COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Introduction to Germanic Philology / Germanų filologijos įvadas	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Rūta Šileikytė Zukienė	Faculty of Philology, Institute of English, Romance and Classical Studies, Department of English Philology

Study cycle	Type of the course unit (module)
BA programme	Elective

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Seminars	Autumn semester	English

Requirements for students	
Prerequisites: C1–C2 level of English	**Additional requirements (if any):** –

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5 ECTS	130 hours	32	98

Purpose of the course unit (module): programme competences to be developed
The aim of this course is to introduce students to the broad field of Germanic philology, focusing on the study of Germanic languages through their historical development, shared structures, and evolution. This course provides a solid foundation for further philological studies, whether reading Anglo-Saxon literary texts in their original form, exploring Old Norse literature and mythology, or any scholarly pursuit where language and literature intersect.

Competences to be developed:

Understanding of historical and cultural contexts. Students will gain knowledge of the historical and cultural backgrounds of early Germanic peoples, which is crucial for comprehending the development and evolution of Germanic languages.

Linguistic analysis and genetic relationships. Students will develop the ability to analyse and understand the genetic relationships between Germanic languages and other Indo-European languages, focusing on major changes in phonology, morphology, and vocabulary.

Application of comparative and historical methods. Students will acquire skills in applying comparative and historical methodologies within the field of Germanic philology, enhancing their understanding of linguistic evolution and scholarly practices.

Proficiency in early Germanic languages. Students will gain hands-on experience in reading, translating, and analysing literary texts in early Germanic languages, including Gothic, Old English, Old Saxon, and Old Norse, fostering a deep understanding of these languages.

Research and presentation proficiency. Students will enhance their research and presentation skills through active participation in research projects, promoting independent inquiry and preparing them for further academic research in Germanic philology.

On a broader level, this course promotes a systematic study of the history, structure, and development of the Germanic languages within their cultural contexts. This approach enhances students' cognitive and analytical abilities, fostering academic curiosity about the role of language in shaping both historical and contemporary mental realities.

The course incorporates practical and creative tasks designed to stimulate interest in the subject matter and encourage a deep learning approach. These tasks not only deepen students' understanding of Germanic philology but also cultivate essential skills such as individual responsibility, time management, and academic integrity.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
By the end of the course, students have a good knowledge of the historical and cultural background of the early Germanic peoples (law, religion, warship, etc.), become familiar with the earliest records in Greek and Latin about the early *Germani*, and understand the importance of runic inscriptions and the Gothic language for the historical study of the Germanic languages. Students understand the genetic relationships that hold between different Indo-European and Germanic languages, know the major changes in Germanic phonology, morphology and lexis, and become familiar with the methodological developments in the field of Germanic philology. Based on their work with the authentic texts in early Germanic languages, students are able to read, translate and comment on specimens of Gothic, Old English, Old Saxon, and Old Norse. Students are thoroughly familiar with specific Germanic languages and the most important early Germanic texts.	Each seminar consists of a student presentation, class discussion on the assigned topic, and practical work with the text, when students read, translate and comment on an assigned passage. In addition to the preparatory reading for the in-class discussions, students are responsible for individual research tasks on chosen modern Germanic languages, early medieval Germanic texts and their historical context. Based on their research, students give oral presentations that demonstrate their in-depth knowledge of some specific area of research. The open-book exam at the end of the semester will help students assess their individual progress in the course.	**Accumulative evaluation:** In-class participation and an oral presentation on a chosen topic (30%); written exam (70%).

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. The Germanic (Gmc) language branch in the Indo-European (IE) family of languages. The importance of Gothic in IE and Gmc philology. Gothic texts and manuscripts.			2				2	4	**1. Reading the assigned material.**

Topic											Suggested readings
2. History and culture of the early Germanic tribes. Earliest records about the *Germani*. Earliest written records in the Gmc languages. The language of the runes.			4					4	8		**Suggested readings:*** Green, 1998, Ch. 1
3. The development of comparative and historical linguistics. Works of Rasmus Rask, Jacob Grimm, Franz Bopp. The *Stammbaum* theory. The 'wave theory'.			2					2	4		König & Auwera, 2007, Chs. 3 & 6. Looijenga, 2003, Ch.1 sk.
4. The concept of Common Germanic (CGmc). CGmc phonology. IE and CGmc systems of consonants compared. Grimm's Law and its modern interpretation. Verner's law. The High German Consonant Shift. The comparison of IE and CGmc vowels. Ablaut as a means of word formation in Gmc. Umlaut.			4					4	8		Robins, 1997, Ch. 7. Ramat, 1998. Green, 1998, Chs. 11, 14, 20. Hock, 2009, Ch. 18.
5. Main aspects of old Gmc morphology. Word structure in IE and Gmc. Noun in Gmc: grammatical categories, morphological structure, declension types. Demonstrative and personal pronouns. Gmc adjective declensions.			4					4	8		Robinson, 1992, Ch. 10. *A full reading list will be provided at the beginning of the course.*
6. Verb system in Gmc. Gmc verb classification. The classification of strong verbs in Gothic and other Gmc languages. The Ablaut series. Weak verbs. Participle forms.			4					4	8		**2. Practical translation tasks.** Suggested material:
7. Old Gmc lexis. Common IE vocabulary in the Gmc languages. Common Gmc vocabulary. Early linguistic contacts with the non-Germanic neighbours: Celtic and Latin loanwords in Gmc.			4					4	8		Bennet, 1999, Chs. 1–8. Robinson, 1992, Chs. 3–6.
8. Main aspects of old Gmc syntax. Word order in IE and Gmc. Periphrastic verb inflexions. Clause subordination in Gmc.			2					2	4		**3. Oral presentation on a chosen research topic.**
9. Germanic alliterative verse. Old English *Beowulf*. Old Saxon *Heliand*. Old Norse mythological and heroic poetry. Old Norse skaldic verse. Reading early Germanic texts in the original.			6					6	12		Some suggested materials will be uploaded in the virtual learning environment of the course.
10. Preparation for the presentation.									12		
11. Preparation for the final exam.									20		**4. Final exam.**
Total: 130								32	98		

Assessment strategy	Weight, %	Deadline	Assessment criteria
In-class participation and an oral presentation	30%	To be assigned	**Thorough preparation for the seminars** involves reading the assigned material, completion of homework exercises, and participation in class discussions. **Requirements for the presentation:**

			Length: 15–20 mins + 5 mins for questions.
			Content: 1) Introduce your topic (tell about its history, geography, and importance for English philology);
			2) Discuss its main linguistic or literary features, e.g. specific vocabulary items or interesting grammar rules (if applicable); describe the present state of scholarship regarding it.
			3) Narrow to something specific in your area, e.g. if it is a language, play a recording; if it is a literary work, offer an interesting text passage for the class to read together. Be prepared to highlight any interesting phonological, grammatical and lexical features of your sample. Consider preparing good visual aids (slides) and a handout to help the class follow your presentation.
			Assessment criteria: ability to collect relevant material, ability to present it effectively to peers via visual and/or audio aids, careful planning and timing, logical structuring, rapport with and involvement of the audience, correct language usage. *(A full list of the assessment criteria will be provided at the beginning of the course.)*
Final exam	70%	Exam days in January	**Structure and grading.** The exam consists of two parts, theoretical and practical. The theoretical part requires to discuss a number of theoretical issues covered in course readings and discussed during the seminars and to illustrate them with relevant examples. The practical part involves translating and commenting on the distinct features of a short passage in Gothic. Full list of review questions will be provided beforehand.
			Assessment criteria: Ability to discuss theoretical issues and illustrate them with relevant examples. Thorough knowledge of the subject. Correct academic language usage.

Course literature

Author	Year of publication	Title	Publishing place and house or web link
Bennett, William Holmes	1999	*An introduction to the Gothic language*	New York: Modern Language Association of America
Harbert, Wayne	2007	*The Germanic languages*	Cambridge: Cambridge University Press
Hock, Hans Henrich; Joseph, Brian D.	1996	*Language history, language change, and language relationship: an introduction to historical and comparative linguistics*	Berlin; New York: Mouton de Gruyter,
König, Ekkehard and Johan van der Auwera, eds.	2002	*The Germanic languages*	London: Routledge
Lambdin, Thomas Oden	2006	*An introduction to the Gothic language*	Eugene, OR: Wipf & Stock Publishers
Nielsen, Hans Frede	2000	*The early runic language of Scandinavia: studies in Germanic dialect geography*	Heidelberg: Universitätsverlag C. Winter
Owen, Francis	1993	*The Germanic people: their origin, expansion and culture*	New York: Barnes and Noble Books

Ramat, Paolo	1998	"The Germanic Languages" in *The Indo-European Languages,* eds. Anna G. Ramat and Paolo Ramat	New York: Routledge
Rauch, Irmengard	2011	*The Gothic language: grammar, genetic provenance and typology, readings*	New York [etc.]: Peter Lang
Robins, Robert H.	1997	*A Short History of Linguistics, 4th edition*	London; New York: Longman
Robinson, Orrin W.	1992	*Old English and its closest relatives: a survey of the earliest Germanic languages*	Stanford: Stanford University Press
Todd, Malcolm	2010	*The early Germans*	Malden [Mass.]: Blackwell
Reference Literature			
Lehmann, Winfred Philipp	1986	*A Gothic Etymological Dictionary: based on the third edition of Vergleichendes Wörterbuch der Gotischen Sprache by Sigmund Feist*	Leiden: E.J. Brill

NOTE:

Attendance requirements. Students are required to attend all seminars. Those who miss more than 30% of the seminars without a valid reason (e.g. illness documented by a doctor's note) will not be allowed to take the final exam.

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