COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Introduction to Germanic Philology / Įvadas į germanų filologiją	

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	The 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 workload	Contact hours	Self-study hours
5	130 hours	32	98

Purpose of the course unit (module): programme competences to be developed
The aim of the course is to introduce students to the broad field of Germanic philology – the study of Germanic languages from the point of view of their history, common structure and development. The course provides a foundation for all further philological studies, whether it be reading the Anglo-Saxon literary texts in the original, an enquiry into Old Norse literature and mythology, or any other investigation where language and literature intersect. The main goals set for the course are: 1) to introduce students to the historical and cultural background of the early Germanic peoples, 2) to explore the genetic relationships between Germanic and other Indo-European languages by studying the major changes in Germanic phonology, morphology and lexis, 3) to discuss the formation of the comparative and historical method in Germanic philology, 4) to offer students an opportunity of a first-hand encounter with the early Germanic languages by reading, translating and analysing short literary texts in Gothic, Old English, Old Saxon and Old Norse, 5) to involve students in research projects while working on their presentations, which would lead them to other directions for future research in the field. On a more general level, the systematic study of the history, structure and development of the different Germanic languages and their cultural context develops students' cognitive and analytical skills and nurtures their academic curiosity of the importance of language in constructing the mental realities both in history and the contemporary world. The practical and creative tasks aim at stimulating students' interest in the subject and the deep learning approach to their studies in general. Together these tasks raise students' awareness of 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 (50%); open-book exam (50%).

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.** 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	Green, 1998, Ch. 1 König & Auwera, 2007, Chs. 3 & 6.
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	Looijenga, 2003, Ch.1 sk. Robins, 1997, Ch. 7.
4. The concept of Common Germanic (CGmc). CGmc phonology. IE and CGmc			4				4	8	

Topic										References
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.										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: Bennet, 1999, Chs. 1–8.
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		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		
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		**3. Oral presentation on a chosen research topic.** Some suggested materials will be uploaded in the virtual learning environment of the course.
10. Preparing for the presentation.								13		
11. Writing the open-book exam.								19		
Total: 130							32	98		**4. Open-book exam.**

Assessment strategy	Weight, %	Deadline	Assessment criteria
In-class participation and an oral presentation	50%	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.)*
Open-book exam	50%	Exam days	**Structure and grading.** The exam consists of two parts, theoretical and practical. The theoretical part requires to discuss a number of theoretical issues discussed in 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. A 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

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