Interpreting Explained, Manchester.
Seleskovitch, Danica, (1988), Der Konferenz Dolmetscher: Sprache und Kommunikation, [Aus dem Französischen von Inge Haas].

Course No.: GR-524
Course Title: European Thought: From Idealism to Critical Theory
Course-in-Charge: Michael Stadler

This course is to be understood as an introduction both to Western philosophy and to philosophizing itself. This means that 'thought' and 'thinking' will interact and that we go beyond a mere analysis and reconstruction of given texts, ideas, problems, arguments, and contexts. The positions of important thinkers in European philosophy should thus not only be learned and understood but will themselves be critically questioned and placed in the light of the course participants' own world of thought. Only in this way can the central theme of modern European philosophy be fully explored: The autonomous and critical self, that is, the thinking I, the cogito.

Following our course book *Fragen der Philosophie. Erstbegegnungen* by Wieland Elfferding (Stuttgart: Reclam, 2016), we explore the following questions, among others: What is a philosopher? What does it mean to ask and answer philosophically? How do philosophical texts want to be read? Does materialism do away with philosophy or is it itself one? Is it possible to think strictly philosophically in politics? Does philosophy remain a 'handmaiden of theology'? Must we do the good or must we create good conditions? Does all truth lie in language? Which is preferable: philosophical criticism or consensus philosophy? Philosophizing after Auschwitz - has existentialism put an end to metaphysics? Can philosophy give courage? In addition to our own thinking, we will focus on philosophers such as Plato, Descartes, Kant, Hegel, Marx, Nietzsche, Arendt, Wittgenstein, Adorno, Habermas, Sartre, and Bloch as we discuss these questions.

Since this course is an intensive examination of the posed as well as other fundamental questions, active participation and willingness to discuss are of great importance. In addition to weekly written and submitted written assignments (questions on texts) and concentrated close reading of the primary literature, each student will give a 20-minute presentation and write a 10-page end semester assignment – all in German – on one of the topics discussed in the course.

Selection of SecondaryLiterature:

- Breitenstein, Peggy; Rohbeck, Johannes (Hrsg., 2011) *Philosophie. Geschichte - Disziplinen - Kompetenzen*. Stuttgart, Weimar: Metzler.

- Elfferding, Wieland (2016) *Fragen der Philosophie. Erstbegegnungen*. Stuttgart: Reclam.

- Helferich, Christoph (2012) *Geschichte der Philosophie*. Stuttgart, Weimar: J.B. Metzler.

- Pfister, Jonas (2006) *Philosophie. Ein Lehrbuch*. Stuttgart: Reclam.

- Pfister, Jonas (2011) *Klassische Texte der Philosophie. Ein Lesebuch*. Stuttgart: Reclam.

- Poller, Horst (2007) *Die Philosophen und ihre Kerngedanken. Ein geschichtlicher Überblick*. München: Olzog.

- Reisch, Heiko (2018) *Kleine Geschichte der Philosophie*. Wiesbaden: Springer.

- Weischedel, Wilhelm (1966) *Die philosophische Hintertreppe. 34 große Philosophen in Alltag und Denken*. München: dtv.

Evaluation: Attendance and Participation (10%), Written Assignments (20%), Presentation (20%), End Semester (50%)

Course No.: GR 531
Editing and Translation - II
Course-in-Charge: Dr. Parnal Chirmuley

Over the first two semesters, students have been introduced to issues and debates in the field of literary translation. A self reflexive approach to one's own translation and the ability to edit the text accordingly is a crucial step that every translation must go through. Over the course of two semesters, this set of courses will introduce students to the crucial stage that follows the translation of a text – that of editing a text according to given conventions. This course works with the assumption that translating a text is really only the first step in intercultural communication, essentially incomplete without the process of editing.

This course involves translating as well as editing a range of texts, from popular fiction to academic writing.

The history of the book as a cultural object will also be an important part of this course, and along with actively translating, participants engage with readings in this area.