

**CORSO DI LAUREA MAGISTRALE INTERNAZIONALE
(INTERNATIONAL JOINT MASTER DEGREE PROGRAMME)**

**EUROPEAN LANGUAGES, CULTURES AND SOCIETIES
IN CONTACT**

CLASSE LM-38 LINGUE PER LA COMUNICAZIONE E LA COOPERAZIONE INTERNAZIONALE

Sintesi dei contenuti dei singoli insegnamenti offerti on line in collaborazione con i sette partner nel primo, secondo e terzo semestre (10 CFU/ECTS per semestre):

Insegnamenti obbligatori comuni erogati <i>on line</i> congiuntamente da tutti gli Atenei partner	ECTS/CFU	SSD	Sintesi dei contenuti
Discourses in Europe	10	SPS/08	Approcci all'Europa. Discorso in Europa da: un punto di vista linguistico, un punto di vista culturale; un punto di vista sociale e politico.
Research Methodology in European Modern Languages and Literatures	10	Vari SSD	Introduzione: Metodologie di ricerca nel contatto linguistico e nella letteratura comparata
Research Methodology in European Cultures and Societies	10	Vari SSD	Introduzione: Metodologie di ricerca nelle scienze sociali e umanistiche; Metodologie di ricerca negli studi culturali; Metodologie di ricerca negli studi sociali.

Sintesi dei contenuti dei singoli insegnamenti offerti dall'Università di Pavia

Insegnamenti offerti da UniPV	CFU/ECTS	SSD	Sintesi dei Contenuti
Artificial intelligence	5	ING-INF/05	Il corso introduce i principi fondamentali della disciplina. È diviso in due parti: la prima parte è un'introduzione alla logica formale classica, proposizionale e di primo ordine, con un focus speciale sugli aspetti del calcolo automatico, mentre la seconda parte è un'introduzione ai principi di base dell'apprendimento automatico.

Big Data e Modelli Computazionali per il Marketing	5	SECS-S/05	L'insegnamento fornisce gli strumenti analitici per leggere e interpretare rapporti di ricerca e analisi che fanno uso di tecniche computazionali complesse, per interagire con esperti nell'analisi dei <i>big data</i> .
Comunicazione verbale e linguaggio dei media	5	L-LIN/01	Gli studenti acquisiranno conoscenze dei principali temi e problemi della semantica e della pragmatica della comunicazione verbale. Gli studenti svilupperanno la capacità di applicare nozioni della linguistica all'analisi critica del linguaggio dei media.
Digital Humanities (in italiano)	5	ING-INF/05	Il corso si propone di introdurre le principali metodologie e tecniche che possono essere utilizzate per analizzare i diversi tipi di contenuti culturali presenti nei testi. Al termine del corso, gli studenti saranno in grado di svolgere un'analisi critica dei concetti chiave delle Digital Humanities; utilizzare una serie di strumenti di Digital Humanities; creare nuove modalità di visualizzazione di dati e metadati; esplorare e analizzare testi in modo automatico e semiautomatico;; eseguire automaticamente l'analisi linguistica; creare e analizzare reti di dati. Il corso si baserà sulla presentazione di concetti teorici, una panoramica dei progetti nel campo delle Digital Humanities e attività pratiche. In particolare, includerà un'introduzione alle Digital Humanities; un'introduzione all'elaborazione automatica del linguaggio; un'introduzione alla Network analysis.
Economia dello sviluppo e della cooperazione	5	SECS-P/02	Lo scopo del corso è di introdurre gli studenti alla conoscenza del significato e dei problemi legati allo sviluppo. Il programma del corso copre elementi base dell'economia dello sviluppo e l'evoluzione delle strategie di cooperazione internazionale, dal secondo dopoguerra ad oggi. Saranno presentate: i) le principali teorie economiche che spiegano le dinamiche e i divari di sviluppo a livello globale; ii) i modi in cui sviluppo, povertà, disuguaglianze possono essere misurate; iii) il ruolo e l'impatto che le politiche di sviluppo e gli attori della cooperazione internazionale allo sviluppo possono avere nei diversi contesti istituzionali.
Il linguaggio della cooperazione	5	SECS-P/01	Il corso offre alcuni spunti di riflessione, attraverso l'analisi delle "parole di cooperazione", sui tanti casi in cui, nella storia e nel presente, un diverso mix di cooperazione e competizione ha cambiato o avrebbe potuto cambiare il corso degli eventi. Il corso sarà strutturato attorno a parole specifiche del mondo della cooperazione, molte delle quali hanno un significato non solo o non prevalentemente economico (a titolo esemplificativo: "credito"; "scambio"; "viaggio"; "bene pubblico globale", ecc.) . Idealmente, ad ogni parola sarà dedicata una lezione tradizionale e un lavoro di approfondimento da parte degli studenti.
Introduzione alla storia delle relazioni internazionali: le fonti archivistiche	5	SPS/06	Il corso, in collaborazione con il Comitato per la Pubblicazione dei Documenti Diplomatici Italiani e l'Archivio Diplomatico Italiano (MAECI-Roma), si propone di introdurre gli studenti dell'area umanistica al significato e alle finalità della storia internazionale nel tempo. Il corso si propone di: 1) coinvolgere gli

			<p>studenti con metodologie e scuole storiografiche nell'ambito della storia internazionale; 2) consentire agli studenti di accedere e valutare fonti archivistiche rilevanti, dalle origini dei libri a colori alla progressiva liberalizzazione dell'accesso del pubblico alle fonti diplomatiche e infine alla loro digitalizzazione; 3) la parte finale del corso sarà dedicata ad accogliere gli studenti nella realtà del lavoro e della ricerca negli archivi diplomatici, come l'Archivio Storico Diplomatico Italiano e altri. Esperti, professionisti e archivisti coinvolgeranno attivamente gli studenti in seminari e laboratori volti a introdurli all'accesso, alla conservazione e alla pubblicazione dei documenti diplomatici.</p>
Italian Politics and Society	5	SPS/01	<p>Il corso si propone di introdurre gli studenti alle principali caratteristiche del sistema politico italiano e alle problematiche della società italiana. Al termine del corso lo studente dovrà aver acquisito familiarità con le principali istituzioni politiche, economiche e sociali italiane; con le principali sfide che interessano il sistema politico italiano contemporaneo, l'economia italiana e le relazioni Italia-UE; e con alcune importanti questioni politiche italiane contemporanee e controversie etiche. Attraverso la partecipazione a seminari e saggi, gli studenti miglioreranno anche le loro capacità di presentazione, analisi e argomentazione.</p>
L'italiano per la scena e per lo schermo	5	L-FIL-LET/12	<p>Gli obiettivi del corso sono: sviluppare specifiche competenze di analisi linguistica di fronte ai testi per la scena e per lo schermo; affinare una sensibilità critico-filologica; delineare una storia della lingua italiana per il cinema, illustrandone tappe salienti e varietà principali.</p>
Laboratorio di comunicazione e studi culturali	5	SPS/08	<p>Alla fine di questo laboratorio lo studente sarà in grado di: comprendere il ruolo centrale giocato dalle tecnologie digitali all'interno dei processi comunicative e culturali contemporanei; comprendere e valutare criticamente il nesso esistente tra tecnologie di comunicazione digitale e logiche di consumo; applicare un insieme di teorie sociologiche utili ad analizzare criticamente i processi di comunicazione digitali contemporanei; identificare le principali criticità, opportunità e sfide poste dalle tecnologie di comunicazione digitale; valutare criticamente l'impatto delle tecnologie di comunicazione digitale sulla società e la cultura contemporanea.</p>
Letteratura italiana	5	L-FIL-LET/10	<p>Il corso si propone di fornire sia un orientamento di base su contenuti e strumenti generali della disciplina, sia competenze specialistiche su aspetti, momenti e autori esemplari della tradizione letteraria italiana, indagati nei testi e nella bibliografia critica.</p>
Lingua italiana con laboratorio	5	L-FIL-LET/12	<p>Il corso costituisce un avviamento alla lettura grammaticale e stilistica del testo. Gli obiettivi sono il riconoscimento delle diverse tipologie testuali nelle loro differenti funzioni e nei tratti linguistici distintivi e la padronanza delle abilità scritte e comunicative.</p>

Linguaggi per la comunicazione pubblica digitale	5	L-FIL-LET/12	Gli obiettivi del corso sono: conoscere i tratti caratterizzanti dell'evoluzione dell'italiano nell'era telematica; saper distinguere e valutare adeguatamente le diverse tipologie di testi della comunicazione in rete; saper comunicare in maniera corretta ed efficace contenuti destinati a uno specifico pubblico.
Linguistica computazionale	5	L-LIN/01	L'analisi automatica dei testi è oggi essenziale per scopi di ricerca nelle scienze umane e sociali e per applicazioni di varia natura, dalla traduzione automatica, alla estrazione di opinioni, alla costruzione di agenti conversazionali. Il corso introduce i concetti, le metodologie e gli strumenti fondamentali della linguistica computazionale e del trattamento automatico del linguaggio, fornendo agli studenti competenze per analizzare automaticamente o semi-automaticamente dati testuali di varia natura (letterari, storici, scientifici, socio-politici, giornalistici). Sono inoltre fornite le basi metodologiche dell'annotazione linguistica dei testi per l'apprendimento automatico supervisionato.
Machine Learning per le scienze umanistiche e sociali	5	ING-INF/05	Al termine del corso gli studenti saranno in grado di comprendere e discutere i principi dell'apprendimento automatico, in particolare applicato alla ricerca e alle applicazioni nell'area delle Scienze Sociali e Umanistiche, e all'analisi automatica di testi a contenuto letterario, culturale e sociale. Saranno in grado di analizzare un problema e di progettare e implementare una soluzione. Conosceranno le tecniche più importanti nel campo dell'apprendimento automatico supervisionato e non supervisionato e saranno in grado di utilizzarle per costruire sistemi di apprendimento automatico utilizzando il linguaggio di programmazione Python.
Metodi digitali per la ricerca sociale e di marketing	5	SPS/07	L'insegnamento fornisce gli strumenti di base per la progettazione di disegni di ricerca sociale che facciano largo uso, seguendo un'ottica integrativa, di tutti gli strumenti tipici dei metodi di ricerca fondati sull'utilizzo di tecnologie digitali. In particolare sarà dedicata una grande attenzione alla progettazione attenta dell'interrogativo cognitivo e della sua trasformazione in scelte tecniche di ricerca sia nel caso di ricerca di base, sia nel caso di ricerche applicate o di mercato.
Programmazione	5	INF/01	Scopo del corso è fornire allo studente i primi strumenti elementari, teorici e tecnici, per inquadrare correttamente la relazione fra matematica e la programmazione al computer. Mediante le attività proposte si cercherà di sviluppare negli studenti la capacità di programmare alcuni algoritmi fondamentali (ad esempio, ricerca binaria e algoritmi di ordinamento), utilizzando le strutture dati appropriate (liste, insieme, dizionari). Come linguaggio di programmazione si utilizzerà Python. Nella scelta degli argomenti si cercherà di privilegiare quelli che vengono affrontati dagli studenti più frequentemente nel corso di laurea.

Public Diplomacy in the Digital Era	5	SPS/06	Il corso si propone di guidare gli studenti verso la comprensione : 1) del cambiamento che la rivoluzione digitale ha introdotto nel mondo della comunicazione diplomatica; 2) della prospettiva storica nell'evoluzione dell'antica arte diplomatica verso la diplomazia pubblica e la digitalizzazione; 3) di alcuni case study specifici sia storici, sia indicativi del ruolo degli strumenti e delle piattaforme digitali attualmente in uso presso i ministeri degli affari esteri a livello internazionale. Nel loro lavoro di approfondimento gli studenti saranno guidati nella individuazione di approfondimenti relativi al processo di trasformazione degli strumenti diplomatici e delle problematiche poste da questa trasformazione.
Sociology of Development	5	SPS/09	L'economia mondiale è cresciuta a un ritmo senza precedenti nell'ultimo mezzo secolo, spinta e sostenuta dalla diffusione e dal rafforzamento di forze socio-economiche come l'imprenditorialità e l'innovazione, la formazione e la mobilità del capitale umano, la scienza e la tecnologia. Il corso si propone di offrire una visione sociologica di questi “motori dello sviluppo” guardando alle istituzioni rilevanti, agli elementi culturali e alle relazioni sociali ad essi associati, fornendo agli studenti riferimenti a differenti approcci teorici ed evidenze empiriche. Al termine del corso gli studenti dovrebbero avere una comprensione generale dello sviluppo economico nel lungo periodo e in tempi recenti e acquisire una conoscenza più specifica di alcuni elementi costitutivi dei “motori dello sviluppo” quali imprenditorialità e innovazione, lavoro e occupazione, tecnologia scientifica. Dovrebbero anche essere in grado di cercare prove empiriche che descrivano questi elementi e di distinguere diversi approcci teorici allo studio dello sviluppo. Infine, gli studenti dovrebbero essere in grado di rilevare aspetti rilevanti legati allo sviluppo economico nel loro contesto sociale immediato (es. città, regione).

Sintesi dei contenuti dei singoli insegnamenti offerti da tutti gli altri Atenei

Università di Salamanca

Insegnamento	CFU/ECTS	SSD	CONTENUTI
Cultura de Herencia : la comunidad magrebí	5	SPS/08	<ol style="list-style-type: none"> Islam, proyecto religioso, político y socio-económico. Proceso de Islamización y arabización el islam, Magreb al-Andalus Al-Andalus, presente y la tergiversación del pasado Estatus de dimma o dimnías (Gente del libro), Mosaico étnico y religioso del mundo árabe: islam, cristiano y judaísmo magrebí Bereberes y la identidad lingüística, cultural y religiosa del Magreb (enseñanza, prácticas religiosas, ribāts y zāwiyas, etc...). <p>Religiosidad magrebí: literatura hagiográfica magrebí y cuestiones de género, modelos y grupos religiosos, tradiciones culinarias</p>

Cultura de herencia : pensamiento y cultura iraníes	5	L-OR/14	<ul style="list-style-type: none"> Contenidos teóricos y prácticos: Exposición de contenidos relacionados con la asignatura sobre temas importantes socioculturales, históricos, literarios, religiosos, artísticos, etc. en Irán. Proyecciones audiovisuales ilustradoras y/o demostración de fotografías y objetos tradicionales de ciertos aspectos relacionados con la asignatura. Exposiciones: Tiempo cedido para la práctica de la expresión oral y demostración de la capacidad de análisis de los alumnos mediante su exposición de un tema relacionado con la iranología, elaborado por los mismos, y de acuerdo con las directrices de la profesora.
Cultura de herencia: diásporas cristianas y judías en Europa	5	M-STO/07	<ol style="list-style-type: none"> Diásporas cristianas en Europa Diásporas judías en Europa
Culturas europeas: traducciones, transducciones, mediaciones materiales	5	SPS/08	<ol style="list-style-type: none"> Literatura francesa y ciencias cognitivas Cartografía y obras literarias
El alemán y el español en contacto	5	L-LIN/01	<ol style="list-style-type: none"> Introducción a la lingüística contrastiva español-alemán Lexicografía bilingüe Fraseología contrastiva español-alemán Interferencias. Análisis de errores Semántica cognitiva
El francés y el español en contacto	5	L-LIN/01	<ol style="list-style-type: none"> Fonética contrastiva francés-español. Ortotipografía comparada francés-español en la escritura electrónica. Gramática contrastiva francés-español (problemáticas de género gramatical, interferencias sintácticas y usos comparados de conectores). Lexicología: galicismos del español e hispanismos en el francés. Pragmática y cortesía verbal: aspectos contrastivos.
El italiano y el español en contacto	5	L-LIN/01	<p>El contenido de la signatura partirá del conocimiento de los elementos más relevantes de las similitudes y divergencias entre las lenguas italiana y española en los siguientes aspectos:</p> <ol style="list-style-type: none"> Aspectos fonético-fonológicos, Aspectos morfológicos Aspectos sintácticos Aspectos léxicos Aspectos pragmáticos <p>Se realizarán investigaciones puntuales y relevantes fundamentalmente sobre las divergencias existentes en ambas lenguas y los posibles motivos que las han provocado.</p>
El portugués y el español en contacto	5	L-LIN/01	<ol style="list-style-type: none"> Contraste lingüístico de las lenguas española y portuguesa: historia y estado de la disciplina.

			<ol style="list-style-type: none"> 2) La metodología en los trabajos de análisis contrastivo. 3) Análisis contrastivo del español y el portugués: estudio de casos. 4) Propuestas de análisis contrastivo ES/PT. 5) El contraste PT/ES en el dominio fonético y fonológico. Análisis de errores y análisis de la actuación. 6) El contraste PT/ES y fenómenos de transferencia en la Adquisición de Segundas Lenguas. 7) El contraste en la enseñanza de lenguas próximas (PT/ES). Gramática y léxico.
Lengua de Herencia : Árabe	5	L-LIN/01	<ol style="list-style-type: none"> 1. Parte teórica <ul style="list-style-type: none"> - El alfabeto árabe o alifato: escritura y lectura. - Morfología básica - Sintaxis básica - Vocabulario básico. 2. Parte práctica <ul style="list-style-type: none"> - Escritura y lectura de palabras y oraciones simples. - Ejercicios escritos y orales sobre los contenidos gramaticales expuestos. - Audiciones y ejercicios de comprensión oral.
Lengua de Herencia : Arameo Moderno	5	L-LIN/01	<ol style="list-style-type: none"> 1. El arameo moderno como lengua de herencia 2. Grafías y fonemas. 3. Morfología nominal y pronominal del arameo moderno 4. Introducción al sistema verbal arameo
Lengua de Herencia: Persa	5	L-LIN/01	<ol style="list-style-type: none"> 1. Contenidos teóricos: Explicaciones de las características lingüísticas y gramaticales, en diferentes planos: ortografía, fonética, morfología, sintaxis y léxico. Estos contenidos se irán exponiendo a lo largo de curso en clase. 2. Contenidos prácticos: <ul style="list-style-type: none"> -Lectura de diferentes textos -Redacción de textos -Comentario lingüístico y traducción de textos sencillos de persa al español y viceversa -Proyecciones audiovisuales ilustradoras y/o demostración de fotografías y objetos tradicionales de ciertos aspectos relacionados con la asignatura. -Además de aspectos lingüísticos, y con la finalidad de hacer más ameno el desarrollo de las clases, también se presta atención en enseñarles los aspectos importantes culturales, religiosos, históricos, gastronómicos, literarios, y turísticos de Irán, para que adquieran unos conocimientos básicos y generales sobre el país y su entorno sociocultural. Y también, de esta manera, les facilitamos el acceso a otros campos dentro de la iranología con el fin de que puedan emprender algún estudio en el futuro.

Lengua de Herencia: Rumano	5	L-LIN/01	<ol style="list-style-type: none"> 1. Presentation of Romanian, the most peculiar of the Romance languages. The story of its formation. 2. Substrate, superstrate, borrowings in Romanian vocabulary. Specific sounds and pronunciation. (en contraste con los sonidos del español y del inglés) 3. Introductory and politeness formulas. Greetings and closing phrases in Romanian. The present indicative of the verb to be/a fi (with personal pronoun in N-Ac, basic forms). 4. Basic descriptions. The (reflexive) verb to call/a (se) numi. (with reflexive pronoun in short forms). 5. Common prepositions: in, din, la, pe, spre. 6. Common verbs: to take/a lua, to live/a locui, to have/a avea. The most common past tense (perfectul compus) of the verb to be/a fi. Elements of common vocabulary, basic dialogues in specific contexts. Practice of Romanian sounds. 7. The seasons, the days, the months, the date and the time. The cardinal numeral, simple forms. 8. The noun, number, gender and indefinite/definite article in N-Ac. 9. The cardinal numeral, complex forms. 10. The noun, number, gender, definite article in G-D. 11. The adjective. The colours. 12. Aspects of the four types of Romanian verb (and another possible classifications).
Literaturas europeas, procesos sociales e identidades : género, clase, <i>ethnos</i>	5	L-FIL-LET/14 SPS/08	<ol style="list-style-type: none"> 13. Canon literario y escritura femenina 14. Postcolonialismo y género: narrativas de la migración y el retorno en las literaturas en lengua portuguesa
Modelos de historia comparada de las literaturas europeas	5	L-FIL-LET/14	<ol style="list-style-type: none"> 1. Génesis y desarrollo del comparatismo literario 2. Historia de las interrelaciones literarias italo-españolas
Modelos de literatura y otras artes en las culturas europeas	5	SPS/08	<ol style="list-style-type: none"> 1. Memoria e identidad: representaciones artísticas de los traumas del siglo XX: narrativa, novela gráfica, pintura y cine 2. Adaptación cinematográfica y sociedad
Modelos mediales e intermediales en las culturas europeas	5	SPS/08	<ol style="list-style-type: none"> 1. Escrituras del cine: de lo analógico a lo digital 2. Diálogos entre literatura y cine
Modelos de intertextualidad en las Literaturas europeas	5	L-FIL-LET/14	<ol style="list-style-type: none"> 1. El juego con la tradición literaria en tanto que almacén de materiales reciclables 2. Literaturas francesa y francófona: reescritura e hibridación
Plurilingüismo y contacto lingüístico en Europa Occidental	5	L-LIN/01	<p>A</p> <ol style="list-style-type: none"> 1. Métodos de investigación sobre plurilingüismo y contacto lingüístico 2. Conflictos lingüísticos en los países de habla alemana y neerlandesa 3. Políticas lingüísticas en el mundo germánico y eslavo

			<p>4. Plurilingüismo en el sistema educativo centroeuropeo</p> <p>B</p> <ol style="list-style-type: none"> 1. El plurilingüismo europeo: aspectos lingüísticos, históricos y sociales 2. Panorama lingüístico en los países francófonos europeos 3. Políticas lingüísticas en el ámbito de la Francofonía 4. Plurilingüismo en el sistema educativo de la Europa francófona
Plurilingüismo y contacto lingüístico en el Sur de Europa	5	L-LIN/01	<p>A</p> <ol style="list-style-type: none"> 1. Métodos de investigación sobre plurilingüismo y contacto lingüístico. 2. Conflictos lingüísticos en Italia y en los países de habla italiana. 3. Política lingüística en el territorio italiano. 4. Lenguas y dialectos en el sistema educativo italiano. 5. El plurilingüismo en la enseñanza del italiano. <p>B</p> <ol style="list-style-type: none"> 6. El portugués como lengua de valor global 7. Fenómenos de contacto de lenguas en situación de frontera, bilingüismo y aprendizaje de segundas lenguas 8. El portugués en contacto con otras lenguas europeas (el caso franco-portugués): estudio de casos 9. El contacto lingüístico en la frontera luso-española 10. El contacto de lenguas y el préstamo léxico

□ **Università di Coimbra**

Curricular Unit	ECTS	SSD	CONTENUTI
Aquisição e Aprendizagem de L2	10	L-LIN/01	<ol style="list-style-type: none"> 1. Basic concepts: native language, (NL), non-native language (NNL) - foreign language (FL) and second language (SL); L1/A e L2/B; non native variety of a colonial language, creole, heritage language. 2. Bilingualism(s): towards a typology of PL2 learners; 3. Acquisition and learning of L1/NL and L2/NNL. 4. Interlanguage(s): <ol style="list-style-type: none"> 4.1. L1 transfer and L1 non-dependent mechanisms; 4.2. the role of different types of input.
Aquisição PLELS	10	L-LIN/01	Português como Língua Estrangeira e Língua Segunda
Cinema e Outras Artes	10	L-ART/06	<p>Each year, the course will explore relationships between cinema and other art. Here is an example of a syllabus for a year:</p> <p>Cinema and television: limits and complications</p> <ul style="list-style-type: none"> - does the artistic nature of cinema conflict with the media nature of television? - definition of author in film and television <p>Cinema and television: some examples</p>

			<p>- Roberto Rossellini's didactic television</p> <p>- Jean-Luc Godard's political television</p>
Cultura Inglesa	10	L-LIN/10	<p>The topic and bibliography of this seminar varies according to the edition/instructor.</p> <p>Example (current edition):</p> <p>'London: from Great Metropolis to Global City'</p> <p>The seminar concentrates on the evolution of London, from 19th century great metropolis to contemporary global city. The approach will be multidisciplinary, ranging from the historical to the sociological, from urban planning models to symbolic meanings, from economic paradigms to cultural forms, from racial to identity issues. The course will thus promote a multifaceted research on the centrality of London in the cultural imaginary of the country and on the various ways in which the capital has been understood and represented in British culture.</p>
Culturas Contemporâneas	10	SPS/08	<p>Departing from a preliminary reflection about the concept of culture and its multiple implications, the course will discuss a set of relevant notions that allow us to interrogate the concept of culture in a contemporary perspective, such as: language, representation and discourse; subjectivity, identity and difference; nation, multiculturalism, interculturality, globalization; race, ethnicity and post-colonialism; sexual identities and feminisms. This approach will bring into discussion several aspects of the history of culture and handle theoretical instruments that are needed for a contextual understanding of contemporary cultural practices.</p> <p>N.B. The syllabus and bibliography may change depending on teaching staff.</p>
Estrutura da Língua Portuguesa II PLE	10	L-LIN/01	<p>Critical areas of PL2:</p> <ol style="list-style-type: none"> 1. Noun Phrase: "first noun strategy", null subjects. 2. Verb Phrase: argument structure. 3. Verbal inflexion categories: tense, aspect and mood. 4. Building the sentence: inflexion and agreement, SVO order; case marking; topicalization, clitic positioning, anaphorical links.
Estruturas da Língua Portuguesa I	10	L-LIN/01	<ol style="list-style-type: none"> 1. Phonology <ol style="list-style-type: none"> 1.1. Basic concepts of phonology; tools for phonological description 1.2. Phonological units of Portuguese: identification and description 1.3. Phonological processes: phonetic realization of units in context 1.4. Prosody: syllable, stress and intonation 1.5. Phonology and orthographic representations in Portuguese 2. Morphology <ol style="list-style-type: none"> 2.1. Basic concepts of morphology; tools for morphological description 2.2. The internal structure of words: verbs and non verbs 2.3. Morphophonological aspects of inflection: verbs and nouns/adjectives 2.4. Word formation processes

Estudos de Língua e Cultura	10	L-LIN/01	<p>1. The effect of historical and socio-cultural forces on the hegemonic imposition of the English language in the Britain and in the United States.</p> <p>2. The development of English since its origins to the modern times: comparing Old English, Middle English and Modern English; a lexical and grammatical survey.</p> <p>3. The rise of 'Standard English': the instrumental role of the press, the literary languages and scientific discourse in the definition of the educated variety.</p> <p>4. English and language contact within the colonial context and the emergence of the 'New Englishes' and of creole languages; the case of Black American English and Hispanic English in the United States.</p> <p>5. English as a global language; the social, cultural e linguistic consequences of globalization.</p> <p>N.B. The syllabus and bibliography may change depending on teaching staff.</p>
Estudos do Discurso	10	L-LIN/01	<p>We start by discussing the situated nature of human language activity to focus on some of the basic concepts in discourse studies. Drawing on authentic data collected by lecturers and students, we propose a kaleidoscopic lens to semiotic activity by looking at</p> <p>1. 'discourse' as a process of production, negotiation and circulation of 'texts';</p> <p>2. 'discourse' as performative forms of inference and interaction at play in situated communicative events;</p> <p>3. 'discourse' as 'practice' that points at representations and forms of knowledge sustaining and being sustained by sociocultural and sociohistorical life.</p> <p>We end this course by exploring specific articulations of discourse, culture and society manifested in disciplines such as language and linguistics, literary and cultural, as well as communication studies - among others, the tools offered by literary studies or by studies in academic discourse.</p>
História e Periodização da Literatura Portuguesa I	10	L-LIN/08	<p>1. Literary History, Periodization and Teaching of Literature: practices of research and of educational and pedagogical transmission. A brief reflection.</p> <p>2. The Periodization of Portuguese Literature from the Middle Ages to Neoclassicism. Assumptions and main models of narrative arrangement.</p> <p>2.1. The Middle Ages. From Romantic construction to the Postmodern perspective.</p> <p>2.2. Humanism, Renaissance and Classicism: genesis, differentiation patterns and overlapping effects.</p> <p>2.3. Mannerism: emergence of the concept and conditions for existence.</p>

			<p>2.4. Luso-Brazilian and Iberian Baroque.</p> <p>2.5. Neoclassicism: founding origins and horizon of movement.</p> <p>3. New challenges in the research and teaching of Portuguese Literature from the Middle Ages to Neoclassicism: a summary.</p>
Linguagem e Escrita	10	L-LIN/01	<p>1. The matter of writing: from language to text</p> <p>1.1. The materiality of language and its social and political nature;</p> <p>1.2. Pleasure and power of language;</p> <p>1.3. The social and political function of text;</p> <p>2. Creative writing: models and critical theory</p> <p>2.1. The different models of creative writing: interdisciplinarity and hybridity;</p> <p>2.2. Poetic justice and the criteria for universal literary judgement;</p> <p>2.3. The "legibility" and/or the "truth" of a text;</p> <p>2.4. Transdiscursivity and transindividuality ("objectivity"/"subjectivity"; "fiction"/"factuality");</p> <p>2.5. From text to hypertext.</p>
Literatura e Artes	10	L-LIN/08	<p>1. Introduction to the relationship between literature and the arts. Communication systems, supports, content. New modalities of artistic expression, digital art. General framework.</p> <p>2. The primary link between the arts. The Muses. Writing and drawing. Plato, Phaedrus: memory and remembrance.</p> <p>3. The hierarchy of the arts. Trivium and Quadrivium. Leonardo and the "cosa mentale".</p> <p>4. Ecfrase, paragone. Laoconte: Classical Antiquity (Virgil, Pliny), Renaissance (Michelangelo), Neoclassicism (Lessing).</p> <p>5. The writer in the artist's studio. Esquivel y Suárez and the atmosphere of 19th century Madrid. Protagonists and works.</p> <p>6. From Mnemosine's daughters to contemporary art. Historical avant-garde. Meaning of the signifier.</p> <p>7. Structuralism, semiotics, deconstruction, intermediality. Study of a selection of contemporary works.</p>
Literatura e Modernidade	10	L-FIL-LET/14	<p>1. The concepts of the modern and modernity.</p> <p>2. The poetic expression of Modernity: Baudelaire, Symbolism, Fin-de-Siècle, Hispanic Modernism.</p> <p>3. The renovation of narrative discourse: from Flaubert to the "literature of the self".</p> <p>4. Literary and Artistic Avantgard: Cubism, Futurism, Imagism, Expressionism, Surrealism.</p> <p>5. The poetics of Portuguese Modernism.</p> <p>6. Some key-concepts of modern art: depersonalization, degeneracy, grotesque, fragment, alterity, dehumanization.</p> <p>N.B. The syllabus and bibliography may change depending on teaching staff.</p>
Literaturas de Língua Portuguesa	10	L-LIN/08	<p>1. Literatures written in Portuguese.</p> <p>2. Literature, identity, cultural and intercultural translation.</p> <p>3. Portuguese, African and Brazilian literary canones.</p> <p>4. The literary text and linguistic criativity.</p>

			5. Literary text simplification.
Multilinguismo e Diálogo Intercultural	10	L-LIN/01	1. Multilingualism 2. Intercultural dialogue
Oficina de Poesia	10	L-LIN/08	This seminar is essentially practical and laboratorial, offering the possibility to experiment with diverse creative writing exercises, in or out of class. From them a debate will be launched, supported by a reading list that will include poems as well as other poetic or metapoetic texts with a more theoretical and/or essayistic character. Students must be aware of the material nature of the writing process and there will be a challenge to explore literary possibilities within contemporary writing practices at the same time that an historical contextualization is underway
Poder e Política na União Europeia	10	SPS/04	1. EU political system and institutions: an overview 2. EU decision-making: history-making, policy-setting and policy-shaping 3. European Elections, Political Competition and Parties in the EU 4. Interest representation and Lobby in the EU 5. Regulatory, (re)distributive, security and global policies 6. EU's own resources: budget limitations 7. Single currency as a federating leverage: potential and limits 8. Differentiated integration in the EU: advantages and pitfalls
Temas da Literatura Comparada	10	L-FIL-LET/14	1. Introduction: comparatist identities and dialogues (methodologies, research fields and models of aesthetic theorization). In the past and in the present times. 2. Thematic approaches: i) Comparative Literature and Identity(ies): Cultural Studies, globalization and postcolonialism; ii) Comparative Literature and Imagology; iii) Comparative Literature and Translation Studies; iv) Comparative Literature and Inter-art Studies. N.B. The syllabus and bibliography may change depending on teaching staff.

Università di Turku

Curricular Unit	ECTS	SSD	CONTENUTI
Analyse des produits culturels I	5	SPS/08	Seven broad topics are discussed in the course: 1) Norms, taboos, transgressions, censorship; <i>bienséance</i> and <i>vraisemblance</i> ; political correctness and self-censorship. 2) Realism, effect of reality, imaginaries; fake news, fact-checking. 3) Semiotics, types of signs, motivated/arbitrary; semiotic channels and medium (characteristics,

			complementarity, interactions). 4) Reading paths and interpretation; semiotic medium as part of the meaning (reflexivity); the medium (McLuhan). 5) Metanarratives; narrative structure and actantial model; myths (Barthes); trends and popularity; social media, hashtag, viral phenomena etc. 6) Perspective, point of view; observer, receiver, user; subjectivity/objectivity; new media vs. traditional media. 7) Intertextuality, <i>mise en abyme</i> (reflexivity), stylistic devices (metonymy, metaphors etc.); new and traditional media in the French-speaking world.
Analyse des produits culturels II	5	SPS/08	Multimodality in Comics Structure of Comics Narrativity in Comics Humour in Comics Traductology and Comics
Analyse du discours et analyse des interactions	5	L-LIN/01	7 lectures on the basis of interaction analysis 7 lectures on discourse analysis on contemporary and relevant topics student work on applying these notions and approaches to own data.
Apprentissage du vocabulaire	5	L-LIN/01	Terminology Vocabulary and linguistics Processes of vocabulary learning Bilingualism/multilingualism Impact of additional languages on vocabulary learning Historical overview on methodology and recent studies Measuring vocabulary size Methods of language learning and teaching
Berufliche Textfertigkeiten	5	L-LIN/01	Overview of the job-related methods and tools and their specific application; Preparation for a professional career, introduction of writing methods, job-related activities and their implementation (e. g. interviews, email correspondence, contracts, job interviews).
Communication écrite en contextes professionnels	5	L-LIN/01	Key theories and concepts related to professional writing, with different activities of the professional writing process and use of technological tools to write in different stages and contexts. How to cooperate as a member of a professional writing organization in different roles (language editor/producer, language reviser, terminologist).
Corpus Linguistics and Language Technology	5	L-LIN/01	Basics of corpus linguistics methods and theories, NLP tools
DaF-Lehrwerke als Gegenstand der Forschung	5	L-LIN/01	Textbooks for German as a foreign language: theory and practice, use of textbooks in classroom practice, conducting a small-scale analysis of teaching materials, design and evaluation of textbooks and other teaching materials for German as a foreign language
DaF-Workshop	5	L-LIN/01	Topical aspects of teaching German as a foreign language, e.g., e-learning and digital materials and media, online teaching of German as a foreign language, multilingualism, sustainability, interaction in the classroom, action research.

Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5	L-LIN/01	Language contact, variety, code switching, language mixing, multilingualism, causes for the emergence of language and variety contacts, effects of language contacts on oral and written communication, examples with a focus on Finnish-German, German-Finnish
Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven	5	L-LIN/01	Significance of German in the Nordic countries in the past and present: cultural, scientific and economic contacts, present situation of German in the Nordics, e.g., at universities, in academic and economic contexts, history of teaching German in the Nordics
Discours et interaction dans les sociétés	5	SPS/08	An in-depth to the research on interaction and discourse analyses, including multimodal and social AI.
Francophonie	5	L-LIN/04	<u>part I. Diversity of the french-speaking world, geography, history and current situation of the french-speaking countries/territories.</u> Weeks 1-2: The past: colonialisation issues. The present: geopolitical and sociolinguist situation of the various French-speaking areas. Week 3: The International Organisation of La Francophonie. The notion of "francophonie". <u>part II. the present: discourses of/about la francophonie and the french-speaking world.</u> Week 4: Questioning the notion of "francophonie". The variety of the discourses of and about the French-speaking world, and the reasons for this variety. Weeks 5-6: Analysis of different discourses regarding La Francophonie and the French-speaking world. Ideologies, attitudes, identities, language policy etc. noticeable in the discourses. <u>part III. The future of la francophonie and the french-speaking world.</u> Week 7: Factors of change: globalisation, internet, climate change, emerging countries etc. The role and power of the French language in the 21st century globalised world.
Hands-On Project on Digital Linguistics	5	L-LIN/01	Independent project work on digital linguistics, with final presentations. The specific work topic can be chosen freely.
Interkulturelle Kommunikation	5	L-LIN/01	Models and approaches to research into intercultural communication, the role of language in the interaction between participants with different communication systems, intercultural differences in the communication, the role of extra-verbal aspects (status, age, gender, etc.) in intercultural communication, linguistic communities: norms, language systems and language usage, language and identity
Introduction to Finnish Culture and Society	5	L-LIN/19	The course introduces the key aspects of the development of Finnish culture from prehistory to modern times. The students will learn about the formation of the country, its languages, the nation as an idea, and the development of Finnish culture in the 20th century. The course introduces the theories of identity, memory and nation connecting them to the historical processes and materials.
Kognitive Ansätze zur Erforschung der deutschen	5	L-LIN/01	Language as a cognitive phenomenon,

Sprache			theoretical cognitive approaches to language (grammar, semantics, metaphors), empirical research methods in cognitive linguistics
Literaturaustausch: Akteure und literarische Systeme	5	L-FIL-LET/14	Literary sociology, literature mediation, book market and literature business; networks, organizations, actors and campaigns (publishers, agencies, authors, translators, critics, audiences, events, book fairs); direct and indirect ways of exchanging literature; translation flows, genres, culture and knowledge transfer; translation as culture contact; selected examples (e.g. literature exchange in divided Germany, between Scandinavia and the German-speaking countries, historical vs. contemporary perspectives, translator profiles)
Masterseminar Deutsch	5	L-LIN/01	Choice of the topic of the own master's thesis, guided preparation and processing of the own master's thesis (material collection and analysis, choice of methodology, analysis and reading on your own topic), written and oral reports on the progress of the own master's thesis, research plan, peer feedback.
Mehrsprachigkeit	5	L-LIN/01	Multilingual settings in the society, multilingual constellations and their actors, multilingualism in different domains of daily life and in the workplace, influence of language policy actions and scientific theories on multilingualism in the society
Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5	L-LIN/01 – L-ART/06	Multilingualism, transcultural literature, categories of multilingualism literature, analysis examples, types of film language, strategies of language representation in film, function of multilingualism in film, translation strategies
Pragmatique	5	L-LIN/01	Argumentation: Week 1: The field of argumentation and rhetoric. Week 2: The audience as a key element. Week 3: The image of the speaker (ethos). Weeks 4-5: Types of arguments and of reasoning Week 6: Shared beliefs (doxa, stereotypes, topoi). Week 7: Argumentation within language. Weeks 8-14: Individual work: essay. NB. The course will focus on the theories and literature in French
Processus d'apprentissage	5	L-LIN/01	Presentation of different processes involved in foreign language learning and in foreign language use in multilingual learners.
Sea, Nature and Finnish Culture	5	L-LIN/19	Lectures include the introduction lecture and six specific lectures concerning the following topics: 1. Livelihoods and Lifestyles of Archipelago Fishing Communities in Finland, 2. Finns and Forests: a Cultural History, 3. Finnish Women Writers and the Sea, 4. Human-Animal Relations in the Finnish Culture, 5. Mobility and Migration in the Finnish Seafaring World, 6. Environmental Heritage and the Human-Water Relationship in the Baltic Sea Past and Present.
Séminaire de recherche et Discours académique	5	L-LIN/01	The course will orient students to write their master's thesis at different phases during the course. Students will read and comment other students' papers together. During the course, students will learn academic communicational

			skills in speaking and writing.
Sociolinguistique	5	L-LIN/01	<ul style="list-style-type: none"> - central current theoretical and critical approaches of sociolinguistics as regards French - topical notions and methodological approaches, such as community, public space, etc. - current research objects and studies on French sociolinguistics, such as multilingualism, urban sociolinguistics, linguistic landscapes and transitional periods (crises, migration etc.)
Sprach- und Translationspolitik	5	L-LIN/01 SPS/08	Central areas, terms and definitions of language policy: status, corpus and acquisition planning; Spolsky's component model; family language policy; language minorities; language planning in companies and organizations; What is translation policy?; inclusion, accessibility, and participation; technical and digital solutions

□ **Università di Poitiers**

Curricular Unit	ECTS	SSD	CONTENUTI
Contacts de langues et bilinguisme	5	L-LIN/01	<ul style="list-style-type: none"> - Acquisition of two languages by children of mixed couples (French-English, Italian-German, English-Spanish, German-French, etc.) - Types of bilingualism and strategies, - Different types of language contacts, - Functions of the alternation of languages, - Analysis of some linguistic domains through corpora.
Politiques linguistiques en contexte de minorisation	5	L-LIN/01	<ul style="list-style-type: none"> - Definition of "linguistic policy" - Conditions and contexts for the implementation of language policy, particularly in terms of education, as well as in the context of relations between majority group and minority group.
Morpholexicologie plurilingue	5	L-LIN/01	Acquire the main terminology in lexicology; be able to defend a linguistic stand in lexicology based on the reading and discussion of scientific papers and on the tools provided in the course.
Corpus et méthodologie pour la recherche en linguistique	5	L-LIN/01	<ul style="list-style-type: none"> - Introduction to corpus linguistics - Presentation of corpora and analysis using specific tools. Different types of corpora : written and oral corpora, multilingual, learner corpora, corpus in French sign language
Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10	SECS-P/01	<ul style="list-style-type: none"> - Develop oral and written skills in a foreign language; - Translate from and into French as well as from one foreign language to another, both written and spoken; - Adapt to cultures and understand the

			cultural, economic and political issues specific to the linguistic areas studied; - Implement a research approach / methodology; - Consider European / international cultural policies.
Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10	L-LIN/12 (1 cfu) L-LIN/14 (2 cfu) L-LIN/07 (2 cfu) L-FIL-LET/12 (2 cfu) L-LIN/09 (2 cfu) L-LIN/21 (1 cfu)	An in-depth knowledge of the language but also of the social, cultural and economic environment of two or even three foreign countries; In-depth skills in various areas of business negotiation and international trade (prospecting, selling, buying, drafting of contracts).
Littérature et cinéma et Pratiques et expériences de lecture	10	L-LIN/03 + L-ART/06	- Theoretical issues of transmediality. This seminar will also be based on specific examples that will help to develop skills of film analysis. - The seminar proposes to study the different ways in which the reader can invest the character. Exploration of some theoretical notions (empathy, identification, bovarysm) and historical examples showing how fictional characters have been understood by the reader.
Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5	SECS-P/01	An in-depth knowledge of the language but also of the social, cultural and economic environment of two or even three foreign countries; In-depth skills in various areas of business negotiation and international trade (prospecting, selling, buying, drafting of contracts).
Frontières littéraires et culturelles	5	L-FIL-LET/14	Over the past twenty years, studies on the literature of the Mexican border have been developed massively beyond the border region. This boom is linked to the role that publishing houses like Yoremito have played in disseminating creative and original literature, free from the stereotypes of more commercial literature including narcoliterature.
Roman graphique et Réceptions et usages du littéraire	10	L-LIN/03	1. Graphic romance 2. Analysing graphic romances
Enseignement de la littérature francophone	5	L-LIN/03	- Study French-speaking literature; - Reflect on the interest of French-speaking literature in French as a foreign language classes; - Learn to design educational sessions using texts from the French-speaking literature.
Transferts culturels et linguistiques	5	L-LIN/01	Sociolinguistic analysis of sociolects (the "frañol" and "the espanglish") in order to study the linguistic notions of borders / thresholds / limits (morphology, syntax or even semantics). Corpus: the novels "Pas pleurer" by Lydie Salvayre -fra (ñ) gnol- and "The House on Mango Street" by Sandra Cisneros and / or "Las dos caras del patroncito" by Luis Valdez (teatro campesino, dimensión oral) - (e) spanglish -.
Normes et variation : variation du français parlé & Contacts de langues et emprunts	10	L-LIN/01	- The factors involved in language contact - The Balkan Sprachbund - Birth and death of languages: Creoles, a priori and a posteriori languages

			<ul style="list-style-type: none"> - Mechanisms of the loan - Observe the variation through French; - Reflect on the structure of the oral and its specificities; - Study the methods and tools of oral analysis and teaching.
Analyse contrastive	5	L-LIN/01	<p>This course provides insight into similarities and differences between languages based on the analysis of recurrent patterns in comparable corpora (similar original texts in two or more languages), and in parallel corpora (original texts and their translations in other languages). Within the framework of enunciative theories (with special focus on the French theory of predicative and enunciative operations), we show that language phenomena in specific contextual settings are the reflection of underlying processes of constructing the meaning which are language and culture specific.</p> <p>Languages studied: Mainly French and English. Other languages may be introduced according to students' interests.</p>
Analyse du discours politique et médiatique	5	L-LIN/01	Introduction to the methods and tools of discourse analysis in linguistics and semiology, on a body of political and media statements.
Questions de didactique du FLE (Typologies langues et didactique)	5	L-LIN/01	<p>The principles of a typological analysis of languages</p> <p>The principles of a contrastive analysis of languages</p> <p>Compare the learners' languages and French</p>
Transatlantic dialogue in popular culture & Shakespeare on screen: Trans-cultural translation and distort	10	SPS/08	<p>Focusing on key scenes in the tragedy (the uncanny apparition of Hamlet's father's ghost; the encounter between Hamlet and Ophelia orchestrated by eavesdropping Polonius; the 'mousetrap' to catch the conscience of the murderer; the confrontation between Hamlet and his 'lustful' mother; Ophelia's madness and drowning; the gravediggers' scene; the final sword fight between Hamlet and Laertes) in the films by Laurence Olivier (1948), Grigori Kosintsev (1964), Franco Zeffirelli (1990), Kenneth Branagh (1996) and Michael Almereyda (2000), this seminar will invite a comparative approach, in which both socio-political stakes and aesthetics choices are taken into account, so as to analyse timeless notions such as dread, fratricide, regicide, revenge, intelligence, repudiation, action, sacrifice and madness, and to see how film directors both adapt a play dating back to 1600 to their own cultural context and time, while still transmitting its timeless pieces of thought on human nature.</p>
Patrimoine et institutions gestion nationales et régionales & Écrire sur l'art & Projet tuteuré et Médiation (Médiation culturelle dans le spectacle vivant/Médiation scientifique et journalisme scientifique)	10	SPS/08	<p>Museums: missions, functions, and legislation</p> <p>Management of heritage projects</p> <p>History of heritage institutions and practices in France</p> <p>Write on art</p>

□ Università di Iași

Curricular Unit	ECTS	SSD	CONTENUTI
Decadentismul în literatură și în artele plastice	5	L-FIL-LET/14	<ol style="list-style-type: none"> Definirea conceptelor: decădere, decadentă, decadentism. Decadență vs. progres. Estetic vs. etic Fuzionări, corespondențe și <i>artă totală</i> Program estetic: subversiune și spirit negativist; cultul inovației; rafinament și individualism Cultul artificului și respingerea naturii Androginul. Femeia fatală. Opoziția completă: satanismul. Eroul decadentist: dandyul Decadentismul în artele plastice: Gustave Moreau, Félicien Rops, Maurice Dumont, Odilon Redon, Georges Rochegrosse etc.
Deutsche Kultur im mitteleuropäischen Raum	5	L-LIN/13	<ol style="list-style-type: none"> Mitteleuropa, Zentraleuropa - a conceptual delimitation. "Cultural" identity and "national" identity German as the "lingua franca" of Central Europe Center and periphery in Central Europe Memory and identity Eighteenth-century Vienna - the nucleus of cultural plurality Viennese "modernity" "Utopia" and Central Europe Josephineism and the rebirth of "national" cultures in Central Europe Case study. German literature in Transylvania. General presentation. Case study. German literature from Bucovina. General presentation Case study. Bucovina. The status of the German language in public space. Theater and press. Case study. Bucovina. Literature written in German in Bucovina. Prose and theater. Case study. Bucovina. Literature written in German in Bucovina. Poetry.
Deutsche Literatur in vergleichender Perspektive	5	L-LIN/13	<ol style="list-style-type: none"> Identity and "cultural code". Biedermeier culture Viennese folk theater "Provincial" literature and Heimatliteratur Viennese modernity The great interwar prose writers Austrian literature after the Second World War
Education et plurilinguisme	5	L-LIN/01	<ol style="list-style-type: none"> Bilingualism and plurilingualism: definitions and linguistic perspectives. Bilingualism and plurilingualism I: associated concepts and different perspectives of the methodological approach. Bilingualism and plurilingualism II: types of bilingualism. Plurilingualism involved in language teaching I. Plurilingualism involved in the teaching of foreign languages II: theories regarding the alternation of linguistic codes in the teaching of a foreign language (French). Peculiarities of bilingual education in France I: regional languages taught in bilingual classes in public education; Peculiarities of bilingual education in France II:

			<p>international and European sections.</p> <p>8 Peculiarities of bilingual education in France III: private education.</p> <p>9. The concept of mixedness and the role of bilingualism.</p> <p>10. Mixed families and the construction of bi- and plurilingualism.</p> <p>11. Bilingualism and plurilingualism and issues related to representations about the value of languages.</p> <p>12. Education and multilingualism in the family: building bilingualism in mixed families.</p> <p>13. Strategies for mother tongue transmission in mixed families, in a migratory context.</p>
Etnologie și putere. Teme și concepte actuale în studiul culturii populare	5	M-DEA/01	<p>1. Introducere în problematica cursului. Prezentarea temelor și a bibliografiei</p> <p>2. Etnologie și putere. Definiții, concepte, perspective</p> <p>3. Pentru o istorie politică a etnologiei</p> <p>4. Argumentul puterii în discursul etnologic</p> <p>5. Politica tradiției</p> <p>6. Politica autenticității</p> <p>7. Politica nostalgiei</p> <p>8. Instituțiile puterii (consilii județene, ministerul culturii, prefecturi și primării etc.) și identitatea românească</p> <p>9. Provocarea temelor tabu I. Folclorul obscen. Minorități</p> <p>10. Trupuri neputrezite în perspectivă politică. Pentru o altfel de etnoantropologie a funerarului</p> <p>11. Monumentalizarea fragilității. Practici de teaurizare pentru mileniul III</p> <p>12. Etnografie și eclesiologie</p>
Genuri în literatura exilului	5	L-LIN/17	<p>1. Literatura exilului//literatura diasporei: evoluția de la sensul peiorativ la axiologia pozitivă în cultura română. Genuri în literatura exilului (epic, liric și dramatic, prezentare generală, autori canonici în secolul XX).</p> <p>2. Imaginarul balcanic în spațiul european: Panait Istrati, <i>Spovedanie pentru învinși</i>, studiu de caz. Actualizarea tiparelor povestirii orientale: Panait Istrati, <i>Mediterranean</i>, studiu de caz. Mărci identitare specifice scriitorilor străini de origine română; raportul identitate vs. alteritate (identitate de grup, familială, etnică etc.); regional, național, universal în contextul promovării multiculturalismului</p> <p>3. Romane parabolă ale modernității ; strategii narative vs. strategii discursive. Falsul cosmopolitism european și distopia migranților</p> <p>4. Imaginarul livresc și alegoriile postmodernității, tematizarea istoriei în romanul postmodern din exil. Noile <i>mises-en-abîme</i> și calea spre metanoia</p> <p>5. Literatura formării sinelui. Tema alienării intelectualului evreu, tipuri de discurs în presa românească sub cenzură</p> <p>6. Literatura deportaților în lagărul sovietic: Herta Müller</p> <p>7. Tematizarea istoriei recente și modelarea imaginarului romanesc sub regimul totalitar românesc. Cronotopul propriu literaturii de exil; tema lagărului suprasistemic.</p>
Ideii și atitudini românești în istoria culturii	5	L-LIN/17	<p>1. Interbelicul între mit și istorie. România Mare și provocările extremismului reflectate în literatură.</p>

			<ol style="list-style-type: none"> 2. Basarabia sub ocupație și după eliberare. Umorul negru al istoriei în literatura lui Paul Goma. 3. Teroarea istoriei. De la un totalitarism la altul. Scrierile lui Mihail Fărcășanu și ale Piei Pillat-Edwards. 4. De la Sburătorul și Albatros la Europa liberă. Monica Lovinescu și Virgil Ierunca. 5. România de după Cortina de fier. Scrisorile Ecaterinei Bălăcioiu-Lovinescu. 6. Balcanismul în contemporaneitate. Metamorfozele istoriei în literatura lui Ioan Groșan și a lui Marius Oprea. 7. Cum am devenit o cultură națională? Orient, Occident în cultura română 8. Istoria literaturii române ca discurs identitar. Cazul G. Călinescu 9. Complexele și „paradoxurile” literaturii române 10. Literatura română și comunismul. Esteticul ca instrument ideologic 11. „Piața ideilor”. Literaturăcentrismul culturii române 12. Literatură națională și literatură trans-națională
Istoria limbii române	5	L-LIN/01	<ol style="list-style-type: none"> 1. Introducere în problematica disciplinei și prezentarea statutului epistemologic al acesteia. 2. Prezentarea tematicii cursului, a bibliografiei și a modalităților de evaluare pe parcurs și finală. 3. Știința istoriei limbii; necesitatea acesteia; domenii conexe; subdomenii; principalele Școli. 4. Metode de cercetare în lingvistica diacronică, metoda comparativ-istorică; teoria bazei de articulație, conceptul tendință. 5. Latina populară (concept, trasături, izvoare), Procesul de romanizare; caracteristici; factorii romanizatori. 6. Perioada de formare a limbii române și a poporului român; concept; caracteristici definitorii. 7. Substratul limbii române. 8. Influența grecească și cea slavă. 9. Influența maghiară și cea turcă. 10. Elemente de etimologie. Universalitatea diacroniei.
La langue française dans l'espace francophone: variation, société, politiques linguistiques	5	L-LIN/01	<ol style="list-style-type: none"> I. I. French and the Francophonie. Typology of situations. Variation, linguistic dynamics, varieties. 2. I.1. Oral / written: two ways of designing and organizing the message. Oral syntax elements. 3. I.2. The diastatic (context, community, standard / non-standard, norm, linguistic security / insecurity, vernacular, popular French). 4. I.3. The diaphasic (diaphasic dynamics - language styles / levels - and the role of context, interlocutor, negotiation). Learning styles. 5. I.4. The diatopic. "Patois", dialect, regional variety. Categories of regionalisms (archaisms, dialectalisms, borrowings, innovations). II. Regional varieties of France (depending on the main dialect areas). Description of regionalisms. 6. III. Regional varieties outside France. III.1. Development of French in areas of Romanic substratum: French in French-speaking Switzerland

		<p>Status of the French language, language policies, language development, characterization of language features</p> <p>7. III.2. Development of French in areas of Romanesque substratum: French in French-speaking Belgium. Status of the French language, language policies, linguistic evolution, characterization of linguistic peculiarities</p> <p>8. IV. Regional varieties outside Europe. IV.1. Comparison of "varieties of French overseas" according to French expansion factors. Creole emergence conditions.</p> <p>9. IV.2. Africa. Status of the French language, sociolinguistic landscape, description of linguistic peculiarities.</p> <p>10. IV.3. French in Canada. IV.3.1. Status of French in Canada. Historical evolution. Canada's language policies. Quebec language policies. IV.3.2. Canadian French. IV.3.2.1. Question of linguistic unification.</p> <p>11. IV.3.2.2. Variation and sources of peculiarities. Convergences and divergences between the two linguistic ensembles (Quebec and Acadian). Factors responsible for the differences (difference of the original population, own historical developments, lag of breaking ties with France, presence / absence of a standard, contact with English, etc.)</p> <p>12. IV.3.2.3. Description of linguistic features. Quebec variety (s). Acadian variety (s). Types of peculiarities (archaisms, dialectalisms, borrowings, innovations). Processes specific to popular French (see regularization by analogy)</p> <p>13. IV.3.2.4. Canadian Francophonie and Francophone Minorities. Definition of the concepts of francophonie, linguistic minority (official language minority), plurilingualism, multiculturalism in the Canadian context.</p> <p>14. IV.3.2.5. Canadian Francophone Communities. Description. Language policies in favor of linguistic minorities.</p>
Language acquisition and learning	5	<p>L-LIN/01</p> <p>Building a Theory of SLA. Questions about Second Language Acquisition. Language, Learning and Teaching, Schools of Thought in Second Language Acquisition. Theories of First Language Acquisition. First Language Acquisition Insights Applied to Language Teaching. Dispelling Myths. Cognitive Considerations, Affective Considerations, Linguistics Considerations. Learning and Training. Types of Learning, Transfer, Interference, and Overgeneralization, Inductive and Deductive Reasoning, Language Aptitude, Intelligence and Language Learning. Process, Style, and Strategy, Learning Styles. Intrinsic Motivation in the Classroom. Culture Definitions and Theories, Attitudes, Second Culture Acquisition, Social Distance, Teaching Intercultural Competence, Language Policy and Politics Culture in the Language Classroom. Culture Definitions and Theories, Attitudes, Defining Communicative Competence, Language Functions, Discourse Analysis, Discourse Styles, Nonverbal Communication, CC in the Classroom: CLT and Task-Based Teaching, Communication Strategies, Stages of Learner Language Development, Variation in Learner Language, Errors in the Classroom.</p>

Limba greacă veche biblică și patristică	5	L-LIN/01	<ol style="list-style-type: none"> 1. Limba greacă koiné. Context istoric, concept, periodizare. 2. Limba greacă koiné. Texte reprezentative. Particularități (comparativ cu greaca clasică). 3. Septuaginta, versiunea grecească a Vechiului Testament. Constituirea textului. Tradiție textuală. 4. Septuaginta. Particularități lingvistice (I): grafie și fonetică. 5. Septuaginta. Particularități lingvistice (II): morfologie și sintaxă. 6. Septuaginta. Particularități lingvistice (III): lexic. Modalități de traducere a textului sacru: traducere literală, traducere dinamic-interpretativă. 7. Resurse lexicografice și electronice pentru studiul și traducerea Septuagintei. 8. Traduceri ale Septuagintei în limbi vernaculare. Traduceri ale Septuagintei în limba română. 9. Septuaginta din Biblia de la Frankfurt (1597), sursă a primei traduceri în limba română a Vechiului Testament: geneza și descrierea textului (prefața în limba latină, scrierea aldină, canonul cărților biblice, diviziunea textului, aparatul critic). 10. Septuaginta din Biblia de la Frankfurt (1597) și traducerea ei în limba română (I). Compilarea surselor. Glosele marginale. Influența asupra morfologiei și sintaxei traducerii în limba română. 11. Septuaginta din Biblia de la Frankfurt (1597) și transpunerea ei în limba română. (II). Transpunerea lexicului grecesc în limba română. Procedee de traducere a numelor proprii (traducere, transliterare, transcriere, împrumut). 12. Limba greacă a textelor patristice. Instrumente lingvistice. Probleme de traducere (I). 13. Limba greacă a textelor patristice. Probleme de traducere (II).
Limba română ca limbă străină	5	L-LIN/01	<p>UNIT 1 – Introduction to the study of Romanian as a foreign language</p> <ol style="list-style-type: none"> 1. Alphabet of the Romanian language (letters and groups of letters, diacritical marks). 2. Vocalic system and consonant system: vowels and semivowels, peculiarities, phonological oppositions: a – â, a – ä, ä – â; consonants, pairs of consonants: f – v, s – z, t – d, p – b. 3. Specific features of Romanian pronunciation: the phonetic values of the initial e-, final short -i, final syllabic -i; vowels in the hiatus; accent and intonation in Romanian - the variability of the stress. 4. Pronunciation training: training the correct articulation of problematic sounds (ă, î, ș, ț, ce, ci, che, chi, ge, gi, ghe, ghi); establishing the correspondence sound (phonem) - letter; writing practice. <p>UNIT 2 – Let's get acquainted! We greet and introduce ourselves</p> <p>Subject area: Identifying and characterizing a person (greeting formulas: greeting phrases, answer to a greeting, parting phrases, introduction formulas: formal / informal personal introduction, personal data: name, nationality, place of origin,</p>

		<p>profession, address; introduction of other people, response to introduction).</p> <p>Communication building elements:</p> <ol style="list-style-type: none"> 1. Personal pronouns and politeness pronouns. 2. The verb to be (a fi). Indicative mood, present tense. 3. Interrogative adverb where (unde) and prepositions in, to, near, under (în, la, lângă, sub; indication of location). 4. Interrogative pronoun who (cine) (identification of people) and interrogative pronoun what (ce) (indication of profession and nationality, identification of objects). 5. Where are you from? What are you? What language do you speak? – countries, nationalities, languages; The verb to speak (a vorbi). Indicative mood, present tense. 6. Affirmation and negation: yes, no (da, nu, ba da). <p>Oral Expression: Introductory Dialogues: How Do We Introduce Ourselves?</p> <p>Written expression: Filling in forms with personal data (at the library, at the bank, at a hotel, etc.).</p> <p>UNIT 3 – The first Romanian language lesson</p> <p>Subject area: Education (university, faculty, student, course, classroom, presentation of objects in the classroom, place of objects).</p> <p>Communication building elements:</p> <ol style="list-style-type: none"> 1. Noun: gender (masculine, feminine, neutral) and number (singular and plural). Formation of the plural. 2. Expression of possession: the verb to have (a avea). Indicative mood, present tense; fixed constructions with the verb to have (to be right – a avea dreptate, to take care - a avea grijă, to need - a avea nevoie, etc.). 3. Indefinite quantifiers: unspecified adjectives: each, many, few (fiecare, mulți, puțini, câțiva). 4. Associative relations (copulative coordinating conjunctions: and - și, neither...nor - nici...,nici) and relations of opposition (adversative coordinating conjunctions: but - dar, iar, însă, ci). <p>Oral / written expression: Description of the classroom.</p> <p>UNIT 4 – At the restaurant. What do we eat and drink?</p> <p>Subject area: Food and drinks (names of food and beverages, main meals of the day, reading and understanding the restaurant menu, how do we order at the restaurant?, typical expressions and phrases spoken at the table, expression of taste, preference: the verb to like - a-i plăcea; expressing sensations and states: verbal constructions to be hungry - a-i fi foame, to be thirsty - a-i fi sete).</p> <p>Communication building elements:</p> <ol style="list-style-type: none"> 1. Determination / non-determination in Romanian: definite article and indefinite article (forms, use). 2. Precise numerical quantification (I): Numerals from 1 to 19. 3. Relation of exclusion (disjunctive coordinating conjunctions: or - sau, ori); Expression of conclusion (conjunction: so - așadar, deci). 4. Grammar tenses: present tense of irregular verbs: to give - a da, to take - a lua, to stand, to sit - a sta, to eat - a mânca, to drink - a bea, to want - a vrea, to know - a ști; phrases and fixed
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		<p>constructions with the verbs to give - a da, to stand, to sit - a sta, to take - a lua.</p> <p>Oral / Written Expression: Building short dialogues (oral and written) on different communication topics related to the subject At the restaurant. What do we eat and drink?</p> <p>UNIT 5 – What are you doing today?</p> <p>Subject area: Daily schedule (current activities on a working day / day off, weekly activity; What time is it? - Cât este ceasul?: expression of time; What day is it today? - Ce zi este astăzi?; expression of the calendar date, days of the week, months of the year, seasons).</p> <p>Communication building elements:</p> <ol style="list-style-type: none"> 1. Grammar tenses: expression of an action carried out simultaneously with the act of enunciation - present tense of regular verbs (groups of verbs, specific desinences and suffixes, depending on conjugation, phonetic alternations); adverbs and temporal expressions at present (today - azi, now - acum, every day - în fiecare zi, every morning - în fiecare dimineață, etc.). 2. Precise numerical quantification (II): Cardinal numerals starting from 20 (formation, cardinal numeral + noun with / without the preposition - de, rules). 3. Date and time expressions. <p>Oral Expression: Presentation of the weekly program.</p> <p>Written expression: Writing a letter to a family member / friend (about the weekly program).</p> <p>UNIT 6 – Shopping. Let's buy food!</p> <p>Subject area: Shopping (buying food, types of grocery stores, working hours, price, payment methods, shopping list, common formulas used at the grocery store, common formulas used at the farmers' market; names of vegetables and fruits).</p> <p>Communication building elements:</p> <ol style="list-style-type: none"> 1. Expression of the characteristics of objects in Romanian (I): descriptive adjectives with four forms (good - bun, bună, buni, bune) and three forms (small - mic, mică, mici). 2. Indefinite quantifiers: indefinite adjectives all - tot, toată, toți, toate. 3. Expression of proximity in space or time: proximal adjectives and pronouns: this - acesta, aceasta, these - aceștia, acestea (difficulties: the existence of two forms for this - acest / acesta, această / aceasta, these - acești / aceștia, aceste / acestea; spoken forms: ăsta, asta, ăștia, astea). <p>Oral expression: Dialogues: At the supermarket; At the farmers' market.</p> <p>Written expression: Drafting a shopping list.</p> <p>UNIT 7 – My home</p> <p>Subject area:</p> <p>Home (types of dwellings, parts of the dwellings, types of rooms in a dwelling, furniture and household appliances, descriptive adjectives regarding a house / dwelling, description of the dwelling, real estate advertisements, expressions used when requesting information about a dwelling).</p> <p>Communication building elements:</p> <ol style="list-style-type: none"> 1. Expression of the characteristics of objects in Romanian (II): descriptive adjectives with two forms
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			<p>(big - mare, mari) and invariable adjectives (gray - gri, pink - roz, beige - bej, etc.); antonyms.</p> <p>2. Expressing the relationship of possession in Romanian (object - owner): possessive adjectives (my - meu, your - tău, his - său, her - sa, etc.).</p> <p>3. Expression of distance in space or time: demonstrative pronouns and adjectives: that - acela, aceea, those - aceia, acelea (difficulties: existence of the double forms that - acel / acela, acea / aceea; those - acei / aceia, acele / acelea).</p> <p>Oral Expression: Dialogue: At the real estate agency (buying / renting a house).</p> <p>Written expression: Advertisement: Writing an advertisement in order to rent a dwelling; Writing a text about the ideal home.</p>
Limba rusă	5	L-LIN/01	<p>1. A) Alfabetul limbii ruse. Prezentare. Genul substantivelor. Pronumele personale. Consoane dure și înmuiate. Reducerea vocalelor. Intonația propozițiilor interogative și afirmative. Accentul. Lexicul specific temei Să facem cunoștință. Formule de salut (nivel începători).</p> <p>B) Familia. Prezentare. Textul Familia Bulgakov. Comunicarea în familie și în societate. Exerciții gramaticale, traduceri, retroversiuni. Redactarea unei compoziții cu tema Familia mea (nivel mediu - avansat)</p> <p>2. A) Pluralul substantivelor. Acuzativul pronumelor personale. Conjugarea I și a II-a a verbelor - timpul prezent. Asurzirea consoanelor sonore. Exerciții gramaticale. Lexicul specific temei Ce fac ei?</p> <p>B) Tema de conversație Despre fericire. Comentarea unor fragmente din opere ale scriitorilor ruși, conținând opinii despre fericire. Comentarea unui chestionar pe aceeași temă. Exerciții gramaticale, traduceri, retroversiuni. Redactarea unui eseu despre fericire, plecând de la afirmația lui L. Andreev: „Fericirea este o noțiune vastă și cu multe fațete. Cel care nu are posibilitatea de a fi fericit într-un domeniu, își va găsi fericirea în altul.”</p> <p>3. A) Pronumele posesive. Exerciții gramaticale. Lexicul specific temei Familia mea. B) Rusia. Informații generale, Călătorie în Rusia. Film documentar Rusia (producător Discovery Channel)</p> <p>4. A) Cazul prepozițional al substantivelor. Numeralesle cardinale. Timpul trecut al verbelor. Lexicul specific temei Unde locuiți? B) Sankt-Petersburg - Perspectiva istorică, geografică. Informații generale. Călător prin Sankt-Petersburg. Veneția Nordului, Din istoria Sankt-Petersburgului. Film didactic Șapte călătorii prin Petersburg (Sankt-Petersburg, „Zlatoust”, 2000)</p> <p>5. A) Prepozițiile v și na (la). Adverbele de timp. Conjugarea verbelor cu sufixul - va-. Exerciții gramaticale. Lexicul specific temei Programul meu zilnic. B) Sankt - Petersburg - Perspectiva literară. Petersburgul lui Pușkin. Retroversiune Noapți albe la Leningrad (Geo Bogza)</p> <p>6. A) Adjectivul și adverbul. Timpul viitor compus al verbelor. Exerciții gramaticale. Lexicul specific temei Orașul meu/ B) Simboluri naționale rusești - Călina roșie în creația populară rusească</p>

			<p>7. A) Cazul acuzativ al substantivelor și adjectivelor. Verbul a vrea. Exerciții gramaticale. Lexicul specific temei La magazin. B) Filmul Călina roșie (reg. Vasili Șukșin). Exerciții lexico-stilistice, traduceri, retroversiuni</p> <p>8. A) Prepoziția o (despre). Cazul prepozițional al adjectivelor și pronomelor personale. Verbul a scrie. Lexicul specific temei Limbi și țări. B) Tradiții și obiceiuri de iarnă. Exerciții gramaticale, traduceri, retroversiuni</p> <p>9. A) Cazul genitiv al substantivelor și adjectivelor. Exerciții gramaticale. Lexicul specific temei În oraș. B) Exerciții gramaticale specifice, vizând noțiuni de bază ale morfologiei: substantiv, adjectiv, pronume, numeral, verb, adverb, prepoziție, conjuncție. Exerciții lexico-stilistice, traduceri, retroversiuni</p> <p>10. A) Dificultăți în conjugarea verbelor de conjugarea a II – a: verbul a lua, alternanțe fonetice în conjugare. Numerales ordinale. Exerciții gramaticale. Lexicul specific temei Casa și apartamentul B) Film Ironia soartei sau "Baie plăcută!" (r. Eldar Rezanov) – specific rusesc Exerciții lexico-stilistice, traduceri, retroversiuni</p> <p>11. A) Cazul instrumental al substantivelor și adjectivelor. Conjugarea verbelor cu sufixul – ova, – eva. Exerciții gramaticale. Lexicul specific temei Planul pentru o săptămână B) Dificultăți ale limbii ruse. Aspectul verbal. Exerciții gramaticale specifice</p> <p>12. A) Conjugarea verbelor reflexive. Conjuncția. Exerciții gramaticale. Lexicul specific temei Timpul liber B) Exerciții gramaticale specifice, vizând noțiuni de bază ale morfologiei: substantiv, adjectiv, pronume, numeral, verb, adverb, prepoziție, conjuncție. Exerciții lexico-stilistice, traduceri, retroversiuni</p> <p>13. A) Verbele de mișcare. Exerciții gramaticale. Lexicul specific temei Transportul urban B) Exerciții gramaticale specifice, vizând noțiuni de bază ale morfologiei: substantiv, adjectiv, pronume, numeral, verb, adverb, prepoziție, conjuncție. Exerciții lexico-stilistice, traduceri, retroversiuni</p> <p>14. A) Aspectul verbal. Exerciții gramaticale. Lexicul specific temei Cultura B) Exerciții gramaticale specifice, vizând noțiuni de bază ale morfologiei: substantiv, adjectiv, pronume, numeral, verb, adverb, prepoziție, conjuncție. Exerciții lexico-stilistice, traduceri, retroversiuni</p>
Lingvistică diacronică	5	L-LIN/01	<p>1. Tipuri de cunoaștere. Cunoașterea științifică. Modalitățile de desfășurare a procesului de cunoaștere științifică.</p> <p>2. Relația dintre știință și realitate. Autoritatea în știință.</p> <p>3. Devenirea limbii prin evoluții interne și contacte. Relațiile dintre individ, comunitate și instrumentul de comunicare.</p> <p>4. Particularitățile structurale și funcționale ale limbii române vechi. prezentarea de caz.</p>

			5. Teoria traducerii. Relația dintre traducere și normă.
Literatură și mentalități	5	L-LIN/17	<ol style="list-style-type: none"> 1. <i>Ins, persoană, individ</i> – categoriile definirii sinelui 2. Intuirea și delimitarea sinelui în Antichitatea greco-latină: analiză de texte (Epictet, <i>Manualul</i>, Marcus Aurelius, <i>Către sine</i>) 3. <i>Persoana</i>: de la conștiința de sine la mărturisirea sinelui 4. Conștiință de sine și mărturisirea sinelui în Fericitul Augustin, <i>Confesiuni</i> 5. <i>Nașterea individului</i>: Spațiu privat-spațiu public în secolul al XIX-lea 6. De la <i>individul atomizat</i> la <i>omul masificat</i> și la societatea de masă în secolul al XX-lea 7. Mariana Alcoforado, <i>Scrisorile portugheze</i> (sec. XVII-XVIII) 8. <i>Memorie, istorie, identitate</i>. Pactul (auto)biografic în literatura memorialistică 9. Chateaubriand, <i>Memorii de dincolo de mormânt</i> 10. <i>Literatura memorialistică</i>: scrisorile, jurnalul, memoriile 11. Etic și estetic în literatura memorialistică
Literatură, arte vizuale, arte ale spectacolului	5	L-ART/05	<ol style="list-style-type: none"> 1. <i>Diegesis și mimesis</i>. 2. <i>Ilustrația de carte – posibilități și limite</i>. 3. <i>Dramatizarea și ecranizarea – tehnici și strategii; riscuri; șanse de deschidere</i>. 4. Studii de caz – texte literare/„povești” adaptate la alte medii (muzică, dans/balet, teatru, film)
Multicultural perspectives	5	SPS/08	<ol style="list-style-type: none"> 1. Introductory course. Getting organized. The experience of film viewing; “reading” films. Literary analysis and film analysis 2. The birth of American cinema. Cinema as a form of entertainment highly dependent on technological development. The establishment of film as art. The transition from silent cinema to the talkies and the rise of Hollywood. The business aspects of film industry and the importance of the studio in the Studio Era and since the late 1970s. 3. Key aspects of film language: visual design and cinematography. Types of shots and point of view in film. The importance of cinematography in film as art. 4. Key aspects of film language: editing and special effects. Editing vs. montage. The Kuleshov effect. Image and sound editing. 5. Key aspects of film language: montage and narrative construction; manipulation of time and space; visual metaphors 6. Key aspects of film language: color in the modern film. Special uses of color (e.g. color symbolism, special effects). 7. Key aspects of film language: sound in film. Dialogue and film sound. A diachronic perspective on film sound. 8. Key aspects of film language: film music. The importance of music for the emotional experience of film. Intradiegetic and extradiegetic film music. Special uses of music in film. The Musical as a particular case of film music use. 9. Film acting vs. stage acting. Acting styles

			<p>(the formalist style vs. the Method/Stanislavsky style)</p> <ol style="list-style-type: none"> 10. The director's style. Auteur theory. Three great American directors (Stanley Kubrick, Martin Scorsese, and Quentin Tarantino) 11. Analysis of the entire film. The balance between a film's cultural and historical relevance and its artistic qualities. 12. Final remarks. Revision. Discussion of essay topics, referencing and minimal requirements.
New directions in Applied linguistics	5	L-LIN/01	An Overview of Applied Linguistics. Description of Language. Language Use. Grammar. Vocabulary. Discourse Analysis. Pragmatics. Corpus Linguistics. Areas of Enquiry in Applied Linguistics. Second Language Acquisition. Psycholinguistics. Sociolinguistics. Focus on the Language Learner: Styles, Strategies and Motivation. Forensic Linguistics and Language and the Law. Multilingualism . Language Skills. Listening. Speaking and Pronunciation. Reading. Writing. Assessment.
Realismul magic în literatură și în film	5	L-ART/06	<ol style="list-style-type: none"> 1. Originile realismului magic 2. Defamiliarizarea. Poetica textuală: naratori naivi, detalii, distanțe narative, bifurcații 3. Cartografiile narative 4. Teoriile și estetica filmului. Teoria „internă”. Teoria descriptivă. 5. Spațiul filmic. Limbajul cinematografic. Codurile specifice și codurile nespecifice ale filmului. 6. Analiza textuală a filmului (text filmic, sistem textual, semn). 7. Spațiul filmic. Limbajul cinematografic. Codurile specifice și codurile nespecifice ale filmului. Analiza textuală a filmului (text filmic, sistem textual, semn).
Rhétorique et argumentation: le discours Publicitaire	5	L-LIN/01	<ol style="list-style-type: none"> 1. Theoretical and methodological specifications. The concept of discourse: 1.1 Speech and utterance. 1.2. Speech and text. 2. Argumentation: mandatory dimension of advertising discourse 3. Argumentation rhetoric 3.1 argumentative textual sequence. 3.2 Quintilian's model 4. Definition and characteristics of advertising discourse: 4.1. The institutional framework of advertising discourse. 4.2. The functions of informing and capturing the advertising discourse 5. The functions of language in advertising discourse
Romanistică	5	L-LIN/01	<ol style="list-style-type: none"> 1. Istoric. Instrumente de lucru pentru studiul limbilor romanice 2. Elemente de substrat 3. Elemente de strat 4. Elemente de superstrat și adstrat 5. Privire de ansamblu asupra limbilor romanice. Clasificarea limbilor romanice 6. Cele mai vechi atestări ale limbilor romanice 7. Fonetică și fonologie. Accentul. Vocalismul. Consonantismul 8. Morfosintaxă. Numele. Adjectivul 9. Morfosintaxă. Pronumele și determinanții

			nominali 10. Morfosintaxă. Verbul. Adverbul 11. Morfosintaxă.Prepoziția. Conjunția. Tipologia sintactică a limbilor romanice 12. Lexic. Tendințe majore în spațiul romanic la nivelul lexicului. Straturi etimologice. Schimbarea sensului. Domenii lexicale
Tehnica editării textelor vechi	5	L-LIN/01	1. Obiectul filologiei; definițiile științei filologiei; istoricul științei. 2. Instrumentele și metodele de lucru ale filologiei. 3. Relația cu alte științe; utilitatea filologiei. 4. Edițiile de texte (prezentarea tipurilor de ediții de texte, relația dintre modalitățile de întocmire a acestora și finalitățile lor). 5. Ediția de text vechi (particularități, solicitări, destinații).
Translation in society	5	SPS/08	Translation in cultural setting
Deutsche Kultur im rumänischen Raum / German culture in the Romanian-speaking area			1. The historical and socio-political framework of the existence of ethnic German groups in Romania 2. German-Romanian linguistic interferences at phonological and morpho-syntactic level 3. German-Romanian linguistic interferences at lexical and semantic level 4. German dialects in Romania. Fitting them among the dialects of the German area and their particularities 5. German surnames in Romania 6. German fairy tales from Transylvania, collected by Josef Haltrich and representatives of German literature from Romania 7. Lucian Blaga and German culture

□ **Università di Jena**

Curricular Unit	ECTS	SSD	CONTENUTI
Cultural history of specific regions / Historia cultural de regiones específicas / Histoire culturelle des régions spécifiques	5	M-STO/02	The offer varies in winter and summer semester
Digital Humanities - Methoden	5	L-LIN/01	The module provides students with knowledge about the epistemic location and fields of application of the Digital Humanities. The seminar is carried out as a research colloquium, comprising thematic overview sessions by domain experts and project presentations by participants
Digital Humanities in der Praxis	10	L-LIN/01	On the basis of complex problems, the module enables the acquisition of competences to independently plan, implement and evaluate the digital processing of topics in the humanities and cultural sciences. After completing the module, students will be able to independently plan and implement digital methods to explore topics in the humanities and cultural studies on the basis of exemplary problems. In doing so, they will become familiar with research methodological, informatics, legal and project management-related dimensions and their interaction and will be able to evaluate this and develop and

			implement solution strategies
Einführung in die Südosteuropastudien	5	L-LIN/01	European Nation in Contact Southeast European languages, culture, politics and history in contact
Fremdsprachenunterricht im digitalen Zeitalter	5	L-LIN/02	Description of the course (in German) In diesem Seminar beschäftigen wir uns mit der Frage, wie die Digitalisierung bestehende fremdsprachendidaktische Konzeptionen verändern wird bzw. bereits verändert hat. In einem ersten theoretischen Teil werden wir uns kurz mit der Geschichte der (digitalen) Medien befassen. Im Anschluss wird mithilfe von studentischen Kurzvorträgen und anschließenden Diskussionen u.a. darauf eingegangen, wie z.B. soziale Medien, digitale Lernplattformen oder Sprachlernapps gewinnbringend für das Fremdsprachenlernen eingesetzt werden können, und welche Schwierigkeiten möglicherweise dabei auftreten. Im letzten Teil des Seminars widmen wir uns schließlich der Frage, wie künstliche Intelligenz den Fremdsprachenunterricht im weiteren Verlauf des 21. Jahrhunderts beeinflussen wird
Grundlagen der Interkulturellen Wirtschaftskommunikation	5	L-LIN/01	Current discourses of intercultural communication and action research. Methods of intercultural communication research. Business-related areas of application of intercultural action processes
Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística Contrastiva Portugués-Español-Alemán / Linguística Contrastiva Português-Espanhol-Alemão	5	L-LIN/01	1. Analysis of languages and cultures in contact: territories, phenomena, interferences 2. Comparison of linguistic structures between Spanish – German, Portuguese - German and Portuguese - Spanish. 2.1 Vocabulary (<i>False friends</i>) 2.2 Word formation 2.3 Morphosyntactic structures (tense and modus usage) 3. Awareness raising of similarities and differences between Portuguese and Spanish for language acquisition and proficiency in intercultural context 4. Comparison of translated tourist advertisements, identification of linguistic structures and their usage in cultural context
Latinoamerikanische Literatur und Kultur 1 /Literatura y Cultura Latinoamericanas 1	5	L-LIN/06	Different topics in Latin-American literature and culture
Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2	5	L-LIN/06	Syllabus will be different every semester according to the topic of the course. It will be introduced to the students at the beginning of each semester
Latino-Amerikanische Sprachwissenschaft / Lingüística Latinoamericana	10	L-LIN/01	Latinamerican Linguistics
Literatur und Kultur in Russland	5	L-LIN/21	European Nations in Contact. Russian literature in contact.
Literatur und Landeskunde	5	SPS/08	1. Methods of Intercultural Literary Studies 2. The impact of literature in the process of understanding cultures 3. German regional studies from interdisciplinary scientific perspectives 4. Models and methods of Cultural Studies

Migration und Mehrsprachigkeit (DaF)	10	L-LIN/01	<ol style="list-style-type: none"> 1. Migration, Integration and aspects of Multilingualism 2. Scientific concepts and empirical findings of cultural studies and intercultural research
Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5	M-STO/03	Southeastern Europe. Politics of Southeastern Europe
Romanische Literaturwissenschaft Sprache 1	5	L-FIL-LET/09	Literary history, literary theory, literary hermeneutics; interpretation and analysis of specific literary works
Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5	L-FIL-LET/09	French and Italian in contact with other languages in the past and present: <ul style="list-style-type: none"> ▪ in France and Italy: minority languages, immigrant languages ▪ outside of France and Italy: the language of French and Italian emigrants ▪ outside of France and Italy: French and Italian as foreign languages in early modern Europe
Theoretische, angewandte und vergleichende Linguistik (DaF / DaZ)	10	L-LIN/01	<p>Seminar 1:</p> <ul style="list-style-type: none"> - Introducing in linguistics - Topological fields model - syntax of the German language - Topological fields model in textbooks or German as a foreign language - Verb position in learner's speech – second language acquisition - Introducing in Contrastive linguistics - Connectors in learner texts – Contrastive Interlanguage Analysis <p>Seminar 2:</p> <ul style="list-style-type: none"> - Spoken language research, interactional linguistics - Differences between written and spoken language - Characteristics of German spoken language - Introduction in corpus linguistics - Corpora of written and spoken German - Learner corpus analysis - Corpora in the language classroom
Theorien und Methoden der Kulturanthropologie	5	L-LIN/01	<p>The syllabus varies from semester to semester, according to the composition of the student body. Usually it contains at least the following topics:</p> <ul style="list-style-type: none"> • History and basic concepts of cultural anthropology • Cultural ecology • Religion and Weltanschauung • Political and Economic Institutions • Psychological Anthropology • Peace, Conflicts, War • Theories of Globalization
Übersetzung „Deutsch- Portugiesisch/Italienisch“	5	L-LIN/01	Translation "German- Portuguese / Italian". Texts will be provided by the academic staff member
Übersetzung „Deutsch-Spanisch“	5	L-LIN/01	Translation "German-Spanish". Texts will be provided by the academic staff member
Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10	L-LIN/01	<ol style="list-style-type: none"> 1. Core areas, categories and discourses of cultural anthropology/German

			<p>cultural studies</p> <ol style="list-style-type: none">2. Scientific concepts and empirical findings of cultural studies and Intercultural research3. Research competence in the field of teaching German as a foreign or a second language
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