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Accreditation documents for the multilateral and multilingual Master Programme in European Languages, Cultures and Societies in Contact

Deliverable 5.2
MONTH 8

D5.2: Accreditation documents for the Master in European Languages, Cultures and Societies in Contact

This file includes:

1. The Spanish local accreditation application ("memoria") for the Master in European Languages, Cultures and Societies in Contact (Applying university: University of Salamanca // Accreditation agency: Castilian and Leonese Automous Agency for University Accreditation ACSUCYL) *[page 3]*
2. The English translation of the Spanish accreditation application which will be used for the European Approach application. The European Approach will run in parallel to the national accreditation processes. *[page 126]*
3. Two annexes to the "memoria": A detailed description of the courses (Annex 1 [*page 271]*) and the Curriculum Vitae's of the teaching staff involved in the master (Annex 2 *[page 821]*).

I. Spanish local accreditation application

MÁSTER UNIVERSITARIO EN LENGUAS, CULTURAS Y SOCIEDADES EUROPEAS EN CONTACTO
(European Languages, Cultures and Societies in Contact)

PROPUESTA DE MÁSTER UNIVERSITARIO PARA VERIFICACIÓN O PROPUESTA DE MODIFICACIÓN DEL TITULO

Primer borrador: septiembre de 2020 (en poder de ACSUCYL)
Actual borrador: junio de 2021

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Nota: para cumplimentar esta plantilla es básico recurrir al documento de Orientaciones para elaborar la memoria y cuya referencia es: UEC 1.6/2019/12 (versión 26 julio 2019)
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1. DESCRIPCIÓN DEL TÍTULO

1.1. Datos básicos

Nivel: Máster Universitario
Denominación corta: Máster en Lenguas, Culturas y Sociedades Europeas en Contacto (European Languages, Cultures and Societies in Contact)
Denominación específica [es la oficial]: Máster en Lenguas, Culturas y Sociedades Europeas en Contacto (European Languages, Cultures and Societies in Contact)
Especialidades que incorpora en la programación: No hay especialidades
Título conjunto (Nacional / Internacional): Internacional
Descripción del convenio de las universidades que proponen el título: European Campus of City-Universities, macrocampus de las universidades de Coimbra, Iasi, Jena Poitiers, Pavía, Salamanca y Turku (programa "European Universities"). El convenio, que se adjunta a esta memoria (junto con la memoria para el "European Approach"), lleva el nombre de "EC2U Supplement to the EC2U Consortium Agreement for the Establishment of a Master of Arts in European Languages, Cultures and Societies in Contact" y está compuesto de las siguientes partes:

- Article 1 - Parties to the Supplement Agreement
- Article 2 – Aim and Scope of the Supplement agreement
- Article 3 – Legal Framework
- Article 4 – Roles and Duties
- Article 5 – ECU2 Alliance WP5 Board and Executive Committee
- Article 6 – Master programme managing bodies
- Article 7 – Joint Academic Program
- Article 8 - Semester structure and mobility paths
- Article 9 – Student administration (application, admission, enrollment, etc.)
- Article 10 - Final degree and joint recognition
- Article 11 - Services available for students
- Article 12 - Students' rights and responsibilities
- Article 13 – Insurance
- Article 14 - Programme information
- Article 15 - Publicity, awareness-raising and marketing
- Article 16- Student Participation costs
- Article 17 – This Supplement

Debido a la especificidad del título, en este acuerdo se establecen las siguientes comisiones académicas y figuras unipersonales:

- Existirá un director global del master (el director local del master en la USAL), responsible del programa dentro de la Alianza EC2U y ante las Comisión Europea, y siete directores locales.
- Existirá una Comisión Académica Global, integrada por los siete directores, y podrá existir, en dependencia de los requerimientos locales, una Comisión Académica Local en cada Universidad. La Comisión Académica Global actuará también de Comisión Global de Calidad del Título si fuese necesario.
- Podrán existir otras comisiones locales (p.e. Comisión de Calidad Locales).

Este proceder garantiza, por un lado, la cohesión interna del título, y, por otro, el cumplimiento de todos los requerimientos locales en cada una de las universidades participantes.

Rama de conocimiento: Filología Moderna
ISCED 1: Lenguas Extranjeras
ISCED 2: Humanidades
Habilita para profesión regulada: (Sí / No): No
Profesión regulada: -
Universidad solicitante: Universidad de Salamanca (Universidad de Coimbra, Universidad de Poitiers, Universidad de Jena, Universidad de Pavía, Universidad de Turku, Universidad Ioan Cuza de Iasi)
Nivel MECES: Nivel 3: Máster

1.2. Distribución de créditos en el título
Créditos totales (suma de a, b, c, d y e): 120 ECTS
a) nº de créditos obligatorios: 30 ECTS
b) nº de créditos optativos obligatorios: 60
c) nº de créditos en Prácticas Externas: 0
d) nº de créditos obligatorios Trabajo Fin de Máster: 30
e) nº de créditos de complementos formativos: 0 ECTS
nº de créditos optativos asociados a la/s especialidad/es del título: 0

1.3. Universidades y Centros
Universidad de Salamanca junto a las universidades de Coimbra, Iasi, Jena Poitiers, Pavía y Turku.

1.3.1. Centro/s en los que se imparte

Universidad de Salamanca: Facultad de Filología – Dpto. de Filología Moderna

Universidad de Coimbra: Faculdade de Letras da Universidade de Coimbra, Largo Porta Férrea, 3000-370 Coimbra, Portugal

Universidad de Iasi: Facultatea de Litere, 11, Carol I Boulevard, Iaşi RO – 700506

Universidad de Jena: Philosophische Fakultät der Friedrich-Schiller-Universität Jena, Fürstengraben 1, 07743 Jena, Deutschland

Universidad de Poitiers: UFR LETTRES & LANGUES: Bâtiment A3, 1 rue Raymond Cantel, TSA 11102, 86073 POITIERS Cedex 9, France // UFR SCIENCES HUMAINES ET ARTS, Hôtel Fumé - Bâtiment E15, 8, rue René Descartes, TSA 81118, 86073 POITIERS Cedex 9, France

Universidad de Pavía: Dipartimenti di Studi Umanistici, Corso Strada Nuova 65, 27100 Pavia // Dipartimento di Scienze Politiche e Sociali, Corso Strada Nuova 65, 27100 Pavia // Dipartimento di Ingegneria industriale e dell'informazione, via Ferrata 5, 27100 Pavia // Dipartimento di Matematica "Felice Casorati", via Ferrata 5, 27100 Pavia

Universidad de Turku: Faculty of Humanities, FI-20014 University of Turku, Finland

1.3.2. Datos asociados al centro
Tipo de enseñanza (presencial, semipresencial, a distancia): presencial (90 ECTS) y a distancia (30 ECTS)
Número de plazas de nuevo ingreso ofertadas para el primer año de implantación: 20
Número de plazas de nuevo ingreso ofertadas para el segundo año de implantación: 20
Nº de ECTS mínimo y máximo de estudiantes matriculados a tiempo completo y de estudiantes matriculados a tiempo parcial por periodo lectivo en primer curso y en el resto de los cursos, si los hubiera (ver tabla):

	Estudiantes a tiempo completo		Estudiantes a tiempo parcial	
	ECTS mínimo	ECTS máximo	ECTS mínimo	ECTS máximo
1er curso	45	72	30	42
2do curso	45	72	30	42

Lengua/s utilizada/s a lo largo del proceso formativo: español, inglés, alemán, francés, italiano, portugués, rumano. Conocimiento obligatorio de al menos dos de estas lenguas (nivel C1) y de inglés como requisito de entrada (nivel EBAU). Cada curso impartido tiene requisitos de dominio de la(s) lengua(s) en la(s) que se imparte.

Normas de permanencia:
Universidad de Salamanca: BOCyL del 16/04/2019 http://bocyl.jcyl.es/boletines/2019/04/16/pdf/BOCYL-D-16042019-23.pdf

Universidad de Pavía: https://web.unipv.it/wp-content/uploads/2019/09/Regolamento-Didattico-di-Ateneo-per-corsi-di-studio-ex-D.M.-270.pdf, https://web.unipv.it/wp-content/uploads/2020/06/REGOLAMENTO-STUDENTI.pdf

Universidad de Poitiers: https://ll.univ-poitiers.fr/accueil/examens/, https://sha.univ-poitiers.fr/espace-etudiant/scolarite/examens/

Universidad de Turku: www.utu.fi/sites/default/files/public%3A//media/file/UTU-regulation-on-studies.pdf

Universidad de Coimbra: https://www.uc.pt/regulamentos/ga/vigentes/Regulamento_805_A_2020_24_09_RAUC y https://www.uc.pt/fluc/regulamentos_normas/docspdf/regulamento_avaliacao_FLUC.pdf

Universidad de Jena: https://www.hanfried.uni-jena.de/?medialist=vhbmedia%7Cde%7C1104&medialist_path=1%7C1101#block_body_1

Universidad de Iasi: https://www.uaic.ro/studenti/regulamente/

2. JUSTIFICACIÓN

2.1. Justificación del título propuesto, argumentando el interés académico, científico o profesional del mismo

Orientación del título y su justificación (interés académico, científico y profesional)
La demanda social está justificada por el interés académico, científico y profesional del título en todos los países en los que se solicita.
La implantación del máster permite aunar la experiencia acumulada por los siguientes departamentos y facultades de siete de las universidades europeas mejor situadas en los ránkings de Humanidades:

- Universidad de Salamanca: Departamento de Filología Moderna (junto a docentes del Dpto. de Filología Francesa)
- Universidad de Coimbra: Faculdad de Letras
- Universidad de Iasi: Facultad de Letras
- Universidad de Jena: Facultad de Letras
- Universidad de Poitiers: Facultad de Letras y Facultad de Artes y Humanidades
- Universidad de Pavía: Dpto. de Estudios Humanísticos (junto a los departamentos de Ciencias Políticas y Sociales, Ingeniería Industrial y de la Información y Matemáticas
- Universidad de Turku: Facultad de Humanidades

Estas universidades con los departamentos y las áreas científicas que integran el master que se solicita, muestran un pionerismo y capacidad de liderazgo académico que le debe ser exigido a las futuras universidades europeas. Nuestras universidades son, a este respecto, un referente mundial en el campo de las Humanidades, y más concretamente, de las filologías y los estudios culturales.
Cabe subrayar, a priori, en el nuevo máster, la integración dinámica de los nuevos paradigmas en el estudio de la lingüística de contacto en todas sus vertientes (lingüística contrastiva, lingüística migracional, etc.), en los de los estudios literarios (estudios comparativos, interartísticos e intermediales), en los estudios culturales (centrados en cuestiones de identidad y representación social) y en los estudios multidisciplinares de la sociedad actual que los acompañan (Relaciones Internacionales, Humanidades Digitales). La confluencia de estos paradigmas teórico-metodológicos obedece, así, a un análisis ponderado comparativo y contrastivo de la estructura curricular del nuevo máster y másteres homólogos ya vigentes en diferentes instituciones universitarias españolas y de los ámbitos universitarios europeo y mundial. El máster, asimismo, asegura la necesaria asimilación a los referentes europeos del título, y potencia las especificidades del espacio socio-académico de siete regiones europeas.
El máster propuesto, en síntesis, es el resultado de una reflexión llevada a cabo en los departamentos anteriormente enumerados de las universidades de la Alianza EC2U. Se han tenido en cuenta los siguientes factores:

- Diferenciación. En el EEES la especialización tiene una 'territorialidad' que para el Departamento de Filología Moderna de la Universidad de Salamanca determina el tener como sistemas universitarios de referencia diferentes espacios lingüísticos europeos –alemán, italiano, portugués, francés, otras lenvuas–, histórica y sistémicamente relacionados entre sí y relacionados, asimismo, con ámbitos culturales extra-europeos. El nuevo máster potencia la reflexión científica sobre la amplia fenomenología del 'contacto' entre lenguas, culturas y sociedades que define Europa, en su devenir histórico y en su actualidad, sosteniendo dicha reflexión a partir de fundamentos hermenéuticos que relativizan el llamado 'eurocentrismo'. Se incluirá, por lo tanto, el estudio crítico que relativice las epistemologías que fundamentaron y proyectan en el tiempo la modernidad europea, conmutando sus ejes estructurantes (relaciones Norte/Sur) geopolíticos y flujos demográficos.
- Ponderación. El nuevo máster permite optimizar los recursos humanos ya existentes –es decir, dispone de una plantilla ya cualificada para hacerlo, bien como de una capacidad formativa vinculada tanto a las titulaciones que integran el Departamento de Filología Moderna, como del Doctorado en Lenguas Modernas–, incorporando a la oferta docente un espacio de investigación novedoso pero dando continuidad a la producción y experiencia científica acumulada. Se trata, pues, de un desarrollo que emana de una dinámica interna de evolución de las Lenguas Modernas en el ámbito de la Universidad de Salamanca, que ya desde 1976 viene ofertando literaturas (y después lingüísticas) comparadas.
- Valencias. El nuevo máster capitaliza diferentes valores añadidos. Por un lado potencia el estudio del contacto lingüístico entre las lenguas europeas entre sí y entre estas y las lenguas y comunidades de inmigración, unos estudios literarios que tienen en cuenta el paradigma del postcolonialismo y unos culturales que priorizan lo interartístico e intermedial.

Asimismo, en la configuración del nuevo máster se han tenido en cuenta las siguientes determinaciones y conceptos genéricos que legitiman su inscripción en la Universidad de Salamanca. El diseño del título ha seguido los cauces conceptuales, temáticos, de lo que a nivel internacional suponen unos estudios específicos y diferenciados del área de estudios lingüísticos y literarios. El proceso de globalización, en sus vertientes económica, social, política y cultural, apremian la necesidad de pensar el modo como se articula en "áreas" relativamente homogéneas, como lo son las áreas lingüísticas representadas, en su devenir marcado por los medios y metamedios de comunicación. Hay que subrayar, en este sentido, que en las últimas décadas, en el espacio universitario europeo, se han registrado expresivos cambios de estructuración de los lenguajes de estudio de la lengua y de los distintos discursos culturales.

Este programa oficial de posgrado surge en el marco de la Alianza Europea de Universidades EC2U (European Campus of City Universities), integrada por las universidades de Coimbra, Poitiers, Pavia, Jena, Turku, Iasi y Salamanca, y subvencionada por la Comisión Europea y los gobiernos de siete países europeos. Una de las actividades previstas es la creación inmediata de un máster en lenguas y culturas en contacto de 120 ECTS entre las siete universidades. El máster que se pretende acreditar está orientado a egresados de grados de humanidades, en especial de filología moderna, con conocimientos de lenguas y culturas europeas que deseen:

- adquirir conocimientos profundos del panorama lingüístico y cultural europeo
- mejorar sus aptitudes de comunicación en entornos multilingües y multiculturales
- desarrollar sensibilidad a la diversidad lingüística y cultural
- mejorar sus competencias interculturales para el mercado laboral europeo
- utilizar métodos avanzados de investigación en las esferas académicas del contacto y la diversidad lingüística y cultural.

El **interés académico** del máster que se presenta tiene una doble vertiente.
Por un lado es esencial para la especialización de los estudiantes de los grados de lenguas modernas de la Facultad de Filología, en especial de los de los Departamento de Filología Moderna y Filología Francesa. Estos dos departamentos son los dos mejores posicionados de la Universidad de Salamanca y de Castilla y León en los ránkings internacionales (p.e. en el QS World University Ranking – Modern Languages, véase https://www.topuniversities.com/university-rankings/university-subject-rankings/2020/modern-languages), pero necesitan poder desarrollar un máster de investigación potente e internacionalizado para mejorar sus posiciones y su docencia a nivel nacional e internacional. Por lo tanto, es de importancia estratégica para la Comunidad de Castilla y León contar con un máster de lenguas y culturas europeas que atraiga estudiantado internacional y que dé un impulso aún mayor a los estudios de lenguas y culturas europeas en nuestra región.
La gran capacidad de internacionalización de la Facultad de Filología de la Universidad de Salamanca es un hecho evidente, no sólo por las intensas relaciones con instituciones de numerosísimos países repartidos por todo el mundo, sino también por

la eficacia de las mismas, que han reportado a la Facultad de Filología, y por ende a la Universidad de Salamanca y al Sistema Universitario de Castilla y León, abundantes beneficios traducidos en la afluencia de alumnos, becas, provisión de profesores, financiación para proyectos de investigación, aportación de material bibliográfico, participación activa en foros internacionales y la mejora en los ránkings internacionales.
El largo proceso de internacionalización de la Universidad de Salamanca, y en particular de su Facultad de Filología, en particular, se ha materializado en numerosos convenios con instituciones europeas que aportan prestigio y reconocimiento al sistema universitario de Castilla y León. Mediante el máster que se presenta se da un paso más allá: este máster pretende ser el primero de todo el sistema universitario de Castilla y León que esté integrado de forma sostenible en un verdadero campus europeo formado por siete universidades punteras en filología moderna y en cultura europea en sus respectivos países.

El **interés científico** de este máster se sustenta en la necesidad de proveer con una sólida formación de base en investigación en la diversidad lingüística y cultural de Europa a los futuros doctorandos de los programas de doctorado en Filología y Humanidades de Castilla y León, en especial a los de la Universidad de Salamanca. Esta formación contará con la colaboración efectiva de otras seis universidades europeas y formará parte del Instituto Virtual de Investigación en Educación de Calidad con el perfil piloto de Diversidad Lingüística y Cultural, que integrará a Grupos de Investigación Reconocidos de siete universidades y que, con financiación propia, promoverá la investigación de PDI, doctorandos y estudiantes de los másteres en diversidad lingüística y cultural.

En lo que atañe al **interés profesional**, el máster contribuirá a formar futuros profesionales en la gestión de la gestión de la diversidad, tanto lingüística como cultural, en el entorno europeo. Con las competencias adquiridas los egresados serán capaces de contribuir al progreso de la industria cultural europea en cualquiera de los países de la UE, tanto en el ámbito público (entidades locales, regionales, nacionales y comunitarias) como privado (museos, fundaciones, editoriales, etc.) y de actuar como asesores y consultores empresariales en el ámbito de la comunicación transcultural (gestión de proyectos internacionales, etc.). Aquellos egresados que demuestren un vivo interés por la investigación podrán ser admitidos en programas de doctorado que tengan como objetivo las lenguas y las culturas modernas.

Modalidad de enseñanza
Las enseñanzas se impartirán de modo semipresencial en las siete universidades. Tres asignaturas comunes obligatorias con un total de 10 ECTS serán impartidas a distancia por profesorado de las siete universidades.

Enseñanzas que se impartan en varias modalidades: presencial, semipresencial o a distancia
Enseñanza semipresencial:
- Enseñanza a distancia: comunes obligatorias: 30 ECTS
- Enseñanza presencial: todas las demás asignaturas: 90 ECTS
- TFM presencial: 30 ECTS

Títulos que habilitan para el ejercicio de una actividad profesional regulada
No habilita para el ejercicio de una actividad profesional regulada.

Especialidades
No hay especialidades.

Salidas profesionales
Una vez terminada la maestría, los estudiantes podrán realizar investigaciones de alto nivel sobre temas relacionados con los idiomas, cultura y la sociedad en toda Europa, así como proceder a iniciar un programa de doctorado o trabajar como expertos en idiomas europeos, diversidad lingüística y culturas europeas para la industria y para organismos locales, nacionales e internacionales (por ejemplo, como asesores de empresas multiculturales, gestores de proyectos multilingües, diplomáticos, funcionarios de comunicación transcultural). El título será oficial en todos los países en los que el alumno curse un mínimo de 30 ECTS.

Idoneidad de la localización de la nueva titulación en el campus elegido por la Universidad

El máster será impartido en las siguientes facultades de las universidades participantes:

- Facultad de Filología de la Universidad de Salamanca
- Universidad de Coimbra: Faculdad de Letras
- Universidad de Iasi: Facultad de Letras
- Universidad de Jena: Facultad de Letras
- Universidad de Poitiers: Facultad de Letras y Facultad de Artes y Humanidades
- Universidad de Pavía: Dpto. de Estudios Humanísticos (junto a los departamentos de Ciencias Políticas y Sociales, Ingeniería Industrial y de la Información y Matemáticas
- Universidad de Turku: Facultad de Humanidades

Estas facultades se encuentran entre las que más tradición tienen en sus respectivos países. Todas albergan prolíficos Grupos de Investigación Reconocidos, una excelente infraestructura investigadora y de administración de másteres universitarios. En el caso de la USAL, el Dpto. de Filología Moderna, solicitante del máster, y el Dpto. de Filología Francesa son partes clave de la Facultad de Filología.

Impacto en la internacionalización del sistema universitario

Este máster tendrá un gran impacto en la internacionalización de los sistemas universitarios de los siete países participantes, pues será uno de los pocos másteres multilaterales creados en el marco de las Alianzas Europeas. Está destinado a abrir paso a futuros estudios conjuntos entre esas siete y más universidades y a avanzar en la creación de los títulos universitarios europeos. El máster está, por lo tanto, intrínsecamente unido al proyecto de las universidades europeas financiado por la Unión Europea y del que la Universidad de Salamanca y el resto de universidades que solicitan el máster son parte integrante a través de la alianza EC2U (https://ec2u.eu/). Es de esperar, por lo tanto y en consonancia con los objetivos del program de las Universidades Europeas, que el máster que aquí se presenta conduzca en un futuro a la obtención de un título europeo y se convierta en modelo para otras universidades de toda la Unión Europea, y no solo de Castilla y León y de España.

Debido a la escasa colaboración de las agencias de acreditación universitaria de los siete países que conforman este máster y a la inexistencia de títulos europeos, y con el objeto de garantizar el éxito de la acreditación, las siete universidades se ven obligadas a solicitar la acreditación por una vía doble:

- Por un lado mediante solicitudes de acreditación nacionales/regionales, siguiendo modelos e instrucciones de cada una de las siete agencias o comités de acreditación.
- Por otro lado mediante la petición a la Agencia para la Calidad del Sistema Universitario de Castilla y León (ACSUCYL), agencia responsable de la acreditación de la universidad líder del máster, de la iniciación del European Approach.

El impacto en la internacionalización de los siete sistemas universitarios es monitorizado mediante informes conjuntos semestrales de las siete universidades a la Comisión Europea. Entre otros informes, se encuentra uno que, por requerimiento de la Comisión, explicita las barreras internas (de las propias universidades) y externas (de las Agencias de Acreditación) a la implantación de títulos que se enmarquen en el programa de las Universidades Europeas.

Efectos sobre la especialización del campus y de la USAL dentro del Sistema Universitario de Castilla y León

El máster contribuirá en buen grado a la especialización de sus estudiantes en un ámbito del conocimiento para el que hasta ahora no se disponía de especialización a nivel de postgrado en la Universidad de Salamanca. un máster de estas características como el que se solicita y con un alto grado de internacionalización tendrá previsiblemente un efecto de atracción de estudiantes hacia Castilla y León, y, en especial, hace la Universidad de Salamanca.

No existen actualmente másteres internacionales multilaterales europeos ni en la Universidad de Salamanca ni en ninguna otra universidad de Castilla y León. Los egresados tendrán una formación única hasta ahora en tres ámbitos especialmente internacionalizados: los idiomas europeos modernos, las culturas europeas y las sociedades de la Unión Europea. Será previsiblemente el primer máster resultante de una Alianza Europea que se implante en Castilla y León y tiene el potencial de convertirse en una referencia para todas las universidades de la región.

Capacidad para afrontar la nueva titulación

Todas las universidades participantes disponen de suficientes medios humanos y de espacios para afrontar la creación de la nueva titulación. A esto se le suma la financiación que la Unión Europea ya ha concedido a las siete universidades para la creación e implementación de este máster durante los primeros dos años.

2.2. Referentes externos a la universidad que avalen la adecuación de la propuesta a criterios nacionales y/o internacionales para títulos de similares características académicas

No existe un máster como el que se propone que tenga un perfil similar en el Sistema Universitario de Castilla y León ni de ninguna otra región europea que forme parte del máster. Los únicos másteres que existen en Castilla y León con características filológicas y de lenguas modernas son el "Máster en Estudios Ingleses Avanzados: Lenguas y Culturas en Contacto" (USAL y UVA), centrado exclusivamente en los países de habla inglesa, los Másteres en Español como Lengua Extranjera de la USAL, la UVA, UL y UBU y los másteres en literatura española de la USAL y la UVA.

A nivel nacional existen los siguientes másteres oficiales que han actuado parcialmente como referentes externos. Son todos másteres relacionados con el plurilingüismo, la multiculturalidad y la comparación de lenguas y literaturas europeas:

- UPV- Máster en Multilingüismo y Educación, centrado en las lenguas minoritarias
- UB- Máster en Lingüística Aplicada y Adquisición de Lenguas en Contextos Multilingües, dedicado a la adquisición de las segundas lenguas
- ULL- Máster en Lenguas Aplicadas
- UGR- Máster en en Lenguas y Culturas Modernas
- UIB- Máster en lenguas y literaturas modernas
- UCM - Máster en Estudios Literarios

A nivel internacional se han tomado por referente en primer lugar los siguientes másteres de las otras seis universidades integrantes de la Alianza EC2U:

- Universidad de Poitiers: Master Langues étrangères appliquées, Master Sciences du Langage
- Universidad de Coimbra: Mestrado em Estudos de Cultura, Literatura e Linguas Modernas
- Universidad de Jena: Master Romanische Kulturen in der modernen Welt, Internationaler Master Auslandsgermanistik/Deutsch als Fremd- und Zweitsprache
- Universidad de Turku - Suomen ja sen sukukielten maisteriohjelma
- Universidad de Iasi: Limbi, literaturi şi civilizaţii străine
- Universidad de Pavía: Master in Comunicazione Digitale

De igual forma, se ha tomado como referentes a los siguientes másteres de universidades:

- Universidad de Amsterdam - Master Language and Society
- Universidad de Oslo - Master European Languages
- Universidades de Deusto, Göttingen, Upsala y otras - Master Euroculture

Todos estos másteres ofrecen un programa de estudios centrado en lenguas europeas modernas y sus culturas y/ literaturas que avalan la propuesta que se presenta aquí. Solamente el último máster, Master Euroculture, ofrece un postgrado oficial a varias bandas dentro del programa Erasmus Mundus.

El tipo de master que se solicita (europeo, multilateral, enmarcado en el programa de las Alianzas Europeas) tiene muy pocos referentes. Prácticamente el único máster acreditado de este tipo es el "Master's in Global Challenges for Sustainability" (Alianza Charm-EU, liderada por la Universidad de Barcelona), que, obviamente, no es un máster que abarque las áreas de conocimiento del que se presenta en esta memoria. Otra Alianza Europeas como Arqus están trabajando en másteres similares a este, pero aún no han recibido estudiantes.

2.3. Descripción de los procedimientos de consulta internos y externos utilizados para la elaboración del plan de estudios

Procedimientos internos

Universidad de Salamanca

Para la elaboración del anteproyecto que aquí se presenta se han realizado múltiples consultas y se ha abierto un debate interno en el seno del departamento de Filología Moderna (y de Filología Francesa). Estos procedimientos han abarcado y abarcan:

- Reuniones y debates internos con todas las áreas de conocimiento implicadas en el nuevo Máster (Alemán, Italiano, Portugués, Francés) y que integran los dos departamentos anteriormente señalados.
- Reuniones con el PAS implicado en el máster
- Reuniones preparatorias y de coordinación entre Directores de departamento, Decano de la Facultad de Filología, Delegado de Redes Internacionales, Vicerrectores de Postgrado y Docencia y el Rector.
- Asesoramiento personalizado por parte de la Directora de Postgrado de la Universidad de Salamanca.
- Debate y aprobación por unanimidad del Consejo de Departamento de Filología Moderna, en sesión
- (extra)ordinaria de Julio 2021
- Debate y aprobación por unanimidad de la Junta de Facultad de Filología, en sesión sesión (extra)ordinaria de Julio 2021

Universidad de Poitiers

El decano de la Facultad, los directores de los distintos másteres de la facultad, los profesores-investigadores de las dos facultades implicadas y las oficinas de relaciones internacionales han participado estrechamente en el establecimiento del programa de máster. El progreso del diseño del plan de estudios ha sido informado continuamente durante las reuniones internas. La propuesta se ha presentado en el Consejo de Facultad y ha sido aprobada por el Consejo de la Universidad.

Universidad de Pavía

Los siguientes Órganos Académicos han participado en el diseño, en la aprobación del diseño y en el proceso de acreditación del máster:

- Vicerrector del Área de Internacionalización y Relaciones Internacionales
- Directores de los cuatro Departamentos implicados y Decano de la Facultad de Ingeniería
- Grupo de trabajo del máster creado al efecto el Área de Relaciones Internacionales; incluye cuatro profesores, el Vicerrector, y tres miembros del personal administrativo
- Profesorado de los cursos ofertados por la UniPV para el máster
- Comisión Mixta Departamental de Estudiantes y Profesores
- Consejo del Departamento de Humanidades (unos 100 miembros, incluida una representación de estudiantes)
- Consejo de Garantía de Calidad (Presidio di Qualità)
- Órgano de evaluación

Universidad de Turku

El Decano de la Facultad, el Director de la Escuela de Lenguas y Estudios de Traducción, el Director de Asuntos Académicos y Estudiantiles, los profesores y el Especialista en Educación Internacional han participado estrechamente en la creación del programa de máster. Las asociaciones de estudiantes de la Escuela de Lenguas y Estudios de Traducción han sido informadas sobre el nuevo máster. En las reuniones semanales internas de EC2U se ha informado continuamente de los avances en el diseño del plan de estudios. La propuesta pasó primero por el Consejo de Facultad y luego el Consejo de Universidad tomará la decisión final.

Universidad de Coimbra

El proceso ha sido monitorizado por el Vicerrector de Internacionalización (Prof. João Nuno Calvão), la Directora de Relaciones Internacionales (Dra. Liliana Moreira), el decando de la Facultad de Artes y Humanidades (FLUC) y el Director del Departamento de Lenguas, Literaturas y Culturas de la FLUC (DLLC-FLUC). También se ha desarrollado en estrecho diálogo con los coordinadores de los diferentes cursos de Master involucrados: “Mestrado de Estudos de Culturas, Literaturas e Línguas Modernas” (MECLLM), “Português Língua Estrangeira e Língua Segunda (MPLES)”, “Estudos Artísticos (MEA), de Geografia Humana, Planeamento e Territórios Saudáveis”, así como el recién acreditado curso de “Escrita Criativa y Estudios Europeos” (en proceso de acreditación). El desarrollo del proyecto también ha sido seguido y aprobado por el Comité Científico del Departamento de Lenguas, Literaturas y Culturas, el Consejo Pedagógico y el Consejo Científico de la FLUC, además del Claustro Universitario.

Universidad de Iasi
La Facultad de Letras de la Universidad de Iasi, en colaboración con el Vicerrectorado de Relaciones Internacionales, han implicado a sus profesores, alumnos y personal administrativo en la elaboración del plan de estudios del máster, en especial a los dptos de Lingüística, Estudios Rumanos y Estudios Culturales.

Universidad de Jena
La estructura del máster así como sus asignaturas han sido co-creados por el profesorado de los siguientes departamentos, que han contado con la ayuda del Servicio de Relaciones Internacionales;

- Dpto. de Alemán como Lengua Extranjera y Comunicación Intercultural (German as a Foreign and Second Language and Intercultural Business Communication)
- Dpto. de Lenguas Románicas (Romance Languages: French, Spanish, Portuguese, Italian, Romanian)
- Dpto. de Humanidades Digitales (Digital Humanities)

Procedimientos externos
Los procedimientos externos se enmarcan principalmente dentro de la Alianza de Universidades EC2U. El plan de estudios se ha elaborado conjuntamente con los representantes de las universidades de Coimbra, Poitiers, Pavía, Jena, Turku e Iasi en el grupo de trabajo "Quality Education" del proyecto de las Universidades Europeas "EC2U", financiado por la Comisión Europea. Cada representante de estas universidades ha estado y está en contacto con los responsables académicos de lenguas modernas de los departamentos involucrados.
Debido a la naturaleza novedosa de los títulos que se desarrollan bajo el programa de las Universidades Europeas, se han mantenido igualmente reuniones preparatorias con la Directora General de Universidades de la Junta de Castilla y León y técnicos de la ACSUCYL.
Este máster se encuadra dentro del proceso de europeización de los títulos universitarios en el programa "Universidades Europeas". Cuenta, pues, con el apoyo de otras seis universidades del consorcio EC2U y de la Comisión Europea. La Junta de Castilla y León es miembro asociado de la Alianza EC2U y está al tanto de los trabajos que conducen a la implantación del máster.

Además, la Universidad de Poitiers se puso en contacto con el MESRI (Ministère de l'Enseignement supérieur et de la Recherche) y el HCERES (Haut conseil de l'évaluation de la recherche et de l'enseignement supérieur). Se han realizado intercambios por correo electrónico y también reuniones visuales para discutir la viabilidad de los programas de máster de EC2U.

La Universidad de Pavía consultó a los siguientes organismos:
- Estudios Sectoriales (Informe Anual Almalaurea 2020)
- CSA Research Intersistemi Italia (Milán, Florencia, Roma), Dott.ssa Monica Fabris, Jefe de la Unidad de Investigación Social y de Mercado
- CICOPS - Centro de Cooperación Internacional y Desarrollo (Pavía)
- Cooperativa social Progetto ConTatto (Pavía)
- Fundación Bruno Kessler, Dr. Bernardo Magnini, Jefe de la Unidad de Investigación en Tecnología Lingüística
- CELI Tecnología del Lenguaje, Dr. Andrea Bolioli (Turín)
- Instituto RES para la Ciencia de los Datos, Dr. Federico Bonelli (Milán)

La Universidad de Turku consultó con la Cámara de Comercio de Turku la empleabilidad del título propuesto.

La Universidad de Coimbra consultó a la Agencia de Acreditación de Portugal (Agência de Avaliação e Acreditação do Ensino Superior, A3ES).

La Universidad de Iasi (UAIC) consultó al Ministerio Rumano de Educación y a la Dirección General de Universidades.

La Universidad de Jena consultó con el Ministerio de Educación de Turingia.

2.4. Diferenciación de títulos dentro de la misma Universidad

Universidad de Salamanca

El máster que se propone no entra en conflicto con los másteres actualmente implantados en la Universidad de Salamanca, pues no existe ningún título oficial de postgrado de características ni perfil similares en lenguas y culturas modernas:

- El “Máster en Estudios Ingleses Avanzados: Lenguas y Culturas en Contacto” (USAL y UVA) está centrado exclusivamente en los países de habla inglesa, que no son objeto de estudio en el máster que se propone
- El “Máster ELE” está centrado exclusivamente en la docencia del Español como Lengua Extranjera, que tampoco es objeto de estudio en el máster presentado en este anteproyecto
- El “Máster en Literatura Española e Hispanoamericana, Teoría de la Literatura y Literatura comparada” abarca exclusivamente la literatura en lengua española.

Además, el máster que se propone cuenta con 120 ECTS y está integrado por siete universidades, lo cual supone una novedad absoluta en el panorama de postgrado de la USAL y de Castilla y León.

Universidad de Poitiers

El máster es único en Poitiers por muchas razones. En primer lugar, se basa en uno de los diecisiete Objetivos de Desarrollo Sostenible de las Naciones Unidas, que es la "Educación de Calidad". Es realmente una actividad innovadora, multidisciplinar y orientada a la misión. Se trata de una cocreación con las otras seis universidades de la Alianza, lo que permite a los estudiantes estudiar en al menos 3 universidades diferentes dentro de los dos años del máster. Además, el modelo de cursos "a la carta" hace que el programa de máster sea realmente único para el estudiante. El máster ofrece una variedad de cursos, así como nuevas oportunidades de movilidad física y virtual para estudiantes y profesores. Este máster fomentará un nuevo modelo de cooperación vertical en el que se entrelazan la educación, la investigación y la innovación. El Instituto Virtual relacionado con este máster, reunirá a equipos de estudiantes, profesores, investigadores e innovadores, fortaleciéndose a través de una nueva forma de abordar y resolver los retos.

Universidad de Pavía

Es el único programa de máster de la UniPV de la clase LM-38 (Master Degree Programme in Languages for International Communication and Cooperation). Es el único programa de máster multilingüe de la UniPV. Es el único programa de máster de la UniPV que se impartirá tanto en línea (30 ECTS) como en clase (90 ECTS). Es el único programa de máster interuniversitario de la UniPV diseñado con 6 universidades asociadas de la UE (junto con los otros dos programas de máster interuniversitario que se activarán dentro de la Alianza EC2U).

Universidad de Turku

El máster reúne a siete universidades europeas expertas en impartir docencia basada en la investigación sobre lenguas y culturas europeas en contacto. Completa la selección de cursos en la Facultad de Humanidades de la Universidad de Turku y abre una opción completamente nueva, diversa y atractiva para estudiar idiomas a nivel de máster en la Universidad de Turku.

Universidad de Coimbra

La estructura del Máster es única en la Universidad de Coimbra al basarse en un programa conjunto que ha sido desarrollado por el equipo del WP 5 de la alianza EC2U. En el marco del Departamento de Lenguas, Literaturas y Culturas, la Escuela de Artes y Humanidades y la Universidad de Coimbra, la oferta curricular responde a una serie de retos actuales respecto al desarrollo y la internacionalización de la enseñanza y la investigación del personal académico de la Escuela de Artes y Humanidades en los ámbitos de la lengua, la lingüística, la cultura, la literatura, las artes y los estudios sociales. El máster responde a unos principios sólidos y ya existentes de multilingüismo, diálogo intercultural y movilidad, que darán lugar a grandes sinergias entre las universidades socias. Esto dará lugar a la innovación curricular y permitirá crear un espacio para ampliar y complementar las áreas disciplinarias ya existentes, así como para crear nuevos campos de desarrollo e investigación, tanto teóricos como aplicados.

Universidad de Iasi

Este master es único en Iasi y permitirá no solo ampliar la oferta formativa de la Facultad de Letras, sino también internacionalizar aún más a esta facultad.

Universidad de Jena

La Universidad de Jena no cuenta con másteres sobre multilingüismo en Europa en la actualidad, por lo que el máster que se propone contribuirá de forma decisiva a impulsar los estudios sobre el multilingüismo en esta universidad, a la par que permitirá la internacionalización hacia afuera de sus oferta formativa.

2.5. Otra información para incluirla en el Suplemento Europeo al Título

Objetivos generales del título
El Máster Universitario en Lenguas, Culturas y Sociedades Europeas en Contacto proporcionará al estudiante una formación teórica, metodológica y práctica especializada en el ámbito del contacto lingüístico y cultural de los países y las sociedades europeas. El máster, orientado a egresados de grados de humanidades, en especial de filología moderna, tiene los siguientes objetivos generales:

- la adquisición de conocimientos profundos del panorama lingüístico y cultural europeo, así como de sus sociedades
- la mejora de las aptitudes de comunicación de los masterandos en entornos multilingües y multiculturales
- el desarrollo de la sensibilidad a la diversidad lingüística y cultural
- la mejora de las competencias interculturales del alumnado para el mercado laboral europeo
- la adquisición y puesta en práctica de métodos avanzados de investigación en las esferas académicas del contacto y la diversidad lingüística y cultural.

Acreditación de la competencia lingüística y de otros requisitos mínimos para la obtención del título
Se exigen los siguientes niveles en al menos dos de las siguientes lenguas (incluyendo la materna) a nivel C1: español, alemán, francés, italiano, portugués, rumano, inglés para Turku. Se exige igualmente un nivel adecuado de comprensión de inglés (nivel EBAU). La competencia lingüística de los masterandos a nivel C1 puede venir acreditada mediante certificados oficiales de instituciones públicas, incluidas las universidades y sus centros de idiomas o por un título de grado en una filología extranjera.

Programas conjuntos internacionales
Este máster forma parte de un programa conjunto internacional desarrollado dentro del programa de las "Universidades Europeas". Será verificado en siete países. El título de máster será otorgado en todos los países en los que el alumno curse un mínimo de 30 ECTS.

Este máster surge en el contexto de la Alianza Europea EC2U y responde al plan de trabajo del paquete de trabajo número 5 del proyecto, financiado por la Comisión Europea. Será uno de los pocos másteres multilaterales creados en el marco de las Alianzas Europeas. Está destinado a abrir paso a futuros estudios conjuntos entre esas siete y más universidades y a avanzar en la creación de los títulos universitarios europeos. Es de esperar, en consonancia con los objetivos del programa de las Universidades Europeas, que el máster que aquí se presenta conduzca en un futuro a la obtención de un título europeo y se convierta en modelo para otras universidades de toda la Unión Europea.
Debido a la escasa colaboración de las agencias de acreditación universitaria de los siete países que conforman este máster y a la inexistencia de títulos europeos, y con el objeto de garantizar el éxito de la acreditación, las siete universidades se ven obligadas a solicitar la acreditación por una vía doble:

- Por un lado mediante solicitudes de acreditación nacionales/regionales, siguiendo modelos e instrucciones de cada una de las siete agencias o comités de acreditación.
- Por otro lado mediante la petición a la Agencia para la Calidad del Sistema Universitario de Castilla y León (ACSUCYL), agencia responsable de la acreditación de la universidad líder del máster, de la iniciación del European Approach.

El impacto en la internacionalización de los siete sistemas universitarios es monitorizado mediante informes conjuntos semestrales de las siete universidades a la Comisión Europea. Entre otros informes, se encuentra uno que, por requerimiento de la Comisión, explicita las barreras internas (de las propias universidades) y externas (de las Agencias de Acreditación) a la implantación de títulos que se enmarquen en el programa de las Universidades Europeas.

Todos los aspectos relevantes para el máster y referentes a las siete universidades implicadas se regulan en el acuerdo "EC2U Supplement to the EC2U Consortium Agreement for the Establishment of a Master of Arts in European Languages, Cultures and Societies in Contact", fimardo por los rectores de las siete universidades.

2.6. Alegaciones a la propuesta de informe de verificación de ACSUCyL
No procede.

3. COMPETENCIAS

3.1. Competencias Básicas y Generales

Competencias Básicas:
CB6: Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
CB7. Los estudiantes sabrán aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio
CB8. Los estudiantes serán capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
CB9. Los estudiantes sabrán comunicar sus conclusiones –y los conocimientos y razones últimas que las sustentan- a públicos especializados y no especializados de un modo claro y sin ambigüedades.
CB10. Los estudiantes poseerán las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

Competencias generales (es optativo pero la aplicación informática exige una CG1)
CG1. Capacidad de análisis, de síntesis y de formulación de juicios a partir de la información disponible. Estudiar minuciosamente un problema, caso, artículo, situación, etc. y resumir y recopilar lo más relevante de ello, siendo capaz de formular un juicio que incluya una reflexión sobre las responsabilidades sociales y éticas de su eventual aplicación.
CG2. Capacidad de organización y planificación. Saber fijar los pasos a seguir y/o estructurar procesalmente para alcanzar un objetivo, distribuyendo convenientemente los recursos materiales y humanos con los que cuenta, asignando a cada uno funciones concretas.
CG3. Capacidad de comunicación y trabajo en equipo. Saber comunicar las razones de sus ideas y conclusiones de modo claro a públicos especializados y no especializados.

3.2. Competencias Transversales
La USAL no prevé competencias transversales.

3.3. Competencias Específicas
CE1. Adquirir conocimientos avanzados sobre la metodología de investigación en la lingüística de contacto, en el estudio de las literaturas europeas y en el de las sociedades europeas en contacto.
CE2. Adquirir la capacidad de localizar y manejar las fuentes bibliográficas especializadas de y sobre lingüística de contacto, literaturas comparadas, sociedades en contacto, interculturalidad, intertextualidad y comunicación intercultural, sabiendo localizar y manejar fondos documentales on- y offline y aplicando las tecnologías de la información y la comunicación al ámbito de la investigación filológica especializada.
CE3. Conocer los diferentes métodos de análisis que permitan interpretar textos tanto desde la perspectiva lingüística como desde la literaria, cultural y en el ámbito de las sociedades europeas.
CE4. Adquirir conocimientos teóricos y prácticos avanzados sobre la comunicación intercultural.
CE5. Desarrollar la capacidad de aplicar la metodología científica adecuada que permita abarcar los distintos tipos de estudios lingüísticos, literarios, culturales y de las sociedades europeas.

CE6. Adquirir conocimientos teóricos y prácticos avanzados sobre las diferentes situaciones de contacto entre las lenguas, las literaturas y las culturas europeas, utilizando también mecanismos de la tecnología de la información para ello
CE7. Adquirir conocimientos teóricos y prácticos avanzados sobre las diferentes situaciones de contacto entre las sociedades europeas, utilizando también mecanismos de la tecnología de la información para ello.
CE8. Proveer al alumno con un conocimiento profundo de los elementos culturales de las naciones europeas y desarrollar su capacidad de análisis intercultural, posibilitando la adquisición de las competencias interculturales necesarias para trabajar en entornos internacionales y multilingües y el autoanálisis en situaciones profesionales con el objeto de mejorar su práctica.

CE9. Adquirir conocimientos teórico-prácticos que permitan incorporar el estudio de las lenguas y culturas de herencia a la investigación contrastiva y comparativa de lenguas, literaturas, culturas y sociedades europeas.
CE10. Adquirir las destrezas necesarias para llevar a cabo un trabajo de investigación original en uno de los ámbitos filológicos que abarca el máster.

4. ACCESO Y ADMISIÓN DE ESTUDIANTES

4.1. Sistema de información previa a la matriculación y procedimientos de acogida y orientación de los estudiantes de nuevo ingreso

Perfil de ingreso recomendado o idóneo:
Graduados o licenciados en alguna de las ramas de Filología Moderna, otras filologías, Traducción, Cultura, Historia, Relaciones Internacionales y otras ramas de las Ciencias Sociales y Humanidades.
Del futuro masterando se presupone que:

- Muestra interés por la diversidad lingüística y cultural
- Tiene conocimientos profundos de al menos dos lenguas europeas
- Tiene la capacidad de leer textos en inglés
- Muestra habilidad para el manejo de fuentes de información
- Tiene capacidad para el trabajo autónomo.

Mecanismos de información previa a la matrícula y de acogida
El estudiante potencial podrá obtener una información precisa sobre el Máster Universitario en Lenguas, Culturas y Sociedades Europeas en Contacto a través de diferentes vías:

- Página web propia e institucional del Máster, alojada en el portal de la Alianza Europea EC2U (http://www.ec2u.eu) en la que se incluirá toda la información detallada sobre este Máster: características generales, competencias, perfil de ingreso idóneo, los criterios, órganos y procedimientos de admisión y de matriculación; el plan de estudios y las fichas docentes en las que conste para cada asignatura la siguiente información: competencias, contenidos, metodología docente, criterios de evaluación, recursos bibliográficos y documentales, responsable docente, profesorado y tutorías, calendario de las actividades lectivas y de las de evaluación, etc.. También se aporta información sobre normativas, informes externos del título, indicadores de rendimiento, los principales servicios de apoyo al estudiante, las salidas profesionales del título, la oferta de becas y ayudas al estudio y a la movilidad nacional y a la movilidad internacional, etc.
- Páginas webs institucionales del máster en cada universidad, en las que se ofrecerán las informaciones anteriores, así como la información detallada sobre la organización del máster en cada universidad: http://www.usal.es/masteres (USAL), https://www.uc.pt/internacional (UC), http://formations.univ-poitiers.fr/fr/index/master-XB/master-XB.html (UP), https://web.unipv.it/formazione/master-universitari/ (UNIPV), https://www.uni-jena.de/Master_Service_Zentrum (FSU), https://www.utu.fi/en/study-at-utu/bachelors-and-masters-degree-programmes (UTU), https://www.uaic.ro/en/studies/master-degree-programmes-offer/ (UAIC).

- El Director salmantino de este Máster Universitario se ocupará personalmente de solventar todas aquellas dudas que el potencial estudiante le plantee, facilitándole las direcciones pertinentes de los diferentes servicios de la Universidad de Salamanca a los que puede dirigirse. Cada una de las siete universidades contará con un director local del máster, a los que los estudiantes se podrán dirigir igualmente para preparar su currículum en la respectiva

universidad. Los directores locales contestarán todas las dudas referentes al estudio de materias y asignaturas en cada universidad. El director del máster en la USAL actuará además como coordinador de los siete directores y contestará las dudas que se refieran al máster en su conjunto. Si se considera necesario, se celebrará una reunión previa a la matriculación para explicar de forma detallada las características del Máster Universitario.

- Se organizará un encuentro virtual de bienvenida a todos los estudiantes entrantes del máster. Además, en cada una de las siete universidades participantes tendrá los primeros días del curso lugar un acto presencial de bienvenida para los estudiantes organizado por el decano, el director del departamento, el Director/a del máster y los profesores responsables de cada una de las instituciones. Se explica a los estudiantes los objetivos y organización del Máster, los objetivos de aprendizaje, la estructura curricular, y el desarrollo general del Máster, sistemas de tutorización. Se proporciona información necesaria acerca del funcionamiento de la biblioteca, las distintas dependencias y edificios y servicios de la cada universidad.

- Cada estudiante dispondrá de un tutor que le orientará en la elección de asignaturas y en las distintas posibilidades que le brinda el máster.

4.2. Requisitos de acceso y criterios de admisión

Acceso

Según establece el artículo 16 del RD 1393/ 2007 (BOE 30/10/2007), modificado por el RD 861/2010, del 2 de julio (BOE 03/07/2010), para acceder al Máster Universitario en Lenguas, Culturas y Sociedades Europeas en Contacto será necesario estar en posesión de un título universitario oficial expedido por una institución de educación superior del Espacio Europeo de Educación Superior que facultan en el país expedidor del título para el acceso a enseñanzas de máster. En el caso concreto de este máster será necesario estar en posesión de un título universitario oficial de grado/icenciatura en alguna filología moderna, Traducción, Cultura, Historia, Relaciones Internacionales y otras ramas de las Ciencias Sociales y Humanidades.

También podrán acceder los titulados conforme a sistemas educativos ajenos al Espacio Europeo de Educación Superior sin necesidad de la homologación de sus títulos, previa comprobación por la Universidad de Salamanca y/o de las demás universidades de la Alianza EC2U de que aquellos acreditan un nivel de formación equivalente a los correspondientes títulos universitarios oficiales españoles/europeos y que facultan en el país expedidor del título para el acceso a enseñanzas de postgrado. El acceso por esta vía no implicará, en ningún caso, la homologación del título previo de que esté en posesión el interesado, ni su reconocimiento a otros efectos que el de cursar las enseñanzas de Máster.

Los estudiantes deberán acreditar un nivel C1 en al menos dos de las siguientes lenguas (incluyendo la materna): español, alemán, francés, italiano, portugués, rumano, inglés para Turku. Se exige igualmente un nivel adecuado de comprensión de inglés (nivel EBAU). La competencia lingüística de los masterandos a nivel C1 puede venir acreditada mediante certificados oficiales de instituciones públicas, incluidas las universidades y sus centros de idiomas o por un título de grado en una filología extranjera. Se recomienda que los estudiantes sean capaces de leer lenguas románicas. Cada curso ofertado tendrá un requerimiento lingüístico propio de matriculación.

Admisión

Habrá una convocatoria común para el Programa de Máster en cada universidad. La convocatoria se anunciará en las web de la Alianza EC2U y de todas las universidades del Consorcio en los siguientes idiomas: alemán, español, finés, francés, inglés, italiano, portugués y rumano. Los estudiantes pueden presentar su solicitud en cualquier universidad del Consorcio.

Los estudiantes deberán aportar la siguiente documentación:

- Título de licenciatura
- Certificado de notas (Transcript of Records)
- Prueba de los conocimientos lingüísticos requeridos
- Currículum vitae y carta de motivación.
- Podrían requerirse documentos adicionales de acuerdo con las regulaciones nacionales de las universidades del Consorcio, tal y como se detallará en cada convocatoria.

La admisión en el Máster la llevará a cabo la Comisión Académica Global del Máster, integrada por los siete directores locales, basándose en criterios estrictamente académicos a través de la documentación específica que se solicitará a los estudiantes que estén interesados en cursar este máster:

- Expediente académico (Transcript of Records)
- Conocimiento de idiomas extranjeros además del inglés como lengua franca (nivel EBAU) y conocimiento de al menos otros dos idiomas a nivel C1 (este es un requisito obligatorio, entre ellos: alemán, español, francés, italiano, portugués, rumano, finés, sueco, inglés para Turku)
- Breve carta de motivación y CV del estudiante en cualquier lengua en que se imparta el máster con excepción de la materna.

Estos criterios se evaluarán de acuerdo con la tabla siguiente y se utilizarán para priorizar las nuevas solicitudes hasta que se cubra el cupo establecido cada año.

Criterio	Puntos
Transcript of records	Hasta 50
Conocimiento de lenguas extranjeras	Hasta 20
Carta de motivación y CV	Hasta 30
Total	100

En el caso de estudiantes con necesidades educativas específicas derivadas de discapacidad, la Comisión Académica evaluará las recomendaciones, los servicios de apoyo y asesoramiento adecuados, de la Unidad de Atención a Universitarios con Discapacidad, SAS (o de sus equivalentes en el resto de universidades participantes) y estudiará la necesidad de posibles adaptaciones curriculares, itinerarios o estudios alternativos.

El máster no contempla condiciones ni pruebas de acceso especiales. En caso de resolución favorable al interesado, el acceso a los estudios de máster no implicará en ningún caso la homologación del título extranjero/extracomunitario del que esté en posesión la persona interesada ni el reconocimiento del mismo a otros efectos que no sean los de cursar los mencionados estudios.
Tanto las fechas de preinscripción como de matrícula se publican todos los años con la suficiente antelación en la página web y a través de los otros medios mencionados en el apartado 4.1.

El proceso de selección y admisión de solicitudes se regirán por los principios de objetividad, imparcialidad, mérito y capacidad.

Cada institución del consorcio es responsable de la comprobación administrativa de la elegibilidad de las solicitudes recibidas. Todas las solicitudes elegibles serán evaluadas conjuntamente por la Comisión Académica Global del Máster, que actuará como Comité de Admisión de acuerdo a los criterios establecidos anteriormente. Ninguna universidad estará obligada a admitir a un estudiante que entre en conflicto con los requisitos legales nacionales de admisión.

4.3. Apoyo a los estudiantes matriculados

A nivel institucional, la Universidad de Salamanca cuenta principalmente con los siguientes servicios de apoyo y orientación a todos los estudiantes:

- El Servicio de Promoción, Información y Orientación Universitaria (SPIO) ofrece una atención individualizada de carácter psicopedagógico dirigida a atender las cuestiones asociadas con el estudio y el aprendizaje, la planificación de la carrera y la orientación del perfil formativo del estudiante. También asesora en cuestiones de normativas, becas y ayudas, alojamiento, intercambios lingüísticos, etc.
- El Servicio de Asuntos Sociales (SAS) ofrece apoyo y asesoramiento en diferentes ámbitos: apoyo social, extranjeros, discapacidad, voluntariado, mayores, salud mental, sexualidad, lenguaje, adicciones y conducta alimentaria.
- La Unidad de Atención a Universitarios con Discapacidad del SAS ofrece servicios al objeto de garantizar un apoyo, asesoramiento y atención profesionalizada para dar respuesta a las necesidades que presentan en su vida académica los estudiantes con algún tipo de discapacidad. Para ello, identifica las necesidades concretas que estos estudiantes

pueden tener en las situaciones cotidianas académicas (de itinerario y acceso al aula, la docencia, incluyendo prácticas y tutorías, y las pruebas de evaluación) y para cada una de estas situaciones propone recomendaciones para ayudar a los profesores en su relación docente con sus estudiantes. Además, elabora la carta de adaptaciones curriculares individualizad del estudiante, en los casos en los que procede.

- El Servicio de Inserción Profesional, Prácticas y Empleo (SIPPE) pretende mejorar la empleabilidad de los titulados y estudiantes de la USAL y facilitar su inserción profesional. Para ello realiza acciones de orientación profesional, gestión de las prácticas externas curriculares y extracurriculares, gestión de ofertas de empleo, formación y desarrollo de competencias profesionales para la empleabilidad, y asesoramiento para la creación de empresas.

Las otras seis universidades de la Alianza EC2U disponen de servicios de apoyo institucionales similares a los anteriormente descritos y que a los que los estudiantes podrán acceder antes, durante y después de la realización del máster.

La Universidad de Poitiers dispone de los siguientes mecanismos:

- SAFIRE – Service d'accompagnement à la formation, l'insertion, la réussite et l'engagement, que asesora y acompaña a los estudiantes en las etapas clave de su proyecto de estudio e integración profesional.
- Maison des étudiants, que tiene como misión principal acoger a los estudiantes de la Universidad de Poitiers y facilitar su integración en la comunidad universitaria.
- Service du développement social et de la diversité (SDSD), que se ocupa de atender a estudiantes con necesidades especiales.

La Universidad de Pavía dispone de un centro de apoyo denominado "Centro de Orientación de la Universidad de Pavía" (COR). Este servicio está íntegramente dedicado a la orientación de los estudiantes antes (PRE), durante (INTRA) y después (POST) de sus estudios. La orientación universitaria PRE se refiere a todas aquellas actividades, sobre todo de información, que son útiles para la elección de la carrera de segundo nivel (máster). En este sentido, el Centro de Orientación de la Universidad de Pavía (C.O.R.) pone a disposición de los usuarios un mostrador de información abierto al público en los siguientes días y horarios Martes-jueves-viernes de 9.30 a 12.30 y lunes-miércoles de 14.30 a 16.30. Los usuarios pueden solicitar información durante el horario de apertura acudiendo directamente al mostrador (modalidad de atención al público) o por teléfono. También se garantiza el servicio a los usuarios que soliciten información por correo electrónico. El C.OR. también pone a disposición de los estudiantes, en la sala de consulta adyacente al mostrador, cuatro puestos de trabajo con PC para la investigación y consulta de documentos relacionados con el mundo académico.
La actividad de orientación para la elección de la universidad se lleva a cabo mediante la organización de diversas iniciativas:

- Asesoramiento individual: las entrevistas de orientación se dirigen a quienes tienen que planificar o rediseñar su curso de formación y representan una oportunidad para que los estudiantes conozcan, previa reserva, al psicólogo de orientación que trabaja en el Centro.
- Asesoramiento en cuestión de salud: el servicio se refiere a los momentos de apoyo no clínico de ciertas dinámicas que dificultan la continuación de los estudios. Las principales dificultades señaladas se refieren a períodos de depresión (clínicamente certificable y en remisión) que llevan al estudiante a no poder retomar el ritmo de estudio y a encontrar la motivación para construir una meta que, en ocasiones, ya no se reconoce como propia.
- Prueba de orientación: el COR se ocupa de la creación y administración de una batería de herramientas de orientación para evaluar algunos factores y habilidades que son importantes para hacer una elección informada.
- La elaboración y discusión de perfiles individualizados permite al alumno de secundaria disponer de herramientas útiles para una elección informada, premisa esencial para alcanzar el éxito académico.
- Material informativo: el Centro de Orientación para la ilustración de la oferta educativa de la Universidad, con motivo de los numerosos encuentros con los potenciales alumnos de primer año, hace uso de herramientas informativas en papel. El contenido de estos materiales se elabora y actualiza anualmente en estrecha colaboración con los profesores de las titulaciones. Estos folletos contienen las características más destacadas y distintivas de la Carrera, incluyendo los requisitos de admisión y las oportunidades de carrera.
- Salas de estudiantes y presentación de la oferta didáctica y de los servicios: el objetivo de las reuniones de presentación y de las salas de orientación es informar al mayor número de estudiantes sobre las oportunidades de estudio y los servicios ofrecidos por el sistema universitario de Pavía con un grado de profundización en el único Curso de Grado. La Universidad de Pavía, a través del Centro de Orientación Universitaria, participa también en los Salones del Estudiante organizados por organismos dedicados a estas actividades con citas en todo el territorio nacional. En estas ocasiones, no sólo se garantiza la presencia en el stand, siempre muy concurrido, sino que se realizan momentos de profundización y presentación de la oferta formativa de los Cursos de Grado.

- JORNADA DE ORIENTACIÓN: en el mes de mayo tiene lugar en los patios de la sede de la Universidad la Jornada de Orientación de las Titulaciones de Máster, en la que los profesores referentes de cada Titulación de Máster están a disposición de los alumnos, conversando de manera informal, para proporcionar a los interesados la información necesaria para que puedan conocer y elegir conscientemente las oportunidades que ofrece el itinerario de estudios de segundo nivel.
- Jornadas de Puertas Abiertas: eventos organizados para ofrecer a los estudiantes interesados la oportunidad de conocer las instalaciones, laboratorios y servicios a su disposición una vez matriculados en Pavía. De especial importancia es el evento de julio: 'Puertas abiertas a la Universidad'. Es el momento final de todo el proceso de orientación y es el día en el que profesores y tutores reciben a los estudiantes interesados en conocer la oferta formativa y de servicios de la Universidad de manera informal bajo los soportales de la Universidad central. Los estudiantes tienen la oportunidad de conocer la carrera ilustrada directamente por los profesores que te enseñan y por los tutores que, a menudo, son todavía estudiantes, recién licenciados o doctorandos y que, por tanto, conocen profundamente, porque lo acaban de vivir, la realidad que describen. Además, durante este evento es posible conocer, en un único espacio expositivo, al personal implicado en todos los servicios que, por diversos motivos, apoyan la trayectoria académica. Por último, por la tarde se realizan visitas a los colegios universitarios y a las instalaciones de servicios de la Universidad, a las instalaciones deportivas y a los museos, organizadas en diferentes rutas.
- Al final de la jornada, a las 18.00 horas, se organiza un encuentro Universidad/Familia para responder a las preguntas de las familias, que siempre han participado en las elecciones del lugar, para dar una idea concreta de la Universidad de Pavía y de su sistema integrado con el derecho al estudio, los colegios y la ciudad.

Todos estos servicios y actividades se describen en las páginas web dedicadas a la orientación en la entrada del Centro de Orientación y en la página web del Departamento de Humanidades. Además, el COR ha activado un portal para la presentación de la oferta formativa de UniPV: https://orienta.unipv.it/

La Universidad de Turku dispone de los siguientes servicios de apoyo, detallados en https://www.utu.fi/en/student-services-and-well-being:

- Centro de Estudiantes
- Servicio de movilidad internacional de estudiantes
- Servicio de movilidad internacional de profesores y personal
- Programas de intercambio, acuerdos y becas
- Servicio de planificación de la carrera profesional y asistencia en la búsqueda de empleo, que coordina la búsqueda de prácticas nacionales e internacionales, da información general sobre la colocación en el mercado laboral
- Servicio de contratación, ofertas de empleo, colocación de prácticas y trabajos de tesis
- Servicio de estadística para los estudiantes
- Servicio de información para la inscripción en la universidad (información personal, expediente académico, etc.)
- Servicio de información de becas de estudio
- Servicio de información general sobre el estudio y la investigación en la Universidad de Turku
- Programa de tutoría
- Servicios de cordinación del asesoramiento de estudios a nivel de la facultad

La Universidad de Coimbra dispone de los siguientes mecanismos:

- Serviços de Ação Social da Universidade de Coimbra (SASUC), que también brinda apoyo a los estudiantes con necesidades especiales
- Gabinete de Saídas Profissionais
- Gabinete de Apoio ao Estudante da Comunidade de Países de Língua Portuguesa
- Serviço de Gestão Académica
- Gabinete de Apoio à Mobilidade

La Universidad de Jena concentra el apoyo al estudiantado en su “Studierenden-Service-Zentrum”, que se ocupa, entre otras cosas, de:

- Informar sobre todos los trámite académicos
- Aconsejar a estudiantes con necesidades especuales
- Ofrecer información sobre movilidad, salidas profesionales, etc.

La Universidad de Iasi cuenta con un servicio de orientación para sus estudiantes ("Serviciul pentru Studenți, Orientare în Carieră și Inserție Profesională și Alumni") y un servicio de movilidad.

Desde el propio máster se desarrollarán las siguientes actuaciones de orientación a los estudiantes matriculados:

- Asignación de tutores: al comienzo de cada curso, a todos los estudiantes matriculados se les asignará un tutor, encargado de guiar y atender las necesidades específicas de cada uno de los estudiantes en período de formación. Cada Comisión Académica Local del Máster, si esta existe, o el director del máster, revisará la lista de asignación de tutores y directores de los TFM. La Comisión Académica Global del Máster supervisará la lista de asignación de tutores y directores de TFM.
- A los estudiantes extranjeros el director, la Comisión Académica Local, si esta existe, o el director local y los becarios de los departamentos/exalumnos del máster les ayudarán en todos los trámites administrativos.
- Los estudiantes con necesidades educativas especiales o algún grado de discapacidad serán atendidos por los profesores en colaboración con los profesionales del Servicio de Asistencia Social para que puedan cursar con éxito el máster.

4.4. Sistema de transferencia y reconocimiento de créditos

Reconocimiento de ECTS cursados en Enseñanzas Superiores Oficiales No Universitarias:
Nº mínimo de ECTS reconocidos: 0
Nº máximo de ECTS reconocidos: 0

Reconocimiento de ECTS cursados por Acreditación de Experiencia Laboral y Profesional
Nº mínimo de ECTS reconocidos: 0
Nº máximo de ECTS reconocidos: 0
Explicación de cómo se va a realizar este reconocimiento de ECTS:

Reconocimiento de ECTS cursados en Títulos Propios:
Nº mínimo de ECTS reconocidos: 0
Nº máximo de ECTS reconocidos: 5
Explicación de cómo se va a realizar este reconocimiento de ECTS: El reconocimiento se hará a través de los ECTS de cursos de formación permanente cursados por los estudiantes en el ámbito de la filología moderna, historia, cultura, relaciones internacionales y demás ramas de ciencias sociales y humanidades en alguna de las siete universidades.

Reconocimiento de ECTS cursados en Enseñanzas Superiores Universitarias a nivel 3 (máster) del MECES:
Nº mínimo de ECTS reconocidos: 0
Nº máximo de ECTS reconocidos: 60
Explicación de cómo se va a realizar este reconocimiento de ECTS: Se podrán reconocer créditos entre planes de estudio de nivel de máster universitario, incluyendo los superados en aquellos títulos adscritos al nivel 3 (Máster) del MECES, así como los obtenidos en enseñanzas oficiales de doctorado. El reconocimiento tendrá en cuenta la adecuación entre las competencias y conocimientos asociados a las enseñanzas superadas y los previstos en el plan de estudios del título de Máster Universitario que se quiera cursar de acuerdo a la siguiente tabla:

Materia del máster que se presenta	Caracteríticas de las materias que pueden ser reconocidas
Discourses in Europe	Asignaturas de filología, traducción, humanidades y enseñanza de profesorado compatibles con el plan de estudios mediante competencias
Research Methodology in European Modern Languages and Literatures	Asignaturas de filología, traducción, humanidades y enseñanza de profesorado

	compatibles con el plan de estudios mediante competencias
European Modern Languages and Linguistics	Asignaturas de filología, traducción, humanidades y enseñanza de profesorado compatibles con el plan de estudios mediante competencias
European Modern Literatures, Cultures and Societies	Asignaturas de filología, traducción, humanidades y enseñanza de profesorado compatibles con el plan de estudios mediante competencias

Se aplicará el sistema de transferencia y reconocimiento de créditos de la universidad en la cual el estudiante solicite la transferencia/reconocimiento. En lo referente a la USAL:

Sistema de Transferencia y Reconocimiento de créditos de la USAL

Las Normas sobre reconocimiento y transferencia de créditos en la USAL aprobadas en Consejo de Gobierno del 27/01/2011 y modificada por Consejo de Gobierno de 2/07/2016 y de 20/12/2018, pueden consultarse en la web *ad hoc* de normativa de la USAL (http://www.usal.es/usal_normativa_repositorio). .A continuación se expone una selección de los artículos de dicha normativa más directamente relacionados con las enseñanzas de máster universitario. No obstante, en la exposición se respetan todos los epígrafes de la normativa, indicando "No procede" en el capítulo II cuyos artículos afectan exclusivamente a las enseñanzas de grado.

Antecedentes

El Real Decreto 1393/2007, de 29 de octubre por el que se establece la ordenación de las enseñanzas universitarias oficiales indica en su artículo 6 que, con objeto de hacer efectiva la movilidad de estudiantes, tanto dentro del territorio nacional como fuera de él, las universidades elaborarán y harán pública su normativa sobre el sistema de reconocimiento y transferencia de créditos, con sujeción a los criterios generales establecidos en el mismo.

El Consejo de Gobierno de la Universidad de Salamanca, para dar cumplimiento al mencionado precepto y adaptar sus normas a las sucesivas modificaciones que recoge el Real Decreto, aprueba la presente normativa

Capítulo I. Cuestiones generales

Artículo 1. Objeto.

Las presentes normas tienen por objeto establecer los criterios generales y el procedimiento para el reconocimiento y la transferencia de créditos en las enseñanzas universitarias de Grado y Máster previstas en el Real Decreto 1393/2007, de 29 de octubre, y modificaciones posteriores, por el que se establece la ordenación de las enseñanzas universitarias oficiales.

Artículo 2. Ámbito de aplicación.

La presente normativa reguladora será de aplicación a las enseñanzas universitarias oficiales de Grado y Máster impartidas por la Universidad de Salamanca.

Artículo 3. Definiciones.

3.1. Se entiende por **reconocimiento**, a efectos de la obtención de un título universitario oficial, la aceptación por la Universidad de Salamanca de:

a. Créditos obtenidos en enseñanzas oficiales en la misma u otra universidad.

b. Créditos obtenidos en otras enseñanzas superiores oficiales no universitarias.

c. Créditos obtenidos en **enseñanzas universitarias conducentes a la obtención de otros títulos**, a los que se refiere el artículo 34.1 de la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades (BOE 21/12/2001).

d. Acreditación de **experiencia laboral y profesional**, siempre que esté relacionada con las competencias inherentes a dicho título.

e. La participación en actividades universitarias culturales, deportivas, de representación estudiantil, solidarias y de cooperación.

f. Competencias y conocimientos adquiridos en materias o enseñanzas que tengan carácter complementario o transversal impartidas por la Universidad de Salamanca, de conformidad con el artículo 13c) del Real Decreto 1393/2007.

3.2. La **transferencia** de créditos implica que, en los documentos académicos oficiales acreditativos de las enseñanzas seguidas por cada

estudiante, se incluirán la totalidad de los créditos obtenidos en enseñanzas oficiales cursadas con anterioridad, en la misma u otra universidad, que no hayan conducido a la obtención de un título oficial.

Artículo. 4. Las memorias verificadas de los planes de estudio, o sus correspondientes modificaciones, incluirán en su epígrafe dedicado al Reconocimiento y Transferencia de créditos, la referencia a la presente normativa, así como otras normas complementarias, siempre que se ajusten a la legislación vigente y a la normativa de la Universidad de Salamanca.

Capítulo II. Reconocimiento de créditos en enseñanzas oficiales de Grado

[Nota: No procede. Ver texto completo de la normativa]

Capítulo III. Reconocimiento de créditos en enseñanzas oficiales de Máter

Artículo 10. Se podrán reconocer créditos entre planes de estudio de nivel de máster universitario, incluyendo los superados en aquellos títulos adscritos al nivel 3 (Máster) del MECES, así como los obtenidos en enseñanzas oficiales de doctorado.

El reconocimiento tendrá en cuenta la adecuación entre las competencias y conocimientos asociados a las enseñanzas superadas y los previstos en el plan de estudios del título de Máster Universitario que se quiera cursar.

Artículo 11. En el caso de títulos oficiales de Máster Universitario que habiliten para el ejercicio de profesiones reguladas para los que las autoridades educativas hayan establecido las condiciones a las que han de adecuarse los planes de estudios, se reconocerán los créditos de los módulos, materias o asignaturas definidos en la correspondiente norma reguladora. En caso de no haberse superado íntegramente un determinado módulo, el reconocimiento se llevará a cabo por materias o asignaturas en función de las competencias y conocimientos asociados a las mismas.

Artículo 12. En ningún caso podrán ser objeto de reconocimiento los créditos correspondientes a los trabajos de fin de máster.

Capítulo IV. Reconocimiento de créditos en programas de movilidad

Artículo 13. Los estudiantes de la Universidad de Salamanca que participen en programas movilidad nacional o internacional, regulados por las normativas al respecto de la Universidad de Salamanca, deberán conocer con anterioridad a su incorporación a la universidad de destino, mediante el correspondiente **contrato** de estudios, las asignaturas que van a ser reconocidas académicamente en el plan de estudios de la titulación que cursa en la Universidad de Salamanca.

Artículo 14. Las asignaturas superadas serán reconocidas e incorporadas al expediente del estudiante en la Universidad de Salamanca con las calificaciones obtenidas en cada caso. A tal efecto, la Universidad de Salamanca establecerá tablas de correspondencia de las calificaciones académicas en cada convenio bilateral de movilidad.

Capítulo V. Reconocimiento de créditos a partir de la experiencia profesional o laboral y de enseñanzas universitarias no oficiales

Artículo 15. Reconocimiento de créditos a partir de la experiencia profesional o laboral.

15.1. La experiencia laboral y profesional acreditada podrá ser también reconocida en forma de créditos que computarán a efectos de la obtención de un título oficial, siempre que dicha experiencia esté relacionada con las competencias inherentes a dicho título.

15.2. Se podrá valorar el carácter público o privado de la actividad desarrollada, el procedimiento de acceso al puesto desempeñado, la duración de la actividad y la dedicación a la misma en horas/semana. Como norma general, se podrá reconocer 1 ECTS por cada 40 horas de trabajo realizado, lo que equivale a una semana de jornada completa.

Artículo 16. Reconocimiento de créditos a partir de enseñanzas universitarias no oficiales.

16.1. Las actividades para las que se puedan reconocer créditos ECTS en los términos previstos en este artículo habrán de reunir, al menos, los requisitos de acceso a la Universidad.

16.2. Se podrán reconocer créditos obtenidos en títulos propios teniendo en cuenta la adecuación entre las competencias obtenidas por el estudiante en dichas enseñanzas y las competencias previstas en el título oficial en el que se quieran reconocer.

16.3. Se podrá reconocer a cada estudiante un máximo de 6 ECTS por las enseñanzas de idiomas siempre que se trate de cursos de lengua cursados y superados en centros universitarios, según los criterios establecidos por la Comisión de Docencia delegada del Consejo de Gobierno. Las titulaciones cuyo plan de estudios incorporen la enseñanza de idiomas como parte integrante de los mismos se acogerán a lo establecido por la COTRARET del Centro.

16.4. Se podrá reconocer a cada estudiante de grado un máximo de 6 ECTS por competencias y conocimientos de nivel universitario adquiridos en actividades académicas que tengan carácter complementario o transversal impartidas por la Universidad de Salamanca. El responsable de la actividad solicitará a la Comisión de Docencia, delegada del Consejo de Gobierno, informe favorable previo al reconocimiento, indicando cuántos créditos y las titulaciones oficiales para las se pretende el reconocimiento. La Comisión de Docencia, delegada del Consejo de Gobierno, resolverá tras realizar la oportuna consulta preceptiva a las COTRARET correspondientes a las titulaciones oficiales afectadas. No cabe el reconocimiento de ECTS por enseñanzas o materias que no dispongan de este informe

favorable con carácter previo a su impartición.

16.5. El total de créditos reconocidos a partir de experiencia profesional o laboral, de enseñanzas cursadas en títulos propios, las enseñanzas de idiomas y las materias o enseñanzas de carácter complementario o transversal no podrá ser superior, en su conjunto, al 15% del total de créditos del plan de estudios. El reconocimiento de estos créditos se efectuará en materias que el estudiante no debe cursar y no incorporará calificación de los mismos, por lo que no computarán a efectos de baremación del expediente académico.

16.6. No obstante lo anterior, se podrán reconocer excepcionalmente créditos en un título oficial en un porcentaje mayor si éstos son procedentes de un título propio de la Universidad de Salamanca que se haya extinguido o y sustituido por el título oficial en cuestión, y siempre que este reconocimiento conste en la memoria del plan de estudios del título oficial que haya sido verificada y autorizada su implantación. La asignación de estos créditos tendrá en cuenta los criterios descritos en la memoria del título oficial aprobado.

Capítulo VI. Transferencia de créditos

Artículo 17. La transferencia de créditos implica que, en los documentos académicos oficiales acreditativos de las enseñanzas seguidas por cada estudiante, se incluirán la totalidad de los créditos obtenidos en enseñanzas oficiales cursadas con anterioridad, en ésta u otra universidad, que no hayan conducido a la finalización de sus estudios con la consiguiente obtención de un título oficial.

Artículo 18. Los créditos transferidos deberán incorporarse al expediente con la descripción y calificación de origen, reflejándose en los documentos académicos oficiales acreditativos de los estudios seguidos por el estudiante, así como en el Suplemento Europeo al Título.

Capítulo VII. Trámites administrativos

Artículo 19. Solicitudes de reconocimiento y transferencia de créditos.

19.1. Los expedientes de reconocimiento y transferencia de créditos se tramitarán a solicitud del estudiante interesado, quien deberá aportar la documentación justificativa de los créditos obtenidos y su contenido académico.

19.2. Las solicitudes de reconocimiento y transferencia de créditos tendrán su origen en actividades realizadas o asignaturas superadas; en el caso de asignaturas previamente reconocidas, convalidadas o adaptadas, se hará el reconocimiento sobre la asignatura de origen.

19.3. El Servicio de Gestión Académica y Estudios Oficiales de la Universidad fijará el modelo de solicitud y la documentación que acompañará a la misma.

19.4. Las solicitudes, dirigidas al Decano/Director del Centro o a la Comisión Académica del Máster cuando proceda, se presentarán en la Secretaría del Centro en el que haya realizado la matrícula el estudiante, o en su caso, en el Registro Único de la Universidad, en los plazos establecidos que, en general, coincidirán con los plazos de matrícula.

Artículo 20. Órganos competentes para el reconocimiento y la transferencia de créditos.

Los órganos competentes para actuar en el ámbito del reconocimiento y la transferencia de créditos son:

a) La Comisión de Docencia, delegada del Consejo de Gobierno de la Universidad.

b) La Comisión de Transferencia y Reconocimiento de Créditos de cada uno de los títulos oficiales de la Universidad de Salamanca, en adelante COTRARET, que se constituirá a tal efecto.

c) Decano/Director del Centro o Comisión Académica en el caso de los Másteres Universitarios.

Artículo 21. Funciones de la Comisión de Docencia delegada del Consejo de Gobierno en materia de reconocimiento y transferencia de créditos.

a) Coordinar los criterios de actuación de las COTRARET con el fin de que se garantice la aplicación de criterios uniformes.

b) Pronunciarse sobre aquellas situaciones en para las que sea consultada por las COTRARET.

Artículo 22. Composición y funciones de las COTRARET.

22.1. En la forma que determine cada Centro se constituirá en cada uno de ellos una Comisión de Transferencia y Reconocimiento de Créditos en la que estarán representados los diferentes sectores de la comunidad universitaria.

En el caso de los títulos oficiales de Máster Universitario, la elección de los integrantes de la COTRARET la realizará la Comisión Académica.

22.2. Los miembros de las COTRARET se renovarán cada dos años, menos el representante de los estudiantes que lo hará anualmente. En caso de no haber candidato de los estudiantes en el órgano académico responsable de la titulación, éste será propuesto de entre los miembros de la Delegación de Estudiantes del Centro.

22.3. Las COTRARET deberán reunirse en el mes de mayo, siempre que haya solicitudes de informes previstos en el artículo 16.4. Además, se reunirán, al menos, una vez cada curso académico. No obstante, podrán celebrar las reuniones adicionales que se consideren necesarias. De todas las reuniones se levantará el acta correspondiente.

22.4. Son funciones de las COTRARET:

a) Analizar las solicitudes presentadas por los estudiantes y elaborar las propuestas de reconocimiento de créditos.

b) Resolver las solicitudes de transferencia de créditos.

c) Solicitar el asesoramiento de especialistas en la materia cuando lo estime conveniente por la especial complejidad del reconocimiento de créditos. En ningún caso el informe de estos especialistas será vinculante.

d) Emitir informes sobre los contenidos de los recursos administrativos que se interpongan ante el Rector contra las resoluciones de reconocimiento de créditos.

e.) Las COTRARET de los Centros deberán establecer criterios estables y públicos de reconocimiento de créditos y llevarán un registro de las decisiones asumidas en esta materia. Podrán, asimismo, elaborar y mantener actualizadas tablas de reconocimiento para las materias previamente cursadas en las titulaciones y universidades que más frecuentemente lo solicitan.

Artículo 23. En el ejercicio de sus funciones las COTRARET emplearán criterios basados en el análisis de los resultados del aprendizaje y las competencias que deben adquirir los estudiantes.

Artículo 24. Corresponderá al Decano/Director del Centro o a la Comisión Académica del Máster Universitario, en su caso, dictar resolución, previa propuesta de la COTRARET, salvo que se trate de supuestos que conllevan el reconocimiento automático, y dar traslado de la misma a la Secretaría del Centro en el que esté matriculado el estudiante, para realizar la correspondiente anotación en su expediente.

Artículo 25. El Decano/Director del Centro resolverá las solicitudes de reconocimiento de créditos que correspondan a alguno de los supuestos que conlleven el reconocimiento automático, entre otros:

- Programas institucionales de doble titulación de la Universidad de Salamanca.
- Programas interuniversitarios de doble titulación con otra Universidad española o extranjera según convenio.
- Asignaturas cursadas en el Programa Curricular Individualizado.
- Adaptación de estudios de anteriores normativas.
- Aquellas que se deriven del acuerdo de estudios firmado por el estudiante y el Centro dentro de programas de movilidad, "SICUE", "Erasmus" o similares.
- Reconocimientos de Ciclos Formativos de Grado Superior (LOGSE y LOE) aprobados y recogidos en las Actas de la Comisión Mixta de Evaluación de correspondencias del Convenio Específico de Colaboración entre la Comunidad de Castilla y León y la Universidad de Salamanca.

Artículo 26. Resolución.

26.1 La resolución, que en caso desestimatorio debe ser expresamente motivada en términos académicos, deberá dictarse y notificarse en un plazo máximo de tres meses desde la presentación de la solicitud.

26.2. El vencimiento del plazo sin haberse notificado resolución expresa tendrá efectos desestimatorios (Artículo 8.2.b) del Reglamento para la aplicación en la Universidad de Salamanca de la Ley 39/2015, de 1 de octubre, del Procedimiento Administrativo Común de las Administraciones Públicas, y de la Ley 40/2015, de 1 de octubre, sobre Régimen Jurídico del Sector Público).

El vencimiento del plazo sin haberse notificado resolución expresa legitimará al interesado para entenderla estimada por silencio administrativo.

26.3. La resolución deberá contener la siguiente información:

- Créditos que procede reconocer con indicación de: nombre de la asignatura, titulación, Universidad, calificación y número de créditos cursados en origen así como número de créditos y tipología de los créditos reconocidos. En el caso de la experiencia laboral o profesional deberá figurar el puesto de trabajo desempeñado, la empresa, el tiempo trabajado y la dedicación horaria.
- Asignaturas que el estudiante no debe cursar en su plan de estudios como consecuencia del reconocimiento.
- Créditos que no procede reconocer y motivación académica.
- Créditos que procede transferir si no han sido objeto de reconocimiento.
- Recurso y plazo que podrá interponerse contra esta resolución.

Artículo 27. Efectos del reconocimiento de créditos.

27.1. En el proceso de reconocimiento quedarán reflejados de forma explícita el número y tipo de créditos ECTS (de formación básica, obligatorios, optativos, prácticas externas) que se le reconocen al estudiante, así como las asignaturas que el estudiante no deberá cursar como consecuencia de ese reconocimiento. Se entenderá, en este caso, que las competencias de esas asignaturas ya han sido adquiridas y no serán susceptibles de nueva evaluación.

27.2. En el expediente del estudiante figurará la descripción de las actividades que han sido objeto de reconocimiento, y en el caso de tratarse de asignaturas superadas en otros planes de estudio, se reflejarán con su descripción y calificación correspondiente en origen.

27.3. Para el posterior cómputo de la media y ponderación del expediente, la Universidad de Salamanca se atendrá a lo establecido en el Real Decreto 1125/2003, de 5 de septiembre, por el que se establece el sistema europeo de créditos y el sistema de calificaciones en las titulaciones universitarias de carácter oficial y validez en todo el territorio nacional (BOE 18/9/2003) y en el Real Decreto 22/2015, de 23 de enero, por el que se establecen los requisitos de expedición del Suplemento Europeo a los títulos regulados en el RD 1393/2007, de 29 de octubre, o en las normas que los sustituyan.

Capítulo VII. Disposiciones finales, transitorias y derogatorias

Disposición transitoria única. Reconocimiento de créditos de una titulación regulada según normativas anteriores al R.D. 1393/2007 por adaptación a un título de Grado.

1. Los estudiantes que hayan comenzado estudios conforme a sistemas universitarios anteriores al R.D. 1393/2007, modificado por R.D. 861/2010, podrán acceder a las enseñanzas de grado previa admisión por la Universidad de Salamanca conforme a su normativa reguladora y según lo previsto en el artículo 3 de esta normativa.

2. En caso de extinción de una titulación diseñada conforme a sistemas universitarios anteriores por implantación de un nuevo título de Grado, la adaptación del estudiante al plan de estudios de Grado implicará el reconocimiento de créditos superados en función de la adecuación entre las competencias y conocimientos asociados a las asignaturas cursadas por el estudiante y los previstos en el plan de estudios de la titulación de Grado. Cuando tales competencias y conocimientos no estén explicitados o no puedan deducirse se tomarán como referencia el número de créditos y/o los contenidos de las asignaturas cursadas.

3. Igualmente se procederá al reconocimiento de las asignaturas cursadas que tengan carácter transversal.

4. Para facilitar el reconocimiento, los planes de estudios conducentes a títulos de Grado contendrán una tabla de correspondencia en la que se relacionarán los conocimientos de las asignaturas del plan o planes de estudios en extinción con sus competencias equivalentes que deben alcanzarse en el plan de estudios de la titulación de Grado.

5. En los procesos de adaptación de estudiantes de los actuales planes de estudio a los nuevos planes de los títulos de Grado deberá garantizarse que la situación académica de aquellos no resulte perjudicada.

Disposición derogatoria.

Quedan derogadas cuantas normas de igual o inferior rango se opongan a lo dispuesto en el presente reglamento.

Disposición final única. Entrada en vigor.

La presente normativa entrará en vigor el curso 2016/2017 tras su aprobación por el Consejo de Gobierno de la Universidad de Salamanca y serán de aplicación a los títulos regulados por el R.D. 1393/2007.

¿Es necesario detallar los mecanismos de transferencia y reconocimiento de todas las universidades? ¿No podría bastar con 7 links a las 7 normativas?

4.5. Complementos de formación para Máster

No están previstos.

5. PLANIFICACIÓN DE LAS ENSEÑANZAS

5.1. Descripción del plan de estudios

El plan de estudios y la planificación de las enseñanzas están condicionados por el carácter internacional del título. Los masterandos han de realizar una estancia de entre 30 y 90 ECTS en una o varias universidades de la Alianza EC2U además de en la propia:

- Estudiarán el primer semestre en una de las siete universidades ("Universidad 1")
- Podrán estudiar el segundo semestre en la Universidad 1 o en otra Universidad de su elección ("Universidad 2)
- Tendrán que estudiar el tercer semestre en otra universidad distinta de la Universidad 1 (esto es, en la Universidad 2 o en una Universidad 3)
- Desarrollarán y redactarán su TFM en una universidad de su elección.
- Solo podrán estudiar un máximo de dos semestres en cualquiera de las siete universidades.
- El TFM será siempre cotutelado y podrá estar redactado y ser defendido en cualquiera de las lenguas en las cuales se puedan expresar los alumnos en las asignaturas del máster.

El título oficial de máster será otorgará por aquellas universidades en las que estudiante haya superado un mínimo de 30 ECTS.

Las siguientes universidades en las que curse estudios el estudiante expedirán el respectivo título nacional universitario de máster:

- Universidad del primer semestre (Universidad 1): universidad del consorcio que expide título oficial y que es responsable del primer semestre del programa de estudios del estudiante, de proporcionar un director para el proyecto de TFM del estudiante (en caso de que éste decida tener como director a uno de los profesores de la Universidad 1) y de expedir el título por esa universidad.
- Universidad del segundo semestre (Universidad 2): universidad del consorcio que expide título oficial y que es responsable: del segundo o tercer semestre (en caso de que el estudiante decida cursar también el segundo semestre en la Universidad 1) del programa de titulación del estudiante y de proporcionar un director para el proyecto de TFM del estudiante (en caso de que éste decida tener como director a uno de los profesores de la Universidad 2), y de expedir el título por esa universidad.
- Universidad del tercer semestre (Universidad 3): universidad del consorcio que expide título oficial y que es responsable: del tercer o cuarto semestre (en caso de que el estudiante decida cursar también el tercer semestre en la Universidad 2) del programa de titulación del estudiante y de proporcionar un director para el proyecto de TFM del estudiante (en caso de que éste decida tener como director a uno de los profesores de la Universidad 3), y de otorgar el título. Es la institución asociada en la que el estudiante realiza el semestre de movilidad obligatorio del programa de grado.
- Universidad del cuarto semestre (Universidad 4): universidad del consorcio que expide título oficial y que es responsable: del cuarto semestre del programa de titulación del estudiante, de proporcionar un director para el proyecto de TFM del estudiante y de expedir el título. Es la institución asociada en la que el estudiante estudia y redacta la tesis de máster y en la que puede realizar unas prácticas (opcionales).
- La Universidad de Turku solo expedirá el título en el caso de que el estudiante curse 30 ECTS en esa universidad y exista un director de TFM en esa universidad.

Tabla 5.1 Tipo de materias del máster y su distribución en créditos

TIPO DE MATERIA	Nº créditos ECTS
Obligatorias (O)	30
Optativas (Op)	60
Prácticas externas (obligatorias) (PE)	
Trabajo Fin de Máster (TFM)	30
CRÉDITOS TOTALES	120

(*) Obligatorias: son las que tienen que cursar todos los estudiantes del MU, con independencia de la especialidad.

(**) En este caso se supone que las Prácticas Externas son optativas. Si las tuviera que realizar todos los estudiantes del MU, deberían figurar en otra fila de la tabla, semejante a la del TFM que también lo han de cursar todos loso estudiantes.

Tabla 5.1.a. Tipo de materias del Máster y su distribución de créditos por especialidad

								ECTS
ECTS	Materias	ECTS	Materias	ECTS	Materias	ECTS	Materias	
Obligatorios	Obligatorias (*)	30						30
Optativos	Optativas, (que son Obligatorias de Especialidad)							60
	Optativas	60						
	Prácticas Externas							
TFM	TFM	30						30
TOTAL		120						120

(*) Obligatorias: son las que tienen que cursar todos los estudiantes del MU, con independencia de la especialidad.
(**) En este caso se supone que las Prácticas Externas son optativas. Si las tuviera que realizar todos los estudiantes del MU, deberían figurar en otra fila de la tabla, semejante a la del TFM que también lo han de cursar todos loso estudiantes.

Módulos o Materias y Asignaturas del plan de estudios

Tabla 5.2. Relación de las materias y asignaturas del plan de estudios

Módulos	Materias	Asignaturas	ECTS	Tipo	Semestre
1. Módulo Obligatorio (30 ECTS)	Discourses in Europe (10 ECTS)	Discourses in Europe	10	O	1
	Research Methodology in European Modern Languages and Literatures (10 ECTS)	Research Methodology in European Modern Languages and Literatures	10		2
	Research Methodology in European Cultures and Societies (10 ECTS)	Research Methodology in European Cultures and Societies	10		3
2. Modulo optativo (60 ECTS)	European Modern Languages and Linguistics (30 ECTS)	Plurilingüísmo y contacto lingüístico en el Sur de Europa	5	OP	1 y 3
		El alemán y el español en contacto	5		1 y 3
		El francés y el español en contacto	5		1 y 3
		Lengua de Herencia : Arameo Moderno	5		1 y 3
		Lengua de Herencia: Rumano	5		1 y 3
		Lengua de Herencia : Árabe	5		1 y 3
		Multilinguismo e Diálogo Intercultural	10		1
		Aquisição e Aprendizagem de L2	10		1
		Estruturas da Língua Portuguesa I	10		1
		Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5		1
		Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven	5		1
		Analyse du discours et analyse des interactions	5		1
		Pragmatique	5		1
		Contacts de langues et bilinguisme	5		1
		Politiques linguistiques en contexte de minorisation	5		1
		Morpholexicologie plurilingue	5		1
		Corpus et méthodologie pour la rechercheen linguistique	5		1

Módulos	Materias	Asignaturas	ECTS	Tipo	Semestre
		Lingvistică diacronică	5		1
		Limba greacă veche biblică şi patristică	5		1
		Limba română ca limbă străină	5		1
		Limba rusă	5		1
		Linguistica computazionale	5		1 y 3
		Linguaggi per la comunicazione pubblica digitale	5		1 y 3
		L'italiano per la scena e per lo schermo	5		1 y 3
		Comunicazione verbale e linguaggio dei media	5		1 y 3
		Übersetzung „Deutsch-Portugiesisch/Italienisch“	5		1
		Theoretische, angewandte und vergleichendeLinguistik (DaF / DaZ)	10		1
		Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10		1
		Plurilingüismo y contacto lingüístico en Europa Occidental	5		2
		El italiano y el español en contacto	5		2
		El portugués y el español en contacto	5		2
		Lengua de Herencia: Persa	5		2
		Estudos do Discurso	10		2
		Estudos de Língua e Cultura	10		2
		Estrutura da Língua Portuguesa II PLE	10		2
		Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2
		Literaturaustausch: Akteure und literarische Systeme	5		2
		Francophonie	5		2
		Discours et interaction dans les sociétés	5		2
		Transferts culturels et linguistiques	5		2
		Normes et variation : variation du français parlé & Contacts de langues et emprunts	10		2
		Analyse contrastive	5		2
		Analyse du discours politique et médiatique	5		2
		Romanistică	5		2
		Tehnica editării textelor vechi	5		2
		Education et plurilinguisme	5		2
		Rhétorique et argumentation: le discours publicitaire	5		2
		Lingua italiana con laboratorio	5		2
		Digital Humanities (in italiano)	5		2
		Machine Learning per le scienze umanistichee sociali	5		2
		Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística ContrastivaPortugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão	5		2
		Latino-Amerikanische Sprachwissenschaft / Lingüística Latinoamericana	10		2
		Theorien und Methoden der Kulturanthropologie	5		2
		Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		2
		Multilinguismo e diálogo intercultural	10		3
		Aquisição PLELS	10		3
		Estruturas da Língua Portuguesa I	10		3
		DaF-Workshop	5		3
		DaF-Lehrwerke als Gegenstand der Forschung	5		3
		Kognitive Ansätze zur Erforschung der	5		3

Módulos	Materias	Asignaturas	ECTS	Tipo	Semestre
		deutschen Sprache			
		Masterseminar Deutsch	5		3
		Apprentissage du vocabulaire	5		3
		Processus d'apprentissage	5		3
		Séminaire de recherche et Discours académique	5		3
		Corpus Linguistics and Language Technology	5		3
		Hands-On Project on Digital Linguistics	5		3
		Questions de didactique du FLE (Typologie des langues et didactique)	5		3
		Contacts de langues et bilinguisme	5		3
		Morpholexicologie plurilingue	5		3
		Corpus et méthodologie pour la rechercheen linguistique	5		3
		Istoria limbii române	5		3
		Language acquisition and learning	5		3
		New directions in Applied linguistics	5		3
		La langue française dans l'espace francophone: variation, société, politiques linguistiques	5		3
		Programmazione	5		3
		Einführung in die Südosteuropastudien	5		3
		Literatur und Kultur in Russland	5		3
		Migration und Mehrsprachigkeit (DaF)	10		3
	European Modern Literatures, Cultures and Societies (30 ECTS)	Literaturas europeas, procesos sociales e identidades : género, clase, *ethnos*	5	OP	1 y 3
		Modelos de historia comparada de las literaturas europeas	5		1 y 3
		Modelos de intertextualidad en las literaturaseuropeas	5		1 y 3
		Cultura de herencia: diásporas cristianas y judías en Europa	5		1 y 3
		Culturas Contemporâneas	10		1
		Cinema e Outras Artes	10		1
		Temas da Literatura Comparada	10		1
		Mehrsprachigkeit	5		1
		Sprach- und Translationspolitik	5		1
		Analyse des produits culturels I	5		1
		Analyse des produits culturels II	5		1
		Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
		Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
		Littérature et cinéma et Pratiques et expériences de lecture	10		1
		Deutsche Kultur im mitteleuropäischen Raum	5		1
		Etnologie şi putere. Teme şi concepte actuale în studiul culturii populare	5		1
		Multicultural perspectives	5		1
		Literatură şi mentalităţi	5		1
		Letteratura italiana	5		1
		Italian Politics and Society	5		1
		Economia dello sviluppo e della	5		1

Módulos	Materias	Asignaturas	ECTS	Tipo	Semestre
		cooperazione			
		Metodi digitali per la ricerca sociale e di marketing	5		1
		Latinoamerikanische Literatur und Kultur 1 /Literatura y Cultura Latinoamericanas 1	5		1
		Romanische Literaturwissenschaft Sprache 1	5		1
		Literatur und Landeskunde	5		1
		Culturas europeas : traducciones, transducciones, mediaciones materiales	5		2
		Modelos de literatura y otras artes en las culturas europeas	5		2
		Modelos mediales e intermediales en las culturas europeas	5		2
		Cultura de Herencia : la comunidad magrebí	5		2
		Literatura e Artes	10		2
		Literaturas de Língua Portuguesa	10		2
		Oficina de Poesia	10		2
		Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2
		Literaturaustausch: Akteure und literarische Systeme	5		2
		Francophonie	5		2
		Discours et interaction dans les sociétés	5		2
		Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5		2
		Frontières littéraires et culturelles	5		2
		Roman graphique et Réceptions et usages dulittéraire	10		2
		Enseignement de la littérature francophone	5		2
		Deutsche Literatur in vergleichender Perspektive	5		2
		Idei şi atitudini româneşti în istoria culturii	5		2
		Genuri în literatura exilului	5		2
		Realismul magic în literatură şi în film	5		2
		Introduzione alla storia delle relazioni internazionali	5		2
		Laboratorio di comunicazione e studi culturali	5		2
		Il linguaggio della cooperazione	5		2
		Sociology of Development	5		2
		Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5		2
		Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2	5		2
		Fremdsprachenunterricht im digitalen Zeitalter	5		2
		Cultura de herencia : pensamiento y cultura iranios	5		3
		Linguagem e Escrita	10		3
		Temas da Literatura Comparada	10		3
		Culturas Contemporâneas	10		3
		Cinema e Outras Artes	10		3
		Cultura Inglesa	10		3
		Literatura e Modernidade	10		3
		História e Periodização da Literatura Portuguesa I	10		3

Módulos	Materias	Asignaturas	ECTS	Tipo	Semestre
		Poder e Política na União Europeia	10		3
		Introduction to Finnish Culture and Society	5		3
		Sea, Nature and Finnish Culture	5		3
		Transatlantic dialogue in popular culture & Shakespeare on screen: Trans-cultural translation and distort	10		3
		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		3
		Translation in society	5		3
		Deutsche Kultur im rumänischen Raum	5		3
		Decadentismul în literatură şi în artele plastice	5		3
		Literatură, arte vizuale, arte ale spectacolului	5		3
		Letteratura italiana	5		3
		Italian Politics and Society	5		3
		Economia dello sviluppo e della cooperazione	5		3
		Big Data e Modelli Computazionali per il Marketing	5		3
		Metodi digitali per la ricerca sociale e di marketing	5		3
		Artificial intelligence	5		3
		Public Diplomacy in the Digital Era	5		3
		Grundlagen der Interkulturellen Wirtschaftskommunikation	5		3
		Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		3
		Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5		3
		Digital Humanities in der Praxis	10		3
		Digital Humanities - Methoden	5		3
3. Módulo TFM (30 ECTS)	Trabajo de Fin de Master (30 ECTS)	Trabajo de Fin de Master	30	TFM	4

Especialidades, asignaturas optativas y posibles itinerarios

La tabla 5.2a (Relación de módulos y asignaturas del plan de estudios y su distribución por especialidad, semestre y modalidad) no es necesaria. No existen especialidades ni itinerarios.

Contribución de las materias al logro de las competencias del título

Tabla 5.3. Contribución de las asignaturas al logro de las competencias del título

Competencias básicas (CB) y generales (CG)

ASIGNATURAS	CB6	CB7	CB8	CB9	CB10	CG1	CG2	CG3
Discourses in Europa	x	x	x	x	x	x	x	x
Research Methodology in European Modern Languages and Literatures	x	x	x	x	x	x	x	x
Research Metholodogy in European Cultures and Societies	x	x	x	x	x	x	x	x
Todas las asignaturas pertenecientes a la materia de: European Modern Languages and Linguistics	x	x	x	x	x	x	x	x
Todas las asignaturas pertenecientes a la materia de: European Modern Literatures, Cultures and Societies	x	x	x	x	x	x	x	x
TFM	x	x	x	x	x	x	x	x

Competencias Específicas

ASIGNATURAS	CE1	CE2	CE3	CE4	CE5	CE6	CE7	CE8	CE9	CE10
Discourses in Europa		x		x	x	x	x	x	x	x
Research Methodology in European Modern Languages and Literatures	x	x	x		x	x			x	x
Research Metholodogy in European Cultures and Societies	x	x	x	x	x	x	x	x		x
Todas las asignaturas pertenecientes a la materia de: European Modern Languages and Linguistics	x	x	x		x	x			x	x
Todas las asignaturas pertenecientes a la materia de: European Modern Literatures, Cultures and Societies	x	x	x	x	x	x	x	x	x	x
TFM		x	x		x					x

Las competencias de las fichas de las materias se refieren a estas competencias, que también se recogen, de forma ampliada, en las fichas de las asignaturas.

Organización temporal del plan de estudios

Tabla 5.4 Organización temporal del plan de estudios por asignatura, nº ECTS, tipo de asignatura y semestre (semana de impartición para todas: 1-14)

Materias	Asignaturas	ECTS	Tipo	Semestre
Materias / asignaturas comunes a distancia (online) para todos los estudiantes				
Discourses in Europe (10 ECTS)	Discourses in Europe	10	O	1

Materias	Asignaturas	ECTS	Tipo	Semestre
Materias / asignaturas comunes a distancia (online) para todos los estudiantes				
Research Methodology in European Modern Languages and Literatures (10 ECTS)	Research Methodology in European Modern Languages and Literatures	10		2
Research Methodology in European Cultures and Societies (10 ECTS)	Research Metholodogy in European Cultures and Societies	10		3
Materias / asignaturas optativas presenciales en las siete universidades. En los semestres 1, 2 y 3 (en cada semestre): ▪ European Modern Languages and Linguistics (10 ECTS) ▪ European Modern Literatures, Cultures and Societies (10 ECTS)				
European Modern Languages and Linguistics (30 ECTS)	Plurilingüísmo y contacto lingüístico en el Sur de Europa	5	OP	1 y 3
	El alemán y el español en contacto	5		1 y 3
	El francés y el español en contacto	5		1 y 3
	Lengua de Herencia : Arameo Moderno	5		1 y 3
	Lengua de Herencia: Rumano	5		1 y 3
	Lengua de Herencia : Árabe	5		1 y 3
	Multilinguismo e Diálogo Intercultural	10		1
	Aquisição e Aprendizagem de L2	10		1
	Estruturas da Língua Portuguesa I	10		1
	Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5		1
	Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven	5		1
	Analyse du discours et analyse des interactions	5		1
	Pragmatique	5		1
	Contacts de langues et bilinguisme	5		1
	Politiques linguistiques en contexte de minorisation	5		1
	Morpholexicologie plurilingue	5		1
	Corpus et méthodologie pour la rechercheen linguistique	5		1
	Lingvistică diacronică	5		1
	Limba greacă veche biblică şi patristică	5		1
	Limba română ca limbă străină	5		1
	Limba rusă	5		1
	Linguistica computazionale	5		1 y 3
	Linguaggi per la comunicazione pubblica digitale	5		1 y 3
	L'italiano per la scena e per lo schermo	5		1 y 3
	Comunicazione verbale e linguaggio dei media	5		1 y 3
	Übersetzung „Deutsch-Portugiesisch/Italienisch"	5		1
	Theoretische, angewandte und vergleichendeLinguistik (DaF / DaZ)	10		1
	Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10		1
	Plurilingüismo y contacto lingüístico en Europa Occidental	5		2
	El italiano y el español en contacto	5		2
	El portugués y el español en contacto	5		2
	Lengua de Herencia: Persa	5		2

Materias	Asignaturas	ECTS	Tipo	Semestre
Materias / asignaturas comunes a distancia (online) para todos los estudiantes				
	Estudos do Discurso	10		2
	Estudos de Língua e Cultura	10		2
	Estrutura da Língua Portuguesa II PLE	10		2
	Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2
	Literaturaustausch: Akteure und literarische Systeme	5		2
	Francophonie	5		2
	Discours et interaction dans les sociétés	5		2
	Transferts culturels et linguistiques	5		2
	Normes et variation : variation du français parlé & Contacts de langues et emprunts	10		2
	Analyse contrastive	5		2
	Analyse du discours politique et médiatique	5		2
	Romanistică	5		2
	Tehnica editării textelor vechi	5		2
	Education et plurilinguisme	5		2
	Rhétorique et argumentation: le discours publicitaire	5		2
	Lingua italiana con laboratorio	5		2
	Digital Humanities (in italiano)	5		2
	Machine Learning per le scienze umanistichee sociali	5		2
	Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística ContrastivaPortugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão	5		2
	Latino-Amerikanische Sprachwissenschaft / Lingüística Latinoamericana	10		2
	Theorien und Methoden der Kulturanthropologie	5		2
	Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		2
	Multilinguismo e diálogo intercultural	10		3
	Aquisição PLELS	10		3
	Estruturas da Língua Portuguesa I	10		3
	DaF-Workshop	5		3
	DaF-Lehrwerke als Gegenstand der Forschung	5		3
	Kognitive Ansätze zur Erforschung der deutschen Sprache	5		3
	Masterseminar Deutsch	5		3
	Apprentissage du vocabulaire	5		3
	Processus d'apprentissage	5		3
	Séminaire de recherche et Discours académique	5		3
	Corpus Linguistics and Language Technology	5		3
	Hands-On Project on Digital Linguistics	5		3
	Questions de didactique du FLE (Typologie des langues et didactique)	5		3
	Contacts de langues et bilinguisme	5		3
	Morpholexicologie plurilingue	5		3
	Corpus et méthodologie pour la rechercheen linguistique	5		3
	Istoria limbii române	5		3
	Language acquisition and learning	5		3

Materias	Asignaturas	ECTS	Tipo	Semestre
Materias / asignaturas comunes a distancia (online) para todos los estudiantes				
	New directions in Applied linguistics	5		3
	La langue française dans l'espace francophone: variation, société, politiques linguistiques	5		3
	Programmazione	5		3
	Einführung in die Südosteuropastudien	5		3
	Literatur und Kultur in Russland	5		3
	Migration und Mehrsprachigkeit (DaF)	10		3
European Modern Literatures, Cultures and Societies (30 ECTS)	Literaturas europeas, procesos sociales e identidades : género, clase, *ethnos*	5	OP	1 y 3
	Modelos de historia comparada de las literaturas europeas	5		1 y 3
	Modelos de intertextualidad en las literaturaseuropeas	5		1 y 3
	Cultura de herencia: diásporas cristianas y judías en Europa	5		1 y 3
	Culturas Contemporâneas	10		1
	Cinema e Outras Artes	10		1
	Temas da Literatura Comparada	10		1
	Mehrsprachigkeit	5		1
	Sprach- und Translationspolitik	5		1
	Analyse des produits culturels I	5		1
	Analyse des produits culturels II	5		1
	Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
	Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
	Littérature et cinéma et Pratiques et expériences de lecture	10		1
	Deutsche Kultur im mitteleuropäischen Raum	5		1
	Etnologie şi putere. Teme şi concepte actuale în studiul culturii populare	5		1
	Multicultural perspectives	5		1
	Literatură şi mentalităţi	5		1
	Letteratura italiana	5		1
	Italian Politics and Society	5		1
	Economia dello sviluppo e della cooperazione	5		1
	Metodi digitali per la ricerca sociale e di marketing	5		1
	Latinoamerikanische Literatur und Kultur 1 /Literatura y Cultura Latinoamericanas 1	5		1
	Romanische Literaturwissenschaft Sprache 1	5		1
	Literatur und Landeskunde	5		1
	Culturas europeas : traducciones, transducciones, mediaciones materiales	5		2
	Modelos de literatura y otras artes en las culturas europeas	5		2
	Modelos mediales e intermediales en las culturas europeas	5		2
	Cultura de Herencia : la comunidad magrebí	5		2
	Literatura e Artes	10		2
	Literaturas de Língua Portuguesa	10		2

Materias	Asignaturas	ECTS	Tipo	Semestre
Materias / asignaturas comunes a distancia (online) para todos los estudiantes				
	Oficina de Poesia	10		2
	Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2
	Literaturaustausch: Akteure und literarische Systeme	5		2
	Francophonie	5		2
	Discours et interaction dans les sociétés	5		2
	Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5		2
	Frontières littéraires et culturelles	5		2
	Roman graphique et Réceptions et usages dulittéraire	10		2
	Enseignement de la littérature francophone	5		2
	Deutsche Literatur in vergleichender Perspektive	5		2
	Idei şi atitudini româneşti în istoria culturii	5		2
	Genuri în literatura exilului	5		2
	Realismul magic în literatură şi în film	5		2
	Introduzione alla storia delle relazioni internazionali	5		2
	Laboratorio di comunicazione e studi culturali	5		2
	Il linguaggio della cooperazione	5		2
	Sociology of Development	5		2
	Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5		2
	Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2	5		2
	Fremdsprachenunterricht im digitalen Zeitalter	5		2
	Cultura de herencia : pensamiento y cultura iranios	5		3
	Linguagem e Escrita	10		3
	Temas da Literatura Comparada	10		3
	Culturas Contemporâneas	10		3
	Cinema e Outras Artes	10		3
	Cultura Inglesa	10		3
	Literatura e Modernidade	10		3
	História e Periodização da Literatura Portuguesa I	10		3
	Poder e Política na União Europeia	10		3
	Introduction to Finnish Culture and Society	5		3
	Sea, Nature and Finnish Culture	5		3
	Transatlantic dialogue in popular culture & Shakespeare on screen: Trans-cultural translation and distort	10		3
	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		3
	Translation in society	5		3
	Deutsche Kultur im rumänischen Raum	5		3
	Decadentismul în literatură şi în artele	5		3

Materias	Asignaturas	ECTS	Tipo	Semestre
Materias / asignaturas comunes a distancia (online) para todos los estudiantes				
	plastice			
	Literatură, arte vizuale, arte ale spectacolului	5		3
	Letteratura italiana	5		3
	Italian Politics and Society	5		3
	Economia dello sviluppo e della cooperazione	5		3
	Big Data e Modelli Computazionali per il Marketing	5		3
	Metodi digitali per la ricerca sociale e di marketing	5		3
	Artificial intelligence	5		3
	Public Diplomacy in the Digital Era	5		3
	Grundlagen der Interkulturellen Wirtschaftskommunikation	5		3
	Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		3
	Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5		3
	Digital Humanities in der Praxis	10		3
	Digital Humanities - Methoden	5		3
Trabajo de Fin de Master (30 ECTS)	Trabajo de Fin de Master	30	TFM	4

Tabla 5.4 a.1. Organización temporal del plan de estudios por semester. Organización de las enseñazas por Universidades, materias y asignaturas

- Universidad de of Salamanca (USAL)

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Plurilingüísmo y contacto lingüístico en el Surde Europa	5
	El alemán y el español en contacto	5
	El francés y el español en contacto	5
	Lengua de Herencia : Arameo Moderno	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Literaturas europeas, procesos sociales e identidades : género, clase, *ethnos*	5
	Modelos de historia comparada de las literaturas europeas	5
	Modelos de intertextualidad en las literaturaseuropeas	5
	Cultura de herencia: diásporas cristianas y judías en Europa	5

Semestre 2

Materia	Asignatura	ECTS

Research Methodologies (10 ECTS) Obligatoria común	Research Methodologies in European Modern Languages and Literatures	10
European Modern Languages andLinguistics (10 ECTS) Optativa	Plurilingüismo y contacto lingüístico en Europa Occidental	5
	El italiano y el español en contacto	5
	El portugués y el español en contacto	5
	Lengua de Herencia: Persa	5
European Modern Literatures. Cultures and Societies (10 ECTS) Optativa	Culturas europeas: traducciones, transducciones, mediaciones materiales	5
	Modelos de literatura y otras artes en las culturas europeas	5
	Modelos mediales e intermediales en las culturas europeas	5
	Cultura de Herencia : la comunidad magrebí	5

Semestre 3

Materia	Asignatura	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Methodology in European Culturesand Societies	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Plurilingüísmo y contacto lingüístico en el Surde Europa	5
	El alemán y el español en contacto	5
	El francés y el español en contacto	5
	Lengua de Herencia: Rumano	5
	Lengua de Herencia : Árabe	5
European Modern Literatures. Cultures and Societies (10 ECTS) Optativas	Literaturas europeas, procesos sociales e identidades : género, clase, ethnos	5
	Modelos de historia comparada de las literaturas europeas	5
	Modelos de intertextualidad en las literaturaseuropeas	5
	Cultura de herencia: diásporas cristianas y judías en Europa	5
	Cultura de herencia : pensamiento y cultura iranios	5

- Universidad de Coimbra (UC)

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Multilinguismo e Diálogo Intercultural	10
	Aquisição e Aprendizagem de L2	10
	Estruturas da Língua Portuguesa I	10

European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Culturas Contemporâneas	10
	Cinema e Outras Artes	10
	Temas da Literatura Comparada	10

Semestre 2

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodologies in European Modern Languages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Literatura e Artes	10
	Literaturas de Língua Portuguesa	10
	Oficina de Poesia	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Estudos do Discurso	10
	Estudos de Língua e Cultura	10
	Estrutura da Língua Portuguesa II PLE	10

Semestre 3

Materia	Asignatura	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Metholodogies in European Cultures and Societies	10
European Modern Languages and Linguistics (10 ECTS) Optativas	Multilinguismo e diálogo intercultural	10
	Aquisição PLELS	10
	Estruturas da Língua Portuguesa I	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Linguagem e Escrita	10
	Temas da Literatura Comparada	10
	Culturas Contemporâneas	10
	Cinema e Outras Artes	10
	Cultura Inglesa	10
	Literatura e Modernidade	10
	História e Periodização da Literatura Portuguesa I	10
	Poder e Política na União Europeia	10

- Universidad de Turku

Semestre 1

Módulo/Materia	Asignaturas	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10

European Modern Languages andLinguistics (10 ECTS) Optativas	Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5
	Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven	5
	Analyse du discours et analyse des interactions	
	Pragmatique	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Mehrsprachigkeit	5
	Sprach- und Translationspolitik	5
	Analyse des produits culturels I	5
	Analyse des produits culturels II	5

Semestre 2

Materia	Asignaturas	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European ModernLanguages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5
	Literaturaustausch: Akteure und literarischeSysteme	5
	Francophonie	5
	Discours et interaction dans les sociétés	5
European Modern Languages andLinguistics (10 ECTS) Optativas	Berufliche Textfertigkeiten	5
	Interkulturelle Kommunikation	5
	Sociolinguistique	5
	Communication écrite en contextes professionnels	5

Semestre 3

Materias	Asignaturas	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Metholodogy in European Culturesand Societies	10
European Modern Languages andLinguistics (10 ECTS) Optativas	DaF-Workshop	5
	DaF-Lehrwerke als Gegenstand der Forschung	5
	Kognitive Ansätze zur Erforschung der deutschen Sprache	5
	Masterseminar Deutsch	5
	Apprentissage du vocabulaire	5
	Processus d'apprentissage	5
	Séminaire de recherche et Discours académique	5
	Corpus Linguistics and Language Technology	5

	Hands-On Project on Digital Linguistics	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Introduction to Finnish Culture and Society	5
	Sea, Nature and Finnish Culture	5

- Universidad of Poitiers

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Contacts de langues et bilinguisme	5
	Politiques linguistiques en contexte de minorisation	5
	Morpholexicologie plurilingue	5
	Corpus et méthodologie pour la recherche en linguistique	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10
	Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10
	Littérature et cinéma et Pratiques et expériences de lecture	10

Semestre 2

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European Modern Languages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5
	Frontières littéraires et culturelles	5
	Roman graphique et Réceptions et usages dulittéraire	10
	Enseignement de la littérature francophone	5
European Modern Languages andLinguistics (10 ECTS)	Transferts culturels et linguistiques	5
	Normes et variation : variation du français parlé & Contacts de langues et emprunts	10
	Analyse contrastive	5

Optativas	Analyse du discours politique et médiatique	5

Semestre 3

Materia	Asignatura	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Metholodogy in European Culturesand Societies	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Questions de didactique du FLE (Typologiedes langues et didactique)	5
	Contacts de langues et bilinguisme	5
	Morpholexicologie plurilingue	5
	Corpus et méthodologie pour la recherche en linguistique	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10
	Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10
	Transatlantic dialogue in popular culture & Shakespeare on screen: Trans-cultural translation and distort	10
	Patrimoine et institutions gestion nationaleset régionales & Écrire sur l'art & Projet tuteuré et Médiation (Médiation culturelle dans le spectacle vivant/Médiation scientifique et journalisme scientifique)	10

- Universidad de Iasi

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages andLinguistics (10 ECTS) Optativa	Lingvistică diacronică	5
	Limba greacă veche biblică şi patristică	5
	Limba română ca limbă străină	5
	Limba rusă	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativa	Deutsche Kultur im mitteleuropäischen Raum	5
	Etnologie şi putere. Teme şi concepte actuale în studiul culturii populare	5
	Multicultural perspectives	5
	Literatură şi mentalităţi	5

Semestre 2

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European ModernLanguages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Deutsche Literatur in vergleichender Perspektive	5
	Idei şi atitudini româneşti în istoria culturii	5
	Genuri în literatura exilului	5
	Realismul magic în literatură şi în film	5
European Modern Languages andLinguistics (10 ECTS) Optativas	Romanistică	5
	Tehnica editării textelor vechi	5
	Education et plurilinguisme	5
	Rhétorique et argumentation: le discours publicitaire	5

Semestre 3

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European Cultures and Societies	10

European Modern Languages and Linguistics (10 ECTS) Optativas	Istoria limbii române	5
	Language acquisition and learning	5
	New directions in Applied linguistics	5
	La langue française dans l'espace francophone: variation, société, politiques linguistiques	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Translation in society	5
	Deutsche Kultur im rumänischen Raum	5
	Decadentismul în literatură şi în artele plastice	5
	Literatură, arte vizuale, arte ale spectacolului	5

- Universidad de Pavía

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Linguistica computazionale	5
	Linguaggi per la comunicazione pubblica digitale	5
	L'italiano per la scena e per lo schermo	5
	Comunicazione verbale e linguaggio dei media	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Letteratura italiana	5
	Italian Politics and Society	5
	Economia dello sviluppo e della cooperazione	5
	Metodi digitali per la ricerca sociale e di marketing	5

Semestre 2

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European ModernLanguages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Introduzione alla storia delle relazioni internazionali	5
	Laboratorio di comunicazione e studi culturali	5
	Il linguaggio della cooperazione	5
	Sociology of Development	5
European Modern Languages andLinguistics (10 ECTS)	Lingua italiana con laboratorio	5
	Digital Humanities (in italiano)	5
	Machine Learning per le scienze	5

Optativas	umanistichee sociali	

Semestre 3

Materia	Asignatura	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Methodology in European Culturesand Societies	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Linguaggi per la comunicazione pubblica digitale	5
	Linguistica computazionale	5
	L'italiano per la scena e per lo schermo	5
	Comunicazione verbale e linguaggio dei media	5
	Programmazione	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Letteratura italiana	5
	Italian Politics and Society	5
	Economia dello sviluppo e della cooperazione	5
	Big Data e Modelli Computazionali per il Marketing	5
	Metodi digitali per la ricerca sociale e di marketing	5
	Artificial intelligence	5
	Public Diplomacy in the Digital Era	5

- Universidad de Jena

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Übersetzung „Deutsch-Portugiesisch/Italienisch"	5
	Übersetzung „Deutsch-Spanisch"	5
	Theoretische, angewandte und vergleichendeLinguistik (DaF / DaZ)	10
	Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Latinoamerikanische Literatur und Kultur 1 /Literatura y Cultura Latinoamericanas 1	5
	Romanische Literaturwissenschaft Sprache 1	5
	Literatur und Landeskunde	5

Semestre 2

Materia	Asignatura	ECTS

Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European ModernLanguages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5
	Latinoamerikanische Literatur und Kultur 2 /Literatura y Cultura Latinoamericanas 2	5

	Fremdsprachenunterricht im digitalen Zeitalter	5	
European Modern Languages andLinguistics (10 ECTS) Optativas	Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística Contrastiva Portugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão	5	FSU
	Latino-Amerikanische Sprachwissenschaft /Lingüística Latinoamericana	10	
	Theorien und Methoden der Kulturanthropologie	5	
	Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5	

Semestre 3

Materia	Asignatura	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Methodology in European Culturesand Societies	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Einführung in die Südosteuropastudien	5
	Literatur und Kultur in Russland	5
	Migration und Mehrsprachigkeit (DaF)	10
	Grundlagen der Interkulturellen Wirtschaftskommunikation	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5
	Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5
	Digital Humanities in der Praxis	10
	Digital Humanities - Methoden	5

Tabla 5.4 a.2. Distribución de la oferta de asignaturas optativas por semestre

Materias	Asignaturas	ECTS	Tipo	Semestre
Materias / asignaturas optativas presenciales en las siete universidades. En los semestres 1, 2 y 3 (esto es, por semester con excepción del 4):				

Materias	Asignaturas	ECTS	Tipo	Semestre
▪ European Modern Languages and Linguistics (10 ECTS) ▪ European Modern Literatures, Cultures and Societies (10 ECTS)				
European Modern Languages and Linguistics (30 ECTS)	Plurilingüísmo y contacto lingüístico en el Sur de Europa	5	OP	1 y 3
	El alemán y el español en contacto	5		1 y 3
	El francés y el español en contacto	5		1 y 3
	Lengua de Herencia : Arameo Moderno	5		1 y 3
	Lengua de Herencia: Rumano	5		1 y 3
	Lengua de Herencia : Árabe	5		1 y 3
	Multilinguismo e Diálogo Intercultural	10		1
	Aquisição e Aprendizagem de L2	10		1
	Estruturas da Língua Portuguesa I	10		1
	Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5		1
	Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven	5		1
	Analyse du discours et analyse des interactions	5		1
	Pragmatique	5		1
	Contacts de langues et bilinguisme	5		1
	Politiques linguistiques en contexte de minorisation	5		1
	Morpholexicologie plurilingue	5		1
	Corpus et méthodologie pour la rechercheen linguistique	5		1
	Lingvistică diacronică	5		1
	Limba greacă veche biblică şi patristică	5		1
	Limba română ca limbă străină	5		1
	Limba rusă	5		1
	Linguistica computazionale	5		1 y 3
	Linguaggi per la comunicazione pubblica digitale	5		1 y 3
	L'italiano per la scena e per lo schermo	5		1 y 3
	Comunicazione verbale e linguaggio dei media	5		1 y 3
	Übersetzung „Deutsch-Portugiesisch/Italienisch"	5		1
	Theoretische, angewandte und vergleichendeLinguistik (DaF / DaZ)	10		1
	Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10		1
	Plurilingüismo y contacto lingüístico en Europa Occidental	5		2
	El italiano y el español en contacto	5		2
	El portugués y el español en contacto	5		2
	Lengua de Herencia: Persa	5		2
	Estudos do Discurso	10		2
	Estudos de Língua e Cultura	10		2
	Estrutura da Língua Portuguesa II PLE	10		2
	Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2
	Literaturaustausch: Akteure und literarische Systeme	5		2
	Francophonie	5		2
	Discours et interaction dans les sociétés	5		2
	Transferts culturels et linguistiques	5		2
	Normes et variation : variation du français parlé & Contacts de langues et emprunts	10		2
	Analyse contrastive	5		2
	Analyse du discours politique et médiatique	5		2
	Romanistică	5		2
	Tehnica editării textelor vechi	5		2

Materias	Asignaturas	ECTS	Tipo	Semestre
	Education et plurilinguisme	5		2
	Rhétorique et argumentation: le discours publicitaire	5		2
	Lingua italiana con laboratorio	5		2
	Digital Humanities (in italiano)	5		2
	Machine Learning per le scienze umanistichee sociali	5		2
	Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística ContrastivaPortugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão	5		2
	Latino-Amerikanische Sprachwissenschaft / Lingüística Latinoamericana	10		2
	Theorien und Methoden der Kulturanthropologie	5		2
	Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		2
	Multilinguismo e diálogo intercultural	10		3
	Aquisição PLELS	10		3
	Estruturas da Língua Portuguesa I	10		3
	DaF-Workshop	5		3
	DaF-Lehrwerke als Gegenstand der Forschung	5		3
	Kognitive Ansätze zur Erforschung der deutschen Sprache	5		3
	Masterseminar Deutsch	5		3
	Apprentissage du vocabulaire	5		3
	Processus d'apprentissage	5		3
	Séminaire de recherche et Discours académique	5		3
	Corpus Linguistics and Language Technology	5		3
	Hands-On Project on Digital Linguistics	5		3
	Questions de didactique du FLE (Typologie des langues et didactique)	5		3
	Contacts de langues et bilinguisme	5		3
	Morpholexicologie plurilingue	5		3
	Corpus et méthodologie pour la rechercheen linguistique	5		3
	Istoria limbii române	5		3
	Language acquisition and learning	5		3
	New directions in Applied linguistics	5		3
	La langue française dans l'espace francophone: variation, société, politiques linguistiques	5		3
	Programmazione	5		3
	Einführung in die Südosteuropastudien	5		3
	Literatur und Kultur in Russland	5		3
	Migration und Mehrsprachigkeit (DaF)	10		3
European Modern Literatures, Cultures and Societies (30 ECTS)	Literaturas europeas, procesos sociales e identidades : género, clase, *ethnos*	5	OP	1 y 3
	Modelos de historia comparada de las literaturas europeas	5		1 y 3
	Modelos de intertextualidad en las literaturaseuropeas	5		1 y 3
	Cultura de herencia: diásporas cristianas y judías en Europa	5		1 y 3
	Culturas Contemporâneas	10		1
	Cinema e Outras Artes	10		1
	Temas da Literatura Comparada	10		1

Materias	Asignaturas	ECTS	Tipo	Semestre
	Mehrsprachigkeit	5		1
	Sprach- und Translationspolitik	5		1
	Analyse des produits culturels I	5		1
	Analyse des produits culturels II	5		1
	Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
	Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
	Littérature et cinéma et Pratiques et expériences de lecture	10		1
	Deutsche Kultur im mitteleuropäischen Raum	5		1
	Etnologie şi putere. Teme şi concepte actuale în studiul culturii populare	5		1
	Multicultural perspectives	5		1
	Literatură şi mentalităţi	5		1
	Letteratura italiana	5		1
	Italian Politics and Society	5		1
	Economia dello sviluppo e della cooperazione	5		1
	Metodi digitali per la ricerca sociale e di marketing	5		1
	Latinoamerikanische Literatur und Kultur 1 /Literatura y Cultura Latinoamericanas 1	5		1
	Romanische Literaturwissenschaft Sprache 1	5		1
	Literatur und Landeskunde	5		1
	Culturas europeas : traducciones, transducciones, mediaciones materiales	5		2
	Modelos de literatura y otras artes en las culturas europeas	5		2
	Modelos mediales e intermediales en las culturas europeas	5		2
	Cultura de Herencia : la comunidad magrebí	5		2
	Literatura e Artes	10		2
	Literaturas de Língua Portuguesa	10		2
	Oficina de Poesia	10		2
	Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2
	Literaturaustausch: Akteure und literarische Systeme	5		2
	Francophonie	5		2
	Discours et interaction dans les sociétés	5		2
	Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5		2
	Frontières littéraires et culturelles	5		2
	Roman graphique et Réceptions et usages dulittéraire	10		2
	Enseignement de la littérature francophone	5		2
	Deutsche Literatur in vergleichender Perspektive	5		2
	Idei şi atitudini româneşti în istoria culturii	5		2
	Genuri în literatura exilului	5		2
	Realismul magic în literatură şi în film	5		2
	Introduzione alla storia delle relazioni internazionali	5		2
	Laboratorio di comunicazione e studi culturali	5		2

Materias	Asignaturas	ECTS	Tipo	Semestre
	Il linguaggio della cooperazione	5		2
	Sociology of Development	5		2
	Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5		2
	Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2	5		2
	Fremdsprachenunterricht im digitalen Zeitalter	5		2
	Cultura de herencia : pensamiento y cultura iranios	5		3
	Linguagem e Escrita	10		3
	Temas da Literatura Comparada	10		3
	Culturas Contemporâneas	10		3
	Cinema e Outras Artes	10		3
	Cultura Inglesa	10		3
	Literatura e Modernidade	10		3
	História e Periodização da Literatura Portuguesa I	10		3
	Poder e Política na União Europeia	10		3
	Introduction to Finnish Culture and Society	5		3
	Sea, Nature and Finnish Culture	5		3
	Transatlantic dialogue in popular culture & Shakespeare on screen: Trans-cultural translation and distort	10		3
	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		3
	Translation in society	5		3
	Deutsche Kultur im rumänischen Raum	5		3
	Decadentismul în literatură şi în artele plastice	5		3
	Literatură, arte vizuale, arte ale spectacolului	5		3
	Letteratura italiana	5		3
	Italian Politics and Society	5		3
	Economia dello sviluppo e della cooperazione	5		3
	Big Data e Modelli Computazionali per il Marketing	5		3
	Metodi digitali per la ricerca sociale e di marketing	5		3
	Artificial intelligence	5		3
	Public Diplomacy in the Digital Era	5		3
	Grundlagen der Interkulturellen Wirtschaftskommunikation	5		3
	Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		3
	Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5		3
	Digital Humanities in der Praxis	10		3
	Digital Humanities - Methoden	5		3

Tabla 5.4.b. Distribución del número de materias (Mat) y de créditos (ECTS) del plan de estudios por Semestre (S1 y S2) y Especialidad
No procede, no existen especialidades

Prácticas externas obligatorias
No procede.

Idiomas
Conocimiento de lenguas extranjeras además del inglés como lengua franca y conocimiento de al menos otras dos lenguas a nivel C1 (que es un requisito obligatorio, entre ellas: alemán, español, francés, italiano, portugués y rumano).
Las clases de este máster multilingüe y sobre multilingüismo se desarrollarán en varias lenguas, por lo que se hace necesario estipular el régimen lingüístico de cada asignatura:

- La denominación de cada asignatura estará en la lengua en la cual será impartida.
- En las fichas de materia se estipulará para cada asignatura las lenguas en las cuales los alumnos pueden interactuar en clase, realizar las posibles pruebas y los trabajos escritos.
- En la ficha de cada asignatura se estipula igualmente la lengua o lenguas en las que se imparte cada asignatura. El nivel exigido nunca es superior a un C1.
- Se exige igualmente un nivel adecuado de comprensión de inglés.

Este régimen lingüístico es posible debido a la alta optatividad del máster: los alumnos tienen la posibilidad de elegir las gran mayoría asignaturas del máster, y, por lo tanto, las lenguas en las cuales quieren recibir las enseñanzas.

Tipo de enseñanza (presencial, semipresencial, a distancia)

Presencial y a distancia. Se imparten a distancia (modalidad online síncrona) las tres asignaturas obligatorias, comunes a todos los estudiantes. Las asignaturas optativas se imparten presencialmente.

Sistema de calificación
Cada una de las siete universidades participantes empleará su sistema de calificación nacional.

En el caso de la USAL, la evaluación y calificación de las diferentes asignaturas de este máster se llevarán a cabo de acuerdo con los criterios del Marco Europeo de Educación Superior siguiendo el reglamento que regula los sistemas de evaluación y calificación del aprendizaje de los estudiantes en las enseñanzas de la USAL conducentes a títulos oficiales y propios (aprobado por el Consejo de Gobierno de 19/121/2008 y modificado en las sesiones del Consejo de Gobierno de 30/10/2009 y de 28/5/2015) (http://www.usal.es/webusal/files/Evaluacion_Reglamento_Modificacion_CG25052015.pdf)
Se calificará según la Normativa sobre el sistema de calificaciones y cálculo de la nota media y de la calificación global de los expedientes académicos de los estudiantes en la Universidad de Salamanca (aprobado por el Consejo de Gobierno de 23 de junio de 2011) (http://secretaria.usal.es/boletines/consulta/files/5267-P08_Normativa_Sistema_de_Calificaciones.pdf). Dicha normativa se deriva de la aplicación del RD 1125/2003, de 5 de septiembre, por el que se establece el sistema europeo de créditos y el sistema de calificaciones en las titulaciones universitarias de carácter oficial y validez en todo el territorio nacional.

Los resultados obtenidos por los estudiantes de la Universidad de Salamanca en cada una de las asignaturas de los planes de estudio se calificarán en una escala cuantitativa de 0 a 10, añadiendo su correspondiente calificación.
cualitativa:

- 0,0-4,9: Suspenso (SS)
- 5,0-6,9: Aprobado (AP)
- 7,0-8,9: Notable (NT)
- 9,0-10: Sobresaliente (SB)

A los estudiantes que hayan obtenido una calificación cuantitativa igual o superior a nueve se le podrá otorgar en su calificación cualitativa la mención "Matrícula de Honor". Su número no podrá exceder del 5% de los estudiantes matriculados en una asignatura en el correspondiente curso académico, salvo que el número de estudiantes sea inferior a 20, en cuyo caso se podrá conceder una única "Matrícula de Honor".

Todas las calificaciones conseguidas en las restantes seis universidades por medio de sus sistemas nacionales de calificación se harán equivaler para todos los efectos a calificaciones españolas utilizando las tablas de equivalencia oficiales vigentes en cada momento. En la actualidad se aplicará el "procedimiento para aplicar las escalas y tablas de equivalencia de notas medias de estudios y títulos universitarios extranjeros, teniendo en cuenta la Resolución de 21 de marzo de 2016 y la Resolución de 21 de julio de 2016, y obtener la nota media equivalente a la escala de calificación de las universidades españolas" de Ministerio de Educación (http://www.educacionyfp.gob.es/servicios-al-ciudadano/catalogo/general/20/203615/ficha/203615.html), en especial su anexo II "tabla de equivalencias por países" (http://www.educacionyfp.gob.es/en/dam/jcr:c49dc8ae-8f47-47e5-8ec7-563e98dae077/anexoii-equivalencias.pdf).

Organización de la movilidad de estudiantes propios y de acogida

Los estudiantes deberán realizar un periodo de estudios en al menos dos Instituciones del Consorcio. La movilidad de la Universidad del Primer Semestre a la Universidad del Segundo Semestre no es obligatoria. El tercer semestre se cursará siempre en el extranjero y en total los estudiantes realizarán un mínimo de dos periodos de movilidad.
Los estudiantes identificarán y podrán solicitar, a través de su Plan de Estudios, las Universidades del consorcio en las cuales realizarán parte de sus estudios de master y con las que, por lo tanto, habrá movilidad. La organización de la movilidad se hará de acuerdo a la legislación europea vigente y a través de la Plataforma de Intercambio EC2U, cuya puesta en marcha forma parte del Proyecto EC2U de las Universidades Europeas y que, con el beneplácito de la Comisión Europea, conecta los sistemas locales de gestión de la movilidad de las Universidades de la Alianza. Los estudiantes recibirán apoyo financiero durante su período de movilidad en forma de becas puestas a disposición por todos los socios (por ejemplo, Erasmus +, fondos locales).

Este Máster de 120 ECTS es ya de por si internacional, pues los estudiantes han de realizar una estancia de entre 30 y 90 ECTS en una o varias universidades de la Alianza EC2U además de en la propia. Los estudiantes procedentes de las siete universidades integrantes del consorcio serán considerados a todos los fines como estudiantes propios, aunque se les apoyará mediante programas específicos en cada universidad (p.e. en la USAL se hará mediante el programa de la Facultad de Filología "Tutoría entre compañeros", implantado desde hace varios años: http://facultadfilologia.usal.es/alumnos/tutoria-entre-companeros).

Con el fin de garantizar al menos cierta financiación para las movilidades previstas, las siete universidades tienen establecidas y establecerán diversas acciones de movilidad financiadas de los estudiantes y profesores de este máster:

- Movilidad Erasmus +
- Movilidad intercampus con cargo al proyecto EC2U de las Universidades Europeas durante al menos los dos primeros años.

Las siete universidades disponen de Normativas de Reconocimiento Académico para Estudiantes de Intercambio en el Marco de ERASMUS (y de otros Programas Internacionales) y de Convenios Bilaterales, que regulan esta actividad y establecen el uso del Sistema Europeo de Transferencia de Créditos: Contrato de Estudios, Expediente y Guía ECTS, etc., con el fin de asegurar el reconocimiento académico de los estudios realizados en las universidades de acogida. La titulación dispondrá de un Coordinador por universidad para los intercambios de movilidad. Todos los convenios tienen un responsable académico encargado de establecer las equivalencias de asignaturas y cursos, ofrecer información actualizada de la oferta académica a los estudiantes participantes e informar al responsable académico de la universidad de acogida de la llegada de nuestros estudiantes. Todos los centros implicados disponen igualmente de un becario de apoyo para todas las actividades relacionadas con esta actividad.

La normativa de movilidad académica internacional de estudiantes de la USAL se rige por las disposiciones , aprobadas en la Comisión Permanente del Consejo de Gobierno de 23/09/2016 http://rel-int.usal.es/images/docs/Normativa/NormasGenerales_Movilidad_Internacional_Estudiantes.pdf.
Las otras seis universidades disponen de normativas similares.

El reconocimiento de créditos entre las siete universidades será automático de acuerdo a la memoria del programa del proyecto EC2U y de acuerdo igualmente al documento "EC2U Supplement to the EC2U Consortium Agreement for the Establishment of a Master of Arts in European Languages, Cultures and Societies in Contact", anexado a esta memoria y que regula la solicitud de verificación de este máster en los siete países.

Mecanismos de coordinación docente horizontal y vertical del plan de estudios
En el programa de Máster que aquí se presenta, las siete universidades del consorcio han establecido varios procedimientos de coordinación horizontal (a lo largo del curso) y vertical (a lo largo del Título) en los que se establecen los mismos criterios para las actividades formativas, contenidos y evaluación del plan estudios. La coordinación se realiza a través de Comisiones Académicas: una Comisión Académica Global de las siete universidades junto a una Comisión Académica Local en cada universidad (si esta es necesaria en el sistema de coordinación del título en cada país) y una Comisión Global de Calidad del Título para las siete universidades junto a una Comisión Local de Calidad del Título en cada universidad (si esta es necesaria en el sistema de coordinación del título en cada país). Estas comisiones se componen de profesores y alumnos y se reúnen periódicamente a lo largo del curso. Además de las reuniones de estas comisiones, se llevan a cabo reuniones generales de coordinación con los profesores implicados.

La **Comisión Académica Global** tendrá como lengua de trabajo el inglés y estará compuesta por:

- El director global del máster, profesor con vinculación permanente y dedicación a tiempo completo de la USAL, será el director local del máster en la USAL y líder del paquete de trabajo 5 ("Educación de Calidad") del proyecto "EC2U". Actuará de coordinador de la titulación ante el proyecto EC2U, su comité ejecutivo y la Comisión Europea. Será el responsable de coordinar las enseñanzas de las siete universidades asistido por los directores de las siete Comisiones Académicas Locales y una representación de estudiantes.
- Los otros seis directores de las Comisiones Académicas Locales. Uno de ellos actuará como secretario de comisión.
- Un miembro del PAS.
- Tres estudiantes (33,3%).

La Comisión Académica Global ejerce las funciones de ordenación académica global de las enseñanzas y de coordinación de la calidad del título entre las siete universidades, en coordinación y bajo la supervisión y aprobación académica de los siete órganos académicamente responsables del título. Esta comisión es reponsable de dar respuesta a todas las cuestiones que atañan a más de

una de las universidades participantes en el máster, p.e. el establecimiento de criterios de selección o la resolución sobre la admisión de estudiantes. La Comisión Académica Global mantiene además una línea de comunicación directa con los estudiantes para atender cualquier tipo de incidencia internacional mediante reuniones periódicas y un correo electrónico de referencia. Además, coordina las siete comisiones locales de calidad del título, analizando el desarrollo global del título desarrollo del título, atendiendo a posibles incidencias de ámbito internacional. También realiza el análisis de datos y evidencias acerca del programa y propone aquellos cambios que redunden en la mejora del programa, realizando posteriormente el seguimiento de los mismos en el marco del proyecto EC2U.

Las **Comisiones Académicas Locales** serán establecidas de acuerdo a la legislación o normas vigentes en cada una de las siete universidades. En la USAL estará formada por:

- El director local del máster, profesor con vinculación permanente y dedicación a tiempo completo de la USAL. Actuará de coordinador de la titulación ante las autoridades universitarias españolas y será el responsable de coordinar las enseñanzas del máster en la USAL.
- 3 profesores representantes de las siguientes áreas de conocimiento: Filología Alemana, Filología Italiana, Filología Gallega y Portuguesa, Filología Francesa.
- Un miembro del PAS
- Dos estudiantes (25%).

La Comisión Académica Local ejerce las funciones de ordenación académica de las enseñanzas a nivel local, en coordinación con la Comisión Académica Global, y en coordinación y bajo la supervisión y aprobación académica del órgano académicamente responsable del título. Entre otras acciones, esta comisión elabora la propuesta de programación docente anual del curso académico, elabora el presupuesto económico local e implementa las medidas de mejora del plan de estudios en cada universidad. La Comisión Académica Local mantiene además una línea de comunicación directa con los estudiantes para atender cualquier tipo de incidencia mediante reuniones periódicas y un correo electrónico de referencia.
El director local del máster es a la vez su coordinador. Se encarga junto al Director Global del Máster de la puesta en marcha y el seguimiento del título, de organizar el acto de bienvenida y orientación inicial de los estudiantes, de la elaboración de la guía docente y de los recursos y espacios de la titulación y de cumplimentar el informe de evaluación del título.

La **Comisión Global de Calidad del Título** tendrá como lengua de trabajo el inglés y estará compuesta por:

- El director global del máster y presidente de la Comisión Local de Calidad del Título de la USAL.
- Seis representantes de comisiones de calidad del título o comités similares de las otras seis universidades. Uno de ellos actuará como secretario de comisión.
- Un miembro del PAS.
- Tres estudiantes (33,3%).

La Comisión Académica Global de Calidad del Título ejercerá labores de coordinación de las comisiones locales de calidad, analizando globalmente los datos y elementos aportados por las comisiones locales y atendiendo a incidencias que afecten a más de una universidad. Cuenta con el apoyo de la Comisión de Calidad de la Alianza de Universidades EC2U.

Cada universidad puede establecer una **Comisión Local de Calidad del Título** (CCT) de acuerdo a la legislación o normas vigentes en cada una de las siete universidades. En la USAL estará formada por:

- Un presidente
- 3 vocales profesores representantes de las siguientes áreas de conocimiento: Filología Alemana, Filología Italiana, Filología Gallega y Portuguesa, Filología Francesa.
- Un miembro del PAS

- Dos estudiantes (33,3%).

La CCT local se encarga de la valoración del desarrollo del título (opiniones de estudiantes y profesores) y de atender a posibles incidencias. También realiza el análisis de datos y evidencias acerca del programa y propone aquellos cambios que redunden en la mejora del programa, realizando posteriormente el seguimiento de los mismos. La CCT cuenta con el soporte y apoyo metodológico de la Unidad de Evaluación de la Calidad, UEC-USAL, así como de servicios similares en el resto de las seis universidades. La Comisión Académica Global coordinará el trabajo de las siete CCTs.

Cada universidad contará, además, de un coordinador de movilidad específico para este máster.

5.2. Actividades formativas

En este máster se contemplan diferentes actividades formativas de enseñanza-aprendizaje comunes en todo el EEES. Se promoverán las nuevas metodologías docentes centradas en el desarrollo de los resultados de aprendizaje y en las competencias que el estudiante debe desarrollar para su futuro profesional e investigador. Se utilizarán las siguientes actividades formativas:

- Clases teóricas
- Clases prácticas
- Elaboración de ensayos y trabajos
- Exposiciones y debates orales
- Realización de exámenes.

5.3. Metodología docente

En este máster se emplean dos grandes tipos de recursos de la enseñanza presencial y a distancia síncrona propios de las metodologías de los estudios filológicos, estudios culturales e interculturales:

- métodos expositivos para transmitir información, presupuestos teóricos y prácticos adecuadas para la docencia y la investigación
- puesta en práctica de los conocimientos mediante trabajos, coloquios, etc.

Las diversas metodologías empleadas contarán también con recursos didácticos virtuales, lo que mejora sensiblemente la metodología docente e intensifica el proceso de enseñanza-aprendizaje del alumnado. Los estudiantes disponen de amplios materiales de apoyo, disponibles en la clase y en línea, a través de la plataforma de la Universidad de Salamanca Studium y de plataformas similares del resto de las universidades. La Alianza de Universidades EC2U conectará las siete plataformas para que el estudiantado puede acceder fácilmente desde su propia cuenta de identidad local al resto de recursos de las otras seis universidades.

Los recursos didácticos proporcionados permitirán la evaluación y autoevaluación del estudiante, que podrá comprobar si ha asimilado los conceptos estudiados y está en disposición de aplicarlos.

La metodología docente incluye:

- Exposiciones en clase del profesor (tanto presenciales como online de modo sincrónico) con soporte de medios informáticos y audiovisuales, en las que se desarrollan los conceptos principales de cada asignatura/materia y se proporciona la bibliografía para complementar el aprendizaje de los alumnos.
- Tutorías colectivas y/o individuales
- Lectura crítica de artículos de investigación y otro tipo de textos para su posterior discusión en clase o como medio de ampliar y consolidar los conocimientos de la asignatura.
- Resolución de casos prácticos, problemas, etc.... planteados por el profesor de manera individual o en grupo.
- Exposición y discusión en clase, bajo la moderación del profesor, de temas relacionados con el contenido de la materia, así como de casos prácticos .
- Elaboración de ensayos, trabajos y/o informes de manera individual o en grupo.

5.4. Sistemas de evaluación

La evaluación se realiza, con carácter general, mediante el sistema de evaluación continua. Esta evaluación continua estará basada en la combinación de un mínimo de dos **fuentes de evaluación** realizadas durante el periodo lectivo:

- prácticas de seminarios
- reseñas
- informes de lectura
- informes orales
- esquemas o propuestas para trabajos/ensayos
- pruebas escritas
- presentaciones orales de trabajos
- presentaciones escritas de trabajos.

Las fuentes deben ser objetivables y deben estar documentadas. Podrán requerir la presencia del alumno en el aula o desarrollarse de modo online.

Los **criterios de evaluación** quedarán reflejados en las fichas docentes de cada asignatura de manera clara y detallada. El profesor determinará, de acuerdo con su criterio y las características de la asignatura, los instrumentos de evaluación continua, velando de manera especial para que el peso o porcentaje de las notas de los ejercicios/presentaciones/pruebas etc. en la calificación final sea proporcional al volumen de trabajo que requieren. Las fichas de materia de esta memoria recogen el sistema de evaluación común para las asignaturas de cada materia de manera general. Para el TFM se establecen unos criterios de evaluación propios (véase descripción detallada de la ficha en el punto 5.5).

5.5. Descripción detallada de materias y asignaturas (fichas docentes)

La descripción detallada del plan de estudios de este máster se realizará por materias y por asignaturas. De esta forma, se llegará a un nivel de descripción muy detallado en las fichas de las asignaturas, pero se ofrece igualmente una visión de conjunto de los contenidos, características, duración, sistemas metodológicos y evaluación de cada grupo de asignaturas (materia). Este proceder es necesario debido al gran número de asignaturas optativas del máster.

En lo que se refiere a las fichas de las materias, se listan únicamente las asignaturas que forman esa materia. En el caso de las asignaturas optativas, se describen brevemente mediante los siguientes parámetros: denominación en la lengua que se imparte, ECTS, unidad tempora, lengua en la que se imparte por el profesor, resumen de contenidos.

En el caso de las fichas de las asignaturas, el nivel de detalle es mucho más elevando. Se incluyen, entre otros, los siguientes ítems descriptivos:

- Denominación de curso
- Área científica dentro de la que se enmarca
- Duración
- Horas de contacto con ECTS
- Observaciones
- Año y ciclo de estudio
- Responsable(s) de la creación de contenidos de la ficha de asignatura
- Resultados de aprendizaje
- Contenidos
- Coherencia curricular
- Metodología de aprendizaje
- Evaluación
- Bibliografía

5.5.1. Descripción detallada por materias

MATERIAS COMUNES OBLIGATORIAS EN MODALIDAD A DISTANCIA SÍNCRONA

DISCOURSES IN EUROPE

1. MATERIA: **Discourses in Europe**

Carácter: Obligatoria
ECTS: 10
Unidad temporal (nota: del Semestre 1 al Semestre X / Anual): Semestre 1
Lenguas en las que se imparte: Inglés (presentación de trabajos/evaluación en inglés, español, portugués, francés, italiano, alemán, rumano)

2. COMPETENCIAS DE LA MATERIA

COMPETENCIAS BÁSICAS Y GENERALES:
CB6: Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
CB7. Los estudiantes sabrán aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio
CB8. Los estudiantes serán capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
CB9. Los estudiantes sabrán comunicar sus conclusiones –y los conocimientos y razones últimas que las sustentan- a públicos especializados y no especializados de un modo claro y sin ambigüedades.
CB10. Los estudiantes poseerán las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.
Competencias generales (es optativo pero la aplicación informática exige una CG1)
CG1. Capacidad de análisis, de síntesis y de formulación de juicios a partir de la información disponible. Estudiar minuciosamente un problema, caso, artículo, situación, etc. y resumir y recopilar lo más relevante de ello, siendo capaz de formular un juicio que incluya una reflexión sobre las responsabilidades sociales y éticas de su eventual aplicación.
CG2. Capacidad de organización y planificación. Saber fijar los pasos a seguir y/o estructurar procesalmente para alcanzar un objetivo, distribuyendo convenientemente los recursos materiales y humanos con los que cuenta, asignando a cada uno funciones concretas.
CG3. Capacidad de comunicación y trabajo en equipo. Saber comunicar las razones de sus ideas y conclusiones de modo claro a públicos especializados y no especializados.

COMPETENCIAS ESPECÍFICAS:
CE2. Adquirir la capacidad de localizar y manejar las fuentes bibliográficas especializadas de y sobre lingüística de contacto, literaturas comparadas, sociedades en contacto, interculturalidad, intertextualidad y comunicación intercultural, sabiendo localizar y manejar fondos documentales on- y offline y aplicando las tecnologías de la información y la comunicación al ámbito de la investigación filológica especializada.
CE4. Adquirir conocimientos teóricos y prácticos avanzados sobre la comunicación intercultural.
CE5. Desarrollar la capacidad de aplicar la metodología científica adecuada que permita abarcar los distintos tipos de estudios lingüísticos, literarios, culturales y de las sociedades europeas.
CE6. Adquirir conocimientos teóricos y prácticos avanzados sobre las diferentes situaciones de contacto entre las lenguas, las literaturas y las culturas europeas, utilizando también mecanismos de la tecnología de la información para ello
CE7. Adquirir conocimientos teóricos y prácticos avanzados sobre las diferentes situaciones de contacto entre las sociedades europeas, utilizando también mecanismos de la tecnología de la información para ello.
CE8. Proveer al alumno con un conocimiento profundo de los elementos culturales de las naciones europeas y desarrollar su capacidad de análisis intercultural, posibilitando la adquisición de las competencias interculturales necesarias para trabajar en entornos internacionales y multilingües y el autoanálisis en situaciones profesionales con el objeto de mejorar su práctica.
CE9. Adquirir conocimientos teórico-prácticos que permitan incorporar el estudio de las lenguas y culturas de herencia a la investigación contrastiva y comparativa de lenguas, literaturas, culturas y sociedades europeas.
CE10. Adquirir las destrezas necesarias para llevar a cabo un trabajo de investigación original en uno de los ámbitos filológicos que abarca el máster.

3. RESULTADOS DE APRENDIZAJE DE LA MATERIA

1) Los estudiantes adquirirán y comprenderán conocimientos que proporcionen una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, sobre todo en el contexto de la investigación de los discursos sobre y en Europa.
2) Los estudiantes serán capaces de aplicar los conocimientos adquiridos y su capacidad para resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados la visión de Europa desde la lingüística, la literatura, la cultura y la sociedad.
3) Los estudiantes aprenderán a integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información incompleta o limitada que incluya una reflexión sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
4) Los estudiantes serán capaces de comunicar sus conclusiones (y sus conocimientos y razones subyacentes) a especialistas y no especialistas de forma clara y sin ambigüedades.
5) Los estudiantes desarrollarán las habilidades de aprendizaje que les permitan seguir estudiando de forma autónoma.
6) La capacidad de localizar y manejar fuentes bibliográficas especializadas sobre Europa y sus discursos, así como de manejar fondos documentales on y offline aplicando las tecnologías de la información y la comunicación.
7) Conocimiento avanzado de los diferentes métodos de análisis que permiten la interpretación de textos sobre Europa.
8) Desarrollo de la capacidad de aplicar la metodología científica adecuada para abarcar los diferentes tipos de estudios lingüísticos, literarios, culturales y de la sociedad europea.

4. BREVE DESCRIPCIÓN DE CONTENIDOS DE LA MATERIA

1. Aproximaciones a Europa
2. El discurso en Europa desde el punto de vista lingüístico
3. El discurso en Europa desde el punto de vista cultural
4. El discurso en Europa desde el punto de vista social y político

5. OBSERVACIONES DE LA MATERIA

6. ASIGNATURAS QUE COMPONEN LA MATERIA

Asignaturas	ECTS	Carácter	Semestre	Lengua	Contenidos
Discourses in Europe	10	O	1	Inglés, evaluación en inglés, español, portugués, francés, italiano, alemán o rumano	1. Aproximaciones a Europa 2. El discurso en Europa desde el punto de vista lingüístico 3. El discurso en Europa desde el punto de vista cultural 4. El discurso en Europa desde el punto de vista social y político

7. ACTIVIDADES FORMATIVAS DE LA MATERIA CON CONTENIDO EN ECTS Y TIEMPO DE DEDICACIÓN DEL ESTUDIANTE (HORAS DE DEDICACIÓN Y PORCENTAJE DE PRESENCIALIDAD)

Actividad Formativa		Horas Presenciales		Horas No Presenciales		Porcentaje Presenci
Clases teóricas		28 (11,2%)		40 (16%)		58,8%
Clases prácticas		10 (4%)		20 (8%)		33,3%
Trabajos/videocasts/podcasts		20 (8%)		120 (48%)		14,3%
Tutorías		12 (4,8%)				100%
Total horas	250	Total Horas Presenciales	70 (28%)	Total Horas NO Presencial	180 (72%	72%

8. SISTEMAS DE EVALUACIÓN DE ADQUISICIÓN DE LAS COMPETENCIAS DE LA MATERIA Y PONDERACIONES MÁXIMAS Y MÍNIMAS

Sistema de evaluación	Ponderación mínima.	Ponderación máxima
Participación práctica en clase	20%	20%

Trabajo/podcast/videocast	80%	80%

RESEARCH METHODOLOGY IN EUROPEAN MODERN LANGUAGES AND LITERATURES

1. MATERIA: **Research Methodology in European Modern Languages and Literatures**

Carácter: Obligatoria
ECTS: 10
Unidad temporal (nota: del Semestre 1 al Semestre X / Anual): Semestre 2
Lenguas en las que se imparte: Inglés (presentación de trabajos/evaluación en inglés, español, portugués, francés, italiano, alemán, rumano)

2. COMPETENCIAS DE LA MATERIA

COMPETENCIAS BÁSICAS Y GENERALES:
CB6: Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
CB7. Los estudiantes sabrán aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio
CB8. Los estudiantes serán capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
CB9. Los estudiantes sabrán comunicar sus conclusiones –y los conocimientos y razones últimas que las sustentan- a públicos especializados y no especializados de un modo claro y sin ambigüedades.
CB10. Los estudiantes poseerán las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.
Competencias generales (es optativo pero la aplicación informática exige una CG1)
CG1. Capacidad de análisis, de síntesis y de formulación de juicios a partir de la información disponible. Estudiar minuciosamente un problema, caso, artículo, situación, etc. y resumir y recopilar lo más relevante de ello, siendo capaz de formular un juicio que incluya una reflexión sobre las responsabilidades sociales y éticas de su eventual aplicación.
CG2. Capacidad de organización y planificación. Saber fijar los pasos a seguir y/o estructurar procesalmente para alcanzar un objetivo, distribuyendo convenientemente los recursos materiales y humanos con los que cuenta, asignando a cada uno funciones concretas.
CG3. Capacidad de comunicación y trabajo en equipo. Saber comunicar las razones de sus ideas y conclusiones de modo claro a públicos especializados y no especializados.

COMPETENCIAS ESPECÍFICAS:
CE1. Adquirir conocimientos avanzados sobre la metodología de investigación en la lingüística de contacto, en el estudio de las literaturas europeas y en el de las sociedades europeas en contacto.
CE2. Adquirir la capacidad de localizar y manejar las fuentes bibliográficas especializadas de y sobre lingüística de contacto, literaturas comparadas, sociedades en contacto, interculturalidad, intertextualidad y comunicación intercultural, sabiendo localizar y manejar fondos documentales on- y offline y aplicando las tecnologías de la información y la comunicación al ámbito de la investigación filológica especializada.
CE5. Desarrollar la capacidad de aplicar la metodología científica adecuada que permita abarcar los distintos tipos de estudios lingüísticos, literarios, culturales y de las sociedades europeas.
CE6. Adquirir conocimientos teóricos y prácticos avanzados sobre las diferentes situaciones de contacto entre las lenguas, las literaturas y las culturas europeas, utilizando también mecanismos de la tecnología de la información para ello
CE9. Adquirir conocimientos teórico-prácticos que permitan incorporar el estudio de las lenguas y culturas de herencia a la investigación contrastiva y comparativa de lenguas, literaturas, culturas y sociedades europeas.
CE10. Adquirir las destrezas necesarias para llevar a cabo un trabajo de investigación original en uno de los ámbitos filológicos que abarca el máster.

3. RESULTADOS DE APRENDIZAJE DE LA MATERIA
1) Los estudiantes adquirirán y comprenderán conocimientos que proporcionen una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, sobre todo en el contexto de la investigación lingüística y literaria.
2) Los estudiantes serán capaces de aplicar los conocimientos adquiridos y su capacidad para resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados la visión de Europa desde la lingüística y la literatura.
3) Los estudiantes aprenderán a integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de

una información incompleta o limitada que incluya una reflexión sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
4) Los estudiantes serán capaces de comunicar sus conclusiones (y sus conocimientos y razones subyacentes) a especialistas y no especialistas de forma clara y sin ambigüedades.
5) Los estudiantes desarrollarán las habilidades de aprendizaje que les permitan seguir estudiando de forma autónoma.
6) La capacidad de localizar y manejar fuentes bibliográficas especializadas sobre la lingüística y la literatura, así como de manejar fondos documentales on y offline aplicando las tecnologías de la información y la comunicación.
7) Conocimiento avanzado de los diferentes métodos de análisis que permiten la interpretación de textos lingüísticos y literarios.
8) Desarrollo de la capacidad de aplicar la metodología científica adecuada para abarcar los diferentes tipos de estudios lingüísticos y literarios.

4. BREVE DESCRIPCIÓN DE CONTENIDOS DE LA MATERIA
1. Introducción: Metodologías de investigación en filología
2. Metodologías de investigación en lingüística
3. Metodologías de investigación en literatura

5. OBSERVACIONES DE LA MATERIA

6. ASIGNATURAS QUE COMPONEN LA MATERIA

Asignaturas	ECTS	Carácter	Semestre	Lengua	Contenidos
Research Methodology in European Modern Languages and Literatures	10	O	1	Inglés, evaluación en inglés, español, portugués, francés, italiano, alemán o rumano	1. Introducción: Metodologías de investigación en filología 2. Metodologías de investigación en lingüística 3. Metodologías de investigación en literatura

7. ACTIVIDADES FORMATIVAS DE LA MATERIA CON CONTENIDO EN ECTS Y TIEMPO DE DEDICACIÓN DEL ESTUDIANTE (HORAS DE DEDICACIÓN Y PORCENTAJE DE PRESENCIALIDAD)

Actividad Formativa		Horas Presenciales		Horas No Presenciales		Porcentaje Presenci
Clases teóricas		28 (11,2%)		40 (16%)		58,8%
Clases prácticas		10 (4%)		20 (8%)		33,3%
Trabajos/videocasts/podcasts		20 (8%)		120 (48%)		14,3%
Tutorías		12 (4,8%)				100%
Total horas	250	Total Horas Presenciales	70 (28%)	Total Horas NO Presencial	180 (72%	72%

8. SISTEMAS DE EVALUACIÓN DE ADQUISICIÓN DE LAS COMPETENCIAS DE LA MATERIA Y PONDERACIONES MÁXIMAS Y MÍNIMAS

Sistema de evaluación	Ponderación mínima.	Ponderación máxima
Participación práctica en clase	20%	20%
Trabajo/podcast/videocast	80%	80%

RESEARCH METHOLODOGY IN EUROPEAN CULTURES AND SOCIETIES

1. MATERIA: **Research Methodology in European Cultures and Societies**

Carácter: Obligatoria
ECTS: 10
Unidad temporal (nota: del Semestre 1 al Semestre X / Anual): Semestre 2
Lenguas en las que se imparte: Inglés (presentación de trabajos/evaluación en inglés, español, portugués, francés,

italiano, alemán, rumano)

2. COMPETENCIAS DE LA MATERIA

COMPETENCIAS BÁSICAS Y GENERALES:
CB6: Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
CB7. Los estudiantes sabrán aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio
CB8. Los estudiantes serán capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
CB9. Los estudiantes sabrán comunicar sus conclusiones –y los conocimientos y razones últimas que las sustentan- a públicos especializados y no especializados de un modo claro y sin ambigüedades.
CB10. Los estudiantes poseerán las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.
Competencias generales (es optativo pero la aplicación informática exige una CG1)
CG1. Capacidad de análisis, de síntesis y de formulación de juicios a partir de la información disponible. Estudiar minuciosamente un problema, caso, artículo, situación, etc. y resumir y recopilar lo más relevante de ello, siendo capaz de formular un juicio que incluya una reflexión sobre las responsabilidades sociales y éticas de su eventual aplicación.
CG2. Capacidad de organización y planificación. Saber fijar los pasos a seguir y/o estructurar procesalmente para alcanzar un objetivo, distribuyendo convenientemente los recursos materiales y humanos con los que cuenta, asignando a cada uno funciones concretas.
CG3. Capacidad de comunicación y trabajo en equipo. Saber comunicar las razones de sus ideas y conclusiones de modo claro a públicos especializados y no especializados.

COMPETENCIAS ESPECÍFICAS:
CE1. Adquirir conocimientos avanzados sobre la metodología de investigación en la lingüística de contacto, en el estudio de las literaturas europeas y en el de las sociedades europeas en contacto.
CE2. Adquirir la capacidad de localizar y manejar las fuentes bibliográficas especializadas de y sobre lingüística de contacto, literaturas comparadas, sociedades en contacto, interculturalidad, intertextualidad y comunicación intercultural, sabiendo localizar y manejar fondos documentales on- y offline y aplicando las tecnologías de la información y la comunicación al ámbito de la investigación filológica especializada.
CE5. Desarrollar la capacidad de aplicar la metodología científica adecuada que permita abarcar los distintos tipos de estudios lingüísticos, literarios, culturales y de las sociedades europeas.
CE6. Adquirir conocimientos teóricos y prácticos avanzados sobre las diferentes situaciones de contacto entre las lenguas, las literaturas y las culturas europeas, utilizando también mecanismos de la tecnología de la información para ello
CE7. Adquirir conocimientos teóricos y prácticos avanzados sobre las diferentes situaciones de contacto entre las sociedades europeas, utilizando también mecanismos de la tecnología de la información para ello.
CE8. Proveer al alumno con un conocimiento profundo de los elementos culturales de las naciones europeas y desarrollar su capacidad de análisis intercultural, posibilitando la adquisición de las competencias interculturales necesarias para trabajar en entornos internacionales y multilingües y el autoanálisis en situaciones profesionales con el objeto de mejorar su práctica.
CE10. Adquirir las destrezas necesarias para llevar a cabo un trabajo de investigación original en uno de los ámbitos filológicos que abarca el máster.

3. RESULTADOS DE APRENDIZAJE DE LA MATERIA
1) Los estudiantes adquirirán y comprenderán conocimientos que proporcionen una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en el contexto de la investigación.
2) Los estudiantes serán capaces de aplicar los conocimientos adquiridos y su capacidad para resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su campo de estudio.
3) Los estudiantes sabrán integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información incompleta o limitada que incluya una reflexión sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
4) Los estudiantes serán capaces de comunicar sus conclusiones (y sus conocimientos y razones subyacentes) a

especialistas y no especialistas de forma clara y sin ambigüedades.
5) Los estudiantes poseerán las habilidades de aprendizaje que les permitan seguir estudiando de forma autónoma.
6) Un conocimiento avanzado de la metodología de investigación en Cultura y Sociedad Europea.
7) Los estudiantes sabrán localizar y gestionar fuentes bibliográficas especializadas en Cultura y Sociedad Europea, incluyendo fondos documentales on y offline y aplicando las tecnologías de la información y la comunicación al ámbito de las Ciencias Sociales y Humanidades especializadas.
8) Conocimiento avanzado de los diferentes métodos de análisis que permiten la interpretación de textos desde una perspectiva cultural y social.
9) Desarrollo de la capacidad de aplicar la metodología científica adecuada para abarcar los diferentes tipos de estudios culturales y societarios.

4. BREVE DESCRIPCIÓN DE CONTENIDOS DE LA MATERIA

1. Introducción: Las metodologías de investigación en las Ciencias Sociales y las Humanidades
2. Metodologías de investigación en Cultura
3. Metodologías de investigación en Estudios Sociales

5. OBSERVACIONES DE LA MATERIA

6. ASIGNATURAS QUE COMPONEN LA MATERIA

Asignaturas	ECTS	Carácter	Semestre	Lengua	Contenidos
Research Methodology in European Cultures and Societies	10	O	1	Inglés, evaluación en inglés, español, portugués, francés, italiano, alemán o rumano	1. Introducción: Las metodologías de investigación en las Ciencias Sociales y las Humanidades 2. Metodologías de investigación en Cultura 3. Metodologías de investigación en Estudios Sociales

7. ACTIVIDADES FORMATIVAS DE LA MATERIA CON CONTENIDO EN ECTS Y TIEMPO DE DEDICACIÓN DEL ESTUDIANTE (HORAS DE DEDICACIÓN Y PORCENTAJE DE PRESENCIALIDAD)

Actividad Formativa		Horas Presenciales		Horas No Presenciales		Porcentaje Presenci
Clases teóricas		28 (11,2%)		40 (16%)		58,8%
Clases prácticas		10 (4%)		20 (8%)		33,3%
Trabajos/videocasts/podcasts		20 (8%)		120 (48%)		14,3%
Tutorías		12 (4,8%)				100%
Total horas	250	Total Horas Presenciales	70 (28%)	Total Horas NO Presencial	180 (72%	72%

8. SISTEMAS DE EVALUACIÓN DE ADQUISICIÓN DE LAS COMPETENCIAS DE LA MATERIA Y PONDERACIONES MÁXIMAS Y MÍNIMAS

Sistema de evaluación	Ponderación mínima.	Ponderación máxima
Participación práctica en clase	20%	20%
Trabajo/podcast/videocast	80%	80%

MATERIAS OPTATIVAS EN MODALIDAD PRESENCIAL

EUROPEAN MODERN LANGUAGES AND LINGUISTICS

1. MATERIA: **European Modern Languages and Linguistics**

Carácter: Materia optativa obligatoria. El alumno ha de escoger 30 ECTS de esta materia
ECTS: 30
Unidad temporal (nota: del Semestre 1 al Semestre X / Anual): Semestres 1, 2 y 3
Lenguas en las que se imparte: Inglés, español, portugués, francés, italiano, alemán, rumano. La asignatura se imparte en la lengua en la que está denominada.

2. COMPETENCIAS DE LA MATERIA

COMPETENCIAS BÁSICAS Y GENERALES:
CB6: Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
CB7. Los estudiantes sabrán aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio
CB8. Los estudiantes serán capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
CB9. Los estudiantes sabrán comunicar sus conclusiones –y los conocimientos y razones últimas que las sustentan- a públicos especializados y no especializados de un modo claro y sin ambigüedades.
CB10. Los estudiantes poseerán las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.
Competencias generales (es optativo pero la aplicación informática exige una CG1)
CG1. Capacidad de análisis, de síntesis y de formulación de juicios a partir de la información disponible. Estudiar minuciosamente un problema, caso, artículo, situación, etc. y resumir y recopilar lo más relevante de ello, siendo capaz de formular un juicio que incluya una reflexión sobre las responsabilidades sociales y éticas de su eventual aplicación.
CG2. Capacidad de organización y planificación. Saber fijar los pasos a seguir y/o estructurar procesalmente para alcanzar un objetivo, distribuyendo convenientemente los recursos materiales y humanos con los que cuenta, asignando a cada uno funciones concretas.
CG3. Capacidad de comunicación y trabajo en equipo. Saber comunicar las razones de sus ideas y conclusiones de modo claro a públicos especializados y no especializados.

COMPETENCIAS ESPECÍFICAS:
CE1. Adquirir conocimientos avanzados sobre la metodología de investigación en la lingüística de contacto, en el estudio de las literaturas europeas y en el de las sociedades europeas en contacto.
CE2. Adquirir la capacidad de localizar y manejar las fuentes bibliográficas especializadas de y sobre lingüística de contacto, literaturas comparadas, sociedades en contacto, interculturalidad, intertextualidad y comunicación intercultural, sabiendo localizar y manejar fondos documentales on- y offline y aplicando las tecnologías de la información y la comunicación al ámbito de la investigación filológica especializada.
CE3. Conocer los diferentes métodos de análisis que permitan interpretar textos tanto desde la perspectiva lingüística como desde la literaria, cultural y en el ámbito de las sociedades europeas.
CE5. Desarrollar la capacidad de aplicar la metodología científica adecuada que permita abarcar los distintos tipos de estudios lingüísticos, literarios, culturales y de las sociedades europeas.
CE6. Adquirir conocimientos teóricos y prácticos avanzados sobre las diferentes situaciones de contacto entre las lenguas, las literaturas y las culturas europeas, utilizando también mecanismos de la tecnología de la información para ello
CE9. Adquirir conocimientos teórico-prácticos que permitan incorporar el estudio de las lenguas y culturas de herencia a la investigación contrastiva y comparativa de lenguas, literaturas, culturas y sociedades europeas.
CE10. Adquirir las destrezas necesarias para llevar a cabo un trabajo de investigación original en uno de los ámbitos filológicos que abarca el máster.

3. RESULTADOS DE APRENDIZAJE DE LA MATERIA
1) Los estudiantes adquirirán y comprenderán conocimientos que proporcionen una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, sobre todo en el contexto de la investigación lingüística en y sobre

Europa.
2) Los estudiantes serán capaces de aplicar los conocimientos adquiridos y su capacidad para resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados la visión de Europa desde la lingüística.
3) Los estudiantes aprenderán a integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información incompleta o limitada que incluya una reflexión sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
4) Los estudiantes serán capaces de comunicar sus conclusiones (y sus conocimientos y razones subyacentes) a especialistas y no especialistas de forma clara y sin ambigüedades.
5) Los estudiantes desarrollarán las habilidades de aprendizaje que les permitan seguir estudiando de forma autónoma.
6) La capacidad de localizar y manejar fuentes bibliográficas especializadas sobre la lingüística, así como de manejar fondos documentales on y offline aplicando las tecnologías de la información y la comunicación.
7) Conocimiento avanzado de los diferentes métodos de análisis que permiten la interpretación de textos lingüísticos y literarios.
8) Un conocimiento teórico y práctico avanzado de las diferentes situaciones de contacto entre las lenguas europeas.
9) Conocimientos teóricos y prácticos que permitan incorporar el estudio de las lenguas y culturas patrimoniales a la investigación contrastiva y comparativa de las lenguas, literaturas y culturas europeas.
10) Desarrollo de la capacidad de aplicar la metodología científica adecuada para abarcar los diferentes tipos de estudios lingüísticos y literarios.

4. BREVE DESCRIPCIÓN DE CONTENIDOS DE LA MATERIA

1. Lingüística de las lenguas románicas, germánicas y de otras lenguas
2. Sociolingüística
3. Lingüística aplicada
4. Lenguas de Herencia

5. OBSERVACIONES DE LA MATERIA

6. ASIGNATURAS QUE COMPONEN LA MATERIA

Asignaturas	ECTS	Cáracter	Semestre	Lengua	Contenidos
Plurilingüísmo y contacto lingüístico en el Sur de Europa	5	OP	1 y 3	Esp	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. B 1. El portugués como lengua de valor global 2. Fenómenos de contacto de lenguas en situación de frontera, bilingüismo y aprendizaje de segundas lenguas 3. El portugués en contacto con otras lenguas europeas (el caso franco-portugués): estudio de casos 4. El contacto lingüístico en la frontera luso-española 5. El contacto de lenguas y el préstamo léxico
El alemán y el español en contacto	5		1 y 3	Esp	1) Introducción a la lingüística contrastiva español-alemán 2) Lexicografía bilingüe 3) Fraseología contrastiva español-alemán 4) Interferencias. Análisis de errores 5) Semántica cognitiva

El francés y el español en contacto	5		1 y 3	Esp	1) Fonética contrastiva francés-español. 2) Ortotipografía comparada francés-español en la escritura electrónica. 3) Gramática contrastiva francés-español (problemáticas de género gramatical, interferencias sintácticas y usos comparados de conectores). 4) Lexicología: galicismos del español e hispanismos en el francés. 5) Pragmática y cortesía verbal: aspectos contrastivos.
Lengua de Herencia: Arameo Moderno	5		1 y 3	Esp	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: Rumano	5		1 y 3	Esp	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.
Lengua de Herencia : Árabe	5		1 y 3	Esp.	1. Parte teórica - El alfabeto árabe o alifato: escritura y lectura. - Morfología básica - Sintaxis básica - Vocabulario básico. 2. Parte práctica - Escritura y lectura de palabras y oraciones simples. - Ejercicios escritos y orales sobre los contenidos gramaticales expuestos. - Audiciones y ejercicios de comprensión oral.
Multilinguismo e Diálogo Intercultural	10		1	Pt	Introducción al multilinguismo Diálogo intercultural
Aquisição e Aprendizagem de L2	10		1	Pt	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): 4.1. L1 transfer and L1 non-dependent

					mechanisms; 4.2. the role of different types of input.
Estruturas da Língua Portuguesa I	10		1	Pt	1. Phonology 2. Morphology 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
Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5		1	Al	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,
Deutsche Sprache in den nordischenLändern: historische und aktuelle Perspektiven	5		1	Al	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
Analyse du discours et analyse desinteractions	5		1	Fr	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
Pragmatique	5		1	Fr	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.
Contacts de langues et bilinguisme	5		1	Fr	- 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 deminorisation	5		1	Fr	- 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		1	Fr	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 rechercheen linguistique	5		1	Fr	- 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

	Lingvistică diacronică	5		1	Ro	1. Tipuri de cunoaștere. Cunoașterea științifică. Modalitățile de desfășurare a procesului de cunoaștere științifică. 2. Relația dintre știință și realitate. Autoritatea în știință. 3. Devenirea limbii prin evoluții interne și contacte. Relațiile dintre individ, comunitate și instrumentul de comunicare. 4. Particularităţile structurale şi funcţionale ale limbii române vechi. prezentarea de caz. 5. Teoria traducerii. Relaţia dintre traducere şi normă.
	Limba greacă veche biblică şi patristică	5		1	Ro	1. Limba greacă koiné. Context istoric, concept, periodizare. 2. Limba greacă koiné. Texte reprezentative. Particularități (comparativ cu greaca clasică). 3. Septuaginta, versiunea grecească a Vechiul Testament. Constituirea textului. Tradiţie textuală. 4. Septuaginta. Particularităţi lingvistice (I): grafie şi fonetică. 5. Septuaginta. Particularităţi lingvistice (II): morfologie şi sintaxă. 6. Septuaginta. Particularităţi lingvistice (III): lexic. Modalităţi de traducere a textului sacru: traducere literală, traducere dinamic-interpretativă. 7. Resurse lexicografice şi electronice pentru studiul şi traducerea Septuagintei.
	Limba română ca limbă străină	5		1	Ro	Romanian morphology and syntax for foreigners
	Limba rusă	5		1	Ro	Russian morphology and syntax for foreigners
	Linguistica computazionale	5		1 y 3	It	The course introduces the fundamental concepts, methodologies and tools of computational linguistics and natural language processing, providing students with skills to automatically or semi-automatically analyze textual data of various kinds (literary, historical, scientific, socio-political, journalistic). It also provides the methodological basis of the linguistic annotation of texts for supervised machine learning
	Linguaggi per la comunicazione pubblica digitale	5		1 y 3	It	At the end of the course the students will: - know the characteristic traits of the evolution of the Italian language in the digital era. - know how to distinguish and appropriately evaluate the different types of online communication texts. - know how to communicate correctly and effectively contents intended for a specific public.
	L'italiano per la scena e per lo schermo	5		1 y 3	It	1. Methodological framework and focus 2. Synthetic overview of the evolution of the language of Italian cinema from silent captions to the present day.
	Comunicazione verbale e linguaggio deimedia	5		1 y 3	It	Students will acquire knowledge of the main topics of the semantics and pragmatics of verbal communication. They will acquire skills to use this knowledge to critically analyse the language of media.
	Übersetzung „Deutsch-	5		1	Al, Pt, It	Técnicas de traducción

Portugiesisch/Italienisch“					Traducción de textos del alemán al portugués/italiano
Theoretische, angewandte und vergleichende Linguistik (DaF / DaZ)	10		1	Al	- 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 acquistion - Introducing in Contrastive linguistics - 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
Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10		1	Al	Teoría de la interculturalidad Los encuentros interculturales y su estudio
Plurilingüismo y contacto lingüístico enEuropa Occidental	5		2	Esp	A 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 4. Plurilingüismo en el sistema educativo centroeuropeo B 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
El italiano y el español en contacto	5		2	Esp	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: 1. Aspectos fonético-fonológicos, 2. Aspectos morfológicos 3. Aspectos sintácticos 4. Aspectos léxicos 5. Aspectos pragmáticos
El portugués y el español en contacto	5		2	Esp	1) Contraste lingüístico de las lenguas española y portuguesa: historia y estado de la disciplina. 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: Persa	5		2	Esp	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: -Lectura de diferentes textos -Redacción de textos -Comentario lingüístico y traducción de textos sencillos de persa al español y viceversa
Estudos do Discurso	10		2	Pt	1. 'discourse' as a process of production, negotiation and circulation of 'texts'; 2. 'discourse' as performative forms of inference and interaction at play in situated communicative events; 3. 'discourse' as 'practice' that points at representations and forms of knowledge sustaining and being sustained by sociocultural and sociohistorical life.
Estudos de Língua e Cultura	10		2	Pt	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. 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. 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. 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. 5. English as a global language; the social, cultural e linguistic consequences of globalization. N.B. The syllabus and bibliography may change depending on teaching staff.
Estrutura da Língua Portuguesa II PLE	10		2	Pt	Critical areas of PL2: 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.
Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2	Al	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.
Literaturaustausch: Akteure und literarische Systeme	5		2	Al	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)
Francophonie	5		2	Fr	PART I. DIVERSITY OF THE FRENCH-SPEAKING WORLD. GEOGRAPHY, HISTORY AND CURRENT SITUATION OF THE FRENCH-SPEAKING COUNTRIES/TERRITORIES. PART II. THE PRESENT: DISCOURSES OF/ABOUT LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD PART III. THE FUTURE OF LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD.
Discours et interaction dans les sociétés	5		2	Fr	An in-depth to the research on interaction and discourse analyses, including multimodal and social AI.
Transferts culturels et linguistiques	5		2	Fr	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 françaisparlé & Contacts de langues et emprunts	10		2	Fr	- The factors involved in language contact - The Balkan Sprachbund - Birth and death of languages: Creoles, a priori and a posteriori languages - 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		2	Fr	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).
Analyse du discours politique et médiatique	5		2	Fr	Introduction to the methods and tools of discourse analysis in linguistics and semiology, on a body of political and media statements.
Romanistică	5		2	Ro	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 9. Lexic.

Tehnica editării textelor vechi	5		2	Ro	1. Obiectul filologiei; definiţiile ştiinţei filologiei; istoricul ştiinţei. 2. Instrumentele şi metodele de lucru ale filologiei. 3. Relaţia cu alte ştiinţe; utilitatea filologiei. 4. Ediţiile de texte (prezentarea tipurilor de ediţii de texte, relaţia dintre modalităţile de întocmire a acestora şi finalităţile lor). 5. Ediţia de text vechi (particularităţi, solicitări, destinaţii).
Education et plurilinguisme	5		2	Fr	1. Bilingualism and plurilingualism 2. Plurilingualism involved in language teaching. 3. Peculiarities of bilingual education in France
Rhétorique et argumentation: le discours publicitaire	5		2	Fr	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.
Lingua italiana con laboratorio	5		2	It	The course aims to illustrate the architecture of the Italian language and the many varieties of contemporary Italian, with particular reference to sectoral languages and the diaphasic variation in written Italian. Through exercises of analysis, rewriting and synthesis, students will be invited to reflect on the different communication strategies, to consolidate the awareness of their linguistic choices and the mastery of styles. Goals: recognition of different text types, comprehension and text analysis. Introduction to the grammatical and stylistic reading of text. Mastery of writing and communicative skills.
Digital Humanities (in italiano)	5		2	It	The course aims to introduce the key methodologies and techniques that can be used to organise, explore, and analyse different types of cultural contents included in texts. At the end of the course, students will be able to carry out a critical analysis of the key concepts of Digital Humanities; use a set of Digital Humanities tools; create new ways to visualise data and metadata; explore and analyse text corpora; carry out linguistic analysis automatically; create and analyse networks. The course will be based on the presentation of theoretical concepts, an overview of the projects in the field of Digital Humanities, and practical activities. In particular, it will include an introduction to Digital Humanities; an introduction to automatic language processing; an introduction to Network Analysis.
Machine Learning per le scienze umanistichee sociali	5		2	It	At the end of the course students will be able to understand and discuss the principles of machine learning, particularly applied to the research and applications in

					the area of the Social Sciences and the Humanities, and to the automatic analysis of texts with literary and cultural content. They will be able to analyze a problem, and to design and implement a solution. They will be familiar with the most important techniques in the field of supervised and unsupervised machine learning, and will be able to use them to build machine learning systems by using the Python programming language.
Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística ContrastivaPortugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão	5		2	Al, esp, pt	1. Analysis of languages and cultures in contact: territories, phenomena, interferences 2. Comparison of linguistic structures between Spanish – German, Portuguese - German and Portuguese - Spanish. 3. Awareness raising of similarities and differences between Portuguese and Spanish for language acquisition and proficiency in intercultural context
Latino-Amerikanische Sprachwissenschaft / Lingüística Latinoamericana	10		2	Al, esp	Latinoamérica como espacio lingüístico Lingüística Hispanoaméricama Lingüística Brasileña
Theorien und Methoden derKulturanthropologie	5		2	Al	The syllabus varies from semester to semester, according tot he composition oft he student body. Usually it contains at least the following topics: • History and basic concepts of cultural anthropology • Cultural ecology • Religion and Weltanschauung • Political and Economic Institutions • Psychological Anthropology • Peace, Conflicts, War • Theories of Globalization
Cultural history of specific regions /Historiacultural de regiones específics / Histoire culturelle des régions spécifiques	5		2	Eng, Sp, Fr o Al	Economic-related cultural history of a chosen region
Multilinguismo e diálogo intercultural	10		3	Pt	Introducción al multilinguismo Diálogo intercultural
Aquisição PLELS	10		3	Pt	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.
Estruturas da Língua Portuguesa I	10		3	Pt	1. Phonology 2. Morphology 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
DaF-Workshop	5		3	Al	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.
DaF-Lehrwerke als Gegenstand derForschung	5		3	Al	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
Kognitive Ansätze zur Erforschung derdeutschen Sprache	5		3	Al	Language as a cognitive phenomenon, theoretical cognitive approaches to language (grammar, semantics, metaphors), empirical research methods in cognitive linguistics.
Masterseminar Deutsch	5		3	Al	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.
Apprentissage du vocabulaire	5		3	Fr	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
Processus d'apprentissage	5		3	Fr.	Presentation of different processes involved in foreign language learning and in foreign language use in multilingual learners.
Séminaire de recherche et Discoursacadémique	5		3	Fr	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.
Corpus Linguistics and Language Technology	5		3	Eng	Basics of corpus linguistics methods and theories, NLP tools
Hands-On Project on Digital Linguistics	5		3	Eng	Independent project work on digital linguistics, with final presentations. The specific work topic can be chosen freely.
Questions de didactique du FLE (Typologiedes langues et didactique)	5		3	Fr	The principles of a typological analysis of languages The principles of a contrastive analysis of languages Compare the learners' languages and French
Contacts de langues et bilinguisme	5		3	Fr	- 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.
Morpholexicologie plurilingue	5		3	Fr	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 rechercheen linguistique	5		3	Fr	- 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
Istoria limbii române	5		3	Ro	1. Introducere în problematica disciplinei și prezentarea statutului epistemologic al acesteia. 2. Prezentarea tematicii cursului, a bibliografiei şi a modalităților de evaluare pe parcurs și finală. 3. Ştiinţa istoriei limbii; necesitatea acesteia; domenii conexe; subdomenii; principalele Şcoli. 4. Metode de cercetare în lingvistica diacronică, metoda comparativ-istorică; teoria bazei de articulaţie, conceptul tendinţă. 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. Influenţa grecească și cea slavă. 9. Influenţa maghiară și cea turcă. 10. Elemente de etimologie.
Language acquisition and learning	5		3	Eng	First Language Acquisition Insights Applied to Language Teaching. Types of Learning, Transfer, Interference, and Overgeneralization, Inductive and Deductive Reasoning, Language Aptitude, Intelligence and Language Learning.
New directions in Applied linguistics	5		3	Eng	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.
La langue française dans l'espace francophone: variation, société, politiqueslinguistiques	5		3	Fr	1. French and the Francophonie. 2. The diastratic element 3. The diatopic element.
Programmazione	5		3	It	At the end of the course the student will be able to focus the connection between mathematics and automatic computation. The student will be taught the python programming language, along with the fundamental idea of algorithms and data structure implementations.
Einführung in die Südosteuropastudien	5		3	Al	1.European Nations in Contact 2.Southeasteuropean languages, culture, politics and history in contact
Literatur und Kultur in Russland	5		3	Al	1. European Nations in Contact. 2.Russian literature in contact.

Migration und Mehrsprachigkeit (DaF)	10		3	Al.	1. Migration, Integration and aspects of Multilingualism 2. Scientific concepts and empirical findings of cultural studies and intercultural research

7. ACTIVIDADES FORMATIVAS DE LA MATERIA CON CONTENIDO EN ECTS Y TIEMPO DE DEDICACIÓN DEL ESTUDIANTE (HORAS DE DEDICACIÓN Y PORCENTAJE DE PRESENCIALIDAD)

Actividad Formativa	Horas Presenciales	Horas No Presenciales	Porcentaje Presenci
Clases teóricas	84 (11,2%)	120 (16%)	58,8%
Clases prácticas	30 (4%)	60 (8%)	33,3%
Trabajos/videocasts/podcasts	60 (8%)	360 (48%)	14,3%
Tutorías	36 (4,8%)		100%

Total horas	750	Total Horas Presenciales	210 (28%)	Total Horas NO Presencial	540 (72%	72%

8. SISTEMAS DE EVALUACIÓN DE ADQUISICIÓN DE LAS COMPETENCIAS DE LA MATERIA Y PONDERACIONES MÁXIMAS Y MÍNIMAS

Sistema de evaluación	Ponderación mínima.	Ponderación máxima
Participación práctica en clase	0%	20%
Trabajos	0%	70%
Exposiciones	0%	30%
Exámenes	0%	30%

EUROPEAN MODERN LITERATURES, CULTURES AND SOCIETIES

1. MATERIA: **European Modern Literatures, Cultures and Societies**

Carácter: Materia optativa obligatoria. El alumno ha de escoger 30 ECTS de esta materia
ECTS: 30
Unidad temporal (nota: del Semestre 1 al Semestre X / Anual): Semestres 1, 2 y 3
Lenguas en las que se imparte: Inglés, español, portugués, francés, italiano, alemán, rumano. La asignatura se imparte en la lengua en la que está denominada.

2. COMPETENCIAS DE LA MATERIA

COMPETENCIAS BÁSICAS Y GENERALES:
CB6: Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
CB7. Los estudiantes sabrán aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio
CB8. Los estudiantes serán capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
CB9. Los estudiantes sabrán comunicar sus conclusiones –y los conocimientos y razones últimas que las sustentan- a públicos especializados y no especializados de un modo claro y sin ambigüedades.
CB10. Los estudiantes poseerán las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.
Competencias generales (es optativo pero la aplicación informática exige una CG1)
CG1. Capacidad de análisis, de síntesis y de formulación de juicios a partir de la información disponible. Estudiar minuciosamente un problema, caso, artículo, situación, etc. y resumir y recopilar lo más relevante de ello, siendo

capaz de formular un juicio que incluya una reflexión sobre las responsabilidades sociales y éticas de su eventual aplicación.
CG2. Capacidad de organización y planificación. Saber fijar los pasos a seguir y/o estructurar procesalmente para alcanzar un objetivo, distribuyendo convenientemente los recursos materiales y humanos con los que cuenta, asignando a cada uno funciones concretas.
CG3. Capacidad de comunicación y trabajo en equipo. Saber comunicar las razones de sus ideas y conclusiones de modo claro a públicos especializados y no especializados.

COMPETENCIAS ESPECÍFICAS:
CE1. Adquirir conocimientos avanzados sobre la metodología de investigación en la lingüística de contacto, en el estudio de las literaturas europeas y en el de las sociedades europeas en contacto.
CE2. Adquirir la capacidad de localizar y manejar las fuentes bibliográficas especializadas de y sobre lingüística de contacto, literaturas comparadas, sociedades en contacto, interculturalidad, intertextualidad y comunicación intercultural, sabiendo localizar y manejar fondos documentales on- y offline y aplicando las tecnologías de la información y la comunicación al ámbito de la investigación filológica especializada.
CE3. Conocer los diferentes métodos de análisis que permitan interpretar textos tanto desde la perspectiva lingüística como desde la literaria, cultural y en el ámbito de las sociedades europeas.
CE4. Adquirir conocimientos teóricos y prácticos avanzados sobre la comunicación intercultural.
CE5. Desarrollar la capacidad de aplicar la metodología científica adecuada que permita abarcar los distintos tipos de estudios lingüísticos, literarios, culturales y de las sociedades europeas.
CE6. Adquirir conocimientos teóricos y prácticos avanzados sobre las diferentes situaciones de contacto entre las lenguas, las literaturas y las culturas europeas, utilizando también mecanismos de la tecnología de la información para ello
CE7. Adquirir conocimientos teóricos y prácticos avanzados sobre las diferentes situaciones de contacto entre las sociedades europeas, utilizando también mecanismos de la tecnología de la información para ello.
CE8. Proveer al alumno con un conocimiento profundo de los elementos culturales de las naciones europeas y desarrollar su capacidad de análisis intercultural, posibilitando la adquisición de las competencias interculturales necesarias para trabajar en entornos internacionales y multilingües y el autoanálisis en situaciones profesionales con el objeto de mejorar su práctica.
CE9. Adquirir conocimientos teórico-prácticos que permitan incorporar el estudio de las lenguas y culturas de herencia a la investigación contrastiva y comparativa de lenguas, literaturas, culturas y sociedades europeas.
CE10. Adquirir las destrezas necesarias para llevar a cabo un trabajo de investigación original en uno de los ámbitos filológicos que abarca el máster.

3. RESULTADOS DE APRENDIZAJE DE LA MATERIA
1) Los estudiantes adquirirán y comprenderán conocimientos que proporcionen una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, sobre todo en el contexto de la investigación en literaturas, culturas y sociedades europeas modernas.
2) Los estudiantes serán capaces de aplicar los conocimientos adquiridos y su capacidad para resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con las literaturas, culturas y sociedades europeas modernas.
3) Los estudiantes aprenderán a integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información incompleta o limitada que incluya una reflexión sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
4) Los estudiantes serán capaces de comunicar sus conclusiones (y sus conocimientos y razones subyacentes) a especialistas y no especialistas de forma clara y sin ambigüedades.
5) Los estudiantes desarrollarán las habilidades de aprendizaje que les permitan seguir estudiando de forma autónoma.
6) La capacidad de localizar y manejar fuentes bibliográficas especializadas sobre las literaturas, culturas y sociedades europeas modernas, así como de manejar fondos documentales on y offline aplicando las tecnologías de la información y la comunicación.
7) Conocimiento avanzado de los diferentes métodos de análisis que permiten la interpretación de textos de literatura, cultura y sociedades europeas modernas.
8) Un conocimiento teórico y práctico avanzado de las diferentes situaciones de contacto entre las literaturas, culturas y sociedades europeas modernas.
9) Conocimientos teóricos y prácticos que permitan incorporar el estudio de culturas patrimoniales a la investigación contrastiva y comparativa de las literaturas, culturas y sociedades europeas.
10) Desarrollo de la capacidad de aplicar la metodología científica adecuada para abarcar los diferentes tipos de estudios sobre las literaturas, culturas y sociedades europeas modernas.

4. BREVE DESCRIPCIÓN DE CONTENIDOS DE LA MATERIA

1. Literaturas (compararadas) de las lenguas románicas, germánicas y de otras literaturas
2. Culturas europeas y su estudio
3. Las sociedades europeas y su estudio
4. Las relaciones internacionales y su estudio.

5. OBSERVACIONES DE LA MATERIA

6. ASIGNATURAS QUE COMPONEN LA MATERIA

Asignaturas	ECTS	Cáracter	Semestre	Lengua	Contenidos
Literaturas europeas, procesos sociales e identidades : género, clase, *ethnos*	5	OP	1 y 3	Esp	1. Canon literario y escritura femenina 2. Postcolonialismo y género: narrativas de la migración y el retorno en las literaturas en lengua portuguesa
Modelos de historia comparada de lasliteraturas europeas	5		1 y 3	Esp	1. Génesis y desarrollo del comparatismo literario 2. Historia de las interrelaciones literarias italo-españolas
Modelos de intertextualidad en las literaturaseuropeas	5		1 y 3	Esp	1. El juego con la tradición literaria en tanto que almacén de materiales reciclables 2. Literaturas francesa y francófona: reescritura e hibridación
Cultura de herencia: diásporas cristianas yjudías en Europa	5		1 y 3	Esp	1. Diásporas cristianas en Europa 2. Diásporas judías en Europa
Culturas Contemporâneas	10		1	Pt	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.
Cinema e Outras Artes	10		1	Pt	Cinema and television: limits and complicities - does the artistic nature of cinema conflict with the media nature of television? - definition of author in film and television Cinema and television: some examples - Roberto Rossellini's didactic television - Jean-Luc Godard's political television
Temas da Literatura Comparada	10		1	Pt	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.
Mehrsprachigkeit	5		1	Al	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.
Sprach- und Translationspolitik	5		1	Al	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
Analyse des produits culturels I	5		1	Fr	Seven broad topics are discussed in the course: 1) Norms, taboos, transgressions, censorship; bienséance and vraisemblance; 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, mise en abyme (reflexivity), stylistic devices (metonymy, metaphors etc.); new and traditional media in the French-speaking world.
Analyse des produits culturels II	5		1	Fr	Multimodality in Comics Structure of Comics Narrativity in Comics Humour in Comics Traductology and Comics
Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3	Fr, Eng, Al, Esp, It, Pt, Ruso	- 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		1 y 3	Fr, Eng, Al, Esp, It, Pt, Ruso	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 etexpériences de lecture	10		1	Fr	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.
Deutsche Kultur im mitteleuropäischen Raum	5		1	Al	1. Mitteleuropa, Zentraleuropa - a conceptual delimitation. 2. "Cultural" identity and "national" identity 3. German as the "lingua franca" of Central Europe 4. Center and periphery in Central Europe 5. Memory and identity
Etnologie şi putere. Teme şi concepte actuale în studiul culturii populare	5		1	Ro	1. Introducere în problematica cursului. Prezentarea temelor şi a bibliografiei 2. Etnologie și putere. Definiții, concepte, perspective 3. Pentru o istorie politică a etnologiei 4. Argumentul puterii în discursul etnologic 5. Politica tradiției
Multicultural perspectives	5		1	Eng	1. Introductory course. 2. The birth of American cinema. 3. Key aspects of film language
Literatură și mentalități	5		1	Ro	1. Ins, persoană, individ – categoriile definirii sinelui 2. Intuirea și delimitarea sinelui în Antichitatea greco-latină 3. Persoana: de la conștiința de sine la mărturisirea sinelui 4. Conștiință de sine și mărturisirea sinelui în Fericitul Augustin, Confesiuni 5. Naşterea individului: Spațiu privat-spațiu public țin secolul al XIX-lea 6. De la individul atomizat la omul masificat și la societatea de masă în secolul al XX-lea 7. Mariana Alcoforado, Scrisorile portugheze (sec. XVII-XVIII) 8. Memorie, istorie, identitate. Pactul (auto)biografic în literatura memorialistică 9. Chateaubriand, Memorii de dincolo de mormânt 10. Literatura memorialistică: scrisorile, jurnalul, memoriile 11. Etic și estetic în literatura memorialistică
Letteratura italiana	5		1	It	Literatura italiana actual
Italian Politics and Society	5		1	Eng	The course aims to introduce students to the main features of the Italian political system and issues in Italian society. By the end of the course, students should have become familiar with the main Italian political, economic and social institutions; with the main challenges affecting the contemporary Italian political system, the Italian economy, and Italy-EU relations; and with some important contemporary Italian policy questions and ethical controversies. Through participation in seminars and essay writing, students will also improve their presentational, analytical and argumentative skills.
Economia dello sviluppo e dellacooperazione	5		1	It	The goal of the course is to familiarize students with the meaning and issues of development. The course will cover the basics of development economics and highlights cooperation strategies over the last seventy

					years. The course will introduce students to: i) the main development theories aimed to explain the different trends and development gaps at a global level; ii) how development, poverty and inequalities can be measured; iii) the role and impact of development policies, aids and international cooperation may have in different institutional contexts.
Metodi digitali per la ricerca sociale e dimarketing	5		1	It	The course provides the basic tools for designing social research projects that make extensive use, following an integrative perspective, of all the typical tools of research methods based on the use of digital technologies. In particular, attention will be paid to the careful design of the cognitive question and its transformation into technical research choices both in the case of basic research and in the case of applied or market research.
Latinoamerikanische Literatur und Kultur 1 / Literatura y Cultura Latinoamericanas 1	5		1	Al, esp	Different topics in Latin-American literature and culture.
Romanische Literaturwissenschaft Sprache 1	5		1	Al	Literary history, literary theory, literary hermeneutics; interpretation and analysis of specific literary works
Literatur und Landeskunde	5		1	Al	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
Culturas europeas : traducciones, transducciones, mediaciones materiales	5		2	Esp	1. Literatura francesa y ciencias cognitivas 2. Cartografía y obras literarias
Modelos de literatura y otras artes en lasculturas europeas	5		2	Esp	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 lasculturas europeas	5		2	Esp	1. Escrituras del cine: de lo analógico a lo digital 2. Diálogos entre literatura y cine
Cultura de Herencia : la comunidad magrebí	5		2	Esp	1. Islam, proyecto religioso, político y socio-económico. 2. Proceso de Islamización y arabización el islam, Magreb al-Andalus 3. Al-Andalus, presente y la tergiversación del pasado 4. Mosaico étnico y religioso del mundo árabe: islam, cristiano y judaísmo magrebí 5. Bereberes y la identidad lingüística, cultural y religiosa del Magreb 6. Religiosidad magrebí
Literatura e Artes	10		2	Pt	1. Introduction to the relationship between literature and the arts. Communication systems, supports, content. New modalities of artistic expression, digital art. General framework. 2. The primary link between the arts. The

					Muses. Writing and drawing. Plato, Phaedrus: memory and remembrance. 3. The hierarchy of the arts. Trivium and Quadrivium. Leonardo and the "cosa mentale". 4. Ecfrase, paragone. Laoconte: Classical Antiquity (Virgil, Pliny), Renaissance (Michelangelo), Neoclassicism (Lessing). 5. The writer in the artist's studio. Esquivel y Suárez and the atmosphere of 19th century Madrid. Protagonists and works. 6. From Mnemosine's daughters to contemporary art. Historical avant-garde. Meaning of the signifier. 7. Structuralism, semiotics, deconstruction, intermediality. Study of a selection of contemporary works.
Literaturas de Língua Portuguesa	10		2	Pt	1. Literatures written in Portuguese. 2. Literature, identity, cultural and intercultural translation. 3. Portuguese, African and Brazilian literary canones. 4. The literary text and linguistic criativity.
Oficina de Poesia	10		2	Pt	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.
Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2	Al	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.
Literaturaustausch: Akteure und literarischeSysteme	5		2	Al	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)
Francophonie	5		2	Fr	PART I. DIVERSITY OF THE FRENCH-SPEAKING WORLD. GEOGRAPHY, HISTORY AND CURRENT SITUATION OF THE FRENCH-SPEAKING COUNTRIES/TERRITORIES. PART II. THE PRESENT: DISCOURSES OF/ABOUT LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD. PART III. THE FUTURE OF LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD.

Discours et interaction dans les sociétés	5		2	Fr	An in-depth to the research on interaction and discourse analyses, including multimodal and social AI.
Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5		2	Eng, Al, Esp, It, Pt, Ruso	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		2	Fr	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		2	Fr	1. Graphic romance 2. Analysing graphic romances
Enseignement de la littérature francophone	5		2	Fr	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.
Deutsche Literatur in vergleichenderPerspektive	5		2	Al	1. Identity and "cultural code". 2. Biedermeier culture 3. Viennese folk theater 4. "Provincial" literature and Heimatliteratur 5. Viennese modernity 6. The great interwar prose writers 7. Austrian literature after the Second World War
Idei şi atitudini româneşti în istoria culturii	5		2	Ro	1. Interbelicul între mit și istorie. România Mare și provocările extremismului reflectate în literatură. 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 Groşan și a lui Marius Oprea.
Genuri în literatura exilului	5		2	Ro	1. Literatura exilului//literatura diasporei: evoluţia 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). 2. Imaginarul balcanic în spaţiul european: Panait Istrati, Spovedanie pentru învinşi, studiu de caz. Actualizarea tiparelor povestirii orientale: Panait Istrati, Mediterana, studiu de caz. Mărci identitare specifice scriitorilor străini de origine română; raportul identitate vs. alteritate (identitate de grup, familială,

					etnică etc.); regional, naţional, universal în contextul promovării multiculturalismului
Realismul magic în literatură şi în film	5		2	Ro	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.
Introduzione alla storia delle relazioniinternazionali	5		2	It	In collaboration with the Committee for the Publication of Italian Diplomatic Documents and the Italian Diplomatic Archive (MAECI-Rome), the course aims at introducing students within the area of the humanities to the meaning and purpose of international history over time. The course is designed to: 1) engage students with methodologies and historiographical schools within the area of international history; 2) allow students to access and evaluate relevant archival sources, from the origins of color books to progressive liberalisation of public access to diplomatic sources and finally to their digitalisation; 3) the final part of the course will be devoted to welcome students into the reality of working and researching in diplomatic archives, such as the Archivio Storico Diplomatico Italiano and others. Experts, practitioners and archivists will actively engage students in seminars and laboratories aimed at introducing them to the access, conservation and publication of diplomatic documents.
Laboratorio di comunicazione e studi culturali	5		2	It	By the end of this Laboratory students will be able to: • Understand the strategic importance of digital technologies within contemporary communicative and cultural processes; • Understand the connection between logics of digital media and logics of consumption; • Use sociological theories to critically analyse the contemporary processes of digital communication; • Identify the main opportunities and challenges posed by digital media; • Critically evaluate the impact of digital media on contemporary society and culture.
Il linguaggio della cooperazione	5		2	It	As always in history, the periods of crisis highlight an underlying contradiction between the temptation and the practice of closure (beggar-my-neighbor) on the one hand and, on the other, the awareness that the scale of the heavy challenges would require instead openness, collaboration, planning. Between the temptation of tough competition and the need for cooperation between peoples, countries and cultures, "cooperation", in its essence, means the extension of non-mercantile logics to a potentially ever wider space. It goes without saying that reaching such an outcome is difficult, it requires a long time,

					effort and awareness. In a word, it requires culture. The contribution that this course offer is precisely this: to provide some ideas for reflection, through the analysis of the "words of cooperation", on the many cases in which, in history and in the present, a different mix of cooperation and competition has changed or it could have changed the course of events.
Sociology of Development	5		2	Eng	The world economy has grown at an unprecedented pace in the last half-a-century pushed and sustained by the diffusion and strengthening of socio-economic forces such as entrepreneurship and innovation, human capital formation and mobility, science and technology. The course aims at offering a sociological view on these “engines of development” looking at relevant institutions, cultural elements and social relations associated with them, providing students with references to different theoretical approaches and empirical evidence. At the end of the course students should have a general understanding of economic development in the long run and in recent times and gain a more specific knowledge of some constituent elements of the “engines of development”
Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5		2	Al	French and Italian in contact with other languages in the past and present: -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
Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2	5		2	Al, esp	Different topics related to Latin-American literature and culture
Fremdsprachenunterricht im digitalenZeitalter	5		2	Al	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.
Cultura de herencia : pensamiento y culturairanios	5		3	Esp	Exposición de contenidos relacionados con la asignatura sobre temas importantes socioculturales, históricos, literarios, religiosos, artísticos, etc. en Irán.
Linguagem e Escrita	10		3	Pt	1. The matter of writing: from language to text

					2. Creative writing: models and critical theory
Temas da Literatura Comparada	10		3	Pt	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.
Culturas Contemporâneas	10		3	Pt	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.
Cinema e Outras Artes	10		3	Pt	Cinema and television: limits and complicities - does the artistic nature of cinema conflict with the media nature of television? - definition of author in film and television Cinema and television: some examples - Roberto Rossellini's didactic television - Jean-Luc Godard's political television
Cultura Inglesa	10		3	Pt, eng	'London: from Great Metropolis to Global City' The seminar concentrates on the evolution of London, from19th 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 identitary 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.
Literatura e Modernidade	10		3	Pt	1. The concepts of the modern and modernity. 2. The poetic expression of Modernity: Baudelaire, Symbolism, Fin-de-Siècle, Hispanic Modernism. 3. The renovation of narrative discourse: from Flaubert to the "literature of the self". 4. Literary and Artistic Avantgard: Cubism, Futurism, Imagism, Expressionism, Surrealism. 5. The poetics of Portuguese Modernism. 6. Some key-concepts of modern art: depersonalization, degeneracy, grotesque, fragment, alterity, dehumanization.

História e Periodização da LiteraturaPortuguesa I	10		3	Pt	1. Literary History, Periodization and Teaching of Literature: practices of research and of educational and pedagogical transmission. A brief reflection. 2. The Periodization of Portuguese Literature from the Middle Ages to Neoclassicism. Assumptions and main models of narrative arrangement. 2.1. The Middle Ages. From Romantic construction to the Postmodern perspective. 2.2. Humanism, Renaissance and Classicism: genesis, differentiation patterns and overlapping effects. 2.3. Mannerism: emergence of the concept and conditions for existence. 2.4. Luso-Brazilian and Iberian Baroque. 2.5. Neoclassicism: founding origins and horizon of movement. 3. New challenges in the research and teaching of Portuguese Literature from the Middle Ages to Neoclassicism: a summary.
Poder e Política na União Europeia	10		3	Pt	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
Introduction to Finnish Culture and Society	5		3	Eng	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.
Sea, Nature and Finnish Culture	5		3	Eng	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.
Transatlantic dialogue in popular culture & Shakespeare on screen: Trans-cultural translation and distort	10		3	Eng	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.
Patrimoine et institutions gestion nationaleset régionales & Écrire sur l'art & Projet tuteuré et Médiation (Médiation Culturelle dans le spectacle vivant/Médiation scientifique et journalisme scientifique)	10		3	Fr	Museums: missions, functions, and legislation Management of heritage projects History of heritage institutions and practices in France Write on art
Translation in society	5		3	Eng	Translation studies applied to the society
Deutsche Kultur im rumänischen Raum	5		3	Al	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
Decadentismul în literatură și în artele plastice	5		3	Ro	1. Definirea conceptelor: decădere, decadență, decadentism. Decadență vs. progres. Estetic vs. etic 2. Fuzionări, corespondențe și artă totală 3. Program estetic: subversiune și spirit negativist; cultul inovației; rafinament și individualism 4. Cultul artificiului și respingerea naturii 5. Androginul. Femeia fatală. Opoziția completă: satanismul. Eroul decadentist: dandyul 6. Decadentismul în artele plastice: Gustave Moreau,Félicien Rops, Maurice Dumont, Odilon Redon, Georges Rochegrosse etc.
Literatură, arte vizuale, arte ale spectacolului	5		3	Ro	1. Diegesis şi mimesis. 2. Ilustraţia de carte – posibilităţi şi limite. 3. Dramatizarea şi ecranizarea – tehnici şi strategii; riscuri; şanse de deschidere. 4. Studii de caz – texte literare/„poveşti" adaptate la alte medii (muzică, dans/balet, teatru, film)
Letteratura italiana	5		3	It	Literatura italiana actual
Italian Politics and Society	5		3	Eng	The course aims to introduce students to the main features of the Italian political system and issues in Italian society. By the end of the course, students should have become familiar with the main Italian

					political, economic and social institutions; with the main challenges affecting the contemporary Italian political system, the Italian economy, and Italy-EU relations; and with some important contemporary Italian policy questions and ethical controversies. Through participation in seminars and essay writing, students will also improve their presentational, analytical and argumentative skills.
Economia dello sviluppo e dellacooperazione	5		3	It	The goal of the course is to familiarize students with the meaning and issues of development. The course will cover the basics of development economics and highlights cooperation strategies over the last seventy years. The course will introduce students to: i) the main development theories aimed to explain the different trends and development gaps at a global level; ii) how development, poverty and inequalities can be measured; iii) the role and impact of development policies, aids and international cooperation may have in different institutional contexts.
Big Data e Modelli Computazionali per il Marketing	5		3	It	The course provides the analytical tools to read and interpret research reports and analyses using complex computational techniques, to interact with experts in big data analysis. The main topics of the teaching are: - Data sources: classification, collection methods and analysis tools -Machine Learning, Deep Learning and Big Data Analytics - Descriptive analysis techniques - Local analysis techniques - Unsupervised analysis techniques - Supervised analysis techniques -Best practices in machine learning -Best practices in deep learning for social media analysts The course includes case study discussions and data science laboratories.
Metodi digitali per la ricerca sociale e dimarketing	5		3	It	The course provides the basic tools for designing social research projects that make extensive use, following an integrative perspective, of all the typical tools of research methods based on the use of digital technologies. In particular, attention will be paid to the careful design of the cognitive question and its transformation into technical research choices both in the case of basic research and in the case of applied or market research.
Artificial intelligence	5		3	Eng	The course follows a conceptual pathway along the fundamental principles of the discipline. It is divided into two parts: the first part is an introduction to classical formal logic, both propositional and first order, with a special focus to the aspects of automatic calculus, while the second part is an introduction to the basic principles of machine learning and self-organizing systems.
Public Diplomacy in the Digital Era	5		3	Eng	The course will allow students to understand the meaning of public diplomacy and the

					relationship between diplomacy and technological change; to create significant links between pre-digital traditional forms of diplomacy and the present digitalization of diplomatic practices; to assess whether digital diplomacy is introducing original and critical insights into the conditions that allow digitalization to inform foreign policy. Case studies of relevant digital tools and the analysis of platforms that are being currently used by embassies and foreign ministries in their work, would allow students to observe and reflect - in their course work - on concrete examples of the present transformation towards digital diplomacy.
Grundlagen der Interkulturellen Wirtschaftskommunikation	5		3	Al	Current discourses of intercultural communication and action research. Methods of intercultural communication research. Business-related areas of application of intercultural action processes.
Cultural history of specific regions /Historiacultural de regiones específics / Histoire culturelle des régions spécifiques	5		3	Eng, Esp, Fr, Al	Economic-related cultural history of a chosen region
Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5		3	Al	Southeastern Europe. Politics of Southeastern Europe.
Digital Humanities in der Praxis	10		3	Al	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.
Digital Humanities - Methoden	5		3	Al.	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.

7. ACTIVIDADES FORMATIVAS DE LA MATERIA CON CONTENIDO EN ECTS Y TIEMPO DE DEDICACIÓN DEL ESTUDIANTE (HORAS DE DEDICACIÓN Y PORCENTAJE DE PRESENCIALIDAD)

Actividad Formativa	Horas Presenciales	Horas No Presenciales	Porcentaje Presenci
Clases teóricas	84 (11,2%)	120 (16%)	58,8%
Clases prácticas	30 (4%)	60 (8%)	33,3%
Trabajos/videocasts/podcasts	60 (8%)	360 (48%)	14,3%

Tutorías		36 (4,8%)				100%
Total horas	750	Total Horas Presenciales	210 (28%)	Total Horas NO Presencial	540 (72%	72%

8. SISTEMAS DE EVALUACIÓN DE ADQUISICIÓN DE LAS COMPETENCIAS DE LA MATERIA Y PONDERACIONES MÁXIMAS Y MÍNIMAS

Sistema de evaluación	Ponderación mínima.	Ponderación máxima
Participación práctica en clase	0%	20%
Trabajos	0%	70%
Exposiciones	0%	30%
Exámenes	0%	30%

TRABAJO DE FIN DE MASTER (MASTER'S THESIS)

1. MATERIA: **Trabajo de Fin de Máster (Master's Thesis)**

Carácter: Materia obligatoria.
ECTS: 30
Unidad temporal (nota: del Semestre 1 al Semestre X / Anual): Semestre 4
Lenguas en las que se imparte: Inglés, español, portugués, francés, italiano, alemán, rumano.

2. COMPETENCIAS DE LA MATERIA

COMPETENCIAS BÁSICAS Y GENERALES:
CB6: Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
CB7. Los estudiantes sabrán aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio
CB8. Los estudiantes serán capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
CB9. Los estudiantes sabrán comunicar sus conclusiones –y los conocimientos y razones últimas que las sustentan- a públicos especializados y no especializados de un modo claro y sin ambigüedades.
CB10. Los estudiantes poseerán las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.
Competencias generales (es optativo pero la aplicación informática exige una CG1)
CG1. Capacidad de análisis, de síntesis y de formulación de juicios a partir de la información disponible. Estudiar minuciosamente un problema, caso, artículo, situación, etc. y resumir y recopilar lo más relevante de ello, siendo capaz de formular un juicio que incluya una reflexión sobre las responsabilidades sociales y éticas de su eventual aplicación.
CG2. Capacidad de organización y planificación. Saber fijar los pasos a seguir y/o estructurar procesalmente para alcanzar un objetivo, distribuyendo convenientemente los recursos materiales y humanos con los que cuenta, asignando a cada uno funciones concretas.
CG3. Capacidad de comunicación y trabajo en equipo. Saber comunicar las razones de sus ideas y conclusiones de modo claro a públicos especializados y no especializados.

COMPETENCIAS ESPECÍFICAS:
CE2. Adquirir la capacidad de localizar y manejar las fuentes bibliográficas especializadas de y sobre lingüística de contacto, literaturas comparadas, sociedades en contacto, interculturalidad, intertextualidad y comunicación intercultural, sabiendo localizar y manejar fondos documentales on- y offline y aplicando las tecnologías de la información y la comunicación al ámbito de la investigación filológica especializada.
CE3. Conocer los diferentes métodos de análisis que permitan interpretar textos tanto desde la perspectiva lingüística como desde la literaria, cultural y en el ámbito de las sociedades europeas.
CE5. Desarrollar la capacidad de aplicar la metodología científica adecuada que permita abarcar los distintos tipos de estudios lingüísticos, literarios, culturales y de las sociedades europeas.

CE10. Adquirir las destrezas necesarias para llevar a cabo un trabajo de investigación original en uno de los ámbitos filológicos que abarca el máster.

3. RESULTADOS DE APRENDIZAJE DE LA MATERIA

1) Los estudiantes serán capaces de aplicar los conocimientos adquiridos y su capacidad para resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con las lenguas, las literaturas, culturas y sociedades europeas modernas.
2) Los estudiantes aprenderán a integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información incompleta o limitada que incluya una reflexión sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
3) Los estudiantes serán capaces de comunicar sus conclusiones (y sus conocimientos y razones subyacentes) a especialistas y no especialistas de forma clara y sin ambigüedades.
4) Los estudiantes desarrollarán las habilidades de aprendizaje que les permitan seguir estudiando de forma autónoma.
5) La capacidad de localizar y manejar fuentes bibliográficas especializadas sobre las lenguas, las literaturas, culturas y sociedades europeas modernas, así como de manejar fondos documentales on y offline aplicando las tecnologías de la información y la comunicación.
6) Conocimiento avanzado de los diferentes métodos de análisis que permiten la interpretación de textos de lenguas, literatura, cultura y sociedades europeas modernas.
7) Desarrollo de la capacidad de aplicar la metodología científica adecuada para abarcar los diferentes tipos de estudios sobre las literaturas, culturas y sociedades europeas modernas.

4. BREVE DESCRIPCIÓN DE CONTENIDOS DE LA MATERIA

Desarrollo, redacción y exposición de una trabajo de fin de máster de carácter investigador en un ámbito de la lingüística, la literatura, la cultura o el estudio de la sociedad europea en el que el alumno demuestre que es capaz de desarrollar una investigación de cierta relevancia tutorizado en dos universidades europeas (cotutela).

5. OBSERVACIONES DE LA MATERIA

6. ASIGNATURAS QUE COMPONEN LA MATERIA

Asignatura	ECTS	Cáracter	Semestre	Lengua	Contenidos
TFM	30	O	4	Ing, esp, pt, fr, it, al, ro	Trabajo de investigación sonre lingüística, literatura, cultura o el estudio de la sociedad europea

7. ACTIVIDADES FORMATIVAS DE LA MATERIA CON CONTENIDO EN ECTS Y TIEMPO DE DEDICACIÓN DEL ESTUDIANTE (HORAS DE DEDICACIÓN Y PORCENTAJE DE PRESENCIALIDAD)

Actividad Formativa		Horas Presenciales		Horas No Presenciales		Porcentaje Presenci
Clases teóricas						
Clases prácticas						
Trabajos/videocasts/podcasts						
Tutorías		30 (4%)		720 (96%)		2%
Total horas	750	Total Horas Presenciales	30 (4%)	Total Horas NO Presencial	720 (96%	4%

8. SISTEMAS DE EVALUACIÓN DE ADQUISICIÓN DE LAS COMPETENCIAS DE LA MATERIA Y PONDERACIONES MÁXIMAS Y MÍNIMAS

Sistema de evaluación	Ponderación mínima.	Ponderación máxima
Participación práctica en clase		
Trabajos	100%	100%

A continuación sigue el detalle de todas las asignaturas, organizadas por universidad y materia. En estas fichas se encontrará toda la información relevante a cada una de esas asignaturas.

AQUÍ COPY-PASTE DEL DOCUMENTO “FINAL COURSES PER UNIVERSITY” (MÁS DE 600 PÁG.)

5.5.2. Descripción detallada por módulo
No se aplica.

6. PERSONAL ACADÉMICO

6.1. Profesorado

Este máster será impartido por profesorado perteneciente a las siguientes universidades y centros:

- USAL: profesorado de tres áreas del Dpto. de Filología de la Facultad de Filología (Alemán, Italiano, Portugués), profesorado del Dpto. de Filología Francesa y otros tres profesores adscritos al Dpto. de Lengua Española (Áreas de Hebreo/Arameo y Árabe). Todos ellos cuentan con una amplia experiencia en las materias ofertadas y en la cooperación internacional.
- Universidad de Coimbra: profesorado de la Faculdade de Letras da Universidade de Coimbra
- Universidad de Iasi: profesorado de la Facultatea de Litere
- Universidad de Jena: profesorado de la Philosophische Fakultät der Friedrich-Schiller-Universität Jena
- Universidad de Poitiers: profesorado de las facultades UFR LETTRES & LANGUES y UFR SCIENCES HUMAINES ET ARTS
- Universidad de Pavía: profesorado del Dipartimento di Studi Umanistici, Dipartimento di Scienze Politiche e Sociali y Dipartimento di Ingegneria industriale e dell'informazione.
- Universidad de Turku: profesorado de la Faculty of Humanities.

Tabla 6.1.3a. Profesorado específico de la universidad española, categoría académica, título de doctor y horas de dedicación al Título (Universidad de Salamanca)

Univ.	Categoría Académica	Nº	% categoría	Nº de Doctores	% Doctores	Nº horas dedicación al título (Presencial	Nº horas dedicación al título (No Presencial	% Horas
USAL	Catedrático de Universidad							
	Catedrático de Escuela Universitaria							
	Profesor Titular de Universidad							
	Profesor Titular de Escuela Univer							
	Maestro de Taller o Laboratorio							
	Profesor Emérito							
	Otro personal docente funcionario							
	Profesor Asociado							
	Profesor Ayudante Doctor							
	Profesor Colaborador							
	Profesor Contratado Doctor							
	Otro personal docente con contrato							
	Profesor Visitante							
	TOTAL		100%					

Tabla adaptada general para todas las universidades/países participantes agrupando las categorías académicas según equivalencias aproximadas:

- Profesor Catedrático/Titular ("Professor") (P): posiciones permanentes más elevadas, generalmente funcionarios del estado, que generalmente pueden ser directores de unidades de investigación / proyectos de investigación (con o sin cátedra)

- Profesor Contratado Doctor ("Reader") (PC): posiciones permanentes con autonomía docente e investigadora
- Profesores Ayudantes Doctores ("Lecturer"): posiciones no permanentes "postdoct"
- Otras figuras contractuales ("Teaching assistants"): posiciones no permanentes "pre-doct" o con contratos de asociado/colaborador, etc.

Tabla 6.1.3b. Profesorado por universidad, categoría académica, título de doctor y horas de dedicación al Título (incluyendo la USAL)

Universidad USAL	Categoría Académica	Nº	% categ.	Nº Doctores	% Doctores	Nº horas dedicación al título (Presencial)	Nº horas dedicación al título (No Presencial	% Horas
	"Professor"							
	"Reader"							
	"Lecturer"							
	"Teaching assistant"							
	TOTAL		100%					

Ll

Universidad UC (Coimbra)	Categoría Académica	Nº	% categ.	Nº Doctores	% Doctores	Nº horas dedicación al título (Presencial)	Nº horas dedicación al título (No Presencial	% Horas
	"Professor"							
	"Reader"							
	"Lecturer"							
	"Teaching assistant"							
	TOTAL		100%					

[Nota de la tabla 6.1.3: el % Categoría es vertical (la suma de toda la columna ha de dar el 100%). El % de Doctores es horizontal (dentro de cada categoría académica cuál es el % de doctores). El % de Horas de dedicación al título es horizontal]

Tabla 6.1.4 Profesionales que colaborarán en el Máster y principales méritos que justifican y avalan su cualificación y adecuación al mismo.

Profesional (nombre, apellidos) y formación académica	Lugar de trabajo / puesto de trabajo	Experiencia profesional y otros méritos

Mecanismos para la igualdad entre hombres y mujeres y la no discriminación de personas con discapacidad

Todas las universidades disponen de mecanismos que garantizan la igualdad entre hombres y mujeres y la no discriminación de personas con discapacidad.

Universidad de Salamanca
La USAL dispone de un plan elaborado al efecto que garantiza la paridad: Plan Integral de Igualdad entre mujeres y hombres aprobado por el Consejo de Gobierno de la USAL el 30 de abril de 2008 (http://igualdad.usal.es/images/stories/documentos/plan_igualdad_usal.pdf, última versión: https://igualdadefectivablog.files.wordpress.com/2016/06/plan_igualdad_usal.pdf) a partir del cual se propuso y se diseñó una Unidad de Igualdad (http://igualdad.usal.es/) responsable de estas cuestiones. Esta Unidad vela por el cumplimiento efectivo de la igualdad entre hombres y mujeres en la USAL a todos los niveles, tutelando los derechos y libertades de los miembros de la

comunidad universitaria, en particular lo referido a la promoción de la igualdad efectiva de mujeres y hombres en la Universidad de Salamanca y el seguimiento del desarrollo y cumplimiento de la legislación y de los planes y medidas de igualdad que se adopten. Se han difundido varias guías de igualdad en la USAL. La más completa data de 2012 (http://igualdad.usal.es/images/stories/documentos/guia_igualdad_usal.pdf): en ella se desarrollan las Líneas Básicas del Plan de Igualdad y una Guía para un uso inclusivo del lenguaje.
La Unidad de atención a la discapacidad del Servicio de Asuntos Sociales (SAS) (http://sas.usal.es) y el Servicio de Información sobre Discapacidad (SID) (http://sid.usal.es/) dependiente del Instituto Universitario de Integración en la Comunidad (INICO) http://inico.usal.es/), ofrecen información, orientación y apoyo a personas con discapacidad, estudian las necesidades y demandas de las personas con discapacidad en el ámbito universitario, asesorando tanto a estudiantes con discapacidad, investigadores, profesores, personal de administración y servicios, voluntarios y a cualquier persona que esté interesada en este tema".

Universidad de Pavía
El SAISD es el principal mecanismo institucional de la UniPV para garantizar la igualdad, la diversidad y la inclusión. El SAISD - Centro de Servicios Universitarios de Asistencia e Integración para Estudiantes Discapacitados y SLD - está activo desde el curso académico 1999-2000 en la UniPV para ofrecer a los estudiantes discapacitados un servicio integrado de acogida, asistencia e integración dentro del mundo universitario.
S.A.I.S.D ofrece servicios de acogida, asistencia e integración dentro de la Universidad; organiza, apoya, coordina y supervisa todos los eventos sobre integración en todos los aspectos de la vida universitaria; permite asistir a las clases, laboratorios, bibliotecas y aulas de estudio.
El S.A.I.S.D. ha implementado los siguientes tipos de servicios: acogida y orientación en la elección de la carrera; identificación de las necesidades en relación con la discapacidad; identificación de apoyos en términos de personal y ayudas técnicas; acompañamiento y asistencia dentro de las instalaciones universitarias, durante las horas de clase y en el comedor durante las comidas; intervenciones de los profesores para la realización de exámenes individualizados; asistencia durante la realización de las pruebas de examen; asistencia en la realización de actividades burocráticas; apoyo a la integración laboral de los graduados con discapacidad, en colaboración con el Centro de Orientación Universitaria. El Servicio funciona en colaboración con el Instituto para el Derecho a la Educación (E.D.I.S.U.), con el objetivo de ofrecer a los estudiantes un sistema integrado de servicios. En esta perspectiva, los colegios gestionados por el E.D.I.S.U. ofrecen hospitalidad a los estudiantes con discapacidad a través de la provisión de una reserva anual de plazas.
Página web del SAISD: https://saisd.unipv.it/index.php/en

Universidad de Coimbra
Los Serviços de Ação Social da Universidade de Coimbra (SASUC) son los responsables de velar por la mo discriminación de todos los miembros de la comunidad universitaria (https://www.uc.pt/sasuc/Acolhimento-e-Integracao). Esta universidad cuenta con un Plan Estratégico para la Igualdad y la Diversidad (https://www.uc.pt/sustentabilidade/igualdade/PIEDUC2019_2023_web.pdf).

Universidad de Poitiers
Una de las prioridades de la Universidad de Poitiers es la accesibilidad de los edificios para las personas con movilidad reducida. Se ha puesto en marcha un importante programa para renovar esos edificios de acuerdo con las normas. La Universidad de Poitiers ha adoptado el "schéma directeur handicap". El objetivo es establecer un programa sostenible de accesibilidad en los próximos años.
En cuanto a la igualdad, el Consejo de Administración de la Universidad de Poitiers votó por unanimidad la "Carta por la igualdad entre mujeres y hombres" (https://www.univ-poitiers.fr/wp-content/uploads/sites/10/2018/11/charte-egalite-f-h.pdf). Esto significa que la Universidad debe utilizar una comunicación no sexista, no discriminatoria, no estereotipada, para hacer y difundir un

estado estadístico sexual, para sensibilizar al personal y a los estudiantes sobre la igualdad de género y, finalmente, para calentar a la comunidad sobre cualquier forma de violencia y acoso.
Por último, la integración y la diversidad de los estudiantes son aspectos importantes en los que se centra la Universidad de Poitiers. Por ejemplo, los estudiantes internacionales están parcialmente exentos de las tasas de matrícula. Pagan la misma cantidad que los estudiantes europeos y franceses, no importa de dónde sean.
Existe un vicerrectorado que se ocupa exclusivamente de la igualdad y la diversidad, con "Vice-président à l'égalité entre les femmes et les hommes et à l'Université citoyenne".

Universidad de Jena
La Universidad de Jena cuenta con un delegado del rector para la inclusión (https://www.uni-jena.de/Inklusion) que se ocupa de monitorizar y garantizar la igualdad real de los empleados con discapacidades graves y de las mujeres con respecto a los hombres y de ayudar al diseño de su lugar de trabajo de acuerdo con las necesidades de los discapacitados. Las personas con discapacidad reciben prestaciones especiales para evitar que surjan desventajas en la vida laboral o para superarlas lo antes posible. En el contexto de la Ley Federal de Participación, el SGB IX sitúa a la persona discapacitada en el centro de atención y ofrece a los actores de la empresa una base legal sobre los temas de inclusión e integración de los empleados discapacitados.

Universidad de Turku
Esta Universidad cuenta con un Plan Estratégico de Accesibilidad (https://www.utu.fi/en/university/accessibility) y otro Plan Estratégico de Igualdad (https://www.utu.fi/en/university/strategy-and-values/equality).

Universidad de Iasi
La Universidad de Iasi ha incluido la igualdad y la diversidad como un derecho y una obligación de sus empleados en su reglamento de personal (https://www.uaic.ro/wp-content/uploads/2013/12/1-REG.INTERN-APROBAT-DEC.2014-CU-SEMNATURI.pdf) y monitoriza que se cumpla la inclusión a todos los niveles.

Por lo tanto, las siete universidades integrantes del máster disponen de servicios y/o unidades similares que garantizan la igualdad de género y la no discriminación de personas con discapacidad. El máster que se propone adoptará todas las medidas que fueses precisas para cumplir con la normativa vigente y garantizar fehacientemente la igualdad de género y la no discriminación de personas con discapacidad.

6.2. Otros recursos humanos disponibles

Todos los centros universitarios implicados en el título cuentan con suficiente Personal de Administración y Servicios (PAS) para atender las necesidades derivadas de la impartición del título.

Tabla 6.2 Personal de administración y servicios (PAS) adscrito a todos los centros implicados en el título

Destino	Categoría // Cuerpo /Escala	Número de personas
USAL – Facultad de Filología y Dptos	todas	36
UC – Faculdade de Letras	todas	20
UAIC Iasi - Facultatea de Litere	todas	15
FSU Jena - Philosophische Fakultät	todas	42
UP – UFR Lettres et Langues, UFR Sciences Humaines et Arts	todas	17
UNIPV - Dipartimenti di Studi Umanistici,	todas	12

Destino	Categoría // Cuerpo /Escala	Número de personas
Scienze Politiche e Sociali, Ingegneria industriale e dell'informazione		
UTU - Faculty of Humanities	todas	8

En lo que se refiere a la Universidad de Salamanca, para atender a las necesidades logístico-administrativas derivadas de la impartición del título, se cuenta con el siguiente Personal de Administración y Servicios (PAS) destinado a la Facultad de Filología, centro al que está adscrito el programa de Máster que aquí se presenta. El personal de apoyo disponible para el desarrollo de las actividades de soporte técnico al Máster se corresponde con el personal de administración y servicios de la Secretaría del Centro que tiene una formación adecuada para el correcto funcionamiento del título.

Tabla 6.2a Personal de administración y servicios (PAS) adscrito a la Facultad de Filología, a fecha de 01/10/2021

Destino	Categoría // Cuerpo /Escala	Número de personas
Secretaría de la Facultad	Jefe Secc./jefe negoc., /administr.	7
Secretarías de dptos..	Admin.	6
Secretaría del decanato	Admin.	1
Bibliotecas	Admin.	10
Serv. informáticos	Admin.	1
Conserjerías	Admin.	11

En el Dpto. de Filología Moderna se cuenta con un secretario de Departamento con amplia experiencia en la colaboración a nivel de gestión y administración en títulos oficiales. El Dpto. de Filología Francesa cuenta igualmente con una secretaria.

Tabla 6.1.1. Profesorado por cada uno de los Departamentos que participan en el Título

Nombre del Departamento:													
Profesor iniciales del (nombre y apellidos)	Titulación de formación	Categoría académica	Área de conocimiento	Doctor SÍ/No	Figura más alta Acreditación (si procede)	Quinquenios docentes	Sexenios investigac	Nombre de las Asignaturas impartidas en este Título	Horas dedicadas al Título	Horas dedicadas a la Univer.	Nº máximo de ECTS puede impartir	Nº ECTS impartidos en el Título propuesto	Nº ECTS impartidos en otros Título

Nota: En las dos últimas columnas (Nº ECTS impartidos) se contabilizarán todos los ECTS impartidos, incluyendo la tutorización de las Prácticas Externas y los Trabajos Fin de Máster.

Tabla 6.1.2. Previsiones de contratación de profesorado

Nombnre del Departamento en el que se integrarán::							
Profesor	Titulación de formación	Categoría académica	Área de conocimiento	Doctor SÍ/No	Asignaturas impartidas en este Título (nmbre de la asginatura y nº de ECTS)	Horas que dedicará al Título	Nº ECTS que impartirá en el Título
Asociado	Estudios Alemanes	Doctor	Alemán	Sí	Discourses in Europe (10 ECTS), Español y Alemán en contacto (5 ECTS)	180	15 + TFMs
Asociado	Estudios Italianos	Doctor	Italiano	Sí	Research methodology in Languages (10 ECTS), Español e Italiano en contacto (5 ECTS)	180	15 + TFMs
Asociado	Estudios Portugueses	Doctor	Portugués	Sí	Research methodology in Culture (10 ECTS), Español y Portugués en contacto (5 ECTS)	180	15 + TFMs

Nota: En el caso de que el número de ECTS a impartir en el nuevo Título no pudiera ser asumido por el conjunto de departamentos, es necesario incorporar la tabla adiciona 6.1.2 con las previsiones de contratación desagregada por categoría docente.

[Nota: formato de tabla, en el caso de que el MU se imparta en la modalidad semipresencial o a distancia]
Tabla 6.1.5 Profesorado implicado en la docencia del título

Profesor (iniciales del nombre y apellidos)	Titulación de formación	Categoría académica	Área de conocimieto	Doctor (SÍ/NO)	Tipo acreditación	Asignaturas que imparte en el MU Denominación de la asignatura y (nº ECTS de la misma)	Horas a docencia presencial por asign	Horas a Docencia No Presencial por asignat	Horas anuales dedicación al título por cuso académico	Horas totals de dedicación a la USAL

Tipo acreditación: figura con evaluación favorable de agencia evaluadora.

7. RECURSOS MATERIALES Y SERVICIOS

7.1. Justificación de la adecuación de los medios materiales y servicios disponibles

Cada una de las siete universidades donde se imparte el máster dispone de suficientes y adecuados servicios y medios materiales para llevar a cabo una docencia exitosa del máster. Cada universidad, a través de su respectiva agencia de acreditación nacional o regional, será responsable de suministrar las infraestructuras necesarias que avalen la viabilidad del programa de máster propuesto.

Universidad de Salamanca

En lo que se refiere a la USAL, la docencia del Máster se imparte en la Facultad de Filología de la Universidad de Salamanca, que cuenta con los siguientes recursos y servicios disponibles que avalan la viabilidad a nivel de infraestructuras de este programa de postgrado. El máster compartirá las instalaciones y los equipamientos con los demás títulos que se imparten en la Facultad: 11 Grados y 6 Másteres Universitarios. En lo que se refiere a los **espacios docentes**, la Facultad de Filología de la Universidad de Salamanca desarrolla sus actividades en cinco edificios históricos en el centro de la ciudad. Sus más 18.000 m2 albergan instalaciones que, además de las detalladas en otros apartados, incluyen:

- Aulas de diferentes dimensiones (la mayoría nuevas y el resto, reformadas recientemente), dotadas de medios audiovisuales en cada una de ellas que incluyen, Ordenador, Cañón proyector, instalaciones wifi, Pantalla retráctil y/o fija, equipo de microfonía, Tarima/escenario, mesa presidencial y atril lateral, armario. El Edificio Palacio de Anaya cuenta con 9 aulas de las cuales P1 tiene una capacidad de 208 estudiantes, P3 (capacidad 23 estudiantes), P4 (capacidad de 32), P5 (sala de video para 63 estudiantes, P6 (capacidad de 112 estudiantes), P7 (capacidad de 24), P8 (capacidad de 25), P9 (capacidad de 136), P10 (capacidad de 12). El Edificio Hospedería cuenta con 5 aulas: H1 (v 64), H2 (capacidad de 48), H3 (capacidad de 80), H4 (capacidad de 64), H5 (capacidad de 56) y numerosos despachos. El Edificio Anayita cuenta con 19 aulas con la siguiente capacidad: Aula 1 (85), Aula Minor (110), Aula 11 (70), Aula 12 (capacidad de 40), Aula 13 (capacidad de 45) , Aula 14 (capacidad de 45), Aula15 (capacidad de 45) , Aula16 (capacidad de 70), Aula 17 (capacidad de 35), Aula 18 (capacidad de 35), Aula 21 (capacidad de 55), Aula 22 (capacidad de 40), Aula 23 (capacidad de 35), Aula 24 (capacidad de 35) , Aula 25 (capacidad de 45), Aula 26 (capacidad de 49), Aula 27 (capacidad de 44), Aula 28 (capacidad de 61), Aula 29 (capacidad de 75); 2 seminarios (de capacidad de 10 personas cada uno); 2 salas multimedia (capacidad de 32 y 40 cada una) . El Edificio del Departamento de Filología Inglesa: cuenta con 3 aulas con una capacidad de 30 personas cada una, Sala de proyecciones y seminarios.
- Seminarios específicos para grupos de trabajo reducidos: Palacio de Anaya, 1 seminario capacidad de 8, Juan del Enzina, dos seminarios (con capacidad de 10 personas)
- Despachos para la atención personalizada y tutoría de los estudiantes
- Aulas para eventos de mayores dimensiones (Aula Magna con capacidad de 142 personas y Aula Minor con capacidad 100 personas)
- Salas de trabajo administrativo y de gestión: Palacio Anaya: Sala de Juntas (capacidad de 25)
- Salas de estudio individualizado – en todos los edificios arriba mencionados
- Salas de Lecturas: Palacio de Anaya con una superficie de 204.88m2, Departamento Filología Inglesa con una superficie de 52.50m2; Biblioteca en el Palacio Anaya con una superficie de 800 m2, Biblioteca en el Dpto. Filología Inglesa con una superficie de 78.81m2.
- Varias Salas de grados y actos equipadas con equipo de luces, ordenador, video-proyectores, vídeo VHS y retroproyector, reproductor de imagen video o DVD.

En lo referente a los **medios materiales y servicios** (bibliotecas, recursos documentales y laboratorios) se hará uso de los siguientes espacios y medios:

- La Biblioteca de la Facultad de Filología, ubicada en edificio anexo a los espacios docentes, es una de las mejores bibliotecas universitarias de la especialidad, no tanto por el volumen de fondos como por el carácter singular de un elevado número de ellos. La biblioteca de la Facultad de Filología posee una colección de alrededor de 220.000 monografías, 1.458 títulos de publicaciones periódicas cerradas, 1.016 títulos de publicaciones periódicas abiertas, y cerca de 30.000 documentos en diversos soportes no librescos. El fondo antiguo consta de unos 700 volúmenes. Recientemente se han incorporado al catálogo 1.113 tesis doctorales y 2.511 tesinas o memorias de licenciatura, lo que ha aumentado de manera notable su consulta. La biblioteca de la Facultad de Filología tiene dos puntos de servicio: la propia biblioteca y la biblioteca del Departamento de Filología Inglesa. El Palacio de Anaya cuenta con una sala de lectura de 138 puestos a los que hay que añadir los 144 de la biblioteca y los 96 de la del Dpto. de Filología Inglesa. La superficie total de la biblioteca de la Facultad es de 1.830 metros cuadrados. El estanteado es de 5.349 metros lineales. Todos los fondos están informatizados y lo mismo ocurre con los servicios que se prestan (préstamo, acceso informático, consulta on-line, etc.).
- La Biblioteca del CILUS (Centro de Investigaciones Lingüísticas de la Universidad de Salamanca) estará a disposición del máster. Cuentan con fondos de gran interés y extensión refereidos a la lingüística y poseen unas instalaciones excelentes para el desarrollo de la actividad de investigación y estudio. Dotadas de instalaciones telemáticas y reprográficas, ofrecen entre sus servicios el acceso telemático al catálogo general, un servicio informatizado de préstamo y la posibilidad de establecer préstamos interbibliotecarios
- Otras bibliotecas universitarias: En el entorno de la Facultad de Filología están localizadas siete bibliotecas de acceso a estudiantes de la institución: Biblioteca General, Biblioteca Santa M.ª de los Ángeles, Biblioteca de la Casa-Museo Unamuno, Biblioteca del Instituto de Estudios de Iberoamérica, Biblioteca de la Facultad de Geografía e Historia, Biblioteca de la Facultad de Traducción y Documentación
- Laboratorios de idiomas. Dentro de la reciente remodelación de los espacios de la Facultad de Filología, se han incorporado dos aulas multimedia con función de laboratorio y simultáneamente de aulas de informática. Están dotadas con los últimos avances en su campo: ordenadores de última generación, servidores Intel, cañones de proyección, impresoras láser, etc. A éstos habría que añadir el laboratorio de idiomas existente en la sede del Departamento de Filología Inglesa, en pleno funcionamiento.

Todas las aulas de la Facultad de Filología están provistas de medios audiovisuales (televisión, lector de DVD, retroproyector, cañón proyector, etc.) y de conexión a internet.
Además, la Universidad de Salamanca dispone de un Servicio General de Medios Audiovisuales que ofrece a la comunidad universitaria prestaciones en este ámbito (infografía, reconstrucción de imágenes, presentaciones multimedia, análisis de imágenes, etc.).

Universidad de Pavía
A continuación se presenta la perspectiva de las aulas gestionadas por el Departamento de Humanidades y por el Departamento de Ciencias Sociales y Políticas (los dos departamentos que más contribuyen a que puedan ser utilizadas por todos los cursos de estudio activados por el Departamento. Cada una de las aulas está equipada con ordenadores con acceso a Internet, suite ofimática, Acrobat y navegadores de Internet; a petición, otros programas (Phyton, R, etc.).

Aulas con equipamiento, Departamento de Humanidades UNIPV

Aula	N.° posti a sedere	Città	Via
II	60	Pavia	Strada Nuova 65 (Palazzo Centrale)
III	70	Pavia	Strada Nuova 65 (Palazzo Centrale)
VII	100	Pavia	Strada Nuova 65 (Palazzo Centrale)
VIII	40	Pavia	Strada Nuova 65 (Palazzo Centrale)
aula sezione archeologia (ARC)	80	Pavia	Strada Nuova 65 (Palazzo Centrale)
aula magna sotterranea (AMS)	160	Pavia	Strada Nuova 65 (Palazzo Centrale)
aula storia della musica (SMU)	50	Pavia	Strada Nuova 65 (Palazzo Centrale)
ADL1 - Sezione Lingue	24	Pavia	Strada Nuova 106/c
ADL2 - Sezione Lingue	20	Pavia	Strada Nuova 106/c
AS (slavistica)- Sezione Lingue	15	Pavia	Strada Nuova 106/c
A - Sezione Filosofia	50	Pavia	Piazza Botta
B - Sezione Filosofia	50	Pavia	Piazza Botta
C - Sezione Filosofia	20	Pavia	Piazza Botta
L2 San Tommaso	90	Pavia	Piazza del Lino (Palazzo S. Tommaso)
L4 San Tommaso	70	Pavia	Piazza del Lino (Palazzo S. Tommaso)
L5 San Tommaso	66	Pavia	Piazza del Lino (Palazzo S. Tommaso)
L6 San Tommaso	30	Pavia	Piazza del Lino (Palazzo S. Tommaso)
L7 San Tommaso	30	Pavia	Piazza del Lino (Palazzo S. Tommaso)
L8 San Tommaso	46	Pavia	Piazza del Lino (Palazzo S. Tommaso)
aula caminetto	86	Pavia	Piazza del Lino (Palazzo S. Tommaso)
aula Bottigella	91	Pavia	Piazza del Lino (Palazzo S. Tommaso)
Aula Pagnin (laboratorio informatico)	24 (12 postazioni pc)	Pavia	Piazza del Lino (Palazzo S. Tommaso)

Aulas con equipamiento, Departamento de Ciencias Políticas y Sociales UNIPV

Aula	N.° posti a sedere	Città	Via
Aula giuridico	50	Pavia	Strada Nuova 65 (Palazzo Centrale)
A	50	Pavia	Strada Nuova 65 (Palazzo Centrale)
B	50	Pavia	Strada Nuova 65 (Palazzo Centrale)
C	70	Pavia	Strada Nuova 65 (Palazzo Centrale)
Aula Disegno	220	Pavia	Strada Nuova 65 (Palazzo Centrale)
4	70	Pavia	Strada Nuova 65 (Palazzo Centrale)
5	40	Pavia	Strada Nuova 65 (Palazzo Centrale)
6	60	Pavia	Strada Nuova 65 (Palazzo Centrale)
E	200	Pavia	Strada Nuova 65 (Palazzo Centrale)
Beonio Brocchieri	15	Pavia	Strada Nuova 65 (Palazzo Centrale)
Aula Weber	300	Pavia	POLO VIA LUINO
Aula Grande	88	Pavia	Strada Nuova 65 (Palazzo Centrale)
7	39	Pavia	Strada Nuova 65 (Palazzo Centrale)
CASIP "Mario Stoppino"	20	Pavia	Strada Nuova 65 (Palazzo Centrale)

La universidad dispone de salas de estudio para estudiar y consultar:
- salas de estudio de los departamentos
- salas de estudio y consulta en las bibliotecas
- salas de estudio de la universidad abiertas también por la noche (servicio suspendido temporalmente durante el periodo de emergencia sanitaria)

El conjunto de bibliotecas de la Universidad de Pavía está organizado formalmente, desde 1996, en un único Sistema de Bibliotecas Universitarias (SiBA). En la actualidad hay ocho bibliotecas: siete,

divididas en puntos de servicio, están situadas en todo el territorio urbano de la ciudad de Pavía, mientras que una tiene su sede en Cremona. Se trata de bibliotecas especializadas en el apoyo a las disciplinas que se cultivan en la Universidad, cuyos servicios se dirigen principalmente a los usuarios institucionales de la Universidad (estudiantes y profesores), pero generalmente también están abiertos al personal de otras universidades y a personas ajenas a la misma (empresas, autónomos, consultores, ciudadanos particulares, etc.). La Biblioteca Digital apoya e integra a las bibliotecas tradicionales al ofrecer una amplia disponibilidad de bases de datos, series de publicaciones periódicas electrónicas y servicios para facilitar el uso del material bibliográfico electrónico.
El Sistema de Bibliotecas Universitarias también se ha integrado con las bibliotecas locales. Los servicios de back-office del SiBA, en particular los dedicados a la automatización, gestionan no sólo las bibliotecas de la Universidad, sino también una serie de bibliotecas de la zona (de diferentes organizaciones y de diferentes tipos) afiliadas a la Universidad. Desde 2009, el Polo de la Universidad de Pavía (PAV) está activado como parte del Servicio Nacional de Bibliotecas.
Todas las bibliotecas afiliadas han insertado su patrimonio bibliográfico en el catálogo del índice nacional del ISBN. Todas las entidades afiliadas han incluido las descripciones de su patrimonio bibliográfico en el catálogo OPAC de la Universidad, que se puede consultar libremente en línea. Muchas de estas entidades utilizan para la catalogación el EasyCat, destinado a la introducción de datos en el catálogo y el mismo sistema de gestión utilizado en las bibliotecas de la Universidad; algunas de estas entidades utilizan también Fluxus como software de gestión del préstamo.
La Universidad de Pavía cuenta con flamantes laboratorios de enseñanza de informática gestionados por el Servicio de Innovación Didáctica y Comunicación Digital. La lista de los laboratorios con los equipos correspondientes está disponible en: https://laboratori.unipv.it/
La Universidad de Pavía cuenta con la plataforma informática KIRO, una plataforma digital basada en el sistema Moodle dedicada a los profesores y a los estudiantes donde es posible compartir materiales didácticos, gestionar la comunicación y encontrar ejercicios de profundización, exámenes, pruebas de verificación y muchas otras actividades de apoyo a la enseñanza. Toda la información se puede consultar en la página: https://idcd.unipv.it/kiro3/.
La UniPV cuenta con un Centro de Idiomas que ofrece servicios relacionados con la enseñanza y el aprendizaje de idiomas a los estudiantes, al personal docente, al personal técnico-administrativo de la Universidad de Pavía, a los estudiantes de otras universidades italianas y extranjeras, a los invitados en Pavía y a los usuarios externos, incluida la población. Toda la información se puede encontrar en https://cla.unipv.it/EN/
Los otros centros de investigación y/o servicios de la UniPV están disponibles en la página: https://web.unipv.it/centri-di-ricerca/.
La UniPV cuenta con un Servicio de Innovación Didáctica y Comunicación Digital (IDCD) dedicado a la identificación y desarrollo de metodologías, tecnologías y materiales útiles para aumentar e innovar la calidad, eficiencia y eficacia de los procesos de enseñanza y formación en la UniPV.
Toda la información se puede encontrar en la página web: https://idcd.unipv.it/ El personal del Servicio IDCD da soporte informático a todos los Departamentos de la Universidad. Además, en cada Departamento hay un técnico informático dedicado que presta apoyo a los profesores, estudiantes y personal administrativo.

Universidad de Coimbra
La Universidad de Coimbra cuenta con los suficientes espacios y servicios para atender las necesidades específicas del máster, incluyendo espacios de docencia y aprendizaje (https://www.uc.pt/fluc) y una biblioteca propia de la Facultade de Letras (https://www.uc.pt/fluc/biblioteca).

Universidad de Poitiers
La Universidad de Poitiers cuenta con los suficientes espacios y servicios para atender las necesidades específicas del máster (https://sha.univ-poitiers.fr/, https://ll.univ-poitiers.fr/). Todas las aulas están equipadas con materiales adecuados (proyector de vídeo, pizarras y a veces ordenadores de mesa). La biblioteca tiene a disposición deñl estudiantado libros, revistas físicas

pero también online. Bajo reserva, los estudiantes pueden reservar salas para realizar trabajos en grupo (https://bu.univ-poitiers.fr/vos-bibliotheques/).
En colaboración con los departamentos universitarias, los estudiantes pueden acudir a los laboratorios.

Universidad de Jena
La Facultad de Letras de la Universidad de Jena cuenta con instalaciones adecuadas para la impartición del máster (https://www.gw.uni-jena.de/) y la mayor biblioteca universitaria de Turingia (https://www.thulb.uni-jena.de/).

Universidad de Iasi
La Facultad de Letras de la Universidad de Iasi cuenta con instalaciones adecuadas para la impartición del máster (https://www.uaic.ro/tur-virtual/facultatea-de-litere/), incluido un laboratorio multimedia y la mayor biblioteca de toda la región nororiental de Rumanía (http://www.bcu-iasi.ro/).

Universidad de Turku
El campus de Turku ofrece instalaciones para los estudiantes y el personal: https://www.utu.fi/en/university/turku-campus
Biblioteca de la Universidad de Turku: https://www.utu.fi/en/university/library
Servicios e información para estudiantes internacionales: https://www.utu.fi/en/study-at-utu/accepted-students

Tabla 7.1 Entidades colaboradoras del MU para realizar las prácticas externas

Institución u organismo ()Nombre completo y localidad)	Descripción del tipo de actividad a desarrollar	Nº anual de plazas para prácticas

No están previstas prácticas externas.

Mecanismos para realizar o garantizar la revisión y el mantenimiento
Para garantizar la revisión y mantenimiento de los materiales y servicios disponibles, las siete universidades disponen de mecanismos de revisión y mantenimiento en decanatos y vicerrectorados.

En lo que respecta a la Universidad de Salamanca, esta dispone del Servicio de Infraestructura y Arquitectura (http://www.usal.es/~sia/ que se encarga del mantenimiento, reparación y puesta a punto del equipamiento e instalaciones de los edificios y espacios; los Servicios Informáticos de la USAL (http://lazarillo.usal.es,) se encargan de la revisión, actualización y mantenimiento de las aulas informáticas y de los equipos informáticos, mientras que el Servicio de Archivo y Bibliotecas (http://bibliotecas.usal.es) es el responsable de hacer lo propio con el material bibliográfico.

7.2. Previsión de adquisición de los recursos materiales y servicios necesarios
La puesta en marcha del máster se realizará con los recursos materiales y servicios actualmente disponibles.
La Universidad de Salamanca, así como el resto de las universidades del consorcio, dispone del equipamiento material suficiente y adecuado para la impartición de la formación de su responsabilidad. En su defecto, el sistema de previsión, petición y compra de equipamiento, así

como el plan general de edificación, establecen los planes de compra que permitan cubrir las necesidades que se detecten.

A nivel de PAS y debido a la naturaleza internacional del mismo, se ha contratado ya un PAS con conocimientos de inglés para realizar tranbajos administrativos de coordinación durante los dos primeros años del máster. La contratación se ha hecho a cargo al proyecto europeo EC2U.

Tabla 7.2 Medios y servicios previstos incorporar a partir de la implantación de la titulación propuesta.

Personal de Administración y Servicios	Infraestructuras docentes	Equipamientos	Fungible	Otros
Administrativo				

8. RESULTADOS PREVISTOS

8.1. Valores cuantitativos estimados y su justificación

Es complicado estimar cuantitativamente las tasas que se exigen en una memoria de verificación en el caso de un máster que implica a siete universidades de siete sistemas universitarios diferentes. Aun así, basándose en los datos de la USAL para las titulaciones de grado de Filología y en aquellos procedentes de la especialidad de Lenguas Modernas del máster MUPES, se podrían avanzar los siguiente valores, teniendo siempre en cuenta que el máster se nutrirá de los mejores estudiantes de siete universidades europeas líderes en Humanidades:
Tasa de graduación: 90%
Tasa de abandono: 10%
Tasa de eficiencia: 90%
Tasa de rendimiento: 90%

8.2. Procedimiento general para valorar el progreso y resultados de aprendizaje

El progreso y los resultados de aprendizaje de este máster se valorarán siguiendo un esquema doble. Este esquema será de aplicación en cada universidad del consorcio, siempre respetando las denominaciones y los procedimientos propios de cada universidad. La Comisión Académica Global será la encargada de coordinar procedimientos. Se implantará, si procede y en consonancia con la legislación local, un Sistema de Garantía de la Calidad (SGC) propio del máster.

Universidad de Salamanca
En la USAL se seguirá las líneas generales marcadas por el Sistema de Garantía de Calidad de la USAL (punto 9 de esta memoria). Los miembros de la comisión académica local y de calidad del Máster estudiarán las incidencias y circunstancias que se pongan de manifiesto a lo largo del periodo docente con objeto de ajustar al máximo los sistemas de evaluación para la mejora de los resultados de aprendizaje.
Por otro lado, cada profesor desarrollará un plan específico de mejora de los resultados previstos para cada asignatura. En ese plan se analizará el rendimiento global de cada asignatura, evaluando el nivel de adquisición de competencias por parte de cada estudiante mediante las siguientes acciones:
(a) Reunión del profesorado que imparte el Título y puesta en común de sus opiniones sobre la marcha de cada uno de los estudiantes.

(b) Reuniones con los estudiantes para comprobar qué competencias están adquiriendo y con qué dificultades se están encontrando
.(c) Se mantendrá una comunicación directa con los estudiantes, mediante reuniones periódicas y/o el correo electrónico de referencia de la comisión, para conocer el desarrollo del plan de estudios y poder corregir con rapidez las disfunciones que puedan surgir.

Universidad de Pavía
La UniPV ha promovido la adopción gradual de un Sistema de Garantía de Calidad (GC), coherente con las directrices AVA (Autoevaluación, Evaluación Periódica, Acreditación) adoptadas por la Agencia Nacional Italiana de Evaluación de la Universidad y de los Institutos de Investigación (ANVUR), y con las Normas y directrices para la garantía de calidad en el Espacio Europeo de Educación Superior - ESG.
El Sistema de Garantía de Calidad pretende fomentar la participación activa y consciente de todos los actores de la comunidad universitaria en la consecución de objetivos de mejora claramente definidos, comunicados y compartidos. También pretende difundir la cultura de la calidad, concienciando a todos los niveles y funciones de la Universidad de los procedimientos de GC.
La aplicación del Sistema debe tener efectos documentados y medibles en la mejora de las actividades de docencia, investigación y tercera misión, y en las actividades administrativas y de gestión.
El Consejo de Calidad de la Universidad (Presidio di Qualità di Ateneo, PQA), establecido y organizado para garantizar la máxima representatividad de las distintas áreas disciplinarias y campos educativos de la Universidad, desempeña un papel crucial de coordinación.
El PQA tiene asignadas las siguientes tareas
- promover la cultura de la calidad en la Universidad;
- aplicar la política de calidad definida por el gobierno de la Universidad
- supervisar y controlar la realización adecuada y uniforme de los procedimientos de Garantía de Calidad (QA) de toda la Universidad
- proponer procedimientos comunes para el aseguramiento de la calidad y proporcionar una formación adecuada para su aplicación
- asegurar la capacidad de mejorar constantemente los procesos primarios de la Universidad (docencia e investigación), así como la eficacia y eficiencia de las estructuras que los proporcionan.
El PQA está concebido en un modelo de red, en el que el órgano central está apoyado por cinco Consejos de Área (Presidio di Area), compuestos por un Delegado de AQ para cada uno de los Departamentos pertenecientes al Área y por el Coordinador Didáctico de Área, una figura administrativa de apoyo a toda la fase de planificación, impartición y evaluación del Programa único de Grado o Máster.
El Delegado de Garantía de Calidad de los Departamentos cumple la doble función de trasladar localmente las directrices e indicaciones del PQA, con el fin de asegurar una gestión uniforme de las actividades relacionadas con la garantía de calidad, y de proporcionar una síntesis de las peculiaridades y especificidades que puedan surgir a nivel de una única macroárea. El Delegado actúa como persona de contacto para las actividades de gestión de la Calidad tanto de la Didáctica a nivel del programa de Licenciatura y Maestría, como de la Investigación y Tercera Misión, según los métodos de organización de cada Departamento. Cada Consejo de Área nombra un representante interno que se convierte en miembro del PQA. La composición actual del PQA se encuentra en la página
http://www-aq.unipv.it/homepage/presidio-della-qualita-di-ateneo/composition-pqa/
Puede encontrar más información en la página: http://www-aq.unipv.it/homepage/presidio-della-qualita-di-ateneo/
Otro actor clave es la Unidad de Evaluación Universitaria (NUV, Nucleo di Valutazione). El NUV funciona de forma autónoma con respecto al gobierno de la universidad y realiza las siguientes tareas
a. verifica la calidad y la eficacia de la oferta educativa, también sobre la base de los indicadores identificados por la Comisión Mixta Profesor-Estudiante (véase más adelante);
b. verifica las actividades de Investigación y Tercera Misión realizadas por los Departamentos;

c. realiza las funciones previstas por la legislación sobre el AVA (autoevaluación, evaluación periódica y acreditación)
d. verifica la adecuación del currículo científico o profesional de los titulares de contratos docentes a los que se refiere el artículo 23, apartado 1, de la Ley 240/2010
e. actúa como Órgano Independiente de Evaluación (Organismo Indipendente di Valutazione, OIV) para los procedimientos de evaluación de las estructuras y de los recursos humanos, con el fin de promover la mejora de los rendimientos organizativos e individuales.
La composición actual del Núcleo de Evaluación puede consultarse en la página: http://www-aq.unipv.it/homepage/nucleo-di-valutation/composition/
Más información en la página: http://www-aq.unipv.it/homepage/nucleo-di-valutation/
El Servicio de Apoyo a la Calidad y la Evaluación garantiza el apoyo administrativo a la Unidad de Evaluación (NUV, Nucleo di Valutazione) y al Consejo de Calidad de la Universidad (PQA, Presidio di Qualità). Apoya a la gobernanza en la definición de los indicadores estratégicos relacionados con la consecución de los objetivos de la Universidad y en la aplicación de los modelos de asignación de recursos. Gestiona el Registro Nacional de Estudiantes (ANS) y la base de datos AlmaLaurea (el contenido de esta base de datos se describe más adelante en el punto 18).
El Servicio es también la oficina estadística de la Universidad. Proporciona a los usuarios internos y externos los datos estadísticos oficiales y es el punto de contacto de la Universidad con la oficina estadística del Ministerio de la Universidad y de la Investigación (MIUR) y la del Instituto Nacional de Estadística (ISTAT). Coordina la recogida de información necesaria para los rankings nacionales e internacionales de acuerdo con el Delegado de Infraestructuras de Investigación, y supervisa la realización de las encuestas de satisfacción de los clientes en relación con los servicios prestados por la universidad.
El Servicio también gestiona y optimiza las aplicaciones que dan soporte a los procesos primarios de educación e investigación, y se encarga de su personalización según las necesidades de la Universidad. Garantiza la coordinación de los cambios en el sistema de información Esse3 (la plataforma informática que hace el seguimiento de las carreras de los estudiantes desde la matriculación hasta la graduación) con las actividades y los plazos de las estructuras administrativas; realiza pruebas y supervisa la liberación de nuevas funciones de las aplicaciones individuales; se encarga de la configuración del sistema; proporciona asistencia a los usuarios; gestiona los informes de las anomalías encontradas; apoya el desarrollo y la ampliación de las funciones de Esse3 con el objetivo de optimizar los procesos administrativos. Apoya al Servicio de Investigación y Tercera Misión en la gestión de datos y en el desarrollo de aplicaciones para la investigación y la tercera misión. Se encarga de la aplicación de firma digital tanto para la verbalización de los exámenes como para los procedimientos administrativos de la Universidad.
Más información en la página: http://www-aq.unipv.it/staff/
Dentro de cada Departamento, se ha creado una Comisión Paritaria Docente-Estudiantes (CPDS, Commissione Paritetica Docenti Studenti), cuya composición es lo más representativa posible de las titulaciones activadas en los Departamentos.
Las tareas de la Comisión Paritaria Docentes-Estudiantes son: a) supervisar la oferta educativa, la calidad de la enseñanza y la eficacia de las actividades docentes;
b) formular dictámenes no vinculantes sobre la creación de nuevos programas de licenciatura y de máster; c) analizar, con la ayuda de indicadores adecuados, las opiniones expresadas por los estudiantes sobre los cursos individuales, sobre otras actividades de enseñanza-formación y sobre los programas de grado en su conjunto; d) elaborar propuestas para el Consejo de Departamento para mejorar la eficacia y la calidad de los servicios de enseñanza; e) elaborar un informe anual para cada una de las titulaciones, en el que se tenga en cuenta el conjunto de la oferta docente del Departamento, con especial referencia a los resultados de la encuesta de opinión de los estudiantes, indicando los problemas de cada una de las titulaciones; este informe debe ser remitido al Consejo de Departamento, a los Consejos Académicos de cada programa, al Consejo de Calidad de la Universidad y a la Unidad de Evaluación de la Universidad.
Las opiniones de los estudiantes sobre la evaluación de la docencia son recogidas y procesadas por el Servicio de Apoyo a la Calidad y Evaluación y están disponibles en la página web: https://sisvaldidat.unifi.it/AT-UNIPV/AA-2019/T-0/DEFAULT

Universidad de Poitiers
El "Conseil de perfectionnement" es como el consejo de evaluación de la calidad. Este consejo está compuesto por los siguientes miembros
- El representante de la mención
- El o los responsables de las diferentes vías
- Los directores de laboratorio o un representante
- Una persona administrativa en contacto con los estudiantes
- Los representantes de los estudiantes

Los miembros externos pueden proceder del sector económico o sin ánimo de lucro, de las estructuras de integración social y de las autoridades locales. También pueden ser representantes de laboratorios de investigación, profesores universitarios de otra universidad, antiguos alumnos en activo.

Universidad de Coimbra
La Universidad de Coimbra tiene un Sistema Interno de Garantia da Qualidade (PASIGQ, https://www.a3es.pt/pt/acreditacao-e-auditoria/guioes-e-procedimentos/auditoria-de-sistemas-internos-de-garantia-da-qualidade), que se ocupa de garantizar mediante procedimientos avalados por la Agencia Portuguesa de Acreditación Universitaria la calidad del título.

Universidad de Jena
La Universidad de Jena tiene procedimientos claros y avalados interna y externamente para valorar el progreso y los resultados del aprendizaje. Para la Facultad de Letras se encuentran disponibles en: https://www.gw.uni-jena.de/QM y https://www.uni-jena.de/Studienqualitaetsmonitor.

Universidad de Turku
La Universidad de Turku tiene puesto un marcha un proceso interno y externo de calidad de los títulos que imparte: dhttps://www.utu.fi/en/university/quality.

Universidad de Iasi
La estructura institucional de gestión de la calidad de la Universidad Alexandru Ioan Cuza de Iasi funciona en dos niveles, a saber (http://vechi.uaic.ro/uaic/bin/view/Academic/QualityAssurance?language=en)

- Nivel universitario: COMISIÓN DE EVALUACIÓN INTERNA Y ASEGURAMIENTO DE LA CALIDAD, coordinada por el Prof. PhD Henri Luchian. Supervisa la aplicación de los procedimientos, la garantía de calidad y la evaluación, y propone la mejora de la calidad de las actividades administrativas y académicas. CONSEJO DE GARANTÍA DE LA CALIDAD, que tiene carácter consultivo y está compuesto por representantes encargados de la garantía de la calidad de cada facultad. SERVICIO DE GARANTÍA DE CALIDAD
- Nivel de facultad:l COMITÉ DE GARANTÍA DE CALIDAD está dirigido por el responsable de la garantía de calidad de cada facultad/departamento/estructura administrativa. El comité organiza las actividades de garantía de calidad dentro de la facultad, supervisa la calidad de los programas de estudio, elabora el informe anual de auditoría interna sobre la calidad de la educación y asiste a las evaluaciones externas.

9. SISTEMA DE GARANTÍA DE CALIDAD DEL TÍTULO

9.1. Responsables del sistema de garantía de calidad del plan de estudios

El sistema de garantía de calidad del título de este máster internacional recaerá en las siete comisiones de calidad del título (u órganos similares) de las siete universidades participantes, que serán coordinadas por la Comisión Académica Global. Cada una de las siete CCTs será establecida de acuerdo a la legislación o normas vigentes en cada una de las siete universidades, siendo la encargada de velar por el sistema de garantía de calidad del título en su respectiva univerdad.

Cada CCT se encarga localmente y en coordinación de con las demás CCTs por medio de la Comisión Global de Calidad del Título de la valoración del desarrollo del título (opiniones de estudiantes y profesores) y de atender a posibles incidencias. También realiza el análisis de datos y evidencias acerca del programa y propone aquellos cambios que redunden en la mejora del programa, realizando posteriormente el seguimiento de los mismos. La CCT cuenta con el soporte y apoyo metodológico de las respectivas unidades de evaluación de la calidad o servicios similares (en la USAL, la Unidad de Evaluación de la Calidad, UEC-USAL).

La **Comisión Global de Calidad del Título** tendrá como lengua de trabajo el inglés y estará compuesta por:

- El director global del máster y presidente de la Comisión Local de Calidad del Título de la USAL.
- Seis representantes de comisiones de calidad del título o comités similares de las otras seis universidades. Uno de ellos actuará como secretario de comisión.
- Un miembro del PAS.
- Tres estudiantes (33,3%).

La Comisión Académica Global de Calidad del Título ejercerá, por lo tanto, labores de coordinación de las comisiones locales de calidad, analizando globalmente los datos y elementos aportados por las comisiones locales y atendiendo a incidencias que afecten a más de una universidad. Cuenta con el apoyo de la Comisión de Calidad de la Alianza de Universidades EC2U.

Cada universidad puede establecer una **Comisión Local de Calidad del Título** (CCT) de acuerdo a la legislación o normas vigentes en cada una de las siete universidades. En la USAL estará formada por:

- Un presidente
- 3 vocales profesores representantes de las siguientes áreas de conocimiento: Filología Alemana, Filología Italiana, Filología Gallega y Portuguesa, Filología Francesa.
- Un miembro del PAS
- Dos estudiantes (33,3%).

La CCT local se encarga de la valoración del desarrollo del título (opiniones de estudiantes y profesores) y de atender a posibles incidencias. También realiza el análisis de datos y evidencias acerca del programa y propone aquellos cambios que redunden en la mejora del programa, realizando posteriormente el seguimiento de los mismos. La CCT cuenta con el soporte y apoyo metodológico de la Unidad de Evaluación de la Calidad, UEC-USAL, así como de servicios similares en el resto de las seis universidades. La Comisión Académica Global coordinará el trabajo de las siete CCTs.

La comisión se reúne con una periodicidad trimestral y tiene funciones primordialmente de evaluación y seguimiento del Título, responsabilizándose de:

a) Valoración del desarrollo del título a nivel local: Cumplimiento del proyecto establecido en la memoria de verificación; Aspectos relevantes del Título; Principales resultados obtenidos.

b) Análisis de datos y evidencias locales acerca del programa:

- Análisis de la relevancia de la información publicada de cara al estudiante
- Análisis de la objetividad, actualización y correspondencia de la información publicada con el contenido de la memoria del título verificado y sus modificaciones aprobadas

- Análisis de la puesta en marcha del sistema
- Análisis de la información que proporciona el sistema sobre el desarrollo del título, esto es, planificación docente, información sobre profesorado, desarrollo de actividades académicas, adecuación de infraestructuras y medios
- Análisis de los indicadores cuantitativos del sistema
- Análisis de la toma de decisiones y modificaciones realizadas en virtud al sistema con sus fortalezas y áreas de mejora
- Aanálisis de las acciones relacionadas con las recomendaciones de la verificación
- Aanálisis de las acciones relacionadas con el seguimiento del título; análisis de la adecuación del plan de acción de mejora con sus fortalezas y sus mejoras.

c) Propuesta de cambios que redunden en la mejora del programa. Todos los años en que se imparta el Máster se elaborará un Informe Interno de Seguimiento en el que se reflejen todas las propuestas de mejora destacables tras el estudio de los diversos datos relativos al máster.

d) Realizar un seguimiento de los planes de mejora propuestos, así como de las acciones que se deriven de la respuesta a sugerencias, reclamaciones o quejas recibidas de cualquier miembro de la comunidad universitaria implicada.

Para realizar estas labores contará con el soporte y apoyo metodológico de la Unidad de Evaluación de la Calidad, UEC-USAL. A través de encuestas, esta unidad universitaria evaluará la opinión que merece el título a estudiantes, profesores y colaboradores externos (profesores invitados, conferenciantes, tutores de las prácticas).
Esta comisión mantendrá además una línea de comunicación directa con los estudiantes para atender cualquier tipo de incidencia mediante reuniones periódicas y un e-mail de referencia.
Actuará en coordinación con los responsables académicos del plan de estudios y, al finalizar el curso académico, elaborará una Memoria de sus actuaciones y un Plan de Mejora, que deberá definir responsables y cronograma de aplicación de las acciones propuestas. Este Informe se dirigirá a la Comisión de Calidad y Evaluación y a la de Doctorado y Posgrado de la Universidad. Velará por el cumplimiento de los requisitos incluidos en el presente documento y será, en suma, el órgano responsable del seguimiento y garantía de la calidad del plan de estudios. Para su funcionamiento, la CCT contará con el soporte técnico y asesoramiento de la Unidad de Evaluación de la Calidad de la USAL.

Los informes anuales en forma de memorias y planes de mejora de las siete CCTs locales serán asimismo elevados a las Comisiones Académicas Locales y a la Comisión Académica Global. Esta última hará circular los siete informes entre todas las CCTs locales y elaborará una memoria anual europea de seguimiento del máster que será elevada al Comité Ejectivo de la Alianza EC2U y al departamento incumbente de la Comisión Europea.

9.2. Procedimientos de evaluación y mejora de la calidad de la enseñanza y el profesorado

La CCT Global, junto a las CCT locales establecerá procedimientos de evaluación y mejora de la calidad de la enseñanza y el profesorado.

En lo que se refiere a la **mejora de la calidad de la enseñanza**, desde el inicio del plan de estudios, se organizan dos tipos de archivos documentales del título:

- El Archivo Documental Local permitirá conocer y tomar decisiones que afectan tanto al diseño como al desarrollo del Título a nivel local. Para ello, cada CCT local recaba información, actualizada anualmente cuando proceda, de los diversos aspectos del mismo, además de los contemplados en los otros epígrafes. Dicha información es analizada para proponer el Plan de Mejora anual local. La custodia del "Archivo documental del Título" local es responsabilidad del Director Local del Título.

- El Archivo Documental Global abarca los siete achivos documentales globales afectos de coordinación, así como las memorias anuales globales elaboradas por la Comisión Académica Global. La custodia de este archivo corresponde al director global del título.

La Comisión de Calidad que se establezca en la USAL será la responsable de realizar los seguimientos sistemáticos programados ante las autoridades educativas competentes en España. Realizará un seguimiento sistemático del desarrollo del Título y revisará todo el contenido del programa formativo, desde los objetivos hasta las competencias, los resultados obtenidos, utilizando toda la información disponible. Entre los procedimientos a utilizar para disponer de esa información, además de la generada por las siete instituciones (estadísticas anuales de gestión, encuestas generales realizadas por la Unidad de Evaluación de la Calidad, el Gabinete de Estudios y Evaluación, el Servicio de Orientación al Universitario, etc.), se plantean mecanismos propios: evaluación realizada por los profesores, evaluación realizada por los estudiantes, evaluación realizada directamente por la Comisión de Calidad del Título, a través de encuestas, reuniones, etc.).
La finalidad de estos procedimientos de evaluación es implantar acciones que garanticen la mejora continua del programa propuesto con la máxima participación de todos los implicados, profesores y estudiantes. A través de estos mecanismos se garantizará que:
a) el programa es capaz de detectar sus propias debilidades
b) el programa es capaz de poner en marcha estrategias de superación permanente.
Este proceso de mejora continua quedará reflejado en un sistema de archivo en el que se recopilen todos los documentos que se vayan generando durante el desarrollo del título, como propuestas, actas, informes, correos al e-mail de referencia, entre otras posibilidades.

La CCT local de la USAL (así como las del resto de universidades) se reunirá y analizará anualmente información cuantitativa y cualitativa sobre los diferentes elementos que conforman el Título. Aquella información contenida en los Servicios Centrales de la Universidad será proporcionada por la Unidad de Evaluación de la Calidad (http://qualitas.usal.es). El resto la recopilará directamente la CCT, teniendo a su disposición el apoyo administrativo del Centro. Toda la información será compartida con el resto de las universidades participantes.
Se considerarán al menos las siguientes fuentes de información:
a) Datos e indicadores:
- Datos generales sobre matrícula (total, perfil de ingreso…).
- Estructura del Título (tamaño medio de los grupos, tasa de estudiantes que participan en programas de movilidad, tasa de estudiantes que realizan prácticas externas no obligatorias, número de convenios de prácticas, número de convenios de movilidad…).
- Estructura y características del personal académico del Título (categorías profesorado, experiencia docente, investigadora y profesional…).
- Estructura y características del personal de administración y servicios del Título (categorías, formación…).
- Recursos e infraestructuras (puestos de ordenador, conexiones a red, fondos bibliográficos, laboratorios, puestos de lectura, recursos docentes en aulas…)
b) Documentos:
- Informes (agregados) elaborados por la UEC de la USAL, a partir de las siguientes encuestas:
- Encuesta de satisfacción del alumnado con la actividad docente del profesorado (evaluación anual o bianual de los estudiantes a cada docente).
- Encuesta de satisfacción del alumnado con el programa formativo (evaluación anual o bianual de los estudiantes al conjunto del programa formativo).
- Encuesta de satisfacción del personal docente e investigador con el programa formativo (evaluación bienal de los profesores). http://qualitas.usal.es/html/Verificacion.htm)
- Guía docente del Título y Plan de Ordenación Docente (el programado y el realmente ejecutado)
- Acuerdos de la Comisión Académica del Título u otro órgano de gobierno competente sobre cualquier aspecto del Título.
c) Actuaciones desarrolladas por el centro para:
- Difundir el programa formativo y captar nuevos estudiantes

- Facilitar la adaptación e integración de los nuevos estudiantes: plan de acogida, cuyo contenido variará en función de las características de los estudiantes (si en su mayoría han estudiado previamente o no en la USAL, si provienen de otros países, etc.)
- Proporcionar orientación académica a los estudiantes en su formación (charlas informativas generales, tutorías, etc.)
- Fomentar la participación de los estudiantes en los programas de movilidad y en los programas de prácticas voluntarias.
- Coordinar al profesorado sobre contenidos y actividades de enseñanza, aprendizaje y evaluación.
- Proporcionar apoyo al aprendizaje de aquellos estudiantes que lo necesiten.
- Proporcionar orientación profesional a los estudiantes: transición al trabajo /estudios Doctorado.

Toda esta información será analizada dentro de la CCT, quien propondrá actuaciones de mejora que incorporará en el Plan de Mejora anual.

La Unidades de Calidad de las siete universidades, en colaboración con los Centros de Proceso de Datos y el Servicio de Doctorado, Posgrado y Formación Continua y su sección de posgrado (u órganos o servicios similares en cada universidad), proporcionarán los siguientes datos cuantitativos a las CCT locales sobre los resultados de aprendizaje:

a) Tasa de graduación del Título (% de estudiantes que finalizan la enseñanza en el tiempo previsto en el plan de estudios o en un año más en relación a su cohorte de entrada)

b) Tasa de abandono del Título (% del total de estudiantes de la cohorte de nuevo ingreso que debieron finalizar la titulación en el año académico anterior y que no se han matriculado ni en ese curso ni en el anterior)

c) Tasa de eficiencia del Título (relación porcentual entre el número total de créditos que deberían haber cursado los que se han graduado en un año académico respecto al número total de créditos en los que realmente han tenido que matricularse)

d) Tasa de rendimiento por materia y Título (% de créditos superados respecto a créditos matriculados)

e) Tasa de éxito por materia y Título (% de créditos superados respecto a créditos presentados a examen)

(Ver modelo de Informe: http://qualitas.usal.es/docs/SGIC_Grados%20y%20MU_2015_y_Anexo_Evidencias_CG20150326.pdf.

Esta información será analizada por las CCT locales, quien podrá solicitar información adicional a los profesores particulares y a representantes de los estudiantes. La CCT local emitirá una serie de propuestas para mejorar los resultados académicos que serán incorporadas al Plan de Mejora anual.

Además de las 5 tasas o resultados académicos, se podrán utilizar otros procedimientos para valorar el progreso y los resultados del aprendizaje:

a) Trabajo fin de Máster, defendido ante un tribunal y que supone una oportunidad para ejecutar y demostrar un abanico amplio de competencias.

b) Aplicar una prueba interna diseñada por el conjunto de profesores que imparten docencia en el título.

c) Reunión de los profesores que imparten docencia en el Título y puesta en común de sus opiniones sobre la marcha de cada uno de los estudiantes.

d) Reuniones o encuestas con los tutores externos sobre el nivel de preparación y de desempeño en el puesto de prácticas que tienen los estudiantes de prácticas.

e) Reuniones con los estudiantes para comprobar qué competencias están adquiriendo y cuáles, etc.

En lo que se refiere al **profesorado**, se aplicarán los modelos de evaluación implantados en cada una de las siete universidades. En la USAL, será el modelo de evaluación de la calidad del profesorado dentro del Programa Docentia, cuya primera aplicación se inició en el curso 2008-09. Incorpora la opinión de diversos agentes: estudiantes (a través de las encuestas), el propio profesor (a través de su autoanálisis de su actividad docente) y responsables académicos (a través de

informes de Directores de Centro y de Departamentos). Las dimensiones que se evaluarán para cada profesor son la planificación de la actividad docente, el desarrollo de la docencia, los resultados y la innovación y mejora.
Durante el periodo transitorio de implantación y certificación de este sistema, se utilizarán los informes globales de resultados de las evaluaciones de la actividad docente del profesorado, elaborados por la UEC a partir de encuestas realizadas a los estudiantes.
Además de la evaluación individual para cada docente, este sistema generará informes agregados que, junto a la información relativa a la estructura y actividad docente e investigadora del profesorado, serán utilizadas por la CCT para emitir recomendaciones sobre aspectos a mejorar en el desempeño docente. Estas recomendaciones serán incorporadas en el Plan de Mejora anual local.
La Comisión Académica Global incorporará los resultados periódicos de la evaluación del profesorado a sus memorias anuales.

9.3. Procedimientos para garantizar la calidad de las prácticas externas y programas de movilidad

No hay prácticas externas. La movilidad a una, dos o tres de las siete universidades intergrantes de máster es un elemento ya incorporado a la estructura curricular del mismo, por lo que su calidad está garantizada mediante la aprobación de esta memoria de verificación, así como por el proyecto EC2U de las Universidades Europeas.

9.4. Procedimientos de análisis de la inserción laboral de los graduados y la satisfacción con la formación recibida

Cada universidad elaborará, de acuerdo a sus propios procedimientos estandarizados, un análisis de la inserción laboral de los graduados del máster que hayan comenzado el título en esa universidad. También elaborarán análisis internos de la satisfacción del estudiantado con la formación recibida.

Las unidades de evaluación de cada universidad, en la USAL la Unidad de Evaluación de la Calidad (USAL), en colaboración con los responsables académicos del plan de estudios, aplicarán con carácter bienal (o el qe marque cada universidad) una encuesta de inserción laboral de los graduados y su satisfacción con la formación recibida, que se remitirá a los egresados dos años después de haber finalizado el título. A partir de esta encuesta, la UEC o el servicio similar en el resto de universidades participantes elaborará informes que remitirán al Director del Título (tanto al local como al global). Del mismo modo, la UEC o el servicio similar en el resto de universidades participantes llevará a cabo por correo una encuesta de satisfacción de los empleadores con la formación de los titulados una vez se conozcan, a través de la encuesta de inserción laboral, quiénes son los empleadores, y elaborarán los correspondientes informes de resultados que remitirán al Director del Título.

Además, la Comisión Académica Local del máster mantendrá contacto directo anual, al final de cada curso, con los antiguos estudiantes, solicitándoles información sobre su situación laboral, utilidad de sus estudios de máster, etc.
Adicionalmente a estos informes, se establece el siguiente procedimiento con el fin de obtener información adicional:
a) Resultados de las encuestas de satisfacción de los estudiantes con el Programa Formativo del Título.
b) Informe realizado por los estudiantes, a través por ejemplo de sus delegados, que recoja una valoración cualitativa de la calidad del programa
c) Reunión anual, a finales de curso y antes de la entrega de las calificaciones, del Equipo Local Responsable del programa con los estudiantes con el fin de intercambiar impresiones, detectar disfunciones y recoger posibles sugerencias para la mejora del programa
d) Encuentros con Antiguos Estudiantes de Programa de Formación del Título.

La CCT local analizará los dos informes junto con la información obtenida a través de las reuniones o contactos de los responsables académicos y con las instituciones donde los estudiantes realizan prácticas, contactos con egresados, informes de observatorios ocupacionales, etc., y generará propuestas de actuación concretas que serán incorporadas al Plan de Mejora.
En lo que se refiere a la orientación profesional (transición al trabajo/estudios de doctorado), además de ofrecer a los estudiantes las prestaciones generales de la Unidad de Empleo del Servicio de Orientación al Universitario de la Universidad de Salamanca o de servicios similares en el resto de universidades (información, intermediación laboral, orientación profesional, autoempleo, formación, observatorio ocupacional), desde el propio programa de máster se ofrecerá la orientación profesional por los siguientes medios:

- Las propias materias/asignaturas del Programa del Título. En el desarrollo de cada una de ellas, se especificará su conexión con el mundo profesional y/o con el de la investigación (doctorado), especialmente en las materias de lenguas.
- El Plan de Acción Tutorial en el área de la orientación profesional. Los contenidos son los relacionados con la información y orientación sobre las salidas profesionales, estrategias e implicación activa del estudiante en la búsqueda de empleo, entrenamiento simulado de competencias profesionales, pruebas de selección, etc.
- La participación de los estudiantes en las actividades internacionales sobre empleabilidad de la Alianza de Universidades EC2U.

9.5. Procedimientos para el análisis de la satisfacción de los diferentes colectivos implicados (estudiantes, personal académico y de administración y servicios, etc.) y de atención a las sugerencias y reclamaciones.
Cada una de las siete universidades tiene implantado un programa de mejora de a calidad. Cada una de ellas procederá de modo local de acuerdo a esos procedimientos, de índole similar.

Universidad de Salamanca
En la USAL se ha establecido dentro de su PEG un Programa de Mejora de la Calidad (PMC), en el que se incluyen los Planes de Evaluación que conforman el programa plurianual de evaluación de la calidad (previsto en el artículo 146 de los Estatutos). Está publicado en el portal de transparencia: http://diarium.usal.es/transparencia (apartado "Planes y programas"). Entre esos planes de evaluación se encuentran los siguientes procesos, desarrollados desde el Observatorio de la Calidad y el Rendimiento Académico, gestionado por la Unidad de Evaluación de la Calidad (UEC):

- Encuesta de satisfacción de los estudiantes con la actividad docente del profesorado. La metodología se detalla en https://calidad.usal.es/procesos-de-evaluacion/#encuestas
- Encuesta de satisfacción de los estudiantes con el programa formativo. La metodología se detalla en https://calidad.usal.es/procesos-de-evaluacion/#encuestas
- Encuesta de satisfacción del profesorado con el programa formativo. La metodología se detalla en https://calidad.usal.es/procesos-de-evaluacion/#encuestas
- Encuestas de satisfacción laboral del PDI y del PAS. La metodología se detalla en https://calidad.usal.es/procesos-de-evaluacion/#encuestas
- Buzón de quejas y sugerencias. La metodología se detalla en https://uxxi.usal.es/sugerenciasquejas/.

Las CCT dispondrán en el repositorio documental de evidencias de los informes que se derivan de estas encuestas en lo que respecta al título, así como de las quejas y sugerencias recibidas, a partir de los cuales procederán a revisar el plan de estudios y plantear planes de mejora.

Universidad de Pavía
Procedimientos de Garantía de Calidad (QA)://www-aq.unipv.it/homepage/presidio-della-qualita-di-ateneo/, http://www-aq.unipv.it/homepage/nucleo-di-valutation/

Universidad de Poitiers

El "Conseil de perfectionnement" establece los procedimientos para el análisis de la satisfacción de los diferentes colectivos implicados (estudiantes, personal académico y de administración y servicios, etc.) y de atención a las sugerencias y reclamaciones.

Universidad de Coimbra
PASIGQ: https://www.a3es.pt/pt/acreditacao-e-auditoria/guioes-e-procedimentos/auditoria-de-sistemas-internos-de-garantia-da-qualidade)

Universidad de Jena
https://www.gw.uni-jena.de/QM y https://www.uni-jena.de/Studienqualitaetsmonitor.

Universidad de Turku
https://www.utu.fi/en/university/quality.

Universidad de Iasi
http://vechi.uaic.ro/uaic/bin/view/Academic/QualityAssurance?language=en

9.6. Criterios específicos en el caso de extinción del título

Las siete universidades aplicarán los criterios y procedimientos que marque la ley en cada uno de sus países para extinguir el título en cada una de sus universidades.

La Universidad de Salamanca aplica los criterios y procedimientos para la supresión de títulos establecidos en el Decreto de ordenación de las enseñanzas universitarias oficiales de Grado y Máster Universitario en el ámbito de la Comunidad de Castilla y León, publicado en http://www.educa.jcyl.es (apartado “universidades”, opción “normativa universitaria”).
Complementando el desarrollo de esa norma, la Universidad de Salamanca ha establecido adicionalmente una serie de directrices y criterios para la ordenación de la oferta de másteres, publicados en http://www.usal.es (apartado “másteres”, enlace “normativa”).
Para salvaguardar los derechos y compromisos adquiridos con los estudiantes que hubiesen iniciado estudios en un título a extinguir, les serán de aplicación las disposiciones reguladoras de su plan de estudios hasta su definitiva extinción, y durante los tres cursos académicos posteriores a esa fecha tendrán garantizada la organización de al menos dos convocatorias anuales de examen en las asignaturas pendientes, sin perjuicio de las Normas de Permanencia que le sean de aplicación. Trascurrido ese tiempo, o con anterioridad a su conclusión, sin que hubieran superado el título a extinguir, estos estudiantes tendrán derecho de acceso a otras enseñanzas, por los correspondientes procedimientos de admisión y reconocimiento

9.7. Mecanismos para publicar información sobre el plan de estudios, su desarrollo y sus resultados

Toda la información referente al máster será publicada en las webs oficiales de las siete universidades y en la web de la Alianza EC2U (www.ec2u.eu).
La página web de cada una de las universidades incluirá toda la información de este máster en su página institucional de cada título oficial de Grado y Máster Universitario, de fácil acceso para estudiantes, PDI, PAS, futuros estudiantes y la sociedad en general. Se publicará la siguiente información:
Descripción del título oficial, incluyendo profesión para la que habilita, rama de conocimiento, centro, tipo de enseñanza, idioma, duración, créditos, plazas de nuevo ingreso, nota de corte del curso anterior, precio de matrícula, contacto institucional y página web donde se puede encontrar, en su caso, más información:

- Presentación
- Competencias Perfil de ingreso
- Acceso, preinscripción, admisión y matrícula
- Apoyo y orientación

- Reconocimiento y transferencia de créditos
- Plan de estudios
- Guía académica de las asignaturas
- Salidas académicas y profesionales
- Indicadores de calidad e informes externos
- Becas y ayudas al estudio y a la movilidad
- Normativa

El máster podrá desarrollar otras iniciativas de comunicación y/o de captación de alumnos.
Los responsables académicos del Máster también garantizarán a sus estudiantes las siguientes vías de acceso a su información académica personal:

- Todos los estudiantes dispondrán de una clave para acceder a información individualizada de sus resultados académico
- Cada estudiante podrá consultar su situación y evolución en el Programa con cada uno/a de sus profesores/as y tutores/ras. Para ello, los estudiantes dispondrán desde el inicio del curso el horario de atención a los estudiantes de cada uno de sus profesores/as.

La implantación de un sistema conjunto de conexión de plataformas entre las siete universidades, que es parte integral del proyecto europeo EC2U, garantizará que todos los estudiantes tengan acceso a esa información en todos los sistemas de información, estudios, bibliotecas, etc. de esas universidades.

10. CALENDARIO DE IMPLANTACIÓN

10.1. Cronograma de implantación del título

La previsión de implantación del título es la del curso 2022-2023 o en el primer curso en el que el título sea verificado.

10.2. Procedimiento de adaptación de los estudiantes de los cursos existentes al nuevo plan de estudios

No procede.

10.3. Enseñanzas que se extinguen

No procede.

11. PERSONAS ASOCIADAS A LA SOLICITUD

11.1. Responsable del título

Apellidos, nombre y NIF: Sánchez Prieto, Raúl
Domicilio. Código postal. Municipio. Provincia: Facultad de Filología, Dpto. de Filología Moderna, E-37008-Salamanca
E-mail: raulsanchez@usal.es
Fax:
Móvil: 616192318
Cargo académico: Director de Dpto
Centro de Vinculación Administrativa: Facultad de Filología

11.2. Representante legal de la Universidad

Cargo: Vicerrector de Postgrado y Formación Permanente
Apellidos, nombre y NIF: Rodríguez García, Nicolás
Domicilio: Patio de Escuelas, 1, 2ª planta. 37071 Salamanca (Salamanca)
E-mail: vic.postgrado@usal.es
Teléfono: +34 923 294432
Móvil:
Fax: +34 923 294 502

11.3. Solicitante
Cargo: Directora de Postgrado
Apellidos, nombre y NIF: Jennifer Martínez Ferrero
Domicilio: Patio de Escuelas, 1, 2ª planta. 37071 Salamanca (Salamanca)
E-mail: coordinacion.postgrado@usal.es
Tel. +34 923 294 500 • Ext. 1260

12. DOCUMENTACIÓN ADICIONAL (a presentar ante la Junta de Castilla y León)

A los efectos de solicitud de autorización de implantación o comunicación, y en su caso solicitud de autorización, de modificaciones, la Junta de Castilla y León podrá requerir como documentación adicional:

- En el caso de enseñanzas de la rama de Ciencias de la Salud, documento acreditativo del cumplimiento de lo dispuesto en el Anexo II del RD 420/2015, de 29 de mayo, sobre creación y reconocimiento de Universidades y Centros Universitarios
- En el caso de enseñanzas que se vayan a impartir en la modalidad semipresencial o a distancia, documento acreditativo de contar con los recursos físicos, humanos y tecnológicos que hagan sostenible su impartición (sin perjuicio de indicar en los distintos apartados de la memoria diferenciada para cada modalidad).
- En el caso de que esté prevista la dotación de recursos no disponibles (profesorado, personal de administración y servicios), que la Universidad se compromete a incorporar para implantar la titulación propuesta, presupuesto de ingresos y gastos al respecto, conforme a las siguientes tablas:

INGRESOS POR MATRÍCULA EN LOS 4 PRIMEROS CURSOS ACADÉMICOS	
Curso	Euros
20 / 20	
20 / 20	
20 / 20	
20 /20	

FINANCIACIÓN EXTERNA	
	Euros
TOTAL	

Categoría docente	Departamento	Número de profesores	COSTE EN EUROS (Gastos previstos)

GASTOS PREVISTOS POR LA INCORPORACIÓN DE PERSONAL DE APOYO, RECURSOS Y SERVICIOS	
CONCEPTO	EUROS

II. English translation of the Spanish accreditation application

MASTER'S DEGREE IN EUROPEAN LANGUAGES, CULTURES AND SOCIETIES IN CONTACT
(European Languages, Cultures and Societies in Contact)

PROPOSAL OF ACCREDITATION OF A UNIVERSITY MASTER'S DEGREE

Coordinating HEI: University of Salamanca
Accreditation Agency: ACSUCYL
(Autonomous Region Castile and León)

June 2021

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1. DESCRIPTION OF THE TITLE

1.1. Basic data

Level: University Master's Degree
Short name: Master in European Languages, Cultures and Societies in Contact (European Languages, Cultures and Societies in Contact)
Specific title: Master's degree in European Languages, Cultures and Societies in Contact.
Specialities included in the programme:
No specialities
Joint Title (National / International):
International
Description of the agreement of the universities proposing the degree: European Campus of City-Universities, macrocampus of the universities of Coimbra, Iasi, Jena Poitiers, Pavia, Salamanca and Turku ("European Universities" programme). The agreement, which is attached to this report (together with the report for the "European Approach"), is entitled "EC2U Supplement to the EC2U Consortium Agreement for the Establishment of a Master of Arts in European Languages, Cultures and Societies in Contact" and is composed of the following parts:

- Article 1 - Parties to the Supplement Agreement
- Article 2 - Aim and Scope of the Supplement agreement
- Article 3 - Legal Framework
- Article 4 - Roles and Duties
- Article 5 - ECU2 Alliance WP5 Board and Executive Committee
- Article 6 - Master programme managing bodies
- Article 7 - Joint Academic Program
- Article 8 - Semester structure and mobility paths
- Article 9 - Student administration (application, admission, enrollment, etc.)
- Article 10 - Final degree and joint recognition
- Article 11 - Services available for students
- Article 12 - Students' rights and responsibilities
- Article 13 - Insurance
- Article 14 - Programme information
- Article 15 - Publicity, awareness-raising and marketing
- Article 16- Student Participation costs
- Article 17 - This Supplement

Due to the specificity of the degree, this agreement establishes the following academic committees and unipersonal figures:

- There will be an overall master's director (the local master's director at USAL), responsible for the programme within the EC2U Alliance and to the European Commission, and seven local directors.
- There shall be a Global Academic Committee, composed of the seven directors, and there may be, depending on local requirements, a Local Academic Committee in each university. The Global Academic Committee shall also act as the Global Quality Assurance Committee of the Degree if necessary.
- There may be other local commissions (e.g. Local Quality Commission).

This procedure guarantees, on the one hand, the internal cohesion of the degree, and, on the other hand, the fulfilment of all local requirements in each of the participating universities.

Branch of knowledge: Modern Philology ISCED 1: Foreign Languages
ISCED 2: Humanities
Qualifies for regulated profession: (Yes / No): No Regulated profession: - Regulated

profession: - Regulated profession: - Regulated profession: (Yes / No): No
Applicant University: University of Salamanca (University of Coimbra, University of Poitiers, University of Jena, University of Pavia, University of Turku, Ioan Cuza University of Iasi)
MECES Level: Level 3: Master's degree

1.2. Distribution of credits in the degree

Total credits (sum of a, b, c, d and e): 120 ECTS
a) no. of compulsory credits: 30 ECTS
b) no. of compulsory elective credits: 60
c) no. of credits in External Internships: 0
d) No. of compulsory credits Master's Thesis: 30
e) no. of credits for training complements: 0 ECTS
no. of optional credits associated with the degree specialisation(s): 0

1.3. Universities and Centres

University of Salamanca together with the universities of Coimbra, Iasi, Jena Poitiers, Pavia and Turku.

1.3.1. Centre(s) where it is taught

University of Salamanca: Faculty of Philology - Dept. of Modern Philology
University of Coimbra: Faculdade de Letras da Universidade de Coimbra, Largo Porta Férrea, 3000-370 Coimbra, Portugal
University of Iasi: Facultatea de Litere, 11, Carol I Boulevard, Iaşi RO - 700506
University of Jena: Philosophische Fakultät der Friedrich-Schiller-Universität Jena, Fürstengraben 1, 07743 Jena, Deutschland
University of Poitiers: UFR LETTRES & LANGUES: Bâtiment A3, 1 rue Raymond Cantel, TSA 11102, 86073 POITIERS Cedex 9, France // UFR SCIENCES HUMAINES ET ARTS, Hôtel Fumé - Bâtiment E15, 8, rue René Descartes, TSA 81118, 86073 POITIERS Cedex 9, France
University of Pavia: Dipartimenti di Studi Umanistici, Corso Strada Nuova 65, 27100 Pavia // Dipartimento di Scienze Politiche e Sociali, Corso Strada Nuova 65, 27100 Pavia // Dipartimento di Ingegneria industriale e dell'informazione, via Ferrata 5, 27100 Pavia // Dipartimento di Matematica "Felice Casorati", via Ferrata 5, 27100 Pavia
University of Turku: Faculty of Humanities, FI-20014 University of Turku, Finland

1.3.2. Data associated with the centre

Type of education (face-to-face, blended, distance learning): face-to-face
(90 ECTS) and distance learning (30 ECTS)
Number of places offered for new students for the first year of implementation: 20
Number of new entry places offered for the second year of implementation: 20
Minimum and maximum number of ECTS credits of full-time students and part-time students enrolled per academic year in the first year and in the remaining years, if any (see table):

	Full-time students		Part-time students	
	Minimum ECTS	Maximum ECTS	Minimum ECTS	Maximum ECTS
1st year	45		30	42
2nd course	45		30	42

Language/s used throughout the training process: Spanish, English, German, French, Italian, Portuguese, Romanian. Compulsory knowledge of at least two of these languages (C1 level) and English as an entry requirement (EBAU level, B1). For the University of Turku the entry requirement is C1. Each course has proficiency requirements in the language(s) in which it is taught.

Permanence and examination regulations:

University of Salamanca: BOCyL of 16/04/2019
http://bocyl.jcyl.es/boletines/2019/04/16/pdf/BOCYL-D-16042019- 23.pdf

University of Pavia:

https://web.unipv.it/wp-content/uploads/2019/09/Regolamento-Didattico-di-Ateneo-per-corsi-di- studio-ex-D.M.-270.pdf, https://web.unipv.it/wp-content/uploads/2020/06/REGOLAMENTO-STUDENTI.pdf

University of Poitiers:

https://ll.univ-poitiers.fr/accueil/examens/,https://sha.univ-poitiers.fr/espace-etudiant/scolarite/examens/

University of Turku:

www.utu.fi/sites/default/files/public%3A//media/file/UTU-regulation-on-studies.pdf

University of Coimbra:
https://www.uc.pt/regulamentos/ga/vigentes/Regulamento_805_A_2020_24_09_RAUC and https://www.uc.pt/fluc/regulamentos_normas/docspdf/regulamento_avaliacao_FLUC.pdf

University of Jena
https://www.hanfried.uni-jena.de/?medialist=vhbmedia%7Cde%7C1104&medialist_path=1%7C1101#block_body_1

University of Iasi: https://www.uaic.ro/studenti/regulamente/

2. JUSTIFICATION

2.1. Justification of the proposed degree

The social demand is justified by the academic, scientific and professional interest of the degree in all countries where it is applied for.
The implementation of the master's degree brings together the experience accumulated by the following departments and faculties of seven of the top-ranked European universities in the Humanities:

- University of Salamanca: Department of Modern Philology (together with lecturers from the Department of French Philology).
- University of Coimbra: Faculdade de Letras
- University of Iasi: Faculty of Arts
- University of Jena: Faculty of Arts
- University of Poitiers: Faculty of Arts and Humanities and Faculty of Arts and Humanities
- University of Pavia: Dept. of Humanistic Studies (together with the Departments of Political and Social Sciences, Industrial and Information Engineering and Mathematics).

- University of Turku: Faculty of Humanities

These universities, with the departments and scientific areas that make up the master's degree being applied for, show a pioneering and academic leadership capacity that should be demanded of future European universities. Our universities are, in this respect, a world reference in the field of Humanities, and more specifically, in philology and cultural studies. In the new master's degree, the dynamic integration of the new paradigms in the study of contact linguistics in all its aspects (contrastive linguistics, migrational linguistics, etc.), in literary studies (comparative, interartistic and intermedial studies), in cultural studies (focused on questions of identity and social representation) and in the multidisciplinary studies of current society that accompany them (International Relations, Digital Humanities) should be a priori emphasised in the new master's degree. The confluence of these theoretical and methodological paradigms is thus the result of a comparative and contrastive analysis of the curricular structure of the new master's degree and homologous master's degrees already in force in different Spanish universities and in European and world universities. The master's degree also ensures the necessary assimilation of the European references of the degree, and enhances the specificities of the socio-academic space of seven European regions.
The proposed master's degree, in short, is the result of a reflection carried out in the above-mentioned departments of the EC2U Alliance universities. The following factors have been taken into account

- Differentiation. In the EHEA, specialisation has a 'territoriality' which, for the Department of Modern Philology at the University of Salamanca, determines having different European linguistic areas -German, Italian, Portuguese, French, other languages- as university systems of reference, historically and systemically related to each other and also related to extra-European cultural spheres. The new master's degree encourages scientific reflection on the broad phenomenology of the 'contact' between languages, cultures and societies that defines Europe, in its historical development and in its present day, sustaining this reflection on the basis of hermeneutic foundations that relativise so-called 'Eurocentrism'. It will therefore include a critical study that relativises the epistemologies that founded and project European modernity in time, changing its structuring axes (North/South relations), geopolitics and demographic flows.

- Weighting. The new master's degree allows for the optimisation of existing human resources - i.e. it has a staff already qualified to do so, as well as a training capacity linked both to the degrees that make up the Department of Modern Philology and to the PhD in Modern Languages -, incorporating a new area of research into the teaching offer, but giving continuity to the accumulated scientific production and experience. It is, therefore, a development that emanates from the internal dynamics of the evolution of Modern Languages at the University of Salamanca, which has been offering comparative literature (and later linguistics) since 1976.

- Valences. The new master's degree capitalises on different added values. On the one hand, it promotes the study of linguistic contact between European languages and between these and the languages and communities of immigration, literary studies that take into account the paradigm of post-colonialism and cultural studies that prioritise the inter-artistic and intermedial.

Likewise, in the configuration of the new master's degree, the following determinations and generic concepts have been taken into account to legitimise its registration at the University of Salamanca. The design of the degree has followed the conceptual and thematic channels of what at an international level are specific and differentiated studies in the area of linguistic

and literary studies. The process of globalisation, in its economic, social, political and cultural aspects, makes it necessary to think about the way in which it is articulated in relatively homogeneous "areas", such as the linguistic areas represented, in their evolution marked by the media and metamedia of communication. In this sense, it should be emphasised that in recent decades, in the European university area, expressive changes have been registered in the structuring of the languages of study of language and of the different cultural discourses.

This official master programme comes within the framework of the European Campus of City Universities (EC2U) Alliance, made up of the universities of Coimbra, Poitiers, Pavia, Jena, Turku, Iasi and Salamanca, and subsidised by the European Commission and the governments of seven European countries. One of the activities envisaged is the immediate creation of a 120 ECTS Master's degree in languages and cultures in contact between the seven universities. The Master's degree to be accredited is aimed at graduates of humanities degrees, especially modern philology, with a knowledge of European languages and cultures who wish to study European languages and cultures:

- acquire in-depth knowledge of the European linguistic and cultural landscape
- Improve their communication skills in multilingual and multicultural environments.
- develop sensitivity to linguistic and cultural diversity
- improve their intercultural competences for the European labour market.
- use advanced research methods in the academic fields of linguistic and cultural contact and diversity.

The **academic interest** of this master's degree is twofold.
On the one hand, it is essential for the specialisation of the students of the modern language degrees of the Faculty of Philology, especially those of the Departments of Modern Philology and French Philology. These two departments are the two best positioned of the University of Salamanca and Castilla y León in international rankings (e.g. in the QS World University Ranking - Modern Languages, see https://www.topuniversities.com/university-rankings/university- subject-rankings/2020/modern-languages), but they need to be able to develop a powerful and internationalised research master's degree to improve their positions and their teaching at national and international level. It is therefore of strategic importance for the Community of Castilla y León to have a Master's degree in European languages and cultures that will attract international students and give an even greater boost to European language and culture studies in our region.
The great capacity for internationalisation of the Faculty of Philology of the University of Salamanca is evident, not only because of the intense relations with institutions in numerous countries around the world, but also because of the effectiveness of these, which have brought the Faculty of Philology, and therefore the University of Salamanca and the University System of Castilla y León, abundant benefits in terms of student numbers, scholarships, provision of lecturers, funding for research projects, contribution of bibliographic material, active participation in international forums and improvement in international rankings.
The long process of internationalisation of the University of Salamanca, and in particular of its Faculty of Philology, has resulted in numerous agreements with European institutions that bring prestige and recognition to the university system of Castilla y León. This master's degree is a step further: this master's degree aims to be the first in the entire university system of Castilla y León to be integrated in a sustainable way into a true European campus made up of seven leading universities in modern philology and European culture in their respective countries.

The **scientific interest** of this master's degree is based on the need to provide future doctoral students of the doctoral programmes in Philology and Humanities of Castilla y León, especially those of the University of Salamanca, with a solid basic training in research on linguistic and cultural diversity in Europe. This training will count on the effective collaboration of six other European universities and will be part of the Virtual Institute for

Research in Quality Education with the pilot profile of Linguistic and Cultural Diversity, which will integrate Recognised Research Groups from seven universities and which, with its own funding, will promote the research of PDI, doctoral students and students of the master's degrees in linguistic and cultural diversity.

In terms of **professional interest**, the master's degree will contribute to training future professionals in the management of diversity management, both linguistic and cultural, in the European environment. With the competences acquired, graduates will be able to contribute to the progress of the European cultural industry in any of the EU countries, both in the public (local, regional, national and community entities) and private spheres (museums, foundations, publishing houses, etc.) and to act as business advisors and consultants in the field of cross-cultural communication (management of international projects, etc.). Graduates with a keen interest in research may be admitted to doctoral programmes focusing on modern languages and cultures.

Teaching modality
The courses will be taught both face-to-face and by distance learning at the seven universities. Three compulsory common subjects with a total of 10 ECTS will be taught remotely by lecturers from the seven universities.

Education which is provided in several modalities: face-to-face, blended or distance learning.
Blended learning:

- Distance learning: common compulsory courses: 30 ECTS
- Face-to-face teaching: all other courses: 90 ECTS
- Master's thesis: 30 ECTS

Qualifications entitling the pursuit of a regulated professional activity
It does not entitle the holder to exercise a regulated professional activity.

Specialities
There are no specialities.

Career opportunities
Upon completion of the Master's degree, students will be able to conduct high-level research on topics related to languages, culture and society across Europe, as well as proceed to start a PhD programme or work as experts in European languages, linguistic diversity and European cultures for industry and for local, national and international bodies (e.g. as consultants for multicultural companies, multilingual project managers, diplomats, cross-cultural communication officers). The degree will be official in all countries where the student completes a minimum of 30 ECTS.

Suitability of the location of the new degree programme on the campus chosen by the University

The master's degree will be taught in the following faculties of the participating universities:

- Faculty of Philology of the University of Salamanca
- University of Coimbra: Faculdade de Letras
- University of Iasi: Faculty of Arts
- University of Jena: Faculty of Arts
- University of Poitiers: Faculty of Arts and Humanities and Faculty of Arts and Humanities
- University of Pavia: Dept. of Humanistic Studies (together with the Departments of Political and Social Sciences, Industrial and Information Engineering and Mathematics).
- University of Turku: Faculty of Humanities

These faculties are among the longest established in their respective countries. They are all home to prolific Recognised Research Groups, an excellent research infrastructure and an excellent infrastructure for the administration of university master's degrees. In the case of USAL, the Dept. of Modern Philology, the applicant for the master's degree, and the Dept. of French Philology are key parts of the Faculty of Philology.

Impact on the internationalisation of the university system

This Master's degree will have a major impact on the internationalisation of the university systems of the seven participating countries, as it will be one of the few multilateral Master's degrees created in the framework of the European Alliances. It is intended to pave the way for future joint studies between these seven and more universities and to advance the creation of European university degrees. The Master is therefore intrinsically linked to the European Universities project funded by the European Union and of which the University of Salamanca and the other universities applying for the Master are an integral part through the EC2U alliance (https://ec2u.eu/). It is to be hoped, therefore, and in line with the objectives of the European Universities programme, that the master's degree presented here will lead in the future to the award of a European degree and become a model for other universities throughout the European Union, and not only in Castilla y León and Spain.

Due to the lack of collaboration between the university accreditation agencies of the seven countries that make up this Master's programme and the non-existence of European degrees, and in order to guarantee the success of the accreditation, the seven universities are obliged to apply for accreditation through a double channel:

- On the one hand, through national/regional accreditation applications, following models and instructions from each of the seven accreditation agencies or committees.
- On the other hand, through the request to the Castilla y León University System Quality Agency (ACSUCYL), the agency responsible for the accreditation of the leading university of the master's degree, for the initiation of the European Approach.

The impact on the internationalisation of the seven university systems is monitored by means of joint six-monthly reports from the seven universities to the European Commission. Among other reports, there is one which, at the request of the Commission, explains the internal barriers (of the universities themselves) and external barriers (of the Accreditation Agencies) to the implementation of degrees within the framework of the European Universities programme.

Effects on the specialisation of the campus and of USAL within the University System of Castilla and León

The master's degree will contribute to a large extent to the specialisation of its students in a field of knowledge for which until now there was no specialisation available at postgraduate level at the University of Salamanca. A master's degree of these characteristics, such as the one requested and with a high degree of internationalisation, will foreseeably attract students

to Castilla and León and, in particular, to the University of Salamanca.
There are currently no European multilateral international master's degrees at the University of Salamanca or at any other university in Castilla and León. Graduates will have a unique training in three particularly internationalised areas: modern European languages, European cultures and European Union societies. It is expected to be the first Master's degree resulting from a European Alliance to be implemented in Castilla and León and has the potential to become a reference for all universities in the region.

Ability to cope with the new degree

All the participating universities have sufficient human resources and space available to undertake the creation of the new degree programme. In addition to this, the European Union has already granted funding to the seven universities for the creation and implementation of this master's degree during the first two years.

2.2. External references that endorse the adequacy of the proposal
There is no master's degree with a similar profile in the University System of Castilla y León or in any other European region that is part of the master's degree. The only Masters in Castilla y León with philological and modern language characteristics are the "Master in Advanced English Studies: Languages and Cultures in Contact" (USAL and UVA), which focuses exclusively on English-speaking countries, the Masters in Spanish as a Foreign Language of USAL, UVA, UL and UBU and the Masters in Spanish Literature of USAL and UVA.
At national level, there are the following official Master's degrees which have acted partially as external references. They are all master's degrees related to multilingualism, multiculturalism and the comparison of European languages and literatures:

- ➢ UPV- Master's Degree in Multilingualism and Education, focusing on minority languages.
- ➢ UB- Master's degree in Applied Linguistics and Language Acquisition in Multilingual Contexts, dedicated to second language acquisition.
- ➢ ULL- Master's Degree in Applied Languages
- ➢ UGR- Master's Degree in Modern Languages and Cultures
- ➢ UIB- Master's Degree in Modern Languages and Literatures
- ➢ UCM - Master in Literary Studies

At the international level, the following Master's degrees from the six other universities in the EC2U Alliance were taken as the first benchmarks:

- University of Poitiers: Master Langues étrangères appliquées, Master Sciences du Langage
- University of Coimbra: Mestrado em Estudos de Cultura, Literatura e Linguas Modernas
- University of Jena:MasterRomanischeKulturenindermodernenWelt,InternationalerMaster Auslandsgermanistik/Deutsch als Fremd- und Zweitsprache
- University of Turku - Suomen ja sen sukukielten maisteriohjelma
- University of Iasi: Limbi, literaturi şi civilizaţii străine
- University of Pavia: Master in Comunicazione Digitale

Similarly, the following university master's degrees have been taken as references:

- ➢ University of Amsterdam - Master Language and Society
- ➢ University of Oslo - Master European Languages
- ➢ Universities of Deusto, Göttingen, Uppsala and others - Master Euroculture

All these masters offer a study programme focusing on modern European languages and their cultures and/or literatures which support the proposal presented here. Only the last master's degree, Master Euroculture, offers an official Erasmus Mundus multidisciplinary postgraduate programme.

The type of Master's degree being applied for (European, multilateral, within the framework of the European Alliances programme) has very few references. Practically the only accredited master's degree of this type is the "Master's in Global Challenges for Sustainability" (Charm-EU Alliance, led by the University of Barcelona), which is obviously not a master's degree that covers the areas of knowledge of the one presented in this report. Other European alliances such as Arqus are working on similar master's degrees, but have not yet received students.

2.3. Description of the internal and external consultation procedures used for the development of the curriculum

Internal procedures

University of Salamanca

For the preparation of the preliminary draft presented here, multiple consultations have been carried out and an internal debate has been opened within the Department of Modern Philology (and French Philology). These procedures have covered and continue to cover:

- Meetings and internal discussions with all the areas of knowledge involved in the new Master's Degree (German, Italian, Portuguese, French) and which make up the two departments mentioned above.
- Meetings with the administrative and service staff involved in the master's programme
- Preparatory and coordination meetings between Department Directors, Dean of the Faculty of Philology, Delegate for International Networks, Vice-Rectors for Postgraduate Studies and Teaching and the Rector.
- Personalised advice from the Director of Postgraduate Studies at the University of Salamanca.
- Debate and unanimous approval by the Council of the Department of Modern Philology, in July 2021
- Debate and unanimous approval by the Board of the Faculty of Philology, in July 2021

University of Poitiers

The dean of the faculty, the directors of the different master's degrees in the faculty, the teacher-researchers of the two faculties involved and the international relations offices have been closely involved in the establishment of the master's programme. The progress of the curriculum design has been continuously reported during internal meetings. The proposal has been presented to the Faculty Council and approved by the University Council.

University of Pavia

The following Academic Bodies have been involved in the design, the approval of the design and the accreditation process of the master's degree:
- Vice-Rector of the Internationalisation and International Relations Area
- Heads of the four Departments involved and Dean of the Faculty of Engineering
- Master's working group set up for this purpose by the International Relations Department; includes four lecturers, the Vice-Rector, and three members of the administrative staff.
- Teaching staff of the courses offered by the UniPV for the master's programme
- Joint Departmental Student-Teacher Committee

- Council of the Department of Humanities (about 100 members, including student representation)
- Quality Assurance Council (Presidio di Qualità)
- Evaluation body

University of Turku

The Dean of the Faculty, the Director of the School of Language and Translation Studies, the Director of Academic and Student Affairs, the professors and the International Education Specialist have been closely involved in the creation of the Master's programme. The student associations of the School of Language and Translation Studies have been informed about the new Master's programme. Progress on the design of the curriculum has been continuously reported at EC2U's weekly internal meetings. The proposal first went through the Faculty Council and then the University Council will make the final decision.

University of Coimbra

The process has been monitored by the Vice-Rector for Internationalisation (Prof. João Nuno Calvão), the Director of International Relations (Dr. Liliana Moreira), the Dean of the Faculty of Arts and Humanities (FLUC) and the Director of the Department of Languages, Literatures and Cultures of the FLUC (DLLC-FLUC). It has also been developed in close dialogue with the coordinators of the different Master courses involved: "Mestrado de Estudos de Culturas, Literaturas e Línguas Modernas" (MECLLM), "Português Língua Estrangeira e Língua Segunda (MPLES)", "Estudos Artísticos (MEA), de Geografia Humana, Planeamento e Territórios Saudáveis", as well as the recently accredited course "Escrita Criativa y Estudios Europeos" (in the process of accreditation). The development of the project has also been monitored and approved by the Scientific Committee of the Department of Languages, Literatures and Cultures, the Pedagogical Council and the Scientific Council of FLUC, as well as the University Senate.

University of Iasi

The Faculty of Arts of the University of Iasi, in collaboration with the Vice-Rectorate for International Relations, has involved its professors, students and administrative staff in the elaboration of the Master's syllabus, especially the Departments of Linguistics, Romanian Studies and Cultural Studies.

University of Jena

The structure of the master's degree as well as its subjects have been co-created by the teaching staff of the following departments, with the help of the International Relations Service;

- Department of German as a Foreign and Second Language and Intercultural Business Communication (German as a Foreign and Second Language and Intercultural Business Communication)
- Dept. of Romance Languages (French, Spanish, Portuguese, Italian, Romanian)
- Digital Humanities Dept.

External procedures

The external procedures are mainly within the framework of the EC2U University Alliance. The curriculum has been developed jointly with the representatives of the universities of Coimbra, Poitiers, Pavia, Jena, Turku and Iasi in the "Quality Education" working group of the European Universities "EC2U" project, funded by the European Commission. Each representative of these universities has been and is in contact with the academic heads of

modern languages in the departments involved.
Due to the novel nature of the degrees being developed under the European Universities programme, preparatory meetings have also been held with the Director General of Universities of the Junta de Castilla y León and technicians from ACSUCYL.
This master's degree is part of the process of Europeanisation of university degrees in the "European Universities" programme. It is therefore supported by six other universities in the EC2U consortium and the European Commission. The Junta de Castilla y León is an associate member of the EC2U Alliance and is involved in the work leading to the implementation of the master's degree.

In addition, the University of Poitiers contacted the MESRI (Ministère de l'Enseignement supérieur et de la Recherche) and the HCERES (Haut conseil de l'évaluation de la recherche et de l'enseignement supérieur). Email exchanges have taken place as well as visual meetings to discuss the feasibility of EC2U Masters programmes.

The University of Pavia consulted the following bodies:
- Sectoral Studies (Annual Report Almalaurea 2020)
- CSA Research Intersistemi Italia (Milan, Florence, Rome), Dott.ssa Monica Fabris, Head of Social and Market Research Unit
- CICOPS - Centre for International Cooperation and Development (Pavia)
- Social Cooperative Progetto ConTatto (Pavia)
- Bruno Kessler Foundation, Dr. Bernardo Magnini, Head of the Linguistic Technology Research Unit
- CELI Language Technology, Dr. Andrea Bolioli (Turin)
- RES Institute for Data Science, Dr. Federico Bonelli (Milan)

The University of Turku consulted with the Turku Chamber of Commerce on the employability of the proposed degree.

The University of Coimbra consulted the Portuguese Accreditation Agency (Agência de Avaliação e Acreditação do Ensino Superior, A3ES).

The University of Iasi (UAIC) consulted the Romanian Ministry of Education and the General Directorate of Universities. The University of Jena consulted with the Thuringian Ministry of Education.

2.4. Differentiation of degrees within the same university

University of Salamanca

The proposed master's degree does not conflict with the master's degrees currently offered at the University of Salamanca, as there is no official postgraduate degree with similar characteristics or profile in modern languages and cultures:

- The "Master in Advanced English Studies: Languages and Cultures in Contact" (USAL and UVA) focuses exclusively on English-speaking countries, which are not the subject of study in the proposed master's degree.
- The "Master ELE" is focused exclusively on the teaching of Spanish as a Foreign Language, which is also not the subject of study in the master's degree presented in this preliminary project.
- The "Master's Degree in Spanish and Latin American Literature, Literary Theory and Comparative Literature" covers exclusively Spanish-language literature.

In addition, the proposed master's degree has 120 ECTS credits and is integrated by seven universities, which is an absolute novelty in the postgraduate panorama of the USAL and Castilla y León.

University of Poitiers

The Master is unique in Poitiers for many reasons. First of all, it is based on one of the seventeen Sustainable Development Goals of the United Nations, which is "Quality Education". It is truly an innovative, multidisciplinary and mission-oriented activity. It is a co-creation with the other six universities of the Alliance, allowing students to study in at least 3 different universities within the two years of the Master. In addition, the "à la carte" course model makes the Master's programme truly unique for the student. The Master's offers a variety of courses, as well as new opportunities for physical and virtual mobility for students and teachers. It will foster a new model of vertical cooperation in which education, research and innovation are intertwined. The related Virtual Institute will bring together teams of students, teachers, researchers and innovators, strengthening them through a new way of approaching and solving challenges.

University of Pavia

It is UniPV's only master's degree programme of the LM-38 class (Master Degree Programme in Languages for International Communication and Cooperation). It is the only multilingual master's degree programme at UniPV. It is the only UniPV Master's programme that will be taught both online (30 ECTS) and in class (90 ECTS). It is the only UniPV inter-university Master programme designed with 6 EU partner universities (together with the other two inter-university Master programmes that will be activated within the EC2U Alliance).

University of Turku

The MA brings together seven European universities with expertise in research-based teaching of European languages and cultures in contact. It completes the selection of courses in the Faculty of Humanities at the University of Turku and opens up a completely new, diverse and attractive option for studying languages at Master's level at the University of Turku.

University of Coimbra

The structure of the Master is unique at the University of Coimbra as it is based on a joint programme that has been developed by the WP 5 team of the EC2U alliance. Within the framework of the Department of Languages, Literatures and Cultures, the School of Arts and Humanities and the University of Coimbra, the curricular offer responds to a number of current challenges regarding the development and internationalisation of the teaching and research of the academic staff of the School of Arts and Humanities in the fields of language, linguistics, culture, literature, arts and social studies. The Master responds to strong, existing principles of multilingualism, intercultural dialogue and mobility, which will lead to strong synergies between the partner universities. This will lead to curricular innovation and create a space for extending and complementing existing disciplinary areas, as well as creating new fields of theoretical and applied research and development.

University of Iasi

This master's degree is unique in Iasi and will not only broaden the range of courses offered by the Faculty of Arts, but will also further internationalise the Faculty.

University of Jena

The University of Jena currently has no master's degree in multilingualism in Europe, so the proposed master's degree will make a decisive contribution to the development of multilingualism studies at the University of Jena, as well as to the outward internationalisation of its educational offerings.

2.5. Other information to be included in the European Diploma Supplement General

objectives of the diploma
The Master's Degree in European Languages, Cultures and Societies in Contact will provide students with specialised theoretical, methodological and practical training in the field of linguistic and cultural contact between European countries and societies. The master's degree, aimed at graduates of humanities degrees, especially modern philology, has the following general objectives:

- acquiring in-depth knowledge of the European linguistic and cultural landscape and its societies
- improving master students' communication skills in multilingual and multicultural environments.
- the development of sensitivity to linguistic and cultural diversity
- improving learners' intercultural competences for the European labour market
- the acquisition and implementation of advanced research methods in the academic fields of linguistic and cultural contact and diversity.

Accreditation of linguistic competence and other minimum requirements for the award of the diploma
The following levels are required in at least two of the following languages (including mother tongue) at C1 level: Spanish, German, French, Italian, Portuguese, Romanian, English for Turku. An adequate level of understanding of English (EBAU level) is also required. Master candidates' language proficiency at C1 level can be attested by official certificates from public institutions, including universities and their language centres, or by a degree in a foreign language.

International Joint Programmes
This master's degree is part of a joint international programme developed within the "European Universities" programme. It will be verified in seven countries. The master's degree will be awarded in all countries in which the student completes a minimum of 30 ECTS credits.

This Master's degree comes in the context of the EC2U European Alliance and responds to the work plan of work package 5 of the project, funded by the European Commission. It will be one of the few multilateral Masters Courses created in the framework of the European Alliances. It is intended to pave the way for future joint studies between these seven and more universities and to advance the creation of European university degrees. It is hoped, in line with the objectives of the European Universities programme, that the Masters degree presented here will lead to a European degree in the future and become a model for other universities throughout the European Union.
Due to the lack of collaboration between the university accreditation agencies of the seven countries that make up this Master's programme and the non-existence of European degrees, and in order to guarantee the success of the accreditation, the seven universities are obliged to apply for accreditation through a double channel:

- On the one hand, through national/regional accreditation applications, following models and instructions from each of the seven accreditation agencies or committees.

- On the other hand, through the request to the Castilla y León University System Quality Agency (ACSUCYL), the agency responsible for the accreditation of the leading university of the master's degree, for the initiation of the European Approach.

The impact on the internationalisation of the seven university systems is monitored by means of joint six-monthly reports from the seven universities to the European Commission. Among other reports, there is one which, at the request of the Commission, explains the internal barriers (of the universities themselves) and external barriers (of the Accreditation Agencies) to the implementation of degrees within the framework of the European Universities programme.

All aspects relevant to the Master's degree and concerning the seven universities involved are regulated in the agreement "EC2U Supplement to the EC2U Consortium Agreement for the Establishment of a Master of Arts in European Languages, Cultures and Societies in Contact", signed by the rectors of the seven universities.

2.6. Allegations to the proposed verification report of ACSUCyL

Not applicable.

3. COMPETENCIES

3.1. Basic and General Competences Basic Competences:

CB6: Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
CB7. Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
CB8. Students will be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.
CB9. Students will be able to communicate their conclusions - and the ultimate knowledge and rationale behind them - to specialist and non-specialist audiences in a clear and unambiguous way.
CB10. Students will possess the learning skills to enable them to continue studying in a largely self-directed or autonomous way.

General competences (optional but the computer application requires a GC1)
GC1. Ability to analyse, synthesise and formulate judgements based on the information available. Thoroughly study a problem, case, article, situation, etc. and summarise and compile the most relevant aspects of it, being able to formulate a judgement that includes a reflection on the social and ethical responsibilities of its possible application.
GC2. Capacity for organisation and planning. Knowing how to establish the steps to be followed and/or procedurally structured to achieve an objective, conveniently distributing the material and human resources available, assigning specific functions to each one.
CG3. Communication and teamwork skills. Know how to communicate the reasons for their ideas and conclusions clearly to specialised and non-specialised audiences.

3.2. Transversal Competences

The USAL does not foresee transversal competences.

3.3. Specific Competences

SCE1. Acquire advanced knowledge of research methodology in contact linguistics, in the study of European literatures and in the study of European societies in contact.

SC2. Acquire the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, societies in contact, interculturality, intertextuality and intercultural communication, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

SCE3. Know the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective and in the context of European societies.

SCE4. Acquire advanced theoretical and practical knowledge of intercultural communication.

SC5. Develop the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and European society studies.

SCE6. Acquire advanced theoretical and practical knowledge of the different situations of contact between European languages, literatures and cultures, also using information technology mechanisms for this purpose.

SC7. Acquire advanced theoretical and practical knowledge of the different situations of contact between European societies, also using information technology mechanisms for this purpose.

CE8. To provide students with an in-depth knowledge of the cultural elements of European nations and develop their capacity for intercultural analysis, enabling them to acquire the intercultural competences necessary to work in international and multilingual environments and self-analysis in professional situations in order to improve their practice.

SCE9. Acquire theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures and societies.

CE10. Acquire the necessary skills to carry out original research work in one of the philological fields covered by the Master's degree.

4. ACCESS AND ADMISSION OF STUDENTS

4.1. Pre-registration information system and induction and orientation procedures for new students

Recommended or suitable entry profile:

Graduates in any of the branches of Modern Philology, other philologies, Translation, Culture, History, International Relations and other branches of the Social Sciences and Humanities.

It is assumed of the future master and do that:

- Shows interest in linguistic and cultural diversity.
- Has a thorough knowledge of at least two European languages.

- Has the ability to read English texts.
- Shows ability to handle information sources.
- Has the ability to work independently.

Pre-registration information and welcome mechanisms

Potential students can obtain precise information about the Master's Degree in European Languages, Cultures and Societies in Contact through different channels:

- The Master's own institutional website, hosted on the European Alliance EC2U portal (http://www.ec2u.eu) which will include all the detailed information on this Master's Degree: general characteristics, competences, ideal entry profile, admission and enrolment criteria, bodies and procedures; the syllabus and the teaching sheets which contain the following information for each subject: competences, contents, teaching methodology, assessment criteria, bibliographic and documentary resources, teaching staff, teaching and tutoring staff, calendar of teaching and assessment activities, etc.. Information is also provided on regulations, external reports on the degree, performance indicators, the main student support services, the degree's professional opportunities, the offer of grants and study aids, national and international mobility, etc.
- Institutional websites of the master's degree at each university, which will provide the above information, as well as detailed information on the organisation of the master's degree at each university: http://www.usal.es/masteres (USAL), https://www.uc.pt/internacional (UC), http://formations.univ-poitiers.fr/fr/index/master-XB/master- XB.html (UP), https://web.unipv.it/formazione/master-universitari/ (UNIPV), https://www.uni-jena.de/Master_Service_Zentrum (FSU), https://www.utu.fi/en/study-at-utu/bachelors-and-masters-degree- programmes (UTU), https://www.uaic.ro/en/studies/master-degree-programmes-offer/ (UAIC).

- The Director of this Master's Degree in Salamanca will personally deal with all the doubts that potential students may have, providing them with the relevant addresses of the different services of the University of Salamanca to which they can turn to. Each of the seven universities will have a local director of the master's degree, whom students can also contact to prepare their curriculum in their respective universities

  The local directors will answer all questions regarding the study of subjects and subjects at each university. The director of the master's degree at USAL will also act as coordinator of the seven directors and will answer any doubts regarding the master's degree as a whole. If deemed necessary, a meeting will be held prior to enrolment to explain in detail the characteristics of the Master's Degree.

- A virtual welcome meeting will be organised for all incoming master's degree students. In addition, in each of the seven participating universities, a welcome event for students will take place on the first days of the course, organised by the dean, the director of the department, the director of the master's degree and the lecturers responsible for each of the institutions. Students are explained the objectives and organisation of the Master's, the learning objectives, the curricular structure, and the general development of the Master's, tutoring systems. Necessary information is provided about the functioning of the library, the different buildings and services of each university.

- Each student will have a tutor who will guide them in the choice of subjects and in the different possibilities offered by the master's degree.

4.2. Entry requirements and admission criteria Access

According to article 16 of Royal Decree 1393/2007 (BOE 30/10/2007), modified by Royal Decree 861/2010, of 2 July (BOE 03/07/2010), to access the Master's Degree in European Languages, Cultures and Societies in Contact it will be necessary to hold an official university degree issued by a higher education institution in the European Higher Education Area that entitles the holder to access master's degree courses in the country issuing the degree. In the specific case of this master's degree, students must hold an official university degree in modern philology, translation, culture, history, international relations or other branches of the social sciences and humanities.

Graduates from educational systems outside the European Higher Education Area may also be admitted without the need to have their degrees recognised, subject to verification by the University of Salamanca and/or the other universities of the EC2U Alliance that they accredit a level of education equivalent to the corresponding official Spanish/European university degrees and that they are recognised in the country issuing the degree for access to postgraduate studies. Access by this route does not imply, in any case, the homologation of the previous degree held by the interested party, nor its recognition for purposes other than that of studying for the Master's degree.

Students must have a C1 level in at least two of the following languages (including their mother tongue): Spanish, German, French, Italian, Portuguese, Romanian, English for Turku. An adequate level of understanding of English (EBAU level) is also required. Master students' language proficiency at C1 level can be attested by official certificates from public institutions, including universities and their language centres, or by a degree in a foreign language. It is recommended that students are able to read Romance languages. Each course offered will have its own language requirement for enrolment.

Admission

There will be a common call for the Master Programme at each university. The call will be announced on the websites of the EC2U Alliance and all universities of the Consortium in the following languages: English, Finnish, French, German, Italian, Portuguese, Romanian, Spanish and Finnish. Students can apply at any university of the Consortium.
Students must provide the following documentation:

- Bachelor's degree
- Transcript of Records
- Proof of required language skills
- Curriculum vitae and letter of motivation.
- Additional documents may be required according to the national regulations of the universities of the Consortium, as detailed in each call.

Admission to the Master's Degree will be carried out by the Master's Global Academic Committee, made up of the seven local directors, based on strictly academic criteria through the specific documentation that will be requested from students who are interested in studying this Master's Degree:

- Transcript of Records
- Knowledge of foreign languages in addition to English as a lingua franca (EBAU level) and knowledge of at least two other languages at C1 level (this is a mandatory requirement, including: German, Spanish, French, Italian, Portuguese, Romanian, Finnish, Swedish, English for Turku).
- Short motivation letter and CV of the student in any language in which the master's degree is

taught except the student's mother tongue.
These criteria will be assessed according to the table below and will be used to prioritise new applications until the established quota is filled each year.

Criterion	Points
Transcript of records	Up to 50
Knowledge of foreign languages	Up to 20
Cover letter and CV	Up to 30
Total	100

In the case of students with specific educational needs derived from disability, the Academic Committee will evaluate the recommendations, support services and appropriate advice from the Unit of Attention to University Students with Disabilities, SAS (or their equivalents in the rest of the participating universities) and will study the need for possible curricular adaptations, itineraries or alternative studies.

The master's degree does not include any special conditions or entrance exams. In the event of a favourable decision, access to the master's degree will in no case imply the homologation of the foreign/extra-Community qualification held by the interested party or its recognition for purposes other than those of taking the aforementioned studies.
Both pre-enrolment and enrolment dates are published well in advance every year on the website and through the other means mentioned in section 4.1.

The selection process and admission of applications shall be governed by the principles of objectivity, impartiality, merit and ability.

Each institution of the consortium is responsible for the administrative verification of the eligibility of the applications received. All eligible applications will be jointly assessed by the Master's Global Academic Committee, which will act as the Admission Committee according to the criteria set out above. No university will be obliged to admit a student who conflicts with national legal requirements for admission.

4.3. Support for enrolled students

At the institutional level, the University of Salamanca has mainly the following support and guidance services for all students:

- The University Promotion, Information and Guidance Service (SPIO) offers individualised attention of a psycho-pedagogical nature aimed at dealing with questions associated with study and learning, career planning and orientation of the student's educational profile. It also advises on issues related to regulations, scholarships and grants, accommodation, language exchanges, etc.
- The Social Affairs Service (SAS) offers support and advice in different areas: social support, foreigners, disability, volunteering, the elderly, mental health, sexuality, language, addictions and eating behaviour.
- The SAS Unit of Attention to University Students with Disabilities offers services to guarantee support, advice and professionalised attention to respond to the needs of students with some kind of disability in their academic life. To this end, it identifies the specific needs that these students have in order to
- The course is designed to help teachers in their daily academic situations (itinerary and access to the classroom, teaching, including internships and tutorials, and assessment tests) and for each of these situations it proposes recommendations to help teachers in their teaching relationship with their students. In addition, it draws

up the letter of individualised curricular adaptations for the student, where appropriate.
- The Professional Insertion, Internships and Employment Service (SIPPE) aims to improve the employability of USAL graduates and students and facilitate their professional insertion. To this end, it carries out professional orientation actions, management of external curricular and extracurricular internships, management of job offers, training and development of professional skills for employability, and advice for the creation of companies.

The other six universities in the EC2U Alliance have institutional support services similar to those described above, which students can access before, during and after the Master's degree.

The University of Poitiers has the following mechanisms at its disposal:
- SAFIRE - Service d'accompagnement à la formation, l'insertion, la réussite et l'engagement, which advises and accompanies students in the key stages of their study and professional integration project.
- Maison des étudiants, whose main mission is to welcome students of the University of Poitiers and to facilitate their integration into the university community.
- Service du développement social et de la diversité (SDSD), which caters for students with special needs.

The University of Pavia has a support centre called "University of Pavia Orientation Centre" (COR). This service is entirely dedicated to the guidance of students before (PRE), during (INTRA) and after (POST) their studies. Pre-university guidance refers to all those activities, especially information activities, which are useful for the choice of the second level degree course (Master's). In this sense, the Guidance Centre of the University of Pavia (C.O.R.) places at the disposal of users an information desk open to the public on the following days and times Tuesday-Thursday-Friday from 9.30 to 12.30 and Monday-Wednesday from 14.30 to 16.30. Users can request information during opening hours by going directly to the information desk (public service mode) or by telephone. The service is also guaranteed to users who request information by e-mail. The C.OR. also makes available to students, in the consultation room adjacent to the counter, four workstations with PCs for research and consultation of documents related to the academic world.
The university choice guidance activity is carried out through the organisation of various initiatives:
- Individual counselling: Guidance interviews are aimed at those who have to plan or redesign their training course and represent an opportunity for students to meet, upon booking, the guidance psychologist working at the Centre.
- Health counselling: the service refers to moments of non-clinical support for certain dynamics that make it difficult for students to continue their studies. The main difficulties reported relate to periods of depression (clinically certifiable and in remission) that lead the student to be unable to resume the rhythm of study and to find the motivation to build a goal that, at times, is no longer recognised as his or her own.
- Orientation testing: the COR is involved in the creation and administration of a battery of orientation tools to assess some factors and skills that are important for making an informed choice.
- The development and discussion of individualised profiles provides secondary school pupils with useful tools for informed choice, an essential prerequisite for academic success.
- Information material: The Guidance Centre uses paper-based information tools to illustrate the University's educational offer during numerous meetings with potential first-year students. The content of these materials is prepared and updated annually in close collaboration with the degree programme lecturers. These brochures contain the most important and distinctive features of the degree programme, including admission requirements and career opportunities.

- Students' rooms and presentation of the teaching offer and services: the aim of the presentation meetings and orientation rooms is to inform as many students as possible about the study opportunities and services offered by the University System of Pavia with a degree of deepening in the single Degree Course. The University of Pavia, through the University Guidance Centre, also participates in the Student Halls organised by bodies dedicated to these activities with appointments all over the national territory. On these occasions, not only is the presence at the stand guaranteed, which is always very well attended, but there are also moments of in-depth study and presentation of the educational offer of the Degree Courses
- ORIENTATION DAY: in May, the Orientation Day for Master's Degrees takes place in the courtyards of the University's headquarters, where the lecturers in charge of each Master's Degree are available to students for informal discussions to provide those interested with the necessary information so that they can learn about and consciously choose the opportunities offered by the second level study itinerary.
- Open Days: events organised to offer interested students the opportunity to get to know the facilities, laboratories and services available to them once enrolled in Pavia. Of particular importance is the July event: 'Open Doors to the University'. This is the final moment of the whole orientation process and is the day when professors and tutors welcome students interested in learning about the University's educational offer and services in an informal way under the arcades of the central University. Students have the opportunity to get to know the degree course directly from the lecturers who teach you and from the tutors who are often still students, recent graduates or doctoral students, and who therefore have a profound knowledge of the reality they are describing because they have just experienced it. In addition, during this event it is possible to meet, in a single exhibition space, the staff involved in all the services that, for various reasons, support the academic career. Finally, in the afternoon, visits are made to the university schools and to the University's service facilities, sports facilities and museums, organised into different routes.
- At the end of the day, at 6 p.m., a University/Family meeting is organised to answer the questions of the families, who have always participated in the choices of the place, to give a concrete idea of the University of Pavia and its system integrated with the right to study, the schools and the city.

All these services and activities are described on the web pages dedicated to guidance at the entrance of the Guidance Centre and on the website of the Department of Humanities. In addition, the COR has activated a portal for the presentation of the training offer of UniPV: https://orienta.unipv.it/

The University of Turku has the following support services, detailed at https://www.utu.fi/en/student-services- and-well-being:

- Student Centre
- International Student Mobility Service
- International mobility service for teachers and staff
- Exchange programmes, agreements and scholarships
- Career planning and job search assistance service, which coordinates the search for national and international internships, gives general information on job placement
- Recruitment service, job offers, internships and thesis work placements
- Statistical service for students
- Information service for university enrolment (personal information, transcript of records, etc.)
- Scholarship Information Service
- General information service on study and research at the University of Turku
- Mentoring programme
- Coordination services of study counselling at faculty level

The University of Coimbra has the following mechanisms in place:

- Serviços de Ação Social da Universidade de Coimbra (SASUC), which also provides support for students with special needs.
- Professional Services Office
- Gabinete de Apoio ao Estudante da Comunidade de Países de Língua Portuguesa
- Academic Management Service
- Gabinete de Apoio à Mobilidade

The University of Jena concentrates its student support in its "Studierenden-Service-Zentrum", which is responsible for, among other things:

- Reporting on all academic procedures
- Counselling students with special needs
- Provide information on mobility, career opportunities, etc.

The University of Iasi has a guidance service for its students ("Serviciul pentru Studenți, Orientare în Carieră și Inserție Profesională și Alumni") and a mobility service.

The master's degree itself will develop the following guidance actions for enrolled students:

- Assignment of tutors: at the beginning of each academic year, all enrolled students will be assigned a tutor, who will be responsible for guiding and attending to the specific needs of each of the students in the training period. Each Local Academic Committee of the Master's Degree, if it exists, or the director of the Master's Degree, will review the list of tutors and directors of the TFM. The Global Academic Committee of the Master's Degree will supervise the list of assignment of tutors and directors of TFM.
- Foreign students will be assisted in all administrative procedures by the director, the Local Academic Committee, if there is one, or the local director and the scholarship holders of the departments/alumni of the master's degree.
- Students with special educational needs or some degree of disability will be assisted by lecturers in collaboration with professionals from the Social Welfare Service so that they can successfully complete the master's degree.

4.4. Credit transfer and recognition system

Recognition of ECTS taken in Official Non-University Higher Education:
Minimum number of recognised ECTS credits: 0 Maximum number of recognised ECTS credits: 0

Recognition of ECTS credits for Accreditation of Work and Professional Experience
Minimum number of recognised ECTS credits: 0 Maximum number of recognised ECTS credits: 0
Explanation of how this ECTS recognition will be carried out:

Recognition of ECTS credits taken in UB-specific degrees:
Minimum number of recognised ECTS credits: 0 Maximum number of recognised ECTS credits: 5
Explanation of how this ECTS recognition will be carried out: The recognition will be done through the ECTS of lifelong learning courses taken by students in the field of modern philology, history, culture, international relations and other branches of social sciences and humanities in one of the seven universities.

Recognition of ECTS taken in University Higher Education at level 3 (Master) of the MECES: Minimum number of ECTS recognised: 0
Maximum number of ECTS credits recognised: 60
Explanation of how this ECTS recognition will be carried out: Credits may be recognised

between university master's degree syllabuses, including those passed in those degrees assigned to level 3 (Master's) of the MECES, as well as those obtained in official doctoral studies. The recognition will take into account the adequacy between the competences and knowledge associated with the courses passed and those foreseen in the syllabus of the University Master's degree to be taken, in accordance with the following table:

Subject of the master's degree being presented	Characteristics of the subjects that can be recognised
Discourses in Europe	Subjects in philology, translation, humanities and teacher education compatible with the curriculum through competences
Research Methodology in European Modern Languages and Literatures	Philology, translation, humanities and teacher training subjects compatible with the curriculum through competences
European Modern Languages and Linguistics	Subjects in philology, translation, humanities and teacher education compatible with the curriculum through competences
European Modern Literatures, Cultures and Societies	Philology, translation, humanities and teacher training subjects compatible with the curriculum through competences

The credit transfer and recognition system of the university in which the student applies for the transfer/recognition will be applied. With regard to the USAL:

USAL's Credit Transfer and Recognition System

The Regulations on the recognition and transfer of credits at the USAL, approved by the Governing Council on 27/01/2011 and modified by the Governing Council on 2/07/2016 and 20/12/2018, can be consulted on the *ad hoc* website of the USAL regulations (http://www.usal.es/usal_normativa_repositorio). Below is a selection of the articles of these regulations that are most directly related to university master's degree courses. However, all the headings of the regulations are respected in the presentation, indicating "Not applicable" in chapter II whose articles exclusively affect degree courses.

Background

Article 6 of Royal Decree 1393/2007, of 29 October, which establishes the organisation of official university education, states that, in order to make student mobility effective, both within Spain and abroad, universities shall draw up and publish their regulations on the system of credit recognition and transfer, subject to the general criteria established therein.

The Governing Council of the University of Salamanca, in order to comply with the aforementioned precept and to adapt its rules to the successive modifications contained in the Royal Decree, approves the following regulations

Chapter I. General issues

Article 1. Object.

The purpose of these regulations is to establish the general criteria and the procedure for the recognition and transfer of credits in Bachelor's and Master's degree courses provided for in Royal Decree 1393/2007, of 29 October, and subsequent modifications, which establishes the organisation of official university courses.

Article 2. Scope of application.

These regulations shall be applicable to the official Bachelor's and Master's degree courses offered by the University of Salamanca.

Article 3. Definitions.

3.1. **Recognition**, for the purposes of obtaining an official university degree, is understood to be the acceptance by the University of Salamanca of:

a. Credits obtained in official courses at the same or another university.

b. Credits obtained in other official non-university higher education courses.

c. Credits obtained in **university studies leading to the award of other degrees**, as referred to in article 34.1 of Organic Law 6/2001, of 21 December, on Universities (BOE 21/12/2001).

d. Accreditation of **work and professional experience**, provided that it is related to the competences inherent to this degree.

e. Participation in university cultural, sporting, student representation, solidarity and cooperation activities.

f. Competences and knowledge acquired in subjects or courses of a complementary or transversal nature taught by the University of Salamanca, in accordance with article 13c) of Royal Decree 1393/2007.

3.2. The **transfer** of credits implies that, in the official academic documents accrediting the courses of study followed by each student, the total number of credits obtained in official courses taken previously, at the same or another university, which have not led to the award of an official degree, shall be included.

Article. 4. The verified reports of the study plans, or their corresponding modifications, shall include in the section dedicated to the Recognition and Transfer of credits, the reference to the present regulations, as well as other complementary regulations, provided that they comply with the legislation in force and the regulations of the University of Salamanca.

Chapter II. Recognition of credits in official bachelor's degree courses

Note: Not applicable, see full text of the regulation].

Chapter III. Recognition of credits in official master's degree courses

Article 10. Credits may be recognised between study plans at university master's degree level, including those passed in those degrees assigned to level 3 (Master's) of the MECES, as well as those obtained in official doctoral studies.

Recognition will take into account the adequacy between the competences and knowledge associated with the courses passed and those foreseen in the syllabus of the Master's degree to be taken.

Article 11. In the case of official University Master's degrees that qualify for the exercise of regulated professions for which the educational authorities have established the conditions to which the syllabuses must be adapted, the credits of the modules, subjects or subjects defined in the corresponding regulatory regulation shall be recognised. In the event that a given module has not been passed in its entirety, the recognition shall be carried out by subjects or subjects according to the competences and knowledge associated with them.

Article 12. Under no circumstances may credits corresponding to Master's thesis work be recognised.

Chapter IV. Recognition of credits in mobility programmes

Article 13. Students of the University of Salamanca who participate in national or international mobility programmes, regulated by the relevant regulations of the University of Salamanca, must know, prior to their arrival at the host university, by means of the corresponding study **contract**, the subjects that are going to be academically recognised in the syllabus of the degree that they are studying at the University of Salamanca.

Article 14. The subjects passed shall be recognised and incorporated into the student's transcript at the University of Salamanca with the grades obtained in each case. For this purpose, the University of Salamanca shall establish tables of correspondence of academic grades in each bilateral mobility agreement.

Chapter V. Recognition of credits based on professional or work experience and on non-official university studies

Article 15. Recognition of credits based on professional or work experience.

15.1. Accredited work and professional experience may also be recognised in the form of credits that count towards the award of an official qualification, provided that such experience is related to the competences inherent in that qualification.

15.2. The public or private nature of the activity carried out, the procedure of access to the post held, the duration of the activity and the dedication to it in hours/week may be assessed. As a general rule, 1 ECTS may be recognised for every 40 hours of work carried out, which is equivalent to a full working week.

Article 16. Recognition of credits from non-official university studies.

16.1. The activities for which ECTS credits may be recognised under the terms of this article must meet at least the requirements for access to the University.

16.2. Credits obtained in the student's own degrees may be recognised, taking into account the adequacy between the competences obtained by the student in these courses and the competences foreseen in the official degree in which they are to be recognised.

16.3. A maximum of 6 ECTS credits may be awarded to each student for language courses taken and passed at university centres, in accordance with the criteria established by the Governing Council's Teaching Commission. Degrees whose syllabus includes language teaching as an integral part of the course will be subject to the provisions established by the Centre's COTRARET.

16.4. A maximum of 6 ECTS credits may be recognised for each undergraduate student for university-level skills and knowledge acquired in academic activities of a complementary or cross-disciplinary nature taught by the University of Salamanca. The person responsible for the activity shall request a favourable report from the Teaching Commission, delegated by the Governing Council, prior to recognition, indicating the number of credits and the official qualifications for which recognition is sought. The Teaching Committee, delegated by the Governing Council, shall decide after carrying out the appropriate mandatory consultation with the COTRARETs corresponding to the official qualifications affected. ECTS credits cannot be recognised for courses or subjects that do not have this report prior to its implementation.

16.5. The total number of credits recognised on the basis of professional or work experience, courses taken in the student's own degrees, language courses and subjects or courses of a complementary or transversal nature may not exceed, as a whole, 15% of the total number of credits in the syllabus. The recognition of these credits will be carried out in subjects that the student does not have to take and will not include their qualification, so they will not be taken into account for the purposes of the academic transcript.

16.6. Notwithstanding the above, credits may exceptionally be recognised in an official degree in a higher percentage if they come from a degree of the University of Salamanca that has been extinguished or replaced by the official degree in question, and provided that this recognition is stated in the syllabus of the official degree that has been verified and its implementation authorised. The assignment of these credits shall take into account the criteria described in the approved official degree's syllabus.

Chapter VI. Transfer of appropriations

Article 17. The transfer of credits implies that, in the official academic documents accrediting the studies followed by each student, all the credits obtained in official studies taken previously, at this or another university, which have not led to the completion of their studies with the consequent award of an official degree, shall be included.

Article 18. Transferred credits shall be included in the student's transcript with the original description and qualification, and shall be reflected in the official academic documents accrediting the studies followed by the student, as well as in the European Diploma Supplement.

Chapter VII. Administrative procedures

Article 19. Applications for recognition and transfer of credits.

19.1. Credit recognition and transfer files will be processed at the request of the student concerned, who must provide the documentation justifying the credits obtained and their academic content.

19.2. Applications for the recognition and transfer of credits will be based on activities carried out or subjects passed; in the case of previously recognised, validated or adapted subjects, the recognition will be based on the subject of origin.

19.3. The University's Academic Management and Official Studies Service will establish the application form and accompanying documentation.

19.4. Applications, addressed to the Dean/Director of the Centre or to the Academic Committee of the Master's Degree when appropriate, shall be submitted to the Secretary's Office of the Centre where the student has registered or, where applicable, to the University's Single Registry, within the established deadlines which, in general, will coincide with the registration deadlines.

Article 20. Competent bodies for the recognition and transfer of credits.

The bodies competent to act in the field of recognition and transfer of credits are:

a) The Teaching Commission, delegated by the Governing Council of the University.

b) The Credit Transfer and Recognition Committee for each of the official degrees of the University of Salamanca, hereinafter referred to as COTRARET, which will be set up for this purpose.

c) Dean/Director of the Centre or Academic Committee in the case of University Master's Degrees.

Article 21. Functions of the Teaching Commission delegated by the Governing Council in matters of credit recognition and transfer.

a) Coordinate the criteria for action by the COTRARETs in order to ensure that uniform criteria are applied.

b) To pronounce on those situations in which it is consulted by the COTRARETs.

Article 22. Composition and functions of the COTRARETs.

22.1. A Credit Transfer and Recognition Committee shall be set up in each centre in the manner determined by each centre, in which the different sectors of the university community shall be represented.

In the case of official Master's degrees, the election of the members of the COTRARET will be carried out by the Academic Committee.

22.2. The members of the COTRARET shall be renewed every two years, except for the student representative, who shall be renewed annually. If there is no student candidate on the academic body responsible for the degree programme, he/she shall be proposed from among the members of the Student Delegation of the Centre.

22.3. COTRARETs shall meet in the month of May, whenever there are requests for the reports referred to in Article 16.4. However, they may hold additional meetings as deemed necessary. Minutes shall be taken of all meetings.

22.4. The functions of the COTRARETs are:

a) Analysing applications submitted by students and drawing up proposals for the recognition of credits.

b) Resolve requests for transfer of credits.

c) Request the advice of specialists in the field when deemed appropriate due to the particular complexity of the recognition of credits. In no case shall the report of these specialists be binding.

d) To issue reports on the contents of the administrative appeals lodged with the Rector against credit recognition resolutions.

e.) The COTRARETs of the centres shall establish stable and public criteria for the recognition of credits and shall keep a record of the decisions taken in this area. They may also draw up and keep updated recognition tables for subjects previously studied in the degrees and universities that most frequently request them.

Article 23. In the exercise of their functions, COTRARETs shall use criteria based on the analysis of learning outcomes and competences to be acquired by students.

Article 24. The Dean/Director of the Centre or the Academic Committee of the University Master's Degree, where applicable, shall be responsible for issuing a decision, following a proposal from the COTRARET, except in cases involving automatic recognition, and for transferring it to the Secretary's Office of the Centre in which the student is enrolled, in order to make the corresponding entry in the student's transcript.

Article 25. The Dean/Director of the Centre shall decide on applications for the recognition of credits that correspond to any of the cases that entail automatic recognition, among others:

- Institutional double degree programmes of the University of Salamanca.

- Inter-university double degree programmes with another Spanish or foreign university according to agreement.
- Subjects taken in the Individualised Curricular Programme.
- Adaptation of studies from previous regulations.
- Those derived from the study agreement signed by the student and the Centre within mobility programmes, "SICUE", "Erasmus" or similar.
- Recognition of Higher Level Training Cycles (LOGSE and LOE) approved and included in the Minutes of the Joint Commission for the Evaluation of Correspondence of the Specific Collaboration Agreement between the Community of Castilla y León and the University of Salamanca.

Article 26. Resolution.

26.1 The decision, which in the case of a rejection must be expressly motivated in academic terms, must be issued and notified within a maximum period of three months from the submission of the application.

26.2. The expiry of the deadline without notification of an express decision will have the effect of a rejection (Article 8.2.b) of the Regulations for the application at the University of Salamanca of Law 39/2015, of 1 October, on the Common Administrative Procedure of the Public Administrations, and Law 40/2015, of 1 October, on the Legal Regime of the Public Sector).

The expiry of the time limit without notification of an express decision shall entitle the interested party to understand that the decision has been upheld by administrative silence.

26.3. The resolution shall contain the following information:

- Credits to be recognised, indicating: name of the subject, degree, university, qualification and number of credits taken in origin as well as the number of credits and type of credits recognised. In the case of work or professional experience, the position held, the company, the time worked and the hours worked must be indicated.
- Subjects that the student does not have to take in his/her study plan as a consequence of the recognition.
- Credits not to be recognised and academic motivation.
- Appropriations to be transferred if they have not been recognised.
- Appeal and time limit for lodging an appeal against this decision. Article 27. Effects of the recognition of credits.

27.1. The recognition process will explicitly state the number and type of ECTS credits (basic training, compulsory, optional, external placements) that the student will be recognised for, as well as the subjects that the student will not have to take as a result of this recognition. In this case, it will be understood that the competences of these subjects have already been acquired and will not be subject to re-evaluation.

27.2. The student's transcript will include a description of the activities that have been subject to recognition, and in the case of subjects passed in other curricula, they will be reflected with their description and corresponding grade in origin.

27.3. For the subsequent calculation of the average and weighting of the transcript, the University of Salamanca will abide by the provisions of Royal Decree 1125/2003, of 5 September, which establishes the European credit system and the system of qualifications in official university degrees valid throughout the national territory (BOE 18/9/2003) and Royal Decree 22/2015, of 23 January, which establishes the requirements for issuing the European Supplement to the degrees regulated in RD 1393/2007, of 29 October, or in the rules that replace them.

Chapter VII. Final, transitional and derogating provisions

Single transitional provision. Recognition of credits from a degree regulated according to regulations prior to R.D. 1393/2007 for adaptation to a Bachelor's degree.

1. Students who have begun studies in accordance with university systems prior to R.D. 1393/2007, modified by R.D. 861/2010, will be able to access degree courses after admission by the University of Salamanca in accordance with its regulatory regulations and in accordance with the provisions of article 3 of these regulations.

2. In the event of the termination of a degree designed in accordance with previous university systems due to the implementation of a new Bachelor's degree, the adaptation of the student to the Bachelor's degree syllabus will involve the recognition of credits passed according to the adequacy between the competences and knowledge associated with the subjects taken by the student and those foreseen in the syllabus of the Bachelor's degree. When such skills and knowledge are not explicit or cannot be deduced, the number of credits and/or the contents of the subjects taken will be taken as a reference.

3. Likewise, the subjects taken that have a cross-cutting nature will be recognised.

4. In order to facilitate recognition, the curricula leading to Bachelor's degrees shall contain a table of correspondence in which the knowledge of the subjects of the curriculum or curricula in extinction shall be related to their equivalent competences to be attained in the curriculum of the Bachelor's degree.

5. In the processes of adaptation of students from the current study plans to the new Bachelor's degree plans, it must be guaranteed that the academic situation of those students will not be prejudiced.

Repeal provision.

Any rules of equal or lower rank that conflict with the provisions of this

Regulation are hereby repealed. Sole final provision. Entry into force.

These regulations will come into force in the academic year 2016/2017 after their approval by the Governing Council of the University of Salamanca and will be applicable to the degrees regulated by R.D. 1393/2007.

Is it necessary to detail the transfer and recognition mechanisms for all universities, and wouldn't 7 links to the 7 regulations suffice?

4.5. Complementary training for Master's degrees

They are not foreseen.

5. PLANNING OF TEACHING

5.1. Syllabus description

The syllabus and course planning are conditioned by the international character of the degree. Master's students are required to spend between 30 and 90 ECTS credits at one or more universities in the EC2U Alliance in addition to their own university:

- They will study the first semester at one of the seven universities ("University 1").
- They may study the second semester at University 1 or at another university of their choice ("University 2").
- They will have to study the third semester at a university other than University 1 (i.e. at University 2 or at a University 3).
- They will develop and write their dissertation at a university of their choice.
- They may only study for a maximum of two semesters at any of the seven universities.
- The dissertation will always be co-supervised and may be written and defended in any of the languages in which students can express themselves in the subjects of the master's degree.

The official master's degree will be awarded by those universities where the student has passed a minimum of 30 ECTS credits.

The following universities at which the student is studying shall issue the respective national university master's degree:

- University of the first semester (University 1): university of the consortium that issues the official degree and is responsible for the first semester of the student's study programme, for providing a supervisor for the student's MFD project (in case the student chooses to have one of the professors of University 1 as supervisor) and for issuing the degree for that university.

- University of the second semester (University 2): university of the consortium which issues the official degree and which is responsible: for the second or third semester (in case the student decides to take also the second semester at University 1) of the student's degree programme and for providing a supervisor for the student's Master thesis project (in case the student decides to have one of the professors of University 2 as supervisor), and for issuing the degree for that university.

- Third semester university (University 3): university in the consortium that issues the official degree and is responsible: for the third or fourth semester (in case the student decides to take also the third semester at University 2) of the student's degree programme and for providing a supervisor for the student's TFM project (in case the student decides to have one of the professors of University 3 as supervisor), and for awarding the degree. It is the partner institution where the student carries out the compulsory mobility semester of the degree programme.

- Fourth semester university (University 4): university in the consortium that issues the official degree and is responsible: for the fourth semester of the student's degree programme, for providing a supervisor for the student's Master thesis project and for awarding the degree. It is the partner institution where the student studies and writes the Master's thesis and where he/she can do an (optional) internship.

- The University of Turku will only award the degree in case the student takes 30 ECTS at that university and there is a director of TFM at that university.

Table 5.1 Type of Master's degree subjects and their distribution in credits

TYPE	No. of ECTS credits
Compulsory (O)	30
Elective (Op)	60
External internships (compulsory) (PE)	
Master's Thesis (TFM)	30
TOTAL CREDITS	120

(*) Compulsory: these are those that all MU students must take, regardless of their specialisation.

(**) In this case it is assumed that the External Work Placement is optional. If they were to be taken by all MU students, they would have to appear in another row of the table, similar to that of the TFM, which must also be taken by all students.

Table 5.1.a. Type of Master's degree subjects and their distribution of credits by specialization

ECTS	Subjects	ECTS	Subjects	ECTS	Subjects	ECTS	Subjects	
Compulsory	Compulsory (*)	30						30
Optional	Electives, (which are Speciality Compulsory)							60
	Elective	60						
	External Internships							
TFM	TFM	30						30
TOTAL		120						120

(*) Compulsory: these are those that all MU students must take, regardless of their specialisation.
(**) In this case it is assumed that the External Work Placement is optional. If they were to be taken by all MU students, they would have to appear in another row of the table, similar to that of the TFM, which must also be taken by all students.

Modules or Subjects and Courses of the Syllabus
Table 5.2. List of modules, subjects and courses in the curriculum

Modules	Subjects	Courses	ECTS	Type	Semester
1. Mandatory Module (30 ECTS)	Discourses in Europe (10 ECTS)	Discourses in Europe	10	O	1
	Research Methodology in European Modern Languages and Literatures (10 ECTS)	Research Methodology in European Modern Languages and Literatures	10		2
	Research Metholodogy in European Cultures and Societies (10 ECTS)	Research Metholodogy in European Cultures and Societies	10		3
2. Elective Module (60 ECTS)	European Modern Languages and Linguistics (30 ECTS)	Plurilingüísmo y contacto lingüístico en el Sur de Europa	5	OP	1 y 3
		El alemán y el español en contacto	5		1 y 3
		El francés y el español en contacto	5		1 y 3
		Lengua de Herencia : Arameo Moderno	5		1 y 3
		Lengua de Herencia: Rumano	5		1 y 3
		Lengua de Herencia : Árabe	5		1 y 3
		Multilinguismo e Diálogo Intercultural	10		1
		Aquisição e Aprendizagem de L2	10		1
		Estruturas da Língua Portuguesa I	10		1
		Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5		1
		Deutsche Sprache in den nordischen Ländern: historische und aktuelle	5		1

Modules	Subjects	Courses	ECTS	Type	Semester
		Perspektiven			
		Analyse du discours et analyse des interactions	5		1
		Pragmatique	5		1
		Contacts de langues et bilinguisme	5		1
		Politiques linguistiques en contexte de minorisation	5		1
		Morpholexicologie plurilingue	5		1
		Corpus et méthodologie pour la rechercheen linguistique	5		1
		Lingvistică diacronică	5		1
		Limba greacă veche biblică şi patristică	5		1
		Limba română ca limbă străină	5		1
		Limba rusă	5		1
		Linguistica computazionale	5		1 y 3
		Linguaggi per la comunicazione pubblicadigitale	5		1 y 3
		L'italiano per la scena e per lo schermo	5		1 y 3
		Comunicazione verbale e linguaggio deimedia	5		1 y 3
		Übersetzung „Deutsch-Portugiesisch/Italienisch“	5		1
		Theoretische, angewandte und vergleichendeLinguistik (DaF / DaZ)	10		1
		Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10		1
		Plurilingüismo y contacto lingüístico enEuropa Occidental	5		2
		El italiano y el español en contacto	5		2
		El portugués y el español en contacto	5		2
		Lengua de Herencia: Persa	5		2
		Estudos do Discurso	10		2
		Estudos de Língua e Cultura	10		2
		Estrutura da Língua Portuguesa II PLE	10		2
		Mehrsprachigkeit: literarische und/oderfilmische Darstellungen	5		2
		Literaturaustausch: Akteure und literarischeSysteme	5		2
		Francophonie	5		2
		Discours et interaction dans les sociétés	5		2
		Transferts culturels et linguistiques	5		2
		Normes et variation : variation du françaisparlé & Contacts de langues et emprunts	10		2
		Analyse contrastive	5		2
		Analyse du discours politique et médiatique	5		2
		Romanistică	5		2
		Tehnica editării textelor vechi	5		2
		Education et plurilinguisme	5		2
		Rhétorique et argumentation: le discourspublicitaire	5		2
		Lingua italiana con laboratorio	5		2
		Digital Humanities (in italiano)	5		2
		Machine Learning per le scienze umanistichee sociali	5		2
		Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística Contrastiva Portugués-Español-Alemán / Linguistica	5		2

Modules	Subjects	Courses	ECTS	Type	Semester
		Contrastiva Português-Espanhol-Alemão			
		Latino-Amerikanische Sprachwissenschaft /Lingüística Latinoamericana	10		2
		Theorien und Methoden der Kulturanthropologie	5		2
		Cultural history of specific regions /Historiacultural de regiones específcs / Histoire culturelle des régions spécifiques	5		2
		Multilinguismo e diálogo intercultural	10		3
		Aquisição PLELS	10		3
		Estruturas da Língua Portuguesa I	10		3
		DaF-Workshop	5		3
		DaF-Lehrwerke als Gegenstand der Forschung	5		3
		Kognitive Ansätze zur Erforschung der deutschen Sprache	5		3
		Masterseminar Deutsch	5		3
		Apprentissage du vocabulaire	5		3
		Processus d'apprentissage	5		3
		Séminaire de recherche et Discours académique	5		3
		Corpus Linguistics and Language Technology	5		3
		Hands-On Project on Digital Linguistics	5		3
		Questions de didactique du FLE (Typologiedes langues et didactique)	5		3
		Contacts de langues et bilinguisme	5		3
		Morpholexicologie plurilingue	5		3
		Corpus et méthodologie pour la rechercheen linguistique	5		3
		Istoria limbii române	5		3
		Language acquisition and learning	5		3
		New directions in Applied linguistics	5		3
		La langue française dans l'espace francophone: variation, société, politiqueslinguistiques	5		3
		Programmazione	5		3
		Einführung in die Südosteuropastudien	5		3
		Literatur und Kultur in Russland	5		3
		Migration und Mehrsprachigkeit (DaF)	10		3
	European Modern Literatures, Cultures and Societies (30 ECTS)	Literaturas europeas, procesos sociales eidentidades : género, clase, *ethnos*	5	OP	1 y 3
		Modelos de historia comparada de las literaturas europeas	5		1 y 3
		Modelos de intertextualidad en las literaturaseuropeas	5		1 y 3
		Cultura de herencia: diásporas cristianas yjudías en Europa	5		1 y 3
		Culturas Contemporâneas	10		1
		Cinema e Outras Artes	10		1
		Temas da Literatura Comparada	10		1
		Mehrsprachigkeit	5		1
		Sprach- und Translationspolitik	5		1
		Analyse des produits culturels I	5		1
		Analyse des produits culturels II	5		1
		Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand,	10		1 y 3

Modules	Subjects	Courses	ECTS	Type	Semester
		Espagnol, Italien, Portugais, Russe)			
		Pratique des langues (expression, compréhension, traduction/interprétation :Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
		Littérature et cinéma et Pratiques et expériences de lecture	10		1
		Deutsche Kultur im mitteleuropäischen Raum	5		1
		Etnologie şi putere. Teme şi concepte actuale în studiul culturii populare	5		1
		Multicultural perspectives	5		1
		Literatură şi mentalităţi	5		1
		Letteratura italiana	5		1
		Italian Politics and Society	5		1
		Economia dello sviluppo e della cooperazione	5		1
		Metodi digitali per la ricerca sociale e dimarketing	5		1
		Latinoamerikanische Literatur und Kultur 1 /Literatura y Cultura Latinoamericanas 1	5		1
		Romanische Literaturwissenschaft Sprache 1	5		1
		Literatur und Landeskunde	5		1
		Culturas europeas : traducciones, transducciones, mediaciones materiales	5		2
		Modelos de literatura y otras artes en lasculturas europeas	5		2
		Modelos mediales e intermediales en lasculturas europeas	5		2
		Cultura de Herencia : la comunidad magrebí	5		2
		Literatura e Artes	10		2
		Literaturas de Língua Portuguesa	10		2
		Oficina de Poesia	10		2
		Mehrsprachigkeit: literarische und/oderfilmische Darstellungen	5		2
		Literaturaustausch: Akteure und literarischeSysteme	5		2
		Francophonie	5		2
		Discours et interaction dans les sociétés	5		2
		Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5		2
		Frontières littéraires et culturelles	5		2
		Roman graphique et Réceptions et usages dulittéraire	10		2
		Enseignement de la littérature francophone	5		2
		Deutsche Literatur in vergleichender Perspektive	5		2
		Idei şi atitudini româneşti în istoria culturii	5		2
		Genuri în literatura exilului	5		2
		Realismul magic în literatură şi în film	5		2
		Introduzione alla storia delle relazioni internazionali	5		2
		Laboratorio di comunicazione e studi culturali	5		2
		Il linguaggio della cooperazione	5		2

Modules	Subjects	Courses	ECTS	Type	Semester
		Sociology of Development	5		2
		Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5		2
		Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2	5		2
		Fremdsprachenunterricht im digitalen Zeitalter	5		2
		Cultura de herencia : pensamiento y culturairanios	5		3
		Linguagem e Escrita	10		3
		Temas da Literatura Comparada	10		3
		Culturas Contemporâneas	10		3
		Cinema e Outras Artes	10		3
		Cultura Inglesa	10		3
		Literatura e Modernidade	10		3
		História e Periodização da Literatura Portuguesa I	10		3
		Poder e Política na União Europeia	10		3
		Introduction to Finnish Culture and Society	5		3
		Sea, Nature and Finnish Culture	5		3
		Transatlantic dialogue in popular culture &Shakespeare on screen: Trans-cultural translation and distort	10		3
		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		3
		Translation in society	5		3
		Deutsche Kultur im rumänischen Raum	5		3
		Decadentismul în literatură şi în artele plastice	5		3
		Literatură, arte vizuale, arte ale spectacolului	5		3
		Letteratura italiana	5		3
		Italian Politics and Society	5		3
		Economia dello sviluppo e della cooperazione	5		3
		Big Data e Modelli Computazionali per il Marketing	5		3
		Metodi digitali per la ricerca sociale e di marketing	5		3
		Artificial intelligence	5		3
		Public Diplomacy in the Digital Era	5		3
		Grundlagen der Interkulturellen Wirtschaftskommunikation	5		3
		Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		3
		Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5		3
		Digital Humanities in der Praxis	10		3

Modules	Subjects	Courses	ECTS	Type	Semester
		Digital Humanities - Methoden	5		3
3. Master's Thesis (30 ECTS)	Master's Thesis (30 ECTS)	Master's Thesis (MT)	30	MT	4

Specialisations, electives, and possible pathways

Table 5.2a (List of modules and subjects in the syllabus and their distribution by specialisation, semester, and modality) is not necessary. There are no specialisations or pathways.

Contribution of the subjects to the achievement of the degree's competences

MATERIALS	CB6	CB7	CB8	CB9	CB10	GC1	GC2	GC3
Discourses in Europe	x	x	x	x	x	x	x	x
Research Methodology in European Modern Languages and Literatures	x	x	x	x	x	x	x	x
Research Metholodogy in European Cultures and Societies	x	x	x	x	x	x	x	x
All subjects belonging to the subject of: European Modern Languages and Linguistics	x	x	x	x	x	x	x	x
All subjects belonging to the subject of: European Modern Literatures, Cultures and Societies	x	x	x	x	x	x	x	x
Master's Thesis	x	x	x	x	x	x	x	x

Table 5.3. Contribution of the subjects to the achievement of the degree competences Basic (CB) and general competences (CG)

Specific Competences

SUBJECTS	CE1	CE2	CE3	CE4	CE5	CE6	CE7	CE8	EC9	EC10
Discourses in Europe		x		x	x	x	x	x	x	x
Research Methodology in European Modern Languages and Literatures	x	x	x		x	x			x	x
Research Metholodogy in European Cultures and Societies	x	x	x	x	x	x	x	x		x
All subjects belonging to the subject of: European Modern Languages and Linguistics	x	x	x		x	x			x	x
All subjects belonging to the subject of: European Modern Literatures, Cultures and Societies	x	x	x	x	x	x	x	x	x	x
Master's Thesis		x	x		x					x

The competences in the subject sheets refer to these competences, which are also included,

in an expanded form, in the subject sheets.

Temporal organisation of the curriculum

Table 5.4 Temporal organisation of the curriculum by subject, number of ECTS, type of course and semester (teaching week for all: 1-14)

Subjects	Courses	ECTS	Type	Semester
Common subject/courses (online teaching)				
Discourses in Europe (10 ECTS)	Discourses in Europe	10	O	1
Research Methodology in European Modern Languages and Literatures (10 ECTS)	Research Methodology in European Modern Languages and Literatures	10		2
Research Methodology in European Cultures and Societies (10 ECTS)	Research Methodology in European Cultures and Societies	10		3
Face-to-face courses				
For each semester (Sem. 1, 2 y 3): European Modern Languages and Linguistics (10 ECTS) European Modern Literatures, Cultures and Societies (10 ECTS)				
European Modern Languages and Linguistics (30 ECTS)	Plurilingüísmo y contacto lingüístico en el Sur de Europa	5	OP	1 y 3
	El alemán y el español en contacto	5		1 y 3
	El francés y el español en contacto	5		1 y 3
	Lengua de Herencia : Arameo Moderno	5		1 y 3
	Lengua de Herencia: Rumano	5		1 y 3
	Lengua de Herencia : Árabe	5		1 y 3
	Multilinguismo e Diálogo Intercultural	10		1
	Aquisição e Aprendizagem de L2	10		1
	Estruturas da Língua Portuguesa I	10		1
	Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5		1
	Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven	5		1
	Analyse du discours et analyse des interactions	5		1
	Pragmatique	5		1
	Contacts de langues et bilinguisme	5		1
	Politiques linguistiques en contexte de minorisation	5		1
	Morpholexicologie plurilingue	5		1
	Corpus et méthodologie pour la rechercheen linguistique	5		1
	Lingvistică diacronică	5		1
	Limba greacă veche biblică și patristică	5		1
	Limba română ca limbă străină	5		1
	Limba rusă	5		1
	Linguistica computazionale	5		1 y 3
	Linguaggi per la comunicazione pubblica digitale	5		1 y 3
	L'italiano per la scena e per lo schermo	5		1 y 3
	Comunicazione verbale e linguaggio dei media	5		1 y 3
	Übersetzung „Deutsch-Portugiesisch/Italienisch“	5		1

Subjects	Courses	ECTS	Type	Semester
	Common subject/courses (online teaching)			
	Theoretische, angewandte und vergleichendeLinguistik (DaF / DaZ)	10		1
	Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10		1
	Plurilingüismo y contacto lingüístico en Europa Occidental	5		2
	El italiano y el español en contacto	5		2
	El portugués y el español en contacto	5		2
	Lengua de Herencia: Persa	5		2
	Estudos do Discurso	10		2
	Estudos de Língua e Cultura	10		2
	Estrutura da Língua Portuguesa II PLE	10		2
	Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2
	Literaturaustausch: Akteure und literarische Systeme	5		2
	Francophonie	5		2
	Discours et interaction dans les sociétés	5		2
	Transferts culturels et linguistiques	5		2
	Normes et variation : variation du français parlé & Contacts de langues et emprunts	10		2
	Analyse contrastive	5		2
	Analyse du discours politique et médiatique	5		2
	Romanistică	5		2
	Tehnica editării textelor vechi	5		2
	Education et plurilinguisme	5		2
	Rhétorique et argumentation: le discours publicitaire	5		2
	Lingua italiana con laboratorio	5		2
	Digital Humanities (in italiano)	5		2
	Machine Learning per le scienze umanistichee sociali	5		2
	Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística Contrastiva Portugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão	5		2
	Latino-Amerikanische Sprachwissenschaft / Lingüística Latinoamericana	10		2
	Theorien und Methoden der Kulturanthropologie	5		2
	Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		2
	Multilinguismo e diálogo intercultural	10		3
	Aquisição PLELS	10		3
	Estruturas da Língua Portuguesa I	10		3
	DaF-Workshop	5		3
	DaF-Lehrwerke als Gegenstand der Forschung	5		3
	Kognitive Ansätze zur Erforschung der deutschen Sprache	5		3
	Masterseminar Deutsch	5		3
	Apprentissage du vocabulaire	5		3
	Processus d'apprentissage	5		3
	Séminaire de recherche et Discours académique	5		3
	Corpus Linguistics and Language Technology	5		3
	Hands-On Project on Digital Linguistics	5		3
	Questions de didactique du FLE (Typologie des langues et didactique)	5		3

Subjects	Courses	ECTS	Type	Semester
	Common subject/courses (online teaching)			
	Contacts de langues et bilinguisme	5		3
	Morpholexicologie plurilingue	5		3
	Corpus et méthodologie pour la rechercheen linguistique	5		3
	Istoria limbii române	5		3
	Language acquisition and learning	5		3
	New directions in Applied linguistics	5		3
	La langue française dans l'espace francophone: variation, société, politiques linguistiques	5		3
	Programmazione	5		3
	Einführung in die Südosteuropastudien	5		3
	Literatur und Kultur in Russland	5		3
	Migration und Mehrsprachigkeit (DaF)	10		3
European Modern Literatures, Cultures and Societies (30 ECTS)	Literaturas europeas, procesos sociales e identidades : género, clase, *ethnos*	5	OP	1 y 3
	Modelos de historia comparada de las literaturas europeas	5		1 y 3
	Modelos de intertextualidad en las literaturaseuropeas	5		1 y 3
	Cultura de herencia: diásporas cristianas y judías en Europa	5		1 y 3
	Culturas Contemporâneas	10		1
	Cinema e Outras Artes	10		1
	Temas da Literatura Comparada	10		1
	Mehrsprachigkeit	5		1
	Sprach- und Translationspolitik	5		1
	Analyse des produits culturels I	5		1
	Analyse des produits culturels II	5		1
	Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
	Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
	Littérature et cinéma et Pratiques et expériences de lecture	10		1
	Deutsche Kultur im mitteleuropäischen Raum	5		1
	Etnologie şi putere. Teme şi concepte actuale în studiul culturii populare	5		1
	Multicultural perspectives	5		1
	Literatură şi mentalităţi	5		1
	Letteratura italiana	5		1
	Italian Politics and Society	5		1
	Economia dello sviluppo e della cooperazione	5		1
	Metodi digitali per la ricerca sociale e di marketing	5		1
	Latinoamerikanische Literatur und Kultur 1 /Literatura y Cultura Latinoamericanas 1	5		1
	Romanische Literaturwissenschaft Sprache 1	5		1
	Literatur und Landeskunde	5		1
	Culturas europeas : traducciones, transducciones, mediaciones materiales	5		2
	Modelos de literatura y otras artes en las culturas europeas	5		2
	Modelos mediales e intermediales en las culturas europeas	5		2

Subjects	Courses	ECTS	Type	Semester
	Common subject/courses (online teaching)			
	Cultura de Herencia : la comunidad magrebí	5		2
	Literatura e Artes	10		2
	Literaturas de Língua Portuguesa	10		2
	Oficina de Poesia	10		2
	Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2
	Literaturaustausch: Akteure und literarische Systeme	5		2
	Francophonie	5		2
	Discours et interaction dans les sociétés	5		2
	Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5		2
	Frontières littéraires et culturelles	5		2
	Roman graphique et Réceptions et usages dulittéraire	10		2
	Enseignement de la littérature francophone	5		2
	Deutsche Literatur in vergleichender Perspektive	5		2
	Idei şi atitudini româneşti în istoria culturii	5		2
	Genuri în literatura exilului	5		2
	Realismul magic în literatură şi în film	5		2
	Introduzione alla storia delle relazioni internazionali	5		2
	Laboratorio di comunicazione e studi culturali	5		2
	Il linguaggio della cooperazione	5		2
	Sociology of Development	5		2
	Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5		2
	Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2	5		2
	Fremdsprachenunterricht im digitalen Zeitalter	5		2
	Cultura de herencia : pensamiento y cultura iranios	5		3
	Linguagem e Escrita	10		3
	Temas da Literatura Comparada	10		3
	Culturas Contemporâneas	10		3
	Cinema e Outras Artes	10		3
	Cultura Inglesa	10		3
	Literatura e Modernidade	10		3
	História e Periodização da Literatura Portuguesa I	10		3
	Poder e Política na União Europeia	10		3
	Introduction to Finnish Culture and Society	5		3
	Sea, Nature and Finnish Culture	5		3
	Transatlantic dialogue in popular culture & Shakespeare on screen: Trans-cultural translation and distort	10		3
	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		3
	Translation in society	5		3
	Deutsche Kultur im rumänischen Raum	5		3
	Decadentismul în literatură şi în artele	5		3

Subjects	Courses	ECTS	Type	Semester
	Common subject/courses (online teaching)			
	plastice			
	Literatură, arte vizuale, arte ale spectacolului	5		3
	Letteratura italiana	5		3
	Italian Politics and Society	5		3
	Economia dello sviluppo e della cooperazione	5		3
	Big Data e Modelli Computazionali per il Marketing	5		3
	Metodi digitali per la ricerca sociale e di marketing	5		3
	Artificial intelligence	5		3
	Public Diplomacy in the Digital Era	5		3
	Grundlagen der Interkulturellen Wirtschaftskommunikation	5		3
	Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		3
	Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5		3
	Digital Humanities in der Praxis	10		3
	Digital Humanities - Methoden	5		3
Trabajo de Fin de Master (30 ECTS)	Trabajo de Fin de Master	30	TFM	4

Table 5.4 a.1. Temporal organisation of the curriculum by semester. Organisation of the teaching by Universities, subjects and subjects

- University of Salamanca (USAL)

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages and Linguistics (10 ECTS) Optativas	Plurilingüísmo y contacto lingüístico en el Sur de Europa	5
	El alemán y el español en contacto	5
	El francés y el español en contacto	5
	Lengua de Herencia : Arameo Moderno	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Literaturas europeas, procesos sociales e identidades : género, clase, *ethnos*	5
	Modelos de historia comparada de las literaturas europeas	5
	Modelos de intertextualidad en las literaturas europeas	5
	Cultura de herencia: diásporas cristianas y judías en Europa	5

Semestre 2

Materia	Asignatura	ECTS
Research Methodologies (10ECTS) Obligatoria común	Research Methodologies in European Modern Languages and Literatures	10
European Modern Languages and Linguistics (10 ECTS) Optativa	Plurilingüismo y contacto lingüístico enEuropa Occidental	5
	El italiano y el español en contacto	5
	El portugués y el español en contacto	5
	Lengua de Herencia: Persa	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativa	Culturas europeas: traducciones, transducciones, mediaciones materiales	5
	Modelos de literatura y otras artes en las culturas europeas	5
	Modelos mediales e intermediales en las culturas europeas	5
	Cultura de Herencia : la comunidad magrebí	5

Semestre 3

Materia	Asignatura	ECTS
Research Metholodogies (10ECTS) Obligatoria común	Research Metholodogy in European Cultures and Societies	10
European Modern Languages and Linguistics (10 ECTS) Optativas	Plurilingüismo y contacto lingüístico en el Sur de Europa	5
	El alemán y el español en contacto	5
	El francés y el español en contacto	5
	Lengua de Herencia: Rumano	5
	Lengua de Herencia : Árabe	5
	Literaturas europeas, procesos sociales e identidades : género, clase, ethnos	5
	Modelos de historia comparada de las literaturas europeas	5
	Modelos de intertextualidad en las literaturas europeas	5
	Cultura de herencia: diásporas cristianas y judías en Europa	5
	Cultura de herencia: pensamiento y cultura iranios	5

- Universidad de Coimbra (UC)

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Multilinguismo e Diálogo Intercultural	10
	Aquisição e Aprendizagem de L2	10
	Estruturas da Língua Portuguesa I	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Culturas Contemporâneas	10
	Cinema e Outras Artes	10
	Temas da Literatura Comparada	10

Semestre 2

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodologies in European Modern Languages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Literatura e Artes	10
	Literaturas de Língua Portuguesa	10
	Oficina de Poesia	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Estudos do Discurso	10
	Estudos de Língua e Cultura	10
	Estrutura da Língua Portuguesa II PLE	10

Semestre 3

Materia	Asignatura	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Metholodogies in European Cultures and Societies	10
European Modern Languages and Linguistics (10 ECTS)	Multilinguismo e diálogo intercultural	10
	Aquisição PLELS	10
Optativas	Estruturas da Língua Portuguesa I	10
European Modern Literatures, Culturesand Societies (10 ECTS) Optativas	Linguagem e Escrita	10
	Temas da Literatura Comparada	10
	Culturas Contemporâneas	10
	Cinema e Outras Artes	10
	Cultura Inglesa	10
	Literatura e Modernidade	10
	História e Periodização da Literatura Portuguesa I	10
	Poder e Política na União Europeia	10

- University of Turku

Semestre 1

Módulo/Materia	Asignaturas	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5
	Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven	5
	Analyse du discours et analyse des interactions	
	Pragmatique	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Mehrsprachigkeit	5
	Sprach- und Translationspolitik	5
	Analyse des produits culturels I	5
	Analyse des produits culturels II	5

Semestre 2

Materia	Asignaturas	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European Modern Languages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5
	Literaturaustausch: Akteure und literarische Systeme	5
	Francophonie	5
	Discours et interaction dans les sociétés	5
European Modern Languages and Linguistics (10 ECTS) Optativas	Berufliche Textfertigkeiten	5
	Interkulturelle Kommunikation	5
	Sociolinguistique	5
	Communication écrite en contextes professionnels	5

Semestre 3

Materias	Asignaturas	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Methlodology in European Cultures and Societies	10
European Modern Languages and Linguistics (10 ECTS)	DaF-Workshop	5
	DaF-Lehrwerke als Gegenstand der Forschung	5
	Kognitive Ansätze zur Erforschung der deutschen Sprache	5
	Masterseminar Deutsch	5
	Apprentissage du vocabulaire	5

Optativas	Processus d'apprentissage	5
	Séminaire de recherche et Discours académique	5
	Corpus Linguistics and Language Technology	5
	Hands-On Project on Digital Linguistics	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Introduction to Finnish Culture and Society	5
	Sea, Nature and Finnish Culture	5

- Universidad of Poitiers

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages and Linguistics (10 ECTS) Optativas	Contacts de langues et bilinguisme	5
	Politiques linguistiques en contexte de minorisation	5
	Morpholexicologie plurilingue	5
	Corpus et méthodologie pour la recherche en linguistique	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10
	Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10
	Littérature et cinéma et Pratiques et expériences de lecture	10

Semestre 2

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European Modern Languages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5
	Frontières littéraires et culturelles	5
	Roman graphique et Réceptions et usages du littéraire	10
	Enseignement de la littérature francophone	5
	Transferts culturels et linguistiques	5

European Modern Languages and Linguistics (10 ECTS) Optativas	Normes et variation : variation du français parlé & Contacts de langues et emprunts	10
	Analyse contrastive	5
	Analyse du discours politique et médiatique	5

Semestre 3

Materia	Asignatura	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Metholodogy in European Cultures and Societies	10
European Modern Languages and Linguistics (10 ECTS) Optativas	Questions de didactique du FLE (Typologie des langues et didactique)	5
	Contacts de langues et bilinguisme	5
	Morpholexicologie plurilingue	5
	Corpus et méthodologie pour la recherche en linguistique	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10
	Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10
	Transatlantic dialogue in popular culture & Shakespeare on screen: Trans-cultural translation and distort	10
	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

- Universidad de Iasi

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages and Linguistics (10 ECTS) Optativa	Lingvistică diacronică	5
	Limba greacă veche biblică şi patristică	5
	Limba română ca limbă străină	5
	Limba rusă	5
European Modern Literatures,	Deutsche Kultur im mitteleuropäischen Raum	5

Cultures and Societies (10 ECTS) Optativa	Etnologie şi putere. Teme şi concepte actuale în studiul culturii populare	5
	Multicultural perspectives	5
	Literatură şi mentalităţi	5

Semestre 2

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European Modern Languages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Deutsche Literatur in vergleichender Perspektive	5
	Idei şi atitudini româneşti în istoria culturii	5
	Genuri în literatura exilului	5
	Realismul magic în literatură şi în film	5
European Modern Languages and Linguistics (10 ECTS) Optativas	Romanistică	5
	Tehnica editării textelor vechi	5
	Education et plurilinguisme	5
	Rhétorique et argumentation: le discours publicitaire	5

Semestre 3

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European Cultures and Societies	10
European Modern Languages and Linguistics (10 ECTS) Optativas	Istoria limbii române	5
	Language acquisition and learning	5
	New directions in Applied linguistics	5
	La langue française dans l'espace francophone: variation, société, politiques linguistiques	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Translation in society	5
	Deutsche Kultur im rumänischen Raum	5
	Decadentismul în literatură şi în artele plastice	5
	Literatură, arte vizuale, arte ale spectacolului	5

- Universidad de Pavía

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages and Linguistics (10 ECTS) Optativas	Linguistica computazionale	5
	Linguaggi per la comunicazione pubblica digitale	5
	L'italiano per la scena e per lo schermo	5
	Comunicazione verbale e linguaggio dei media	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Letteratura italiana	5
	Italian Politics and Society	5
	Economia dello sviluppo e della cooperazione	5
	Metodi digitali per la ricerca sociale e di marketing	5

Semestre 2

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European Modern Languages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Introduzione alla storia delle relazioni internazionali	5
	Laboratorio di comunicazione e studi culturali	5
	Il linguaggio della cooperazione	5
	Sociology of Development	5
European Modern Languages and Linguistics (10 ECTS)	Lingua italiana con laboratorio	5
	Digital Humanities (in italiano)	5
Optativas	Machine Learning per le scienze umanistiche e sociali	5

Semestre 3

Materia	Asignatura	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Metholodogy in European Culturesand Societies	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Linguaggi per la comunicazionepubblica digitale	5
	Linguistica computazionale	5
	L'italiano per la scena e per lo schermo	5
	Comunicazione verbale e linguaggio dei media	5
	Programmazione	5
	Letteratura italiana	5
	Italian Politics and Society	5

European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Economia dello sviluppo e della cooperazione	5
	Big Data e Modelli Computazionali per il Marketing	5
	Metodi digitali per la ricerca sociale e di marketing	5
	Artificial intelligence	5
	Public Diplomacy in the Digital Era	5

- Universidad de Jena

Semestre 1

Materia	Asignatura	ECTS
Discourses in Europe (10 ECTS) Obligatoria común	Discourses in Europe	10
European Modern Languages and Linguistics (10 ECTS) Optativas	Übersetzung „Deutsch-Portugiesisch/Italienisch“	5
	Übersetzung „Deutsch-Spanisch“	5
	Theoretische, angewandte und vergleichende Linguistik (DaF / DaZ)	10
	Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Latinoamerikanische Literatur und Kultur 1 / Literatura y Cultura Latinoamericanas 1	5
	Romanische Literaturwissenschaft Sprache 1	5
	Literatur und Landeskunde	5

Semestre 2

Materia	Asignatura	ECTS
Research Methodologies (10 ECTS) Obligatoria común	Research Methodology in European Modern Languages and Literatures	10
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas		
	Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5
	Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2	5
	Fremdsprachenunterricht im digitalen Zeitalter	5
European Modern Languages andLinguistics (10 ECTS) Optativas	Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística ContrastivaPortugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão	5

	Latino-Amerikanische Sprachwissenschaft /Lingüística Latinoamericana	10
	Theorien und Methoden der Kulturanthropologie	5
	Cultural history of specific regions /Historiacultural de regiones específics / Histoire culturelle des régions spécifiques	5

Semestre 3

Materia	Asignatura	ECTS
Research Metholodogies (10 ECTS) Obligatoria común	Research Metholodogy in European Culturesand Societies	10
European Modern Languages andLinguistics (10 ECTS) Optativas	Einführung in die Südosteuropastudien	5
	Literatur und Kultur in Russland	5
	Migration und Mehrsprachigkeit (DaF)	10
	Grundlagen der Interkulturellen Wirtschaftskommunikation	5
European Modern Literatures, Cultures and Societies (10 ECTS) Optativas	Cultural history of specific regions /Historiacultural de regiones específics / Histoire culturelle des régions spécifiques	5
	Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5
	Digital Humanities in der Praxis	10
	Digital Humanities - Methoden	5

Table 5.4 a.2. Distribution of the offer of optional subjects by semester

Subjects	Courses	ECTS	Type	Semester
Subjects / elective courses in the seven universities. In semester 1, 2 and 3 (i.e. per semester except semester 4): ▪ European Modern Languages and Linguistics (10 ECTS) ▪ European Modern Literatures, Cultures and Societies (10 ECTS)				
European Modern Languages and Linguistics (30 ECTS)	Plurilingüísmo y contacto lingüístico en el Sur de Europa	5	OP	1 y 3
	El alemán y el español en contacto	5		1 y 3
	El francés y el español en contacto	5		1 y 3
	Lengua de Herencia : Arameo Moderno	5		1 y 3
	Lengua de Herencia: Rumano	5		1 y 3
	Lengua de Herencia : Árabe	5		1 y 3
	Multilinguismo e Diálogo Intercultural	10		1
	Aquisição e Aprendizagem de L2	10		1
	Estruturas da Língua Portuguesa I	10		1
	Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5		1
	Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven	5		1
	Analyse du discours et analyse des interactions	5		1
	Pragmatique	5		1
	Contacts de langues et bilinguisme	5		1
	Politiques linguistiques en contexte de minorisation	5		1
	Morpholexicologie plurilingue	5		1
	Corpus et méthodologie pour la rechercheen linguistique	5		1
	Lingvistică diacronică	5		1
	Limba greacă veche biblică și patristică	5		1
	Limba română ca limbă străină	5		1
	Limba rusă	5		1
	Linguistica computazionale	5		1 y 3
	Linguaggi per la comunicazione pubblica digitale	5		1 y 3
	L'italiano per la scena e per lo schermo	5		1 y 3
	Comunicazione verbale e linguaggio dei media	5		1 y 3
	Übersetzung „Deutsch-Portugiesisch/Italienisch“	5		1
	Theoretische, angewandte und vergleichendeLinguistik (DaF / DaZ)	10		1
	Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10		1
	Plurilingüismo y contacto lingüístico en Europa Occidental	5		2
	El italiano y el español en contacto	5		2
	El portugués y el español en contacto	5		2
	Lengua de Herencia: Persa	5		2
	Estudos do Discurso	10		2
	Estudos de Língua e Cultura	10		2
	Estrutura da Língua Portuguesa II PLE	10		2
	Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2
	Literaturaustausch: Akteure und literarische Systeme	5		2
	Francophonie	5		2
	Discours et interaction dans les sociétés	5		2
	Transferts culturels et linguistiques	5		2
	Normes et variation : variation du français parlé & Contacts de langues et emprunts	10		2

Subjects	Courses	ECTS	Type	Semester
	Analyse contrastive	5		2
	Analyse du discours politique et médiatique	5		2
	Romanistică	5		2
	Tehnica editării textelor vechi	5		2
	Education et plurilinguisme	5		2
	Rhétorique et argumentation: le discours publicitaire	5		2
	Lingua italiana con laboratorio	5		2
	Digital Humanities (in italiano)	5		2
	Machine Learning per le scienze umanistichee sociali	5		2
	Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística Contrastiva Portugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão	5		2
	Latino-Amerikanische Sprachwissenschaft / Lingüística Latinoamericana	10		2
	Theorien und Methoden der Kulturanthropologie	5		2
	Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		2
	Multilinguismo e diálogo intercultural	10		3
	Aquisição PLELS	10		3
	Estruturas da Língua Portuguesa I	10		3
	DaF-Workshop	5		3
	DaF-Lehrwerke als Gegenstand der Forschung	5		3
	Kognitive Ansätze zur Erforschung der deutschen Sprache	5		3
	Masterseminar Deutsch	5		3
	Apprentissage du vocabulaire	5		3
	Processus d'apprentissage	5		3
	Séminaire de recherche et Discours académique	5		3
	Corpus Linguistics and Language Technology	5		3
	Hands-On Project on Digital Linguistics	5		3
	Questions de didactique du FLE (Typologie des langues et didactique)	5		3
	Contacts de langues et bilinguisme	5		3
	Morpholexicologie plurilingue	5		3
	Corpus et méthodologie pour la rechercheen linguistique	5		3
	Istoria limbii române	5		3
	Language acquisition and learning	5		3
	New directions in Applied linguistics	5		3
	La langue française dans l'espace francophone: variation, société, politiques linguistiques	5		3
	Programmazione	5		3
	Einführung in die Südosteuropastudien	5		3
	Literatur und Kultur in Russland	5		3
	Migration und Mehrsprachigkeit (DaF)	10		3
European Modern Literatures, Cultures and Societies (30 ECTS)	Literaturas europeas, procesos sociales e identidades : género, clase, *ethnos*	5	OP	1 y 3
	Modelos de historia comparada de las literaturas europeas	5		1 y 3
	Modelos de intertextualidad en las literaturaseuropeas	5		1 y 3
	Cultura de herencia: diásporas cristianas y	5		1 y 3

Subjects	Courses	ECTS	Type	Semester
	judías en Europa			
	Culturas Contemporâneas	10		1
	Cinema e Outras Artes	10		1
	Temas da Literatura Comparada	10		1
	Mehrsprachigkeit	5		1
	Sprach- und Translationspolitik	5		1
	Analyse des produits culturels I	5		1
	Analyse des produits culturels II	5		1
	Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
	Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3
	Littérature et cinéma et Pratiques et expériences de lecture	10		1
	Deutsche Kultur im mitteleuropäischen Raum	5		1
	Etnologie şi putere. Teme şi concepte actuale în studiul culturii populare	5		1
	Multicultural perspectives	5		1
	Literatură şi mentalităţi	5		1
	Letteratura italiana	5		1
	Italian Politics and Society	5		1
	Economia dello sviluppo e della cooperazione	5		1
	Metodi digitali per la ricerca sociale e di marketing	5		1
	Latinoamerikanische Literatur und Kultur 1 /Literatura y Cultura Latinoamericanas 1	5		1
	Romanische Literaturwissenschaft Sprache 1	5		1
	Literatur und Landeskunde	5		1
	Culturas europeas : traducciones, transducciones, mediaciones materiales	5		2
	Modelos de literatura y otras artes en las culturas europeas	5		2
	Modelos mediales e intermediales en las culturas europeas	5		2
	Cultura de Herencia : la comunidad magrebí	5		2
	Literatura e Artes	10		2
	Literaturas de Língua Portuguesa	10		2
	Oficina de Poesia	10		2
	Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2
	Literaturaustausch: Akteure und literarische Systeme	5		2
	Francophonie	5		2
	Discours et interaction dans les sociétés	5		2
	Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5		2
	Frontières littéraires et culturelles	5		2
	Roman graphique et Réceptions et usages dulittéraire	10		2
	Enseignement de la littérature francophone	5		2
	Deutsche Literatur in vergleichender Perspektive	5		2
	Idei şi atitudini româneşti în istoria culturii	5		2
	Genuri în literatura exilului	5		2
	Realismul magic în literatură şi în film	5		2

Subjects	Courses	ECTS	Type	Semester
	Introduzione alla storia delle relazioni internazionali	5		2
	Laboratorio di comunicazione e studi culturali	5		2
	Il linguaggio della cooperazione	5		2
	Sociology of Development	5		2
	Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5		2
	Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2	5		2
	Fremdsprachenunterricht im digitalen Zeitalter	5		2
	Cultura de herencia : pensamiento y cultura iranios	5		3
	Linguagem e Escrita	10		3
	Temas da Literatura Comparada	10		3
	Culturas Contemporâneas	10		3
	Cinema e Outras Artes	10		3
	Cultura Inglesa	10		3
	Literatura e Modernidade	10		3
	História e Periodização da Literatura Portuguesa I	10		3
	Poder e Política na União Europeia	10		3
	Introduction to Finnish Culture and Society	5		3
	Sea, Nature and Finnish Culture	5		3
	Transatlantic dialogue in popular culture & Shakespeare on screen: Trans-cultural translation and distort	10		3
	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		3
	Translation in society	5		3
	Deutsche Kultur im rumänischen Raum	5		3
	Decadentismul în literatură şi în artele plastice	5		3
	Literatură, arte vizuale, arte ale spectacolului	5		3
	Letteratura italiana	5		3
	Italian Politics and Society	5		3
	Economia dello sviluppo e della cooperazione	5		3
	Big Data e Modelli Computazionali per il Marketing	5		3
	Metodi digitali per la ricerca sociale e di marketing	5		3
	Artificial intelligence	5		3
	Public Diplomacy in the Digital Era	5		3
	Grundlagen der Interkulturellen Wirtschaftskommunikation	5		3
	Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		3
	Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5		3
	Digital Humanities in der Praxis	10		3
	Digital Humanities - Methoden	5		3

Table 5.4.b. Distribution of the number of subjects (Mat) and credits (ECTS) of the syllabus by Semester (S1 and S2) and Speciality
Not applicable, there are no specialities

Compulsory external internships
Not applicable.

Languages
Knowledge of foreign languages in addition to English as a lingua franca and knowledge of at least two other languages at C1 level (which is a compulsory requirement, including: German, Spanish, French, Italian, Portuguese, Romanian, English for Turku).
Classes in this multilingual and multilingual master's degree will be taught in several languages, so it is necessary to stipulate the language regime for each subject:

- The name of each subject will be in the language in which it is taught.
- The subject sheets will stipulate for each subject the languages in which students can interact in class, take any tests and do written assignments.
- The language(s) in which each subject is taught is also stipulated on each subject sheet. The level required is never higher than C1.
- An adequate level of understanding of English is also required.
  This linguistic regime is possible due to the high degree of electivity of the master's degree: students have the possibility of choosing the vast majority of the subjects of the master's degree, and therefore the languages in which they wish to receive the teaching.

Type of education (face-to-face, blended, distance)
Face-to-face and distance learning. The three compulsory subjects, common to all students, are taught remotely (synchronous online mode). The optional subjects are taught face-to-face.

Rating system
Each of the seven participating universities will use its national qualification system.

In the case of the USAL, the evaluation and grading of the different subjects of this master's degree will be carried out in accordance with the criteria of the European Higher Education Framework, following the regulations governing the evaluation and grading systems for student learning in USAL courses leading to official and own degrees (approved by the Governing Council on 19/121/2008 and modified in the sessions of the Governing Council on 30/10/2009 and 28/5/2015).
(http://www.usal.es/webusal/files/Evaluacion_Reglamento_Modificacion_CG25052015.pdf)
It will be graded according to the Regulations on the grading system and calculation of the average mark and the overall grade of the academic records of students at the University of Salamanca(approved by the Governing Council on 23 June 2011)
(http://secretaria.usal.es/boletines/consulta/files/5267-P08_Normativa_Sistema_de_Calificaciones.pdf). These regulations derive from the application of Royal Decree 1125/2003, of 5 September, which establishes the European credit system and the grading system for official university degrees that are valid throughout the national territory.

The results obtained by the students of the University of Salamanca in each of the subjects of the syllabus will be graded on a quantitative scale from 0 to 10, adding the corresponding grade. qualitative:

- 0,0-4,9: Failure (SS)
- 5.0-6.9: Pass (AP)
- 7,0-8,9: Merit (NT)
- 9,0-10: Outstanding (SB)

Students who have obtained a quantitative grade equal to or higher than nine may be awarded the qualitative grade of "Matrícula de Honor". Their number may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students is less than 20, in which case only one "Matrícula de Honor" may be awarded.

All grades obtained in the remaining six universities through their national grading systems will be made equivalent for all purposes to Spanish grades using the official equivalence tables in force at any given time. At present, the "procedure for applying the scales and tables of equivalence of average grades of foreign university studies and degrees, taking into account the Resolution of 21 March 2016 and the Resolution of 21 July 2016, and obtaining the average grade equivalent to the grading scale of Spanish universities" of the Ministry of Education will be applied (http://www.educacionyfp.gob.es/servicios-al-citizen/catalogo/general/20/20/203615/ficha/203615.html), in particular its Annex II "table of equivalences by country" (http://www.educacionyfp.gob.es/en/dam/jcr:c49dc8ae-8f47-47e5-8ec7- 563e98dae077/anexoii-equivalencias.pdf).

Organisation of incoming and outgoing student mobility

Students must undertake a period of study in at least two Consortium Institutions. Mobility from the first semester university to the second semester university is not compulsory. The third semester will always be taken abroad and in total students will undertake a minimum of two mobility periods.
Students will identify and be able to request, through their Study Plan, the Universities of the consortium in which they will carry out part of their Master studies and with which, therefore, there will be mobility. The organisation of the mobility will be done according to the European legislation in force and through the EC2U Exchange Platform, which is part of the European Universities EC2U Project and which, with the approval of the European Commission, connects the local mobility management systems of the Universities of the Alliance. Students will receive financial support during their mobility period in the form of grants made available by all partners (e.g. Erasmus+, local funds).

This 120 ECTS Master's degree is already international in itself, as students have to spend between 30 and 90 ECTS at one or more universities in the EC2U Alliance in addition to their own university. Students from the seven universities in the consortium will be considered to all intents and purposes as their own students, although they will be supported through specific programmes at each university (e.g. at USAL this will be done through the programme of the Faculty of Philology "Peer Tutoring", which has been in place for several years: http://facultadfilologia.usal.es/alumnos/tutoria-entre-companeros).

In order to guarantee at least some funding for the planned mobilities, the seven universities have established and will establish various funded mobility actions for students and teachers of this Master:

- Erasmus+ Mobility
- Intercampus mobility under the EC2U project of the European Universities for at least the first two years.

The seven universities have Academic Recognition Regulations for Exchange Students in the Framework of ERASMUS (and other International Programmes) and Bilateral Agreements, which regulate this activity and establish the use of the European Credit Transfer System: Study

Contract, ECTS Record and Guide, etc., in order to ensure the academic recognition of the studies carried out at the host universities. The degree programme will have a coordinator per university for mobility exchanges. All the agreements have an academic responsible in charge of establishing the equivalences of subjects and courses, providing updated information on the academic offer to the participating students and informing the academic responsible of the host university of the arrival of our students. All the centres involved also have a support grant holder for all the activities related to this activity.

The regulations for international academic mobility of USAL students are governed by the provisions approved by the Standing Committee of the Governing Council on 23/09/2016 http://rel-int.usal.es/images/docs/Normativa/NormasGenerales_Movilidad_Internacional_Estudiantes.pdf. The other six universities have similar regulations.

The recognition of credits among the seven universities will be automatic according to the EC2U project programme report and also according to the document "EC2U Supplement to the EC2U Consortium Agreement for the Establishment of a Master of Arts in European Languages, Cultures and Societies in Contact", annexed to this report and which regulates the application for verification of this master's degree in the seven countries.

Mechanisms for horizontal and vertical teaching coordination of the curriculum

In the Master's programme presented here, the seven universities of the consortium have established several horizontal (throughout the course) and vertical (throughout the degree) coordination procedures in which the same criteria are established for the training activities, contents and assessment of the curriculum. Coordination is carried out through Academic Commissions: a Global Academic Commission for the seven universities together with a Local Academic Commission in each university (if this is necessary in the degree coordination system in each country) and a Global Degree Quality Commission for the seven universities together with a Local Degree Quality Commission in each university (if this is necessary in the degree coordination system in each country). These committees are made up of lecturers and students and meet periodically throughout the academic year. In addition to the meetings of these committees, general coordination meetings are held with the lecturers involved.

The **Global Academic Committee (Global Academic Board)** shall have English as its working language
and shall be composed of:

- The global director of the master's degree, a full time professor at USAL, will be the local director of the master's degree at USAL and leader of work package 5 ("Quality Education") of the "EC2U" project. He/she will act as the degree coordinator for the EC2U project, its executive committee and the European Commission. He/she will be responsible for coordinating the teaching of the seven universities, assisted by the directors of the seven Local Academic Committees and a representation of students.
- The other six directors of the Local Academic Committees. One of them shall act as committee secretary.
- One PAS member.
- Three students (33.3%).

The Global Academic Committee carries out the functions of global academic organisation of the teaching and coordination of the quality of the degree between the seven universities, in coordination with and under the supervision and academic approval of the seven bodies academically responsible for the degree. This committee is responsible for responding to all issues that concern more than one of the seven universities.

one of the universities participating in the master's degree, e.g. the establishment of selection criteria or the decision on the admission of students. The Global Academic Committee also maintains a direct line of communication with students to deal with any type of international incident through regular meetings and a reference email. It also coordinates the seven local quality committees of the degree, analysing the global development of the degree, attending to possible incidents of international scope. It also carries out the analysis of data and evidence about the programme and proposes those changes that result in the improvement of the programme, subsequently monitoring them within the framework of the EC2U project.

The **Local Academic Committees (Local Academic Board)** will be established in accordance with the legislation or regulations in force in each of the seven universities. At USAL it will be made up of:

- The local director of the master's degree, a professor with a permanent, full-time position at USAL. He/she will act as the degree coordinator before the Spanish university authorities and will be responsible for coordinating the teaching of the master's degree at USAL.
- 3 professors representing the following areas of knowledge: German Philology, Italian Philology, Galician and Portuguese Philology, French Philology.
- One PAS member
- Two students (25%).

The Local Academic Committee is responsible for the academic organisation of teaching at local level, in coordination with the Global Academic Committee, and in coordination with and under the supervision and academic approval of the body academically responsible for the degree. Among other actions, this committee draws up the proposal for the annual teaching programme for the academic year, prepares the local financial budget and implements measures to improve the syllabus at each university. The Local Academic Committee also maintains a direct line of communication with students to deal with any type of incident through regular meetings and a reference e-mail.
The local director of the master's degree is also its coordinator. Together with the Global Director of the Master's Degree, he/she is responsible for the implementation and monitoring of the degree, for organising the welcome and initial orientation event for students, for drawing up the teaching guide and the resources and spaces of the degree and for completing the degree evaluation report.

The **Global Quality Commission of the Degree (Global Quality Assurance Board)** will have English as its working language and will be composed of:

- The global director of the master's degree and president of the Local Quality Commission of the USAL.
- Six representatives of degree quality committees or similar committees from the other six universities. One of them shall act as committee secretary.
- One PAS member.
- Three students (33.3%).

The Global Academic Quality Committee of the degree will coordinate the local quality committees, globally analysing the data and elements provided by the local committees and dealing with incidents that affect more than one university. It is supported by the Quality Commission of the EC2U University Alliance.

Each university may establish a **Local Degree Quality Commission (Local Quality Assurance Board)** in accordance with the legislation or regulations in force in each of the seven universities. At the USAL it will be made up of:

- A president
- 3 members representing the following areas of knowledge: German Philology, Italian Philology, Galician and Portuguese Philology, French Philology.
- One administrative staff member

- Two students (33.3%).

The local quality assurance board (LQAB) is responsible for assessing the development of the degree (student and lecturer opinions) and for dealing with possible incidents. It also carries out the analysis of data and evidence about the programme and proposes those changes that result in the improvement of the programme, subsequently monitoring them. The LQAB has the support and methodological support of the Quality Assessment Unit, UEC-USAL, as well as similar services in the other six universities. The Global Academic Committee will coordinate the work of the seven LQABs.

Each university will also have a specific mobility coordinator for this master's degree.

5.2. Training activities

This master's degree includes different teaching-learning training activities common throughout the EHEA. New teaching methodologies will be promoted that focus on the development of learning outcomes and on the competences that students must develop for their professional and research future. The following training activities will be used:

- Theoretical classes
- Practical classes
- Writing essays and papers
- Presentations and oral discussions
- Conducting examinations.

5.3. Teaching methodology

This master's degree uses two main types of face-to-face and synchronous distance learning resources typical of the methodologies of philological studies, cultural studies and intercultural studies:

- expository methods for conveying information, theoretical and practical assumptions suitable for teaching and research
- putting knowledge into practice by means of assignments, colloquiums, etc.

The various methodologies employed will also include virtual teaching resources, which significantly improves the teaching methodology and intensifies the teaching-learning process for students. Extensive support materials are available to students, both in-class and online, through the University of Salamanca Studium platform and similar platforms at other universities. The EC2U University Alliance will connect the seven platforms so that students can easily access the resources of the other six universities from their own local identity account.
The didactic resources provided will allow the student to evaluate and self-evaluate whether he/she has assimilated the concepts studied and is in a position to apply them. The teaching methodology includes:

- Class presentations by the teacher (both face-to-face and synchronous online) with the support of computer and audiovisual media, in which the main concepts of each subject/subject are developed and the bibliography is provided to complement the students' learning.
- Group and/or individual tutoring
- Critical reading of research articles and other texts for later discussion in class or as a means of extending and consolidating knowledge of the subject.
- Resolution of practical cases, problems, etc. .... posed by the teacher individually or in groups.
- Presentation and discussion in class, under the moderation of the teacher, of topics related to the content of the subject, as well as practical cases.
- Preparation of essays, papers and/or reports individually or in groups.

5.4. Evaluation systems

Assessment is generally carried out by means of the continuous assessment system. This continuous assessment will be based on the combination of a minimum of two **sources of assessment** carried out during the teaching period:

- seminar practices
- reviews
- reading reports
- oral reports
- outlines or proposals for papers/essays
- written evidence
- oral presentations of papers
- written presentations of papers.

Sources must be objectifiable and documented. They may require the presence of the learner in the classroom or be online.

The **assessment criteria** will be reflected in the teaching sheets for each subject in a clear and detailed manner. The teacher will determine, according to his/her criteria and the characteristics of the subject, the continuous assessment instruments, taking special care to ensure that the weight or percentage of marks for exercises/presentations/tests etc. in the final grade is proportional to the amount of work required. The subject sheets in this report include the common assessment system for the subjects of each subject in general. For the TFM, specific assessment criteria are established (see detailed description of the sheet in point 5.5).

5.5. Detailed description of subjects and courses

The detailed description of the syllabus of this master's degree will be made by subject and by course. In this way, a very detailed level of description will be reached for the courses, but an overview of the contents, characteristics, duration, methodological systems and assessment of each group of subjects (subject) will also be provided. This is necessary due to the large number of optional courses in the Master's programme.

As far as the description of subjects are concerned, only the courses that make up the subject are listed. In the case of the optional courses, they are briefly described with the help of the following parameters: name in the language of instruction, ECTS, time unit, language of instruction, summary of contents.

In the case of the course descriptions, the level of detail is much higher. Among others, the following descriptive items are included:

- Course title
- Scientific area within which it is framed
- Duration
- Contact hours with ECTS
- Remarks
- Year and cycle of study
- Person(s) responsible for the creation of the contents
- Learning outcomes
- Contents
- Curricular coherence
- Learning methodology
- Evaluation
- Bibliography

5.5.1. Detailed description by subject

1. MATERIA: **Discourses in Europe**
Character: Compulsory ECTS: 10 Time unit (note: Semester 1 to Semester X / Annual): Semester 1 Languages Taught: English (presentation of work/evaluation in English, Spanish, Portuguese, French, Italian, German, Romanian, French, Italian, Romanian).
2. SUBJECT COMPETENCES BASIC AND GENERAL COMPETENCES: CB6: Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context. CB7. Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study. CB8. Students will be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements. CB9. Students will be able to communicate their conclusions - and the ultimate knowledge and rationale behind them - to specialist and non-specialist audiences in a clear and unambiguous way. CB10. Students will possess the learning skills to enable them to continue studying in a largely self-directed or autonomous way. General competences (optional but the computer application requires a GC1) GC1. Ability to analyse, synthesise and formulate judgements based on the information available. Thoroughly study a problem, case, article, situation, etc. and summarise and compile the most relevant aspects of it, being able to formulate a judgement that includes a reflection on the social and ethical responsibilities of its possible application. GC2. Capacity for organisation and planning. Knowing how to establish the steps to be followed and/or procedurally structured to achieve an objective, conveniently distributing the material and human resources available, assigning specific functions to each one. CG3. Communication and teamwork skills. Know how to communicate the reasons for their ideas and conclusions clearly to specialised and non-specialised audiences. SPECIFIC COMPETENCES: SC2. Acquire the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, societies in contact, interculturality, intertextuality and intercultural communication, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. CE4. Acquire advanced theoretical and practical knowledge of intercultural communication. SC5. Develop the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and European society studies. CE6. Acquire advanced theoretical and practical knowledge of the different situations of contact between European languages, literatures and cultures, also using information technology mechanisms for this purpose. SC7. Acquire advanced theoretical and practical knowledge of the different contact situations between European societies, also using information technology mechanisms for this purpose. CE8. To provide students with an in-depth knowledge of the cultural elements of European nations and develop their capacity for intercultural analysis, enabling them to acquire the intercultural competences necessary to work in international and multilingual environments and self-analysis in professional situations in order to improve their practice. CE9. Acquire theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures and societies. CE10. Acquire the necessary skills to carry out original research work in one of the philological fields covered by the Master's degree.
3. LEARNING OUTCOMES OF THE SUBJECT 1) Students will acquire and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, particularly in the context of researching discourses on and in Europe. 2) Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to linguistics,

literature, culture and society.
3) Students will learn to integrate knowledge and deal with the complexity of making judgements based on incomplete or limited information, including reflection on the social and ethical responsibilities associated with the application of their knowledge and judgements.
4) Students will be able to communicate their findings (and their underlying knowledge and rationale) to specialists and non-specialists in a clear and unambiguous way.
5) Students will develop the learning skills that will enable them to continue studying autonomously.
6) The ability to locate and manage specialised bibliographic sources on Europe and its discourses, as well as to manage online and offline documentary collections by applying information and communication technologies.
7) Advanced knowledge of the different methods of analysis that allow the interpretation of texts on Europe.
8) Development of the ability to apply the appropriate scientific methodology to cover different types of linguistic, literary, cultural and European society studies

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4. BRIEF DESCRIPTION OF THE CONTENTS

1. Approaches to Europe
2. Discourse in Europe from a linguistic point of view
3. The discourse in Europe from a cultural point of view

The discourse in Europe from a social and political point of view

5. OBSERVATIONS ON THE SUBJECT

6. COURSE LIST

Courses	ECTS	Character	Semester	Language	Contents
Discourses in Europe		O	1	English, assessment in English, Spanish, Portuguese, French, Italian, German, German or Romanian	1. Approaches to Europe 2. Discourse in Europe from a linguistic point of view 3. The discourse in Europe from a cultural point of view 4. The discourse in Europe from a social and political point of view

7. TRAINING ACTIVITIES OF THE SUBJECT WITH CONTENT IN ECTS AND STUDENT DEDICATION TIME (HOURS OF DEDICATION AND PERCENTAGE OF ATTENDANCE)

Training Activity	Face-to-face hours	Non-attendance hours	Percentage Presence
Theoretical classes	28 (11,2%)	40 (16%)	58,8%
Practical classes	10 (4%)	20 (8%)	33,3%
Jobs/videocasts/podcasts	20 (8%)	120 (48%)	14,3%
Tutorials	12 (4,8%)		100%

Total hours		Total Face-to-Face Hours	70 (28%)	Total hours		Total Face-to-Face Hours

8. ASSESSMENT SYSTEMS FOR THE ACQUISITION OF THE COMPETENCES OF THE SUBJECT AND MAXIMUM AND MINIMUM WEIGHTINGS

Assessment system Minimum weighting.	Maximum weighting	Assessment system Minimum weighting
Practical participation in class 20%	20%	20%
Work/podcast/videocast	80%	80%

RESEARCH METHODOLOGY IN EUROPEAN MODERN LANGUAGES AND LITERATURES

1. SUBJECT: **Research Methodology in European Modern Languages and Literatures**
Character: Compulsory ECTS: 10 Time unit (note: Semester 1 to Semester X / Annual): Semester 2 Languages Taught: English (presentation of work/evaluation in English, Spanish, Portuguese, French, Italian, German, Romanian, French, Italian, Romanian).
2. SUBJECT COMPETENCES BASIC AND GENERAL COMPETENCES: CB6: Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context. CB7. Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study. CB8. Students will be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements. CB9. Students will be able to communicate their conclusions - and the ultimate knowledge and rationale behind them - to specialist and non-specialist audiences in a clear and unambiguous way. CB10. Students will possess the learning skills to enable them to continue studying in a largely self-directed or autonomous way. General competences (optional but the computer application requires a GC1) GC1. Ability to analyse, synthesise and formulate judgements based on the information available. Thoroughly study a problem, case, article, situation, etc. and summarise and compile the most relevant aspects of it, being able to formulate a judgement that includes a reflection on the social and ethical responsibilities of its possible application. GC2. Capacity for organisation and planning. Knowing how to establish the steps to be followed and/or procedurally structured to achieve an objective, conveniently distributing the material and human resources available, assigning specific functions to each one. CG3. Communication and teamwork skills. Know how to communicate the reasons for their ideas and conclusions clearly to specialised and non-specialised audiences. SPECIFIC COMPETENCES: CE1. Acquire advanced knowledge of research methodology in contact linguistics, in the study of European literatures and in the study of European societies in contact. SC2. Acquire the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, societies in contact, interculturality, intertextuality and intercultural communication, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. SC5. Develop the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and European society studies. CE6. Acquire advanced theoretical and practical knowledge of the different situations of contact between European languages, literatures and cultures, also using information technology mechanisms for this purpose. CE9. Acquire theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures and societies. CE10. Acquire the necessary skills to carry out original research work in one of the philological fields covered by the Master's degree.

3. LEARNING OUTCOMES OF THE SUBJECT

1) Students will acquire and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, particularly in the context of linguistic and literary research.
2) Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the linguistic and literary vision of Europe.
Students will learn to integrate knowledge and deal with the complexities of making judgments from incomplete or limited information including a reflection on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4) Students will be able to communicate their findings (and their underlying knowledge and rationale) to specialists and non-specialists in a clear and unambiguous way.
5) Students will develop the learning skills that will enable them to continue studying autonomously.
6) The ability to locate and manage specialised bibliographic sources on linguistics and literature, as well as to manage online and offline documentary collections by applying information and communication technologies.
7) Advanced knowledge of the different methods of analysis that allow the interpretation of linguistic and literary texts.
8) Development of the ability to apply the appropriate scientific methodology to cover different types of linguistic and literary studies.

4. BRIEF DESCRIPTION OF THE CONTENTS OF THE SUBJECT

1. Introduction: Research methodologies in philology
2. Research methodologies in linguistics
3. Research methodologies in literature
4. Research Methodology in the Digital Humanities

5. OBSERVATIONS ON THE SUBJECT

6. COURSE LIST

Courses	ECTS	Character	Semester	Language	Contents
Research Methodology in European Modern Languages and Literatures		O	1	English, assessment in English, Spanish, Portuguese, French, Italian, German, German or Romanian	1. Introduction: Research methodologies in philology 2. Research methodologies in linguistics 3. Research methodologies in literature

7. TRAINING ACTIVITIES OF THE SUBJECT WITH CONTENT IN ECTS AND STUDENT DEDICATION TIME (HOURS OF DEDICATION AND PERCENTAGE OF ATTENDANCE)

Training Activity		Face-to-face hours		Non-attendance hours		Percentage Presence
Theoretical classes		28 (11,2%)		40 (16%)		58,8%
Practical classes		10 (4%)		20 (8%)		33,3%
Jobs/videocasts/podcasts		20 (8%)		120 (48%)		14,3%
Tutorials		12 (4,8%)				100%
Total hours		Total Face-to-Face Hours	70 (28%)	Total Non Face-to-Face Hours	180 (72%	72%

8. ASSESSMENT SYSTEMS FOR THE ACQUISITION OF THE COMPETENCES OF THE SUBJECT AND MAXIMUM AND MINIMUM WEIGHTINGS180

Evaluation system	Minimum weighting.	Maximum weighting
Practical class participation	20%	20%
Work/podcast/videocast	80%	80%

RESEARCH METHOLODOGY IN EUROPEAN CULTURES AND SOCIETIES

1. SUBJECT: **Research Methodology in European Cultures and Societies**
Character: Compulso ry ECTS: 10 Time unit (note: Semester 1 to Semester X / Annual): Semester 2
Languages Taught: English (presentation of work/evaluation in English, Spanish, Portuguese, French, Italian, German, Romanian, French, Italian, Romanian).

2. SUBJECT COMPETENCES

BASIC AND GENERAL COMPETENCES:

CB6: Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.

CB7. Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.

CB8. Students will be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.

CB9. Students will be able to communicate their conclusions - and the ultimate knowledge and rationale behind them - to specialist and non-specialist audiences in a clear and unambiguous way.

CB10. Students will possess the learning skills to enable them to continue studying in a largely self-directed or autonomous way.

General competences (optional but the computer application requires a GC1)

GC1. Ability to analyse, synthesise and formulate judgements based on the information available. Thoroughly study a problem, case, article, situation, etc. and summarise and compile the most relevant aspects of it, being able to formulate a judgement that includes a reflection on the social and ethical responsibilities of its possible application.

GC2. Capacity for organisation and planning. Knowing how to establish the steps to be followed and/or procedurally structured to achieve an objective, conveniently distributing the material and human resources available, assigning specific functions to each one.

CG3. Communication and teamwork skills. Know how to communicate the reasons for their ideas and conclusions clearly to specialised and non-specialised audiences.

SPECIFIC COMPETENCES:

CE1. Acquire advanced knowledge of research methodology in contact linguistics, in the study of European literatures and in the study of European societies in contact.

SC2. Acquire the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, societies in contact, interculturality, intertextuality and intercultural communication, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

SC5. Develop the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and European society studies.

CE6. Acquire advanced theoretical and practical knowledge of the different situations of contact between European languages, literatures and cultures, also using information technology mechanisms for this purpose.

SC7. Acquire advanced theoretical and practical knowledge of the different contact situations between European societies, also using information technology mechanisms for this purpose.

CE8. To provide students with an in-depth knowledge of the cultural elements of European nations and develop their capacity for intercultural analysis, enabling them to acquire the intercultural competences necessary to work in international and multilingual environments and self-analysis in professional situations in order to improve their practice.

CE10. Acquire the necessary skills to carry out original research work in one of the philological fields covered by the Master's degree.

3. LEARNING OUTCOMES OF THE SUBJECT

1) Students will acquire and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in the context of research.
2) Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3) Students will be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflection on the social and ethical responsibilities linked to the application of their knowledge and judgements.
Learners will be able to communicate their findings (and their underlying knowledge and rationale) to specialists and non-specialists in a clear and unambiguous manner.
5) Students will possess the learning skills that will enable them to continue studying autonomously.
6) An advanced knowledge of research methodology in European Culture and Society.
7) Students will know how to locate and manage bibliographic sources specialised in European Culture and Society, including on and offline documentary collections and applying information and communication technologies to the field of specialised Social Sciences and Humanities.
8) Advanced knowledge of the different methods of analysis that allow the interpretation of texts from a cultural and social perspective.
9) Development of the ability to apply the appropriate scientific methodology to cover different types of cultural and societal studies.

4. BRIEF DESCRIPTION OF THE CONTENTS OF THE SUBJECT

1. Introduction: Research Methodologies in the Social Sciences and Humanities
2. Research Methodologies in Culture
3. Research Methodologies in Social Studies

5. OBSERVATIONS ON THE SUBJECT

6. COURSE LIST

Courses	ECTS	Character	Semester	Language	Contents
Research Methodology in European Cultures and Societies		O	1	English, assessment in English, Spanish, Portuguese, French, Italian, German, German or Romanian	1. Introduction: Research Methodologies in the Social Sciences and Humanities 2. Research Methodologies in Culture 3. Research methodologies in research studies Social

7. TRAINING ACTIVITIES OF THE SUBJECT WITH CONTENT IN ECTS AND STUDENT DEDICATION TIME (HOURS OF DEDICATION AND PERCENTAGE OF ATTENDANCE)

Training Activity	Face-to-face hours	Non-attendance hours	Percentage Presence
Theoretical classes	28 (11,2%)	40 (16%)	58,8%
Practical classes	10 (4%)	20 (8%)	33,3%
Jobs/videocasts/podcasts	20 (8%)	120 (48%)	14,3%
Tutorials	12 (4,8%)		100%
Total hours	Total Face-to-Face Hours: 70 (28%)	Total Non Face-to-Face Hours: 180 (72%	72%

8. ASSESSMENT SYSTEMS FOR THE ACQUISITION OF THE COMPETENCES OF THE SUBJECT AND MAXIMUM AND MINIMUM WEIGHTINGS

Evaluation system	Minimum weighting.	Maximum weighting
Practical class participation	20%	20%
Work/podcast/videocast	80%	80%

OPTIONAL SUBJECTS IN FACE-TO-FACE MODE

EUROPEAN MODERN LANGUAGES AND LINGUISTICS

1. SUBJECT: **European Modern Languages and Linguistics**

Character: Compulsory optional subject. The student has to choose 30 ECTS
of this subject ECTS: 30
Time unit (note: Semester 1 to Semester X / Yearly): Semesters 1, 2 and 3
Languages in which it is taught: English, Spanish, Portuguese, French, Italian, German, Romanian. The subject is taught in the language in which it is named.

2. SUBJECT COMPETENCES

BASIC AND GENERAL COMPETENCES:
CB6: Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
CB7. Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
CB8. Students will be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.
CB9. Students will be able to communicate their conclusions - and the ultimate knowledge and rationale behind them - to specialist and non-specialist audiences in a clear and unambiguous way.
CB10. Students will possess the learning skills to enable them to continue studying in a largely self-directed or autonomous way.
General competences (optional but the computer application requires a GC1)
GC1. Ability to analyse, synthesise and formulate judgements based on the information available. Thoroughly study a problem, case, article, situation, etc. and summarise and compile the most relevant aspects of it, being able to formulate a judgement that includes a reflection on the social and ethical responsibilities of its possible application.
GC2. Capacity for organisation and planning. Knowing how to establish the steps to be followed and/or procedurally structured to achieve an objective, conveniently distributing the material and human resources available, assigning specific functions to each one.
CG3. Communication and teamwork skills. Know how to communicate the reasons for their ideas and conclusions clearly to specialised and non-specialised audiences.

SPECIFIC COMPETENCES:
CE1. Acquire advanced knowledge of research methodology in contact linguistics, in the study of European literatures and in the study of European societies in contact.
SC2. Acquire the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, societies in contact, interculturality, intertextuality and intercultural communication, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
CE3. Know the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective and in the context of European societies.
SC5. Develop the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and European society studies.
CE6. Acquire advanced theoretical and practical knowledge of the different situations of contact between European languages, literatures and cultures, also using information technology mechanisms for this purpose.
CE9. Acquire theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures and societies.
CE10. Acquire the necessary skills to carry out original research work in one of the philological fields covered by the Master's degree.

3. LEARNING OUTCOMES OF THE SUBJECT
1) Students will acquire and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, particularly in the context of linguistic research in and about

Europe.
2) Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the linguistic view of Europe.
3) Students will learn to integrate knowledge and deal with the complexity of making judgements based on incomplete or limited information, including reflection on the social and ethical responsibilities associated with the application of their knowledge and judgements.
4) Students will be able to communicate their findings (and their underlying knowledge and rationale) to specialists and non-specialists in a clear and unambiguous way.
5) Students will develop the learning skills that will enable them to continue studying autonomously.
6) The ability to locate and manage specialised bibliographic sources on linguistics, as well as to manage online and offline documentary collections by applying information and communication technologies.
7) Advanced knowledge of the different methods of analysis that allow the interpretation of linguistic and literary texts.
8) Advanced theoretical and practical knowledge of the different contact situations between European languages.
9) Theoretical and practical knowledge that enables the study of heritage languages and cultures to be incorporated into contrastive and comparative research on European languages, literatures and cultures.
10) Development of the ability to apply the appropriate scientific methodology to cover different types of linguistic and literary studies.

4. BRIEF DESCRIPTION OF THE CONTENTS OF THE SUBJECT
1. Linguistics of Romance, Germanic and other languages
2. Sociolinguistics
3. Applied Linguistics
4. Heritage Languages
5. Digital Humanities

5. OBSERVATIONS ON THE SUBJECT

6. COURSE LIST

Asignaturas	ECTS	Carácter	Semestre	Lengua	Contenidos
Plurilingüísmo y contacto lingüístico en el Sur de Europa	5	OP	1 y 3	Esp	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. B 1. El portugués como lengua de valor global 2. Fenómenos de contacto de lenguas en situación de frontera, bilingüismo y aprendizaje de segundas lenguas 3. El portugués en contacto con otras lenguas europeas (el caso franco-portugués): estudio de casos 4. El contacto

					lingüístico en la frontera luso-española 5. El contacto de lenguas y el préstamo léxico
El alemán y el español en contacto	5		1 y 3	Esp	1) Introducción a la lingüística contrastiva español-alemán 2) Lexicografía bilingüe 3) Fraseología contrastiva español-alemán 4) Interferencias. Análisis de errores 5) Semántica cognitiva
El francés y el español en contacto	5		1 y 3	Esp	1) Fonética contrastiva francés-español. 2) Ortotipografía comparada francés-español en la escritura electrónica. 3) Gramática contrastiva francés-español (problemáticas de género gramatical, interferencias sintácticas y usos comparados de conectores). 4) Lexicología: galicismos del español e hispanismos en el francés. 5) Pragmática y cortesía verbal: aspectos contrastivos.
Lengua de Herencia: Arameo Moderno	5		1 y 3	Esp	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: Rumano	5		1 y 3	Esp	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.
Lengua de Herencia : Árabe	5		1 y 3	Esp.	1. Parte teórica - El alfabeto árabe o alifato: escritura y lectura. - Morfología básica - Sintaxis básica - Vocabulario básico. 2. Parte práctica - Escritura y lectura de palabras y oraciones simples. - Ejercicios escritos y orales sobre los contenidos gramaticales expuestos. - Audiciones y ejercicios de comprensión oral.
Multilinguismo e Diálogo Intercultural	10		1	Pt	Introducción al multilinguismo Diálogo intercultural
Aquisição e Aprendizagem de L2	10		1	Pt	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): 4.1. L1 transfer and L1 non-dependent mechanisms; 4.2. the role of different types of input.
Estruturas da Língua Portuguesa I	10		1	Pt	1. Phonology 2. Morphology 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
Deutsch im Sprachkontakt: lokale und globale Blickwinkel	5		1	Al	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,
Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven	5		1	Al	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
Analyse du discours et analyse des interactions	5		1	Fr	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
Pragmatique	5		1	Fr	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.
Contacts de langues et bilinguisme	5		1	Fr	- 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		1	Fr	- 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		1	Fr	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		1	Fr	- 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
Lingvistică diacronică	5		1	Ro	1. Tipuri de cunoaștere. Cunoașterea științifică. Modalitățile de desfășurare a procesului de cunoaștere științifică. 2. Relația dintre știință și realitate. Autoritatea în știință. 3. Devenirea limbii prin evoluții interne și contacte. Relațiile dintre individ, comunitate și instrumentul de comunicare. 4. Particularităţile structurale şi funcţionale ale limbii române vechi. prezentarea de caz. 5. Teoria traducerii. Relaţia dintre traducere şi normă.
Limba greacă veche biblică şi patristică	5		1	Ro	1. Limba greacă koiné. Context istoric, concept, periodizare. 2. Limba greacă koiné. Texte reprezentative. Particularități (comparativ cu greaca clasică). 3. Septuaginta, versiunea grecească a Vechiul Testament. Constituirea textului. Tradiţie textuală. 4. Septuaginta. Particularităţi lingvistice (I): grafie şi fonetică. 5. Septuaginta. Particularităţi lingvistice (II): morfologie și sintaxă. 6. Septuaginta. Particularităţi lingvistice (III): lexic. Modalităţi de traducere a textului sacru:

					traducere literală, traducere dinamic-interpretativă. 7. Resurse lexicografice și electronice pentru studiul și traducerea Septuagintei.
Limba română ca limbă străină	5		1	Ro	Romanian morphology and syntax for foreigners
Limba rusă	5		1	Ro	Russian morphology and syntax for foreigners
Linguistica computazionale	5		1 y 3	It	The course introduces the fundamental concepts, methodologies and tools of computational linguistics and natural language processing, providing students with skills to automatically or semi-automatically analyze textual data of various kinds (literary, historical, scientific, socio-political, journalistic). It also provides the methodological basis of the linguistic annotation of texts for supervised machine learning
Linguaggi per la comunicazione pubblica digitale	5		1 y 3	It	At the end of the course the students will: - know the characteristic traits of the evolution of the Italian language in the digital era. - know how to distinguish and appropriately evaluate the different types of online communication texts. - know how to communicate correctly and effectively contents intended for a specific public.
L'italiano per la scena e per lo schermo	5		1 y 3	It	1. Methodological framework and focus 2. Synthetic overview of the evolution of the language of Italian cinema from silent captions to the present day.
Comunicazione verbale e linguaggio dei media	5		1 y 3	It	Students will acquire knowledge of the main topics of the semantics and pragmatics of verbal communication. They will acquire skills to use this knowledge to critically analyse the language of media.
Übersetzung „Deutsch-Portugiesisch/Italienisc	5		1	Al, Pt, It	Técnicas de traducción Traducción de textos del

h“					alemán al portugués/italiano
Theoretische, angewandte und vergleichende Linguistik (DaF / DaZ)	10		1	Al	- 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 acquistion - Introducing in Contrastive linguistics - 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
Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)	10		1	Al	Teoría de la interculturalidad Los encuentros interculturales y su estudio
Plurilingüismo y contacto lingüístico en Europa Occidental	5		2	Esp	A 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 4. Plurilingüismo en el sistema educativo centroeuropeo B 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
El italiano y el español en contacto	5		2	Esp	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: 1. Aspectos fonético-fonológicos, 2. Aspectos morfológicos 3. Aspectos sintácticos 4. Aspectos léxicos 5. Aspectos pragmáticos
El portugués y el español en contacto	5		2	Esp	1) Contraste lingüístico de las lenguas española y portuguesa: historia y estado de la disciplina. 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: Persa	5		2	Esp	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: -Lectura de diferentes textos -Redacción de textos -Comentario lingüístico y traducción de textos sencillos de persa al español y viceversa
Estudos do Discurso	10		2	Pt	1. 'discourse' as a process of production, negotiation and circulation of 'texts'; 2. 'discourse' as performative forms of inference and interaction at play in situated

					communicative events; 3. 'discourse' as 'practice' that points at representations and forms of knowledge sustaining and being sustained by sociocultural and sociohistorical life.
Estudos de Língua e Cultura	10		2	Pt	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. 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. 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. 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. 5. English as a global language; the social, cultural e linguistic consequences of globalization. N.B. The syllabus and bibliography may change depending on teaching staff.
Estrutura da Língua Portuguesa II PLE	10		2	Pt	Critical areas of PL2: 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.
Mehrsprachigkeit: literarische und/oder filmische Darstellungen	5		2	Al	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.
Literaturaustausch: Akteure und literarische Systeme	5		2	Al	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)
Francophonie	5		2	Fr	PART I. DIVERSITY OF THE FRENCH-SPEAKING WORLD. GEOGRAPHY, HISTORY AND CURRENT SITUATION OF THE FRENCH-SPEAKING COUNTRIES/TERRITORIES. PART II. THE PRESENT: DISCOURSES OF/ABOUT LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD PART III. THE FUTURE OF LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD.
Discours et interaction dans les sociétés	5		2	Fr	An in-depth to the research on interaction and discourse analyses, including multimodal and social AI.
Transferts culturels et linguistiques	5		2	Fr	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		2	Fr	- The factors involved in language contact - The Balkan Sprachbund - Birth and death of languages: Creoles, a priori and a posteriori languages - 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		2	Fr	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).
Analyse du discours politique et médiatique	5		2	Fr	Introduction to the methods and tools of discourse analysis in linguistics and semiology, on a body of political and media statements.
Romanistică	5		2	Ro	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 9. Lexic.
Tehnica editării textelor vechi	5		2	Ro	1. Obiectul filologiei; definiţiile ştiinţei filologiei; istoricul ştiinţei. 2. Instrumentele şi metodele de lucru ale filologiei.

					3. Relaţia cu alte ştiinţe; utilitatea filologiei. 4. Ediţiile de texte (prezentarea tipurilor de ediţii de texte, relaţia dintre modalităţile de întocmire a acestora şi finalităţile lor). 5. Ediţia de text vechi (particularităţi, solicitări, destinaţii).
Education et plurilinguisme	5		2	Fr	1. Bilingualism and plurilingualism 2. Plurilingualism involved in language teaching. 3. Peculiarities of bilingual education in France
Rhétorique et argumentation: le discours publicitaire	5		2	Fr	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.
Lingua italiana con laboratorio	5		2	It	The course aims to illustrate the architecture of the Italian language and the many varieties of contemporary Italian, with particular reference to sectoral languages and the diaphasic variation in written Italian. Through exercises of analysis, rewriting and synthesis, students will be invited to reflect on the different communication strategies, to consolidate the awareness of their linguistic choices and the mastery of styles. Goals: recognition of different text types, comprehension and text analysis. Introduction to the grammatical and stylistic reading of text. Mastery of writing and communicative skills.
Digital Humanities (in italiano)	5		2	It	The course aims to introduce the key methodologies and techniques that can be used to organise, explore, and

					analyse different types of cultural contents included in texts. At the end of the course, students will be able to carry out a critical analysis of the key concepts of Digital Humanities; use a set of Digital Humanities tools; create new ways to visualise data and metadata; explore and analyse text corpora; carry out linguistic analysis automatically; create and analyse networks. The course will be based on the presentation of theoretical concepts, an overview of the projects in the field of Digital Humanities, and practical activities. In particular, it will include an introduction to Digital Humanities; an introduction to automatic language processing; an introduction to Network Analysis.
Machine Learning per le scienze umanistiche e sociali	5		2	It	At the end of the course students will be able to understand and discuss the principles of machine learning, particularly applied to the research and applications in the area of the Social Sciences and the Humanities, and to the automatic analysis of texts with literary and cultural content. They will be able to analyze a problem, and to design and implement a solution. They will be familiar with the most important techniques in the field of supervised and unsupervised machine learning, and will be able to use them to build machine learning systems by using the Python programming language.
Kontrastive Sprachbetrachtung Portugiesisch - Spanisch - Deutsch / Lingüística Contrastiva Portugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão	5		2	Al, esp, pt	1. Analysis of languages and cultures in contact: territories, phenomena, interferences 2. Comparison of linguistic structures between Spanish – German, Portuguese - German and Portuguese - Spanish.

					3. Awareness raising of similarities and differences between Portuguese and Spanish for language acquisition and proficiency in intercultural context
Latino-Amerikanische Sprachwissenschaft / Lingüística Latinoamericana	10		2	Al, esp	Latinoamérica como espacio lingüístico Lingüística Hispanoaméricama Lingüística Brasileña
Theorien und Methoden der Kulturanthropologie	5		2	Al	The syllabus varies from semester to semester, according tot he composition oft he student body. Usually it contains at least the following topics: • History and basic concepts of cultural anthropology • Cultural ecology • Religion and Weltanschauung • Political and Economic Institutions • Psychological Anthropology • Peace, Conflicts, War • Theories of Globalization
Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		2	Eng, Sp, Fr o Al	Economic-related cultural history of a chosen region
Multilinguismo e diálogo intercultural	10		3	Pt	Introducción al multilinguismo Diálogo intercultural
Aquisição PLELS	10		3	Pt	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.
Estruturas da Língua Portuguesa I	10		3	Pt	1. Phonology 2. Morphology 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
DaF-Workshop	5		3	Al	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.
DaF-Lehrwerke als Gegenstand der Forschung	5		3	Al	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
Kognitive Ansätze zur Erforschung der deutschen Sprache	5		3	Al	Language as a cognitive phenomenon, theoretical cognitive approaches to language (grammar, semantics, metaphors), empirical research methods in cognitive linguistics.
Masterseminar Deutsch	5		3	Al	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.
Apprentissage du vocabulaire	5		3	Fr	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

Processus d'apprentissage	5		3	Fr.	Presentation of different processes involved in foreign language learning and in foreign language use in multilingual learners.
Séminaire de recherche et Discours académique	5		3	Fr	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.
Corpus Linguistics and Language Technology	5		3	Eng	Basics of corpus linguistics methods and theories, NLP tools
Hands-On Project on Digital Linguistics	5		3	Eng	Independent project work on digital linguistics, with final presentations. The specific work topic can be chosen freely.
Questions de didactique du FLE (Typologie des langues et didactique)	5		3	Fr	The principles of a typological analysis of languages The principles of a contrastive analysis of languages Compare the learners' languages and French
Contacts de langues et bilinguisme	5		3	Fr	- 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.
Morpholexicologie plurilingue	5		3	Fr	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		3	Fr	- 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
Istoria limbii române	5		3	Ro	1. Introducere în problematica disciplinei și prezentarea statutului epistemologic al acesteia. 2. Prezentarea tematicii cursului, a bibliografiei şi a modalităților de evaluare pe parcurs și finală. 3. Ştiinţa istoriei limbii; necesitatea acesteia; domenii conexe; subdomenii; principalele Școli. 4. Metode de cercetare în lingvistica diacronică, metoda comparativ-istorică; teoria bazei de articulaţie, conceptul tendinţă. 5. Latina populară (concept, trasături, izvoare), Procesul de romanizare; caracteristici; factorii romanizatori. 6. Perioada de formare a limbii române şi a poporului român; concept; caracteristici definitorii. 7. Substratul limbii române. 8. Influența grecească și cea slavă. 9. Influenţa maghiară și cea turcă. 10. Elemente de etimologie.
Language acquisition and learning	5		3	Eng	First Language Acquisition Insights Applied to Language Teaching. Types of Learning, Transfer, Interference, and Overgeneralization, Inductive and Deductive Reasoning, Language Aptitude, Intelligence and Language Learning.
New directions in Applied linguistics	5		3	Eng	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.
La langue française dans l'espace francophone: variation, société, politiques linguistiques	5		3	Fr	1.French and the Francophonie. 2. The diastratic element 3. The diatopic element.
Programmazione	5		3	It	At the end of the course the student will be able to focus the connection between mathematics and automatic computation. The student will be taught the python programming language, along with the fundamental idea of algorithms and data structure implementations.
Einführung in die Südosteuropastudien	5		3	Al	1.European Nations in Contact 2.Southeasteuropean languages, culture, politics and history in contact
Literatur und Kultur in Russland	5		3	Al	1. European Nations in Contact. 2.Russian literature in contact.
Migration und Mehrsprachigkeit (DaF)	10		3	Al.	1. Migration, Integration and aspects of Multilingualism 2. Scientific concepts and empirical findings of cultural studies and intercultural research

7. TRAINING ACTIVITIES OF THE SUBJECT WITH CONTENT IN ECTS AND STUDENT DEDICATION TIME (HOURS OF DEDICATION AND PERCENTAGE OF ATTENDANCE)

Training Activity	Face-to-face hours	Non-attendance hours	Percentage Presence
Theoretical classes	84 (11,2%)	120 (16%)	58,8%
Practical classes	30 (4%)	60 (8%)	33,3%
Jobs/videocasts/podcasts	60 (8%)	360 (48%)	14,3%
Tutorials	36 (4,8%)		100%

Total hours	750	Total Face-to-Face Hours	210 (28%)	Total Non Face-to-Face Hours	540 (72%	72%

8. ASSESSMENT SYSTEMS FOR THE ACQUISITION OF THE COMPETENCES OF THE SUBJECT AND MAXIMUM AND MINIMUM WEIGHTINGS		
Evaluation system	Minimum weighting.	Maximum weighting
Practical class participation	0%	20%
Jobs	0%	70%
Exhibitions	0%	30%
Examinations	0%	30%

EUROPEAN MODERN LITERATURES, CULTURES AND SOCIETIES

1. SUBJECT: **European Modern Literatures, Cultures and Societies**

Character: Compulsory optional subject. The student has to choose 30 ECTS
of this subject ECTS: 30
Time unit (note: Semester 1 to Semester X / Yearly): Semesters 1, 2 and 3
Languages in which it is taught: English, Spanish, Portuguese, French, Italian, German, Romanian. The subject is taught in the language in which it is named.

2. SUBJECT COMPETENCES

BASIC AND GENERAL COMPETENCES:
CB6: Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
CB7. Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
CB8. Students will be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.
CB9. Students will be able to communicate their conclusions - and the ultimate knowledge and rationale behind them - to specialist and non-specialist audiences in a clear and unambiguous way.
CB10. Students will possess the learning skills to enable them to continue studying in a largely self-directed or autonomous way.
General competences (optional but the computer application requires a GC1)
GC1. Ability to analyse, synthesise and formulate judgements based on the information available. Thoroughly study a problem, case, article, situation, etc., and summarise and compile the most relevant aspects of it, being able to formulate a judgement including a reflection on the social and ethical responsibilities of its eventual implementation.
GC2. Capacity for organisation and planning. Knowing how to establish the steps to be followed and/or procedurally structured to achieve an objective, conveniently distributing the material and human resources available, assigning specific functions to each one.
CG3. Communication and teamwork skills. Know how to communicate the reasons for their ideas and conclusions clearly to specialised and non-specialised audiences.

SPECIFIC COMPETENCES:
CE1. Acquire advanced knowledge of research methodology in contact linguistics, in the study of European literatures and in the study of European societies in contact.

SC2. Acquire the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, societies in contact, interculturality, intertextuality and intercultural communication, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
CE3. Know the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective and in the context of European societies.
CE4. Acquire advanced theoretical and practical knowledge of intercultural communication.
SC5. Develop the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and European society studies.
CE6. Acquire advanced theoretical and practical knowledge of the different situations of contact between European languages, literatures and cultures, also using information technology mechanisms for this purpose.
SC7. Acquire advanced theoretical and practical knowledge of the different situations of contact between European societies, also using information technology mechanisms for this purpose.
CE8. To provide students with an in-depth knowledge of the cultural elements of European nations and develop their capacity for intercultural analysis, enabling them to acquire the intercultural competences necessary to work in international and multilingual environments and self-analysis in professional situations in order to improve their practice.
CE9. Acquire theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures and societies.
CE10. Acquire the necessary skills to carry out original research work in one of the philological fields covered by the Master's degree.

3. LEARNING OUTCOMES OF THE SUBJECT

1) Students will acquire and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, particularly in the context of research in modern European literatures, cultures and societies.
2) Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to modern European literatures, cultures and societies.
3) Students will learn to integrate knowledge and deal with the complexity of making judgements based on incomplete or limited information, including reflection on the social and ethical responsibilities associated with the application of their knowledge and judgements.
4) Students will be able to communicate their findings (and their underlying knowledge and rationale) to specialists and non-specialists in a clear and unambiguous way.
5) Students will develop the learning skills that will enable them to continue studying autonomously.
6) The ability to locate and manage specialised bibliographic sources on modern European literatures, cultures and societies, as well as to manage online and offline documentary collections by applying information and communication technologies.
7) Advanced knowledge of the different methods of analysis that allow the interpretation of texts of modern European literature, culture and societies.
8) Advanced theoretical and practical knowledge of the different situations of contact between modern European literatures, cultures and societies.
9) Theoretical and practical knowledge that enables the study of heritage cultures to be incorporated into contrastive and comparative research on European literatures, cultures and societies.
10) Development of the ability to apply the appropriate scientific methodology to cover different types of studies on modern European literatures, cultures and societies.

4. BRIEF DESCRIPTION OF THE CONTENTS OF THE SUBJECT

1. (Comparative) literatures of Romance, Germanic and other literatures
2. European cultures and their study
3. European societies and their study
4. International relations and their study.
5. Digital Humanities.

5. OBSERVATIONS ON THE SUBJECT

6. COURSE LIST

Asignaturas	ECTS	Carácter	Semestre	Lengua	Contenidos
Literaturas europeas, procesos sociales eidentidades : género, clase, *ethnos*	5	OP	1 y 3	Esp	1. Canon literario y escritura femenina 2. Postcolonialismo y género: narrativas de la migración y el retorno en las literaturas en lengua portuguesa
Modelos de historia comparada de lasliteraturas europeas	5		1 y 3	Esp	1. Génesis y desarrollo del comparatismo literario 2. Historia de las interrelaciones literarias italo-españolas
Modelos de intertextualidad en las literaturaseuropeas	5		1 y 3	Esp	1. El juego con la tradición literaria en tanto que almacén de materiales reciclables 2. Literaturas francesa y francófona: reescritura e hibridación
Cultura de herencia: diásporas cristianas yjudías en Europa	5		1 y 3	Esp	1. Diásporas cristianas en Europa 2. Diásporas judías en Europa
Culturas Contemporâneas	10		1	Pt	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.
Cinema e Outras Artes	10		1	Pt	Cinema and television: limits and complicities - does the artistic nature of cinema conflict with the media nature of television? - definition of author in film and television Cinema and television: some examples - Roberto Rossellini's didactic television - Jean-Luc Godard's political television
Temas da Literatura Comparada	10		1	Pt	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.
Mehrsprachigkeit	5		1	Al	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.
Sprach- und Translationspolitik	5		1	Al	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
Analyse des produits culturels I	5		1	Fr	Seven broad topics are discussed in the course: 1) Norms, taboos, transgressions, censorship; bienséance and vraisemblance; 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, mise en

					abyme (reflexivity), stylistic devices (metonymy, metaphors etc.); new and traditional media in the French-speaking world.
Analyse des produits culturels II	5		1	Fr	Multimodality in Comics Structure of Comics Narrativity in Comics Humour in Comics Traductology and Comics
Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	10		1 y 3	Fr, Eng, Al, Esp, It, Pt, Ruso	- 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		1 y 3	Fr, Eng, Al, Esp, It, Pt, Ruso	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 etexpériences de lecture	10		1	Fr	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.
Deutsche Kultur im mitteleuropäischen Raum	5		1	Al	1. Mitteleuropa, Zentraleuropa - a conceptual delimitation. 2. "Cultural" identity and "national" identity 3. German as the "lingua franca" of Central Europe 4. Center and periphery in Central Europe 5. Memory and identity
Etnologie şi putere. Teme şi concepte actuale în studiul culturii populare	5		1	Ro	1. Introducere în problematica cursului. Prezentarea temelor şi a bibliografiei 2. Etnologie și putere. Definiții, concepte,

					perspective 3. Pentru o istorie politică a etnologiei 4. Argumentul puterii în discursul etnologic 5. Politica tradiției
Multicultural perspectives	5		1	Eng	1. Introductory course. 2. The birth of American cinema. 3. Key aspects of film language
Literatură şi mentalităţi	5		1	Ro	1. Ins, persoană, individ – categoriile definirii sinelui 2. Intuirea și delimitarea sinelui în Antichitatea greco-latină 3. Persoana: de la conștiința de sine la mărturisirea sinelui 4. Conștiință de sine și mărturisirea sinelui în Fericitul Augustin, Confesiuni 5. Nașterea individului: Spațiu privat-spațiu public țin secolul al XIX-lea 6. De la individul atomizat la omul masificat și la societatea de masă în secolul al XX-lea 7. Mariana Alcoforado, Scrisorile portugheze (sec. XVII-XVIII) 8. Memorie, istorie, identitate. Pactul (auto)biografic în literatura memorialistică 9. Chateaubriand, Memorii de dincolo de mormânt 10. Literatura memorialistică: scrisorile, jurnalul, memoriile 11. Etic și estetic în literatura memorialistică
Letteratura italiana	5		1	It	Literatura italiana actual
Italian Politics and Society	5		1	Eng	The course aims to introduce students to the main features of the Italian political system and issues in Italian society. By the end of the course, students should have become familiar with the main Italian political, economic and social institutions; with the main challenges affecting the contemporary Italian political system, the Italian economy, and Italy-EU relations; and with some important contemporary Italian policy questions and ethical controversies. Through participation in seminars and essay writing, students will also improve their presentational, analytical and argumentative skills.
Economia dello sviluppo e dellacooperazione	5		1	It	The goal of the course is to familiarize students with the

					meaning and issues of development. The course will cover the basics of development economics and highlights cooperation strategies over the last seventy years. The course will introduce students to: i) the main development theories aimed to explain the different trends and development gaps at a global level; ii) how development, poverty and inequalities can be measured; iii) the role and impact of development policies, aids and international cooperation may have in different institutional contexts.
Metodi digitali per la ricerca sociale e dimarketing	5		1	It	The course provides the basic tools for designing social research projects that make extensive use, following an integrative perspective, of all the typical tools of research methods based on the use of digital technologies. In particular, attention will be paid to the careful design of the cognitive question and its transformation into technical research choices both in the case of basic research and in the case of applied or market research.
Latinoamerikanische Literatur und Kultur 1 /Literatura y Cultura Latinoamericanas 1	5		1	Al, esp	Different topics in Latin-American literature and culture.
Romanische Literaturwissenschaft Sprache 1	5		1	Al	Literary history, literary theory, literary hermeneutics; interpretation and analysis of specific literary works
Literatur und Landeskunde	5		1	Al	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
Culturas europeas : traducciones, transducciones, mediaciones materiales	5		2	Esp	1. Literatura francesa y ciencias cognitivas 2. Cartografía y obras literarias
Modelos de literatura y otras artes en lasculturas europeas	5		2	Esp	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 lasculturas	5		2	Esp	1. Escrituras del cine: de lo analógico a lo digital

europeas					2. Diálogos entre literatura y cine
Cultura de Herencia : la comunidad magrebí	5		2	Esp	1. Islam, proyecto religioso, político y socio-económico. 2. Proceso de Islamización y arabización el islam, Magreb al-Andalus 3. Al-Andalus, presente y la tergiversación del pasado 4. Mosaico étnico y religioso del mundo árabe: islam, cristiano y judaísmo magrebí 5. Bereberes y la identidad lingüística, cultural y religiosa del Magreb 6. Religiosidad magrebí
Literatura e Artes	10		2	Pt	1. Introduction to the relationship between literature and the arts. Communication systems, supports, content. New modalities of artistic expression, digital art. General framework. 2. The primary link between the arts. The Muses. Writing and drawing. Plato, Phaedrus: memory and remembrance. 3. The hierarchy of the arts. Trivium and Quadrivium. Leonardo and the "cosa mentale". 4. Ecfrase, paragone. Laoconte: Classical Antiquity (Virgil, Pliny), Renaissance (Michelangelo), Neoclassicism (Lessing). 5. The writer in the artist's studio. Esquivel y Suárez and the atmosphere of 19th century Madrid. Protagonists and works. 6. From Mnemosine's daughters to contemporary art. Historical avant-garde. Meaning of the signifier. 7. Structuralism, semiotics, deconstruction, intermediality. Study of a selection of contemporary works.
Literaturas de Língua Portuguesa	10		2	Pt	1. Literatures written in Portuguese. 2. Literature, identity, cultural and intercultural translation. 3. Portuguese, African and Brazilian literary canones. 4. The literary text and linguistic criativity.
Oficina de Poesia	10		2	Pt	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.
Mehrsprachigkeit: literarische und/oderfilmische Darstellungen	5		2	Al	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.
Literaturaustausch: Akteure und literarischeSysteme	5		2	Al	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)
Francophonie	5		2	Fr	PART I. DIVERSITY OF THE FRENCH-SPEAKING WORLD. GEOGRAPHY, HISTORY AND CURRENT SITUATION OF THE FRENCH-SPEAKING COUNTRIES/TERRITORIES. PART II. THE PRESENT: DISCOURSES OF/ABOUT LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD. PART III. THE FUTURE OF LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD.
Discours et interaction dans les sociétés	5		2	Fr	An in-depth to the research on interaction and discourse analyses, including

					multimodal and social AI.
Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)	5		2	Eng, Al, Esp, It, Pt, Ruso	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		2	Fr	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		2	Fr	1. Graphic romance 2. Analysing graphic romances
Enseignement de la littérature francophone	5		2	Fr	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.
Deutsche Literatur in vergleichenderPerspektive	5		2	Al	1. Identity and "cultural code". 2. Biedermeier culture 3. Viennese folk theater 4. "Provincial" literature and Heimatliteratur 5. Viennese modernity 6. The great interwar prose writers 7. Austrian literature after the Second World War
Idei şi atitudini româneşti în istoria culturii	5		2	Ro	1. Interbelicul între mit și istorie. România Mare și provocările extremismului reflectate în literatură. 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.
Genuri în literatura exilului	5		2	Ro	1. Literatura exilului//literatura diasporei: evoluţia 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). 2. Imaginarul balcanic în spaţiul european: Panait Istrati, Spovedanie pentru învinşi, studiu de caz. Actualizarea tiparelor povestirii orientale: Panait Istrati, Mediterana, studiu de caz. Mărci identitare specifice scriitorilor străini de origine română; raportul identitate vs. alteritate (identitate de grup, familială, etnică etc.); regional, naţional, universal în contextul promovării multiculturalismului
Realismul magic în literatură şi în film	5		2	Ro	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.
Introduzione alla storia delle relazioniinternazionali	5		2	It	In collaboration with the Committee for the Publication of Italian Diplomatic Documents and the Italian Diplomatic Archive (MAECI- Rome), the course aims at introducing students within the area of the humanities to the meaning and purpose of international history over time. The course is designed to: 1) engage students with methodologies and historiographical schools within the area of international history; 2) allow students to access and evaluate relevant archival

					sources, from the origins of color books to progressive liberalisation of public access to diplomatic sources and finally to their digitalisation; 3) the final part of the course will be devoted to welcome students into the reality of working and researching in diplomatic archives, such as the Archivio Storico Diplomatico Italiano and others. Experts, practitioners and archivists will actively engage students in seminars and laboratories aimed at introducing them to the access, conservation and publication of diplomatic documents.
Laboratorio di comunicazione e studiculturali	5		2	It	By the end of this Laboratory students will be able to: • Understand the strategic importance of digital technologies within contemporary communicative and cultural processes; • Understand the connection between logics of digital media and logics of consumption; • Use sociological theories to critically analyse the contemporary processes of digital communication; • Identify the main opportunities and challenges posed by digital media; • Critically evaluate the impact of digital media on contemporary society and culture.
Il linguaggio della cooperazione	5		2	It	As always in history, the periods of crisis highlight an underlying contradiction between the temptation and the practice of closure (beggar-my-neighbor) on the one hand and, on the other, the awareness that the scale of the heavy challenges would require instead openness, collaboration, planning. Between the temptation of tough competition and the need for cooperation between peoples, countries and cultures, "cooperation", in its essence, means the extension of non-mercantile logics to a potentially ever wider space. It goes without saying that reaching such an outcome is difficult, it requires a long time, effort and awareness. In a word, it requires culture.

					The contribution that this course offer is precisely this: to provide some ideas for reflection, through the analysis of the "words of cooperation", on the many cases in which, in history and in the present, a different mix of cooperation and competition has changed or it could have changed the course of events.
Sociology of Development	5		2	Eng	The world economy has grown at an unprecedented pace in the last half-a-century pushed and sustained by the diffusion and strengthening of socio-economic forces such as entrepreneurship and innovation, human capital formation and mobility, science and technology. The course aims at offering a sociological view on these "engines of development" looking at relevant institutions, cultural elements and social relations associated with them, providing students with references to different theoretical approaches and empirical evidence. At the end of the course students should have a general understanding of economic development in the long run and in recent times and gain a more specific knowledge of some constituent elements of the "engines of development"
Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)	5		2	Al	French and Italian in contact with other languages in the past and present: -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
Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2	5		2	Al, esp	Different topics related to Latin-American literature and culture
Fremdsprachenunterricht im digitalenZeitalter	5		2	Al	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.
Cultura de herencia : pensamiento y culturairanios	5		3	Esp	Exposición de contenidos relacionados con la asignatura sobre temas importantes socioculturales, históricos, literarios, religiosos, artísticos, etc. en Irán.
Linguagem e Escrita	10		3	Pt	1. The matter of writing: from language to text 2. Creative writing: models and critical theory
Temas da Literatura Comparada	10		3	Pt	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.
Culturas Contemporâneas	10		3	Pt	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.
Cinema e Outras Artes	10		3	Pt	Cinema and television: limits and complicities - does the artistic nature of cinema conflict with the media nature of television? - definition of author in film and television Cinema and television: some examples - Roberto Rossellini's didactic television - Jean-Luc Godard's political television
Cultura Inglesa	10		3	Pt, eng	'London: from Great Metropolis to Global City' The seminar concentrates on the evolution of London, from19th 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 identitary 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.
Literatura e Modernidade	10		3	Pt	1. The concepts of the modern and modernity. 2. The poetic expression of Modernity: Baudelaire, Symbolism, Fin-de-Siècle, Hispanic Modernism. 3. The renovation of narrative discourse: from Flaubert to the "literature of the self". 4. Literary and Artistic Avantgard: Cubism, Futurism, Imagism, Expressionism, Surrealism. 5. The poetics of Portuguese Modernism. 6. Some key-concepts of modern art: depersonalization, degeneracy, grotesque, fragment, alterity,

					dehumanization.
História e Periodização da LiteraturaPortuguesa I	10		3	Pt	1. Literary History, Periodization and Teaching of Literature: practices of research and of educational and pedagogical transmission. A brief reflection. 2. The Periodization of Portuguese Literature from the Middle Ages to Neoclassicism. Assumptions and main models of narrative arrangement. 2.1. The Middle Ages. From Romantic construction to the Postmodern perspective. 2.2. Humanism, Renaissance and Classicism: genesis, differentiation patterns and overlapping effects. 2.3. Mannerism: emergence of the concept and conditions for existence. 2.4. Luso-Brazilian and Iberian Baroque. 2.5. Neoclassicism: founding origins and horizon of movement. 3. New challenges in the research and teaching of Portuguese Literature from the Middle Ages to Neoclassicism: a summary.
Poder e Política na União Europeia	10		3	Pt	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
Introduction to Finnish Culture and Society	5		3	Eng	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.
Sea, Nature and Finnish Culture	5		3	Eng	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.
Transatlantic dialogue in popular culture &Shakespeare on screen: Trans-cultural translation and distort	10		3	Eng	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.
Patrimoine et institutions gestion nationaleset régionales & Écrire sur l'art & Projet tuteuré et Médiation (Médiation Culturelle dans le	10		3	Fr	Museums: missions, functions, and legislation Management of heritage projects History of heritage institutions and practices in France Write on art

spectacle vivant/Médiation scientifique et journalisme scientifique)					
Translation in society	5		3	Eng	Translation studies applied to the society
Deutsche Kultur im rumänischen Raum	5		3	Al	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
Decadentismul în literatură şi în artele plastice	5		3	Ro	1. Definirea conceptelor: decădere, decadență, decadentism. Decadență vs. progres. Estetic vs. etic 2. Fuzionări, corespondențe și artă totală 3. Program estetic: subversiune și spirit negativist; cultul inovației; rafinament și individualism 4. Cultul artificiului și respingerea naturii 5. Androginul. Femeia fatală. Opoziția completă: satanismul. Eroul decadentist: dandyul 6. Decadentismul în artele plastice: Gustave Moreau,Félicien Rops, Maurice Dumont, Odilon Redon, Georges Rochegrosse etc.
Literatură, arte vizuale, arte ale spectacolului	5		3	Ro	1. Diegesis şi mimesis. 2. Ilustraţia de carte – posibilităţi şi limite. 3. Dramatizarea şi ecranizarea – tehnici şi strategii; riscuri; şanse de deschidere. 4. Studii de caz – texte literare/„poveşti” adaptate la alte medii (muzică, dans/balet, teatru, film)
Letteratura italiana	5		3	It	Literatura italiana actual
Italian Politics and	5		3	Eng	The course aims to introduce students to the main features

Society					of the Italian political system and issues in Italian society. By the end of the course, students should have become familiar with the main Italian political, economic and social institutions; with the main challenges affecting the contemporary Italian political system, the Italian economy, and Italy-EU relations; and with some important contemporary Italian policy questions and ethical controversies. Through participation in seminars and essay writing, students will also improve their presentational, analytical and argumentative skills.
Economia dello sviluppo e dellacooperazione	5		3	It	The goal of the course is to familiarize students with the meaning and issues of development. The course will cover the basics of development economics and highlights cooperation strategies over the last seventy years. The course will introduce students to: i) the main development theories aimed to explain the different trends and development gaps at a global level; ii) how development, poverty and inequalities can be measured; iii) the role and impact of development policies, aids and international cooperation may have in different institutional contexts.
Big Data e Modelli Computazionali per il Marketing	5		3	It	The course provides the analytical tools to read and interpret research reports and analyses using complex computational techniques, to interact with experts in big data analysis. The main topics of the teaching are: - Data sources: classification, collection methods and analysis tools -Machine Learning, Deep Learning and Big Data Analytics - Descriptive analysis techniques - Local analysis techniques - Unsupervised analysis techniques - Supervised analysis techniques -Best practices in machine learning -Best practices in deep learning for social media

					analysts The course includes case study discussions and data science laboratories.
Metodi digitali per la ricerca sociale e di marketing	5		3	It	The course provides the basic tools for designing social research projects that make extensive use, following an integrative perspective, of all the typical tools of research methods based on the use of digital technologies. In particular, attention will be paid to the careful design of the cognitive question and its transformation into technical research choices both in the case of basic research and in the case of applied or market research.
Artificial intelligence	5		3	Eng	The course follows a conceptual pathway along the fundamental principles of the discipline. It is divided into two parts: the first part is an introduction to classical formal logic, both propositional and first order, with a special focus to the aspects of automatic calculus, while the second part is an introduction to the basic principles of machine learning and self-organizing systems.
Public Diplomacy in the Digital Era	5		3	Eng	The course will allow students to understand the meaning of public diplomacy and the relationship between diplomacy and technological change; to create significant links between pre-digital traditional forms of diplomacy and the present digitalization of diplomatic practices; to assess whether digital diplomacy is introducing original and critical insights into the conditions that allow digitalization to inform foreign policy. Case studies of relevant digital tools and the analysis of platforms that are being currently used by embassies and foreign ministries in their work, would allow students to observe and reflect - in their course work - on concrete examples of the present transformation towards digital diplomacy.
Grundlagen der Interkulturellen Wirtschaftskommunikatio	5		3	Al	Current discourses of intercultural communication and action research. Methods of intercultural

n					communication research. Business-related areas of application of intercultural action processes.
Cultural history of specific regions /Historia cultural de regiones específics / Histoire culturelle des régions spécifiques	5		3	Eng, Esp, Fr, Al	Economic-related cultural history of a chosen region
Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik	5		3	Al	Southeastern Europe. Politics of Southeastern Europe.
Digital Humanities in der Praxis	10		3	Al	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.
Digital Humanities - Methoden	5		3	Al.	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.

7. TRAINING ACTIVITIES OF THE SUBJECT WITH CONTENT IN ECTS AND STUDENT DEDICATION TIME (HOURS OF DEDICATION AND PERCENTAGE OF ATTENDANCE)			
Training Activity	Face-to-face hours	Non-attendance hours	Percentage Presence
Theoretical classes	84 (11,2%)	120 (16%)	58,8%
Practical classes	30 (4%)	60 (8%)	33,3%
Jobs/videocasts/podcasts	60 (8%)	360 (48%)	14,3%

Tutorials		36 (4,8%)				100%
Total hours	750	Total Face-to-Face Hours	210 (28%)	Total Non Face-to-Face Hours	540 (72%	72%

8. ASSESSMENT SYSTEMS FOR THE ACQUISITION OF THE COMPETENCES OF THE SUBJECT AND MAXIMUM AND MINIMUM WEIGHTINGS

Evaluation system	Minimum weighting.	Maximum weighting
Practical class participation	0%	20%
Jobs	0%	70%
Exhibitions	0%	30%
Examinations	0%	30%

MASTER'S THESIS (MASTER'S THESIS)

1. SUBJECT: **Master's Thesis**

Character:
Compulsory
subject. ECTS: 30
Time unit (note: Semester 1 to Semester X / Annual): Semester 4
Languages taught: English, Spanish, Portuguese, French, Italian, German, French, German, Romanian.

2. SUBJECT COMPETENCES

BASIC AND GENERAL COMPETENCES:
CB6: Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
CB7. Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
CB8. Students will be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.
CB9. Students will be able to communicate their conclusions - and the ultimate knowledge and rationale behind them - to specialist and non-specialist audiences in a clear and unambiguous way.
CB10. Students will possess the learning skills to enable them to continue studying in a largely self-directed or autonomous way.
General competences (optional but the computer application requires a GC1)
GC1. Ability to analyse, synthesise and formulate judgements based on the information available. Thoroughly study a problem, case, article, situation, etc. and summarise and compile the most relevant aspects of it, being able to formulate a judgement that includes a reflection on the social and ethical responsibilities of its possible application.
GC2. Capacity for organisation and planning. Knowing how to establish the steps to be followed and/or procedurally structured to achieve an objective, conveniently distributing the material and human resources available, assigning specific functions to each one.
CG3. Communication and teamwork skills. Know how to communicate the reasons for their ideas and conclusions clearly to specialised and non-specialised audiences.

SPECIFIC COMPETENCES:
SC2. Acquire the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, societies in contact, interculturality, intertextuality and intercultural communication, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
CE3. Know the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective and in the context of European societies.
SC5. Develop the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and European society studies.
CE10. Acquire the necessary skills to carry out original research work in one of the philological fields covered by the Master's degree

3. LEARNING OUTCOMES OF THE SUBJECT

1) Students will be able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within wider (or multidisciplinary) contexts related to modern European languages, literatures, cultures and societies.
2) Students will learn to integrate knowledge and deal with the complexity of making judgements based on incomplete or limited information, including reflection on the social and ethical responsibilities associated with the application of their knowledge and judgements.
3) Students will be able to communicate their findings (and their underlying knowledge and rationale) to specialists and non-specialists in a clear and unambiguous way.
4) Students will develop the learning skills that will enable them to continue studying autonomously.
5) The ability to locate and manage specialised bibliographic sources on modern European languages, literatures, cultures and societies, as well as to manage online and offline documentary collections by applying information and communication technologies.
6) Advanced knowledge of the different methods of analysis that allow the interpretation of texts of modern European languages, literature, culture and societies.
7) Development of the ability to apply the appropriate scientific methodology to cover different types of studies on modern European literatures, cultures and societies.

4. BRIEF DESCRIPTION OF THE CONTENTS OF THE SUBJECT

Development, writing and presentation of a research thesis in a field of linguistics, literature, culture or the study of European society in which the student demonstrates that he/she is capable of carrying out research of a certain relevance under the supervision of two European universities (co-tutelage).

5. OBSERVATIONS ON THE SUBJECT

6. COURSE LIST

Courses	ECTS	Character	Semester	Language	Contents
Master's thesis	30	O		Eng, esp, pt, fr, it, al, ro	Research work on linguistics, literature, culture or the study of society. European

7. TRAINING ACTIVITIES OF THE SUBJECT WITH CONTENT IN ECTS AND STUDENT DEDICATION TIME (HOURS OF DEDICATION AND PERCENTAGE OF ATTENDANCE)

Training Activity		Face-to-face hours		Non-attendance hours		Percentage Presence
Theoretical classes						
Practical classes						
Jobs/videocasts/podcasts						
Tutorials		30 (4%)		720 (96%)		
Total hours	750	Total Face-to-Face Hours	30 (4%)	Total Non Face-to-Face Hours	720 (96%	4%

8. ASSESSMENT SYSTEMS FOR THE ACQUISITION OF THE COMPETENCES OF THE SUBJECT AND MAXIMUM AND MINIMUM WEIGHTINGS

Evaluation system	Minimum weighting.	Maximum weighting
Practical class participation		
Jobs	100%	100%

The detailed description of all courses can be found in Annex 1.

5.5.2. Detailed description per module

Not applicable.

6. ACADEMIC STAFF

6.1. Faculty

This master's degree will be taught by lecturers from the following universities and centres:

- USAL: teaching staff from three areas of the Department of Philology of the Faculty of Philology (German, Italian, Portuguese), teaching staff from the Department of French Philology and three other teachers from the Department of Spanish Language (Hebrew/Aramaic and Arabic). All of them have extensive experience in the subjects offered and in international cooperation.
- University of Coimbra: teaching staff of the Faculdade de Letras da Universidade de Coimbra
- University of Iasi: faculty of the Facultatea de Litere
- University of Jena: Professorship of the Philosophische Fakultät der Friedrich-Schiller-Universität Jena
- University of Poitiers: teaching staff from the UFR LETTRES & LANGUES and UFR SCIENCES HUMAINES ET ARTS faculties.
- University of Pavia: teaching staff of the Dipartimento di Studi Umanistici, Dipartimento di Scienze Politiche e Sociali and Dipartimento di Ingegneria industriale e dell'informazione.
- University of Turku: Faculty of Humanities.

Table 6.1.3a. Teaching staff of all universities with academic category (see explanation), doctoral degree and hours of dedication to the degree (University of Salamanca). All teaching staff are doctors.

University	Category	Name	Area of knowledge	Course given
USAL	**Professors**	Prof. Dr. Patricia Cifre	German	Models of intertextuality in European literatures Medial and Intermedial Models in European Cultures
		Prof. Dr. Raúl Sánchez	German/Dutch	Plurilingualism and Linguistic Contact in Western Europe Research Metholodogyin European Cultures and Societies
		Prof. Dr. Mar Soliño	German	German and Spanish in contact
		Prof. Dr. Vicente González	Italian	Models for the comparative history of European literatures
		Prof. Dr. Milagro Martín	Italian	European literatures, social processes and identities: gender, class, ethnos
		Prof. Dr. Yolanda Romano	Italian	Multilingualism and language contact

				in Southern Europe
		Prof. Dr. Manuel Heras	Italian	Italian and Spanish in contact
		Prof. Dr. Pedro Serra	Portuguese	Medial and Intermedial Models in European Cultures Research Methodologyin EuropeanModern Languagesand Literatures
		Prof. Dr. Ana María García	Portuguese	Portuguese and Spanish in contact
		Prof.Dr. Rebeca Hernández	Portuguese	European literatures, social processes and identities: gender, class, ethnos
		Prof. Dr. Elena Llamas	French	French and Spanish in contact
		Prof. Dr. Tomás Gonzalo	French	Models of comparative histories of European literatures
		Prof.Dr. Amelia Gamoneda	French	European cultures: translations, transductions, inter-discursive relations
		Prof. Dr. Carmen Cela	French	Models of intertextuality in literatures European
		Prof. Dr. Efrem Yildiz	Hebrew and Aramaic	Culture of Heritage: Christian and Jewish diasporas in Europe Language Heritage: Modern Aramaic
		Prof. Dr. Rachid Elhour	Arabic	Culture of Inheritance: the Maghrebi community
	Readers	Dr. Nely Iglesias	German	German and Spanish in contact
		Dr. Juan Manuel Martín	German	Patterns of literatures and other arts across cultures European
		Dr. Sara Velázquez	Italian	Patterns of literatures and other arts across cultures

				European
		Dr. Rocío Alonso	Portuguese	Portuguese and Spanish in contact
		Dr. Jaime Coullaut	Arabic	Language Heritage: Arab
	Lectures	Dr. Sofia Oliveira	Portuguese	Multilingualism and language contact in Southern Europe
		Dr. María Egido	German	Discoursesin Europe
	Teaching assistants	Dr. Nazia Barani	Persian	Cultureof Inheritance: Thought and Iranian culture // Language Heritage: Persian
		Dr. María Josefa Marcos	French	Multilingualism and language contact in Europe Occidental
		Dr. Alba Rozas	Portuguese	European cultures: translations, transductions, interdiscursive relations
		Dr. Luminita Marcu	Romanian	Heritage language: Romanian
UC (Coimbra)	Professors	Albano António Cabral de Figueiredo	Portuguese Studies-Literature	Historyand Periodizationof Portuguese Literature I
		Ana Alexandra Ribeiro Luís;	Linguistics-English Lingusitics	Studiesof Languageand Culture
		Ana Maria e Silva Machado	PortugueseStudies-Literature	Literatures in the Portuguese Language
		AntónioApolinário Caetano da Silva Lourenço	SpanishStudies : Comparative Literature	Literatureand Modernity
		Catarina Isabel Caldeira Martins	German Literature	Conteporary Cultures
		Cristina dos Santos Pereira Martins	Linguistics:Applied Linguistics	L2 acquisition and learning
		Fernando Matos de Oliveira	Arts Studies - Portuguese Literature and Theatre Studies	Portuguese Theatre
		Graça Maria Constantino Constantino Nunes de Oliveira Capinha	AmericanStudies : Literature	Poetry Workshop
		Isabel Anunciação Ferraz Camisão	PoliticalScienceand International Relations	Power and Politics in the EU
		Isabel Maria de Almeida Santos	Linguistics:Portugues e Linguistics	Structures of the Portuguese Language I

		Jacinta Maria Cunha da Rosa Matos	EnglishStudies-Literature	English Culture
		Maria Clara Bicudo de Azeredo Keating	Linguistics: English and Sociolinguistics	Multilingualism and Intercultural Dialogue
		Mariade FátimaGil Rodrigues da Silva	German Studies-Literature	Topicsin Comparative Literature
		Maria de Fátima Grilo Velez de Castro	Geography	Popluation, Migrationsand Development
		Maria do Rosário Prata Ferreira dos Santos	Portuguese Studies-Literature	Historyand Periodizationof Portuguese Literature I
		Maria Joana de Almeida Vieira dos Santos	Linguistics: French and Portuguese Linguistics	Structures of the Portuguese Language II
		Paulo Nuno Maia de Sousa Nossa	Geography	Population, Migrationsand De velopment
		Rita Maria da Silva Marnoto	Italian Studies-Literature	Literature and the Arts
		SérgioEmanuelDias	Arts - Film Studies	Cinema and other
UP (Poitiers) Readers	Professors	Elvire Diaz	Spanish Litterature and culture	Responsible for curricular units : Cultural and linguistic transfers Literary and Cultural Frontiers Transatlantic dialogue in popular culture & Shakespeare on screen:Trans-cultural translation and distort
		Syvie Hanote	EnglishLinguistics , Corpus linguistics	
		Véronique Meyer	History of Modern Art	Corpus and methodology for research in linguistics - Normes et variation : variation du français parlé & Contacts de langues et emprunts
		Freiderikos Valetopoulos	GeneralLinguistics , Teaching French as a Foreign language	Patrimoine et institutions gestion nationale et régionales & Écrire sur l'art & Projet tuteuré et Médiation - Normes et variation : variation du français parlé & Contacts de langues et emprunts - Questions de

				didactique du FLE (Typologie des langues et didactique)
				Responsible for curricular units : Linguistic policies in the context of minoritisation Analyse du discours politique et médiatique
	Readers	Licia Bagini Sanja Boskovic	Italiancultureand literature Serbo-Croatianlanguage and culture	Responsible for curricular units : Language practice (expression, comprehension, translation/interpretation : English, German, Spanish, Italian, Portuguese, Russian) Foreign languages and civilisations applied to negotiation (English, German, Spanish, Italian, Portuguese, Russian)
		Laurie Dekhissi	Linguistics, French as a Foreign Language	Responsible of the curricular unit Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Espagnol, Italien, Portugais, Russe)
		Stéphanie Gobet	General linguistics and French Sign Language	- Enseignement de la littérature francophone
		Anne-Cécile Guilbard	Frenchliterature-Aesthetics	Contactsdelangueset bilinguisme
		Rauca Nita		Responsible of the curricular unit - Literature and cinema and Practices and experiences of

		Jérémy Pasquereau	Englishlinguistics , Contrastive linguistics General Linguistics and Language Typology	lecture Roman graphique et Réceptions et usages du littéraire - Multilingual Morpholexicology - Linguistique contrastive Questions de didactique du FLE (Typologie des langues et didactique)
UNIPV (Pavia)	**Professors**	GiovanniBattista Boccardo	Dante Alighieri, the Ligurian literary tradition from its origins to the 20th century, the Italian of translations, literary archives	Lingua Italiana with laboratory
		Giuseppe Antonelli	The history of literary language, the sociolinguisticsof contemporary Italian, the language of epistolary	Languages for public communication Storia della lingua italiana Linguistica italiana c.p.
		Pietro Benzoni	History of the Italian language Stylistics and metrics Theory and analysis of the text Language and style of 19th and 20th century poetry and fiction Author's versions and form sofliterarytranslatio ninthe twentieth century Italian in cinema: linguistic characterization of characters and dubbing issues	Italian for the stage and for the stage and for the screen Laboratorio di scrittura Linguistica italiana (the language of the characters) Linguistica italiana -b

		Ilaria Poggiolini	Transition from war to peace after WWII; on political and diplomatic relations between Italy and the Allies after 1943; on European integration in the '60s and '70s; on the enlargement process in Europe since UK accession. Euroscepticism, the question of German unification after 1989; Brexit in an historical perspective.	History of International Relations World Politics and Media Introduzione alla Storia delle relazioni Internazionali Public Diplomacy in the Digital Era
		Elisabetta Jezek	Theoretical and Applied Linguistics The meaning of words. Semantic flexibility in language. Lexicon,	Comunicazioneverbalee linguaggio dei Media Datiempiricieteorie linguistiche Linguistica computazionale
			pragmatics and cognition. Verbclassification. TheoryofArgument Structure. Event structure in syntax and semantics. Word class systems from a typological perspective. Computational Lexicography. Language Technology. Methodology in linguistic research.	Sintassi e semantica (c.p.)
		Federico Francucci	20th century literature and literary theory, with particular attention to rhetorical, stylistic and metrical aspects, and to the historical-critical, theoretical and conceptual implications of literary texts; literary archives of contemporary authors.	Letteratura e cultura visuale Letteratura italiana

FSU (Jena)	Professors	Jun.- Prof. Dr. Sander Münster (DH);	Digital Humanties (DH)	Digital Humanities in der Praxis Digital Humanities - Methoden
		Prof.Dr. Stefan Strohschneider; + Prof.Dr. Daniela Gröschke Prof.Dr. Daniela Gröschke	Intercultural Business Communication (IWK)	Cultural history of specific regions /Historiacultural de regiones específics / Histoire culturelle des régions spécifiques Theorien und Methoden der Kulturanthropologie (both Professors) Kultur und Psychologie (both Professors) Grundlagen der Interkulturellen Wirtschaftskommunikation
		Prof.Dr. Christine Czinglar	German as a Foreign Language (DaF)	Theoretische, angewandte und vergleichende Linguistik (DaF / DaZ)
		Prof.Dr. Claudia Hammerschmidt Prof.Dr.Edoardo	Romance Studies (Spanish / Latinamerica) Romance Studies (French)	Latinoamerikanische Literatur und Kultur 1 /Latin American Literature and Culture 1 Latinoamerikanische Literatur und Kultur 2 /Latin American Literature and Culture 2 Romanesque

		Sewing Jun.-Prof. Dr. Thomas Scharinger Prof. Dr. Julia Kuhn Jun.-Prof. Lukas Eibensteiner	Romance Studies (French + Italian) Romance Studies (Spanish) Romance Studies (Didactics / Spanish / Italian 7 French in Schools)	Literaturwissenschaft Sprache 1 Edition/ Analyse von Korrespondenzen /italienischsprachige Schriften aus Mitteldeutschland (17.-19. Jh.) Latino-Amerikanische Sprachwissenschaft /Latin American Linguistics Fremdsprachenunterricht im digitalen Zeitalter
		PD. Dr. Christine Fischer Jun.- Prof. Valeska Bopp- Filimonov Prof. Dr. Joachim von Puttkamer Prof. Dr. Thede Kahl	Slavonic Studies (SS) South-East-European-Studies (SEES) South-East-European-Studies (SEES) South-East-European-Studies (SEES)	Literature and culture in Russia Introduction to Southeast European studies Einführung in die Südosteuropastudien: Osteuropäische Geschichte: Schwerpunkt /Südosteuropäische Geschichte: Schwerpunkt /Südosteuropa Introduction to Southeast European studies Language and society in the South Slavic and South-Eastern European context

	Readers	Dr. Wolf-Dirk Skiba + Dr. Eva Schmucker (DaF) Dr. Wolf-Dirk Skiba + Dr. Eva Schmucker (DaF) Dr. Wolf-Dirk Skiba Dr. Maria Sauna Dr. Sabine Albrecht	German as a Foreign Language (DaF) Romance Studies (Italian) Romance Studies (Spanish / Portuguese)	Literature and Cultural Studies (DaF) Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ) Migration and intercultural understanding Übersetzung "Deutsch-Italienisch" (German-Italian) Contrastive Sprachbetrachtung
		Dr. Yolanda Lopez (IWK) Prof. Dr. Luisa Conti (IWK) Dr.FergalLenehan (IWK) Jessica Neumann (DaF)	InterculturalBusiness Communication (IWK) German as a Foreign Language (DaF)	Portugiesisch - Spanisch - Deutsch / Lingüística Contrastiva Portugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão Cultural studies related to various regions + Grundlagen der interkulturellen Wirtschaftskommunikation (both courses all free lecturers) Theoretische, angewandte und vergleichende Linguistik (DaF / DaZ)
UAIC (Iasi)	Professors	Alexandru Gafton	Philology	Lingvisticădiacronică/

				Diachronic linguistics
				Istoria limbii române/ The History of the Romanian language
		Bogdan Creţu	Philology	Idei şi atitudini româneşti în istoria culturii/ Romanian ideas and attitudes in the history of culture
		Felicia Dumas	Philology	Education and plurilingualism
		Andrei Hoișie	Philology	German Literature from a Comparatist Perspective
	Readers	Iolanda Sterpu	Philology	Limba română ca limbă străină/ Romanian as Foreign Language
		Cătălin Constantinescu	Philology	Realismul magic în literatură şi în film/ Magic Realism in Literature and Film
		Ludmila E. Bejenaru	Philology	Russian language
		Ioan Lihaciu	Philology	German culture in Central Europe
		Monica Frunza	Philology	Rhetoric and argumentation: the discourse of advertising
		Mihaela Lupu	Philology	Specialized Discourses
		Ileana Oana Macari	Philology	Language acquisition and learning
		Ileana Oana Macari	Philology	Direction s in Applied linguistic s
		Ileana Oana Macari	Philology	Translation in Society
		Cristina Petraș	Philology	The French Language in the Francophone Area: Variation, Society, Language Policies
		Adina-Lucia Nistor	Philology	German culture in the Romanian-speaking area
	Lecturers	Adrian Crupa	Philology	Literaturășimentalităţi/ Literature and Mentalities

		Livia Iacob	Philology	Modernismul. Direcţii şi reprezentanţi în lirica europeană/Modernism . Directions and Representatives in the European Poetry
				Genuri în literatura exilului/ Genres in the Literature of Exile
		Sorin Mocanu	Philology	Decadentismul în literatură şi în artele plastice/ Decadentism in Literatures and the Visual Arts
		Sorin Mocanu	Philology	Literatură, arte vizuale, arte ale spectacolului/Literature, visual arts and theatre
		Simona Muraru	Philology	Romanistică/Romance Linguistics
		Mircea Păduraru	Philology	Ethnology and putere. Teme şi concepte actuale în studiul culturii populare/ Ethnology and Power. Themes and Concepts in the Contemporary Study of Popular Culture
		Roxana Vieru	Philology	Tehnica editării textelor vechi/ The technique of editing old texts
		Ana-Maria Gînsac	Philology	Old Greek biblical and patristic language
		Veronica Tatiana Popescu	Philology	Multicultural perspectives
UTU (Turku)	Professors	Veronika Laippala	computational linguistics, digital linguistics, corpus linguistics	Corpus Linguistics and Language Technology, Hands-On Project on Digital Linguistics:
		Marjut Johansson	sociolinguistics, multilingualism, sociocultural linguistics, digital discourse, human-machine interaction	L'analysedudiscours et analyse des interactions; Sociolinguistique; Discours et interaction dans les sociétés; StageauDépartementde francais; Research Seminar

		Leena Kolehmainen	Germanlanguage, grammar, contrastive linguistics,corpus linguistics,contact linguistics, translation studies, multilingualism, language and translation policy	Sprach-und Translationspolitik Masterseminar Literaturaustausch: Akteure und literarische Systeme
	Lecturers	Otto Latva	Environmental History; Marine environment; More-than-human history; Human-Animal Studies	Sea, Nature and Finnish Culture
		Pertti Grönholm	European history 20th century, history culture, politics of history, popular culture	Introduction to Finnish Culture and Society
		Maarit Mutta	fluency in writing online processes of writing multilingual learners and lexicon metalinguistic knowledge sustainable language teaching digital literacy and digital learning profiles	Apprentissage du vocabulaire ; Analyse des produits culturels II
		Ana-Maria Cozma	Linguistics	Analyse de produits culturels I; Pragmatique; Francophonie
		Christophe Leblay	Textgenetics,	Written communicati on in professional contexts
		Outi Veivo	Writing visualization Language Learning	Processus d'apprentissage
		Franka Kermer	Cognitive grammar, crosslinguistic influence, tense and aspect	• In terkulturelle Kommunik ation • Kognitive approaches to the development of the German language Mehrsprachigkeit

Mechanisms for gender equality and non-discrimination of persons with disabilities
All universities have mechanisms in place to ensure equality between men and women and non-discrimination of people with disabilities.

University of Salamanca

The USAL has a plan drawn up for this purpose that guarantees parity: Comprehensive Plan for Equality between women and men approved by the Governing Council of the USAL on 30 April 2008 (http://igualdad.usal.es/images/stories/documentos/plan_igualdad_usal.pdf, latest version: https://igualdadefectivablog.files.wordpress.com/2016/06/plan_igualdad_usal.pdf) from which an Equality Unit (http://igualdad.usal.es/) responsible for these issues was proposed and designed. This Unit ensures effective compliance with equality between men and women at the USAL at all levels, protecting the rights and freedoms of the members of the university community, in particular with regard to the promotion of effective equality between women and men at the University of Salamanca and monitoring the development and compliance with the legislation and the equality plans and measures adopted. Several equality guides have been disseminated at the USAL. The most complete dates from 2012 (http://igualdad.usal.es/images/stories/documentos/guia_igualdad_usal.pdf): it develops the Basic Lines of the Equality Plan and a Guide for an inclusive use of language.
The Disability Care Unit of the Social Affairs Service (SAS) (http://sas.usal.es) and the Disability Information Service (SID) (http://sid.usal.es/) of the University Institute for Integration in the Community (INICO) http://inico.usal.es/), offer information, guidance and support to people with disabilities, study the needs and demands of people with disabilities in the university environment, providing advice to students with disabilities, researchers, teachers, administrative and service staff, volunteers and anyone interested in this subject".

University of Pavia

The SAISD is the main institutional mechanism of the UniPV to guarantee equality, diversity and inclusion. The SAISD - University Assistance and Integration Services Centre for Students with Disabilities and SLD - has been active since the 1999-2000 academic year at the UniPV to offer students with disabilities an integrated service of welcome, assistance and integration within the university world.
S.A.I.S.D. offers reception, assistance and integration services within the University; it organises, supports, coordinates and supervises all integration events in all aspects of university life; it allows attendance in lectures, laboratories, libraries and study rooms.
The S.A.I.S.D. has implemented the following types of services: welcome and guidance in the choice of career; identification of needs in relation to disability; identification of supports in terms of staff and technical aids; accompaniment and assistance within the university premises, during class hours and in the canteen during meals; interventions of teachers for the individualised examinations; assistance during the examination tests; assistance in the performance of bureaucratic activities; support for the labour integration of graduates with disabilities, in collaboration with the University Guidance Centre. The Service works in collaboration with the Institute for the Right to Education (E.D.I.S.U.), with the aim of offering students an integrated system of services. In this perspective, the colleges managed by E.D.I.S.U. offer hospitality to students with disabilities through the provision of an annual reservation of places.

SAISD website: https://saisd.unipv.it/index.php/en

University of Coimbra

The Serviços de Ação Social da Universidade de Coimbra (SASUC) is responsible for ensuring non-discrimination for all members of the university community (https://www.uc.pt/sasuc/Acolhimento-e-Integracao).
The university has a Strategic Plan for Equality and Diversity

(https://www.uc.pt/sustentabilidade/igualdade/PIEDUC2019_2023_web.pdf).

University of Poitiers

One of the priorities of the University of Poitiers is the accessibility of buildings for people with reduced mobility. A major programme has been launched to renovate these buildings according to standards. The University of Poitiers has adopted the "schéma directeur handicap". The aim is to establish a sustainable accessibility programme in the coming years.
In terms of equality, the Governing Board of the University of Poitiers unanimously voted the "Charter for equality between women and men" (https://www.univ-poitiers.fr/wp-content/uploads/sites/10/2018/11/charte-egalite-f-h.pdf). This means that the University must use a non-sexist, non-discriminatory, non-stereotypical communication, to make and disseminate a sexual statistical status, to sensitise staff and students on gender equality and, finally, to warm up the community about any form of violence and harassment.
Finally, the integration and diversity of students are important aspects on which the University of Poitiers focuses. For example, international students are partially exempted from tuition fees. They pay the same amount as European and French students, no matter where they are from.
There is a vice-rectorate dealing exclusively with equality and diversity, with "Vice-président à l'égalité entre les femmes et les hommes et à l'Université citoyenne".

University of Jena

The University of Jena has a Rector's Delegate for Inclusion (https://www.uni- jena.de/Inklusion) who is responsible for monitoring and ensuring the real equality of severely disabled employees and women in relation to men and for assisting in the design of their workplace in accordance with the needs of the disabled. People with disabilities receive special benefits to prevent disadvantages from arising in working life or to overcome them as early as possible. In the context of the Federal Participation Act, SGB IX places the disabled person in the centre of attention and provides the actors in the company with a legal basis on the issues of inclusion and integration of disabled employees.

University of Turku

The University has a Strategic Accessibility Plan (https://www.utu.fi/en/university/accessibility) and a Strategic Equality Plan (https://www.utu.fi/en/university/strategy-and-values/equality).

University of Iasi

The University of Iasi has included equality and diversity as a right and obligation of its employees in its staff regulations (https://www.uaic.ro/wp-content/uploads/2013/12/1-REG.INTERN-APROBAT-DEC.2014-CU-SEMNATURI.pdf) and monitors that inclusion is enforced at all levels.

Therefore, the seven universities that make up the master's degree have similar services and/or units that guarantee gender equality and non-discrimination of people with disabilities. The proposed master's degree programme will adopt all the necessary measures to comply with current regulations and to guarantee gender equality and non-discrimination of people with disabilities.

6.2. Other human resources available

All the university centres involved in the degree have sufficient Administration and Services Staff (PAS) to meet the needs arising from the teaching of the degree.

Table 6.2 Administrative and service staff (PAS) assigned to all the centres involved in the degree programme

Destino	Categoría // Cuerpo /Escala	Número de personas
USAL – Facultad de Filología y Dptos	todas	36
UC – Faculdade de Letras	todas	20
UAIC Iasi - Facultatea de Litere	todas	15
FSU Jena - Philosophische Fakultät	todas	42
UP – UFR Lettres et Langues, UFR Sciences Humaines et Arts	todas	17
UNIPV - Dipartimenti di Studi Umanistici, Scienze Politiche e Sociali, Ingegneria industriale e dell'informazione	todas	12
UTU - Faculty of Humanities	todas	8

As far as the University of Salamanca is concerned, in order to attend to the logistical and administrative needs derived from the teaching of the degree, the following Administrative and Service Staff (PAS) are assigned to the Faculty of Philology, the centre to which the Master's programme presented here is attached. The support staff available for the development of the technical support activities for the Master's degree are the administration and services staff of the Secretary's Office of the Centre, who have the appropriate training for the correct operation of the degree.

7. MATERIAL RESOURCES AND SERVICES

7.1. Justification of the adequacy of the material means and services available.

Each of the seven universities where the master's degree is taught has sufficient and appropriate services and material resources to ensure the successful teaching of the master's degree. Each university, through its respective national or regional accreditation agency, will be responsible for providing the necessary infrastructures to guarantee the viability of the proposed Master's programme.

University of Salamanca

As far as the USAL is concerned, the teaching of the Master's Degree is taught at the Faculty of Philology of the University of Salamanca, which has the following resources and services available that guarantee the viability of this postgraduate programme in terms of infrastructures. The master's degree will share the facilities and equipment with the other degrees taught at the Faculty: 11 Bachelor's Degrees and 6 Master's Degrees. In terms of **teaching space**, the Faculty of Philology of the University of Salamanca carries out its activities in five historic buildings in the city centre. Its more than 18,000 m2 house facilities which, in addition to those detailed in other sections, include:

- Classrooms of different sizes (most of them new and the rest recently refurbished), equipped with audiovisual media in each of them, including computer, projector, wifi facilities, retractable and/or fixed screen, microphone equipment, stage, presidential table and side lectern, cupboard. The Palacio de Anaya Building has 9 classrooms of which P1 has a capacity of 208 students, P3 (capacity 23 students), P4 (capacity 32), P5 (video room for 63 students), P6 (capacity 112 students), P7 (capacity 24), P8 (capacity 25), P9 (capacity 136), P10 (capacity 12). The Hospedería Building has 5 classrooms: H1 (capacity 64), H2 (capacity 48), H3 (capacity 80), H4 (capacity 64), H5 (capacity 56) and numerous offices. The Anayita Building has 19 classrooms with the following capacity: Classroom 1 (85), Classroom Minor (110), Classroom 11 (70), Classroom 12 (capacity 40), Classroom 13 (capacity 45) ,

Classroom 14 (capacity 45), Classroom15 (capacity 45) , Classroom16 (capacity 70), Classroom 17 (capacity 35), Classroom 18 (capacity 35), Classroom 21 (capacity 55), Classroom 22 (capacity 40), Classroom 23 (capacity 35), Classroom 24 (capacity 35), Classroom 25 (capacity 45), Classroom 26 (capacity 49), Classroom 27 (capacity 44), Classroom 28 (capacity 61), Classroom 29 (capacity 75); 2 seminars (capacity 10 persons each); 2 multimedia rooms (capacity 32 and 40 each). The Department of English Philology Building: has 3 classrooms with a capacity of 30 people each, a projection room and a seminar room.

- Specific seminars for small working groups: Palacio de Anaya, 1 seminar with a capacity of 8, Juan del Enzina, two seminars (with a capacity of 10 people).
- Offices for the personalised attention and tutoring of students.
- Classrooms for larger events (Aula Magna with a capacity of 142 people and Aula Minor with a capacity of 100 people).
- Administrative and management work rooms: Palacio Anaya: Meeting Room (capacity 25)
- Self-study rooms - in all the above buildings
- Reading Rooms: Anaya Palace with a surface area of 204.88m2, English Philology Department with a surface area of 52.50m2; Library in the Anaya Palace with a surface area of 800 m2, Library in the English Philology Department with a surface area of 78.81m2.

- Several lecture and function rooms equipped with lighting equipment, computer, video projectors, VHS video and overhead projector, video or DVD player.

With regard to **material resources and services** (libraries, documentary resources and laboratories), the following spaces and resources will be used:

- The Library of the Faculty of Philology, located in a building annexed to the teaching areas, is one of the best university libraries in the speciality, not so much for the volume of its collection as for the unique nature of a large number of them. The library of the Faculty of Philology has a collection of around 220,000 monographs, 1,458 titles of closed periodicals, 1,016 titles of open periodicals, and around 30,000 documents in various non-book formats. The antiquarian collection consists of some 700 volumes. Recently, 1,113 doctoral theses and 2,511 dissertations or degree dissertations have been added to the catalogue, which has significantly increased its consultation. The library of the Faculty of Philology has two service points: the library itself and the library of the Department of English Philology. The Palacio de Anaya has a reading room with 138 seats, to which must be added the 144 seats in the library and the 96 seats in the library of the Department of English Philology. The total surface area of the Faculty library is 1,830 square metres. The shelving is 5,349 linear metres. All the collections are computerised and the same applies to the services provided (loans, computer access, on-line consultation, etc.).
- The CILUS Library (Centro de Investigaciones Lingüísticas de la Universidad de Salamanca) will be at the disposal of the master's degree. They have a very interesting and extensive collection of linguistics and excellent facilities for the development of research and study activities. Equipped with telematic and reprographic facilities, their services include telematic access to the general catalogue, a computerised loan service and the possibility of establishing interlibrary loans.
- Other university libraries: In the area surrounding the Faculty of Philology there are seven libraries accessible to students of the institution: General Library, Santa Mª de los Ángeles Library, Library of the Unamuno House-Museum, Library of the Institute of Latin American Studies, Library of the Faculty of Geography and History, Library of the Faculty of Translation and Documentation.
- Language laboratories. As part of the recent remodelling of the Faculty of Philology, two multimedia classrooms have been incorporated as laboratories and simultaneously as computer rooms. They are equipped with the latest advances in their field: state-of-the-art computers, Intel servers, projection projectors, laser printers, etc. To these should be added the language laboratory at the headquarters of the Department of English Philology, which is fully operational.

All the classrooms in the Faculty of Philology are equipped with audiovisual equipment (television, DVD player, overhead projector, projector, etc.) and internet connection.
In addition, the University of Salamanca has a General Audiovisual Media Service that offers the university community services in this field (computer graphics, image reconstruction, multimedia presentations, image analysis, etc.).

University of Pavia

The following is an overview of the classrooms managed by the Department of Humanities and the Department of Social and Political Sciences (the two departments that contribute most to their use by all the courses of study run by the Department). Each of the classrooms is equipped with computers with Internet access, office suite, Acrobat and Internet browsers; on request, other programmes (Phyton, R, etc.).

Equipped classrooms, Department of Humanities UNIPV

Classroom	N.° posti a sedere	City	Via
II		Pavia	Strada Nuova 65 (Palazzo Centrale)
III	70	Pavia	Strada Nuova 65 (Palazzo Centrale)
VII	100	Pavia	Strada Nuova 65 (Palazzo Centrale)
VIII		Pavia	Strada Nuova 65 (Palazzo Centrale)
aula sezione archeologia (ARC)	80	Pavia	Strada Nuova 65 (Palazzo Centrale)
aula magna sotterranea (AMS)	160	Pavia	Strada Nuova 65 (Palazzo Centrale)
aula storia della musica (SMU)	50	Pavia	Strada Nuova 65 (Palazzo Centrale)
ADL1 - Sezione Lingue		Pavia	Strada Nuova 106/c
ADL2 - Sezione Lingue		Pavia	Strada Nuova 106/c
AS (slavistica)- Sezione Lingue		Pavia	Strada Nuova 106/c
A - Philosophy Section	50	Pavia	Piazza Botta
B - Philosophy Section	50	Pavia	Piazza Botta
C - Philosophy Section		Pavia	Piazza Botta
L2 San Tommaso	90	Pavia	Piazza del Lino (Palazzo S. Tommaso)
L4 San Tommaso	70	Pavia	Piazza del Lino (Palazzo S. Tommaso)
L5 San Tommaso		Pavia	Piazza del Lino (Palazzo S. Tommaso)
L6 San Tommaso	30	Pavia	Piazza del Lino (Palazzo S. Tommaso)
L7 San Tommaso	30	Pavia	Piazza del Lino (Palazzo S. Tommaso)
L8 San Tommaso	46	Pavia	Piazza del Lino (Palazzo S. Tommaso)
aula caminetto	86	Pavia	Piazza del Lino (Palazzo S. Tommaso)
Bottigella classroom	91	Pavia	Piazza del Lino (Palazzo S. Tommaso)
Pagnin Classroom (computer lab)	24 (12 postazioni pc)	Pavia	Piazza del Lino (Palazzo S. Tommaso)

Equipped classrooms, Department of Political and Social Sciences UNIPV

Classroom	N.° posti a sedere	City	Via
Aula giuridico	50	Pavia	Strada Nuova 65 (Palazzo Centrale)
A	50	Pavia	Strada Nuova 65 (Palazzo Centrale)
B	50	Pavia	Strada Nuova 65 (Palazzo Centrale)
C	70	Pavia	Strada Nuova 65 (Palazzo Centrale)
Aula Disegno	220	Pavia	Strada Nuova 65 (Palazzo Centrale)
	70	Pavia	Strada Nuova 65 (Palazzo Centrale)
5		Pavia	Strada Nuova 65 (Palazzo Centrale)

		Pavia	Strada Nuova 65 (Palazzo Centrale)
E	200	Pavia	Strada Nuova 65 (Palazzo Centrale)
Beonio Brocchieri		Pavia	Strada Nuova 65 (Palazzo Centrale)
Weber Classroom		Pavia	POLO VIA LUINO
Large Classroom	88	Pavia	Strada Nuova 65 (Palazzo Centrale)
		Pavia	Strada Nuova 65 (Palazzo Centrale)
CASIP "Mario Stoppino		Pavia	Strada Nuova 65 (Palazzo Centrale)

The university has study rooms available for study and consultation:
- departmental study rooms
- study and reference rooms in libraries
- university study halls also open at night (service temporarily suspended during the health emergency period).

Since 1996, the University of Pavia's libraries have been formally organised into a single University Library System (SiBA). There are currently eight libraries: seven divided into service points, are located throughout the urban territory of the city of Pavia, while one is based in Cremona. They are libraries specialised in supporting the disciplines cultivated at the University, whose services are mainly addressed to the institutional users of the University (students and professors), but are generally also open to the staff of other universities and to outsiders (companies, freelancers, consultants, private citizens, etc.). The Digital Library supports and integrates traditional libraries by offering a wide availability of databases, electronic periodical series and services to facilitate the use of electronic bibliographic material.

The University Library System has also been integrated with local libraries. The SiBA back-office services, in particular those dedicated to automation, manage not only the University libraries, but also a number of libraries in the area (of different organisations and of different types) affiliated to the University. Since 2009, the Pavia University Pole (PAV) is activated as part of the National Library Service.

All affiliated libraries have inserted their bibliographic holdings in the national ISBN index catalogue. All affiliated institutions have included descriptions of their bibliographic holdings in the University's OPAC catalogue, which is freely available online. Many of these institutions use EasyCat for cataloguing, for entering data into the catalogue and the same management system used in the University libraries; some of these institutions also use Fluxus as loan management software.

The University of Pavia has brand new computer teaching laboratories managed by the Didactic Innovation and Digital Communication Service. The list of the laboratories with the corresponding equipment is available at: https://laboratori.unipv.it/

The University of Pavia uses the KIRO IT platform, a digital platform based on the Moodle system dedicated to teachers and students where it is possible to share teaching materials, manage communication and find in-depth exercises, exams, verification tests and many other teaching support activities. All information is available at: https://idcd.unipv.it/kiro3/.

UniPV has a Language Centre that offers services related to language teaching and learning to students, teaching staff, technical-administrative staff of the University of Pavia, students from other Italian and foreign universities, guests in Pavia and external users, including the public. All information can be found at https://cla.unipv.it/EN/

The other research centres and/or services of the UniPV are available at: https://web.unipv.it/centri-di-ricerca/.

The UniPV has a Didactic Innovation and Digital Communication Service (IDCD) dedicated

to the identification and development of methodologies, technologies and useful materials to increase and innovate the quality, efficiency and effectiveness of the teaching and training processes at the UniPV.

All information can be found on the website: https://idcd.unipv.it/ The staff of the IDCD Service provides IT support to all Departments of the University. In addition, in each Department there is a dedicated IT technician who provides support to lecturers, students and administrative staff.

University of Coimbra

The University of Coimbra has sufficient spaces and services to meet the specific needs of the master's degree, including teaching and learning spaces (https://www.uc.pt/fluc) and a library belonging to the Faculty of Arts (https://www.uc.pt/fluc/biblioteca).

University of Poitiers

The University of Poitiers has sufficient space and facilities to meet the specific needs of the Master's programme (https://sha.univ-poitiers.fr/, https://ll.univ-poitiers.fr/). All classrooms are equipped with adequate materials (video projector, blackboards and sometimes desktop computers). The library has at the students' disposal books, physical magazines and journals but also online. Upon reservation, students can book rooms for group work (https://bu.univ-poitiers.fr/vos-bibliotheques/).
In cooperation with the university departments, students can visit the laboratories.

University of Jena

The Faculty of Arts at the University of Jena has adequate facilities for the Master's programme (https://www.gw.uni-jena.de/) and the largest university library in Thuringia (https://www.thulb.uni-jena.de/).

University of Iasi

The Faculty of Arts at the University of Iasi has adequate facilities for the teaching of the Master's degree (https://www.uaic.ro/tur-virtual/facultatea-de-litere/), including a multimedia laboratory and the largest library in the whole of the North-Eastern region of Romania (http://www.bcu-iasi.ro/).

University of Turku

TheTurkucampusoffersfacilitiesforstudentsandstaff
:https://www.utu.fi/en/university/turku-campus
University of Turku Library: https://www.utu.fi/en/university/library
Information service for international students: https://www.utu.fi/en/study-at- utu/accepted-students

Table 7.1 Entities collaborating with the MU to carry out external placements

Institution or body ()Full name and location)	Description of the type of activity to be carried out	Annual number of traineeships

No external internships are foreseen.

Mechanisms for carrying out or ensuring servicing and maintenance
To ensure the review and maintenance of available materials and services, all seven universities have review and maintenance mechanisms in dean's offices and vice-rectorates.

As far as the University of Salamanca is concerned, it has the Infrastructure and Architecture Service (http://www.usal.es/~sia/), which is responsible for the maintenance, repair and overhaul of the equipment and installations of the buildings and spaces; the IT Services of the USAL (http://lazarillo.usal.es,) are in charge of the revision, updating and maintenance of the computer rooms and computer equipment, while the Archive and Library Service (http://bibliotecas.usal.es) is responsible for the bibliographic material.

7.2. Provision for procurement of required material resources and services

The implementation of the Master's degree will be carried out with the material resources and services currently available.
The University of Salamanca, as well as the rest of the universities in the consortium, has sufficient and appropriate material equipment for the delivery of the training for which it is responsible. Failing this, the system of forecasting, requesting and purchasing equipment, as well as the as well as the general building plan, establish purchase plans to cover the needs that are detected.

At PAS level, and due to the international nature of the master's degree, a PAS with knowledge of English has already been recruited to carry out administrative coordination tasks during the first two years of the master's degree. The recruitment has been made under the European project EC2U.

Table 7.2 Means and services planned to be incorporated after the implementation of the proposed degree programme.

Staff from Administration and Services	Educational infrastructures	Equipment	Fungible	Other
Administrative				

8. EXPECTED RESULTS

8.1. Estimated quantitative values and their justification
It is difficult to estimate quantitatively the fees required in a verification report in the case of a Master's degree involving seven universities from seven different university systems. Even so, based on USAL data for undergraduate degrees in Philology and those from the Modern Languages specialisation of the MUPES master's degree, the following values can be put forward, always bearing in mind that the master's degree will draw on the best students from seven leading European universities in the Humanities:
Graduation rate: 90% Dropout rate: 10% Efficiency rate: 90% Yield rate: 90%

8.2. General procedure for assessing progress and learning outcomes

The progress and learning outcomes of this master's degree will be assessed according to a dual scheme. This scheme will be applied in each university of the consortium, always respecting the denominations and procedures of each university. The Global Academic Committee will be in charge of coordinating procedures. A Quality Assurance System (QAS) will be implemented, where appropriate and in accordance with local legislation, specific to the master's degree.

University of Salamanca

At USAL, the general lines set out in the USAL Quality Assurance System (point 9 of this report) will be followed. The members of the local academic and quality committee of the Master's Degree will study the incidents and circumstances that become apparent throughout the teaching period in order to adjust the assessment systems as much as possible to improve the learning outcomes.
On the other hand, each lecturer will develop a specific plan to improve the results expected for each subject. This plan will analyse the overall performance of each subject, assessing the level of acquisition of competences by each student through the following actions:
(a) Meeting of the teaching staff teaching the Degree and sharing their opinions on the progress of each of the students.

(b) Meetings with students to see what skills they are acquiring and what difficulties they are encountering.
(c) Direct communication shall be maintained with students, through regular meetings and/or the committee's reference e-mail, in order to be aware of the development of the syllabus and to be able to promptly correct any dysfunctions that may arise.

University of Pavia

UniPV has promoted the gradual adoption of a Quality Assurance (QA) System, consistent with the AVA guidelines (Self-Assessment, Periodic Evaluation, Accreditation) adopted by the Italian National Agency for the Evaluation of University and Research Institutes (ANVUR), and with the Standards and Guidelines for Quality Assurance in the European Higher Education Area - ESG.

The Quality Assurance System aims to encourage the active and conscious participation of all stakeholders in the university community in the achievement of clearly defined, communicated and shared improvement objectives. It also aims to disseminate the culture of quality, making all levels and functions of the University aware of QA procedures.

The implementation of the System should have documented and measurable effects on the improvement of teaching, research and third mission activities, and administrative and management activities.

The University Quality Council (Presidio di Qualità di Ateneo, PQA), established and organised to ensure maximum representativeness of the various disciplinary areas and educational fields of the University, plays a crucial coordinating role.

The PQA is assigned the following tasks
- to promote the culture of quality at the University;
- to implement the quality policy defined by the University government
- supervise and monitor the proper and uniform implementation of Quality Assurance (QA) procedures across the University
- propose common procedures for quality assurance and provide adequate training in their application
- ensure the ability to constantly improve the University's primary processes (teaching and research), as well as the effectiveness and efficiency of the structures that provide them. The

PQA is conceived in a network model, in which the central body is supported by five Area Councils (Presidio di Area), composed of an AQ Delegate for each of the Departments belonging to the Area and by the Area Teaching Coordinator, an administrative figure supporting the entire planning, delivery and evaluation phase of the single Bachelor or Master Programme.

The Quality Assurance Delegate of the Departments has the dual role of transferring locally the guidelines and indications of the PQA, in order to ensure a uniform management of the activities related to quality assurance, and to provide a synthesis of the peculiarities and specificities that may arise at the level of a single macro-area. The Delegate acts as a contact person for Quality management activities both for Didactics at Bachelor and Master programme level, and for Research and Third Mission, according to the organisational methods of each Department. Each Area Council appoints an internal representative who becomes a member of the PQA. The current composition of the PQA can be found on the page

http://www-aq.unipv.it/homepage/presidio-della-qualita-di-ateneo/composition-pqa/

More information can be found at: http://www-aq.unipv.it/homepage/presidio-della- qualita-di-ateneo/

Another key actor is the University Evaluation Unit (NUV, Nucleo di Valutazione). The NUV operates autonomously from the university government and performs the following tasks
a. verifies the quality and effectiveness of educational provision, also on the basis of the indicators identified by the Joint Teacher-Student Commission (see below);

b. verifies the Research and Third Mission activities carried out by the Departments; performs the functions foreseen by the VPA legislation (self-assessment, periodic evaluation and accreditation)
c. verifies the adequacy of the scientific or professional curricula of the holders of teaching contracts referred to in Article 23(1) of Law 240/2010
d. acts as an Independent Evaluation Body (Organismo Indipendente di Valutazione, OIV) for the evaluation procedures of structures and human resources, in order to promote the improvement of organisational and individual performance.

The current composition of the Evaluation Nucleus can be found at: http://www-aq.unipv.it/homepage/nucleo-di-valutation/composition/
More information on the website: http://www-aq.unipv.it/homepage/nucleo-di-valutation/

The Quality and Evaluation Support Service ensures administrative support to the Evaluation Unit (NUV, Nucleo di Valutazione) and to the University Quality Council (PQA, Presidio di Qualità). It supports the governance in the definition of strategic indicators related to the achievement of the University's objectives and in the implementation of resource allocation models. It manages the National Student Register (ANS) and the AlmaLaurea database (the content of this database is described below in point 18). The Service is also the statistical office of the University. It provides internal and external users with official statistical data and is the University's point of contact with the statistical office of the Ministry of University and Research (MIUR) and that of the National Statistical Institute (ISTAT). It coordinates the collection of information required for national and international rankings in agreement with the Delegate for Research Infrastructures, and oversees the carrying out of customer satisfaction surveys in relation to the services provided by the university.

The Service also manages and optimises the applications that support the primary education and research processes, and ensures their customisation according to the University's needs. It ensures the coordination of changes in the Esse3 information system (the IT platform that tracks students' careers from enrolment to graduation) with the activities and deadlines of the

administrative structures; performs testing and monitors the release of new functions of individual applications; takes care of system configuration; provides assistance to users; manages reports of anomalies encountered; supports the development and extension of Esse3 functions with the aim of optimising administrative processes. It supports the Research and Third Mission Service in data management and in the development of applications for research and the third mission. It is responsible for the implementation of digital signatures both for the verbalisation of exams and for the administrative procedures of the University. More information on the website: http://www-aq.unipv.it/staff/

Within each Department, a Joint Teaching-Student Commission (CPDS, Commissione Paritetica Docenti Studenti) has been set up, whose composition is as representative as possible of the degree programmes active in the Departments.

The tasks of the Teacher-Student Joint Committee are: a) to supervise the provision of education, the quality of teaching and the effectiveness of teaching activities;

b) to formulate non-binding opinions on the creation of new bachelor's and master's degree programmes; c) to analyse, with the help of appropriate indicators, the opinions expressed by students on individual courses, on other teaching-training activities and on the degree programmes as a whole; d) to draw up proposals for the Department Council to improve the efficiency and quality of the teaching services; e) to draw up an annual report for each of the degree programmes, taking into account the Department's teaching offer as a whole, with special reference to the results of the student opinion survey, indicating the problems of each of the degree programmes; this report must be submitted to the Department Council, the Academic Councils of each programme, the University Quality Council and the University's Evaluation Unit.

Students' opinions on teaching evaluation are collected and processed by the Quality and Evaluation Support Service and are available on the website: https://sisvaldidat.unifi.it/AT-UNIPV/AA-2019/T-0/DEFAULT.

University of Poitiers

The "Conseil de perfectionnement" is like the quality assessment council. This council is composed of the following members
- The representative of the mention
- The person(s) responsible for the different channels
- Laboratory directors or a representative
- An administrative person in contact with students
- Student representatives

External members may come from the economic or non-profit sector, social integration structures and local authorities. They can also be representatives of research laboratories, university professors from other universities, active alumni.

University of Coimbra

The University of Coimbra has an Internal Quality Assurance System (PASIGQ, https://www.a3es.pt/pt/acreditacao-e-auditoria/guioes-e-procedimentos/auditoria-de-sistemas-internos-de-garantia-da-qualidade), which guarantees the quality of the degree through procedures endorsed by the Portuguese University Accreditation Agency.

University of Jena

The University of Jena has clear, internally and externally endorsed procedures for assessing progress and learning outcomes. For the Faculty of Arts these are available at:

https://www.gw.uni-jena.de/QM and https://www.uni-jena.de/Studienqualitaetsmonitor.

University of Turku

The University of Turku has an internal and external quality assurance process for the degrees it offers: dhttps://www.utu.fi/en/university/quality.

University of Iasi

The institutional quality management structure of the Alexandru Ioan Cuza University of Iasi operates at two levels, namely
(http://vechi.uaic.ro/uaic/bin/view/Academic/QualityAssurance?language=en)

- University level: INTERNAL EVALUATION AND ASSURANCE COMMITTEE QUALITY MANAGEMENT, coordinated by Prof. PhD Henri Luchian. It oversees the implementation of procedures, quality assurance and evaluation, and proposes the improvement of the quality of administrative and academic activities. QUALITY ASSURANCE COUNCIL, which has a consultative character and is composed of representatives in charge of quality assurance from each faculty. QUALITY ASSURANCE SERVICE
- Faculty level:he QUALITY ASSURANCE COMMITTEE is led by the person responsible for quality assurance in each faculty/department/administrative structure. The committee organises quality assurance activities within the faculty, monitors the quality of study programmes, prepares the annual internal audit report on the quality of education and attends external evaluations.

9. QUALITY ASSURANCE SYSTEM OF THE DEGREE

9.1. Quality assurance system

The quality assurance system for this international master's degree will be the responsibility of the seven degree quality assurance committees (Local Quality Assurance Boards, LQABs, or similar bodies) of the seven participating universities, which will be coordinated by the Global Academic Committee (Global Academic Board). Each of the seven LQABs will be established in accordance with the legislation or regulations in force at each of the seven universities, and will be responsible for overseeing the quality assurance system of the degree at their respective universities.

Each LQAB is responsible locally and in coordination with the other LQABs through the Degree's Global Quality Committee (Global Quality Assurance Board) for assessing the development of the degree (opinions of students and lecturers) and for dealing with possible incidents. It also carries out the analysis of data and evidence about the programme and proposes those changes that result in the improvement of the programme, subsequently monitoring them. The LQAB has the support and methodological support of the respective quality assessment units or similar services (in the USAL, the Quality Assessment Unit, UEC-USAL).

The **Global Quality Commission of the Degree (Global Quality Assurance Board, GQAB)** will have English as its working language and will be composed of:

- The global director of the master's degree and president of the Local Quality Commission of the USAL.
- Six representatives of degree quality committees or similar committees from the other six universities. One of them shall act as committee secretary.
- One PAS member.
- Three students (33.3%).

The Global Academic Quality Committee of the Degree will therefore coordinate the local quality committees, globally analysing the data and elements provided by the local committees and dealing with incidents that affect more than one university. It has the support of the Quality Commission of the EC2U University Alliance.

Each university may establish a **Local Degree Quality Commission** (Local Quality Assurance Board, LQAB) in accordance with the legislation or regulations in force in each of the seven universities. At the USAL it will be made up of:

- A president
- 3 members representing the following areas of knowledge: German Philology, Italian Philology, Galician and Portuguese Philology, French Philology.
- One PAS member
- Two students (33.3%).

The local LQAB is responsible for assessing the development of the degree (student and lecturer opinions) and for dealing with possible incidents. It also carries out the analysis of data and evidence about the programme and proposes those changes that result in the improvement of the programme, subsequently monitoring them. The LQAB has the support and methodological support of the Quality Assessment Unit, UEC-USAL, as well as similar services in the other six universities. The Global Academic Committee will coordinate the work of the seven LQABs.

The committee meets on a quarterly basis and its main functions are to evaluate and monitor the degree, and it is responsible for:

a) Assessment of the development of the degree at local level: Fulfilment of the project established in the verification report; Relevant aspects of the degree; Main results obtained.

b) Analysis of local data and evidence about the programme:

- Analysis of the relevance of published information for students
- Analysis of the objectivity, updating and correspondence of the information published with the content of the verified degree report and its approved modifications.Analysis of the implementation of the system
- Analysis of the information provided by the system on the development of the degree, i.e. teaching planning, information on teaching staff, development of academic activities, adequacy of infrastructures and resources.
- Analysis of quantitative indicators of the system
- Analysis of decision making and modifications made under the system with its strengths and areas of improvement
- Aanalysis of actions related to the verification recommendations
- Analysis of the actions related to the monitoring of the degree; analysis of the adequacy of the improvement action plan with its strengths and improvements.

c) Proposals for changes to improve the programme. Every year in which the Master's Degree is taught, an Internal Monitoring Report will be drawn up reflecting all the proposals for improvement that can be highlighted following the study of the various data relating to the Master's Degree.

d) To monitor the proposed improvement plans, as well as the actions arising from the response to suggestions, claims or complaints received from any member of the university community involved.

To carry out these tasks, it will have the support and methodological support of the Quality Assessment Unit, UEC-USAL. Through surveys, this university unit will evaluate the opinion of students, lecturers and external collaborators (guest lecturers, lecturers, internship tutors) about the degree.

This committee will also maintain a direct line of communication with students to deal with

any type of incident through regular meetings and a reference e-mail.
It shall act in coordination with the academic heads of the syllabus and, at the end of the academic year, shall draw up a Report on its actions and an Improvement Plan, which shall define the persons responsible and the timetable for implementing the proposed actions. This report will be addressed to the Quality and Assessment Commission and to the Doctoral and Postgraduate Commission of the University. It will ensure compliance with the requirements included in this document and will be, in short, the body responsible for monitoring and guaranteeing the quality of the syllabus. For its operation, the CCT will have the technical support and advice of the Quality Assessment Unit of the USAL.

The annual reports in the form of reports and improvement plans from the seven local CSTs will also be submitted to the Local Academic Committees and the Global Academic Committee. The latter will circulate the seven reports to all local CSTs and prepare an annual European monitoring report on the Master, which will be submitted to the EC2U Alliance Executive Committee and to the relevant department of the European Commission.

9.2. Procedures for the evaluation and improvement of the quality of teaching and teaching staff

The Global Quality Assurance Board, together with the local LQABs, will establish procedures for the evaluation and improvement of the quality of teaching and teaching staff.

With regard to the **improvement of the quality of teaching**, two types of documentary archives of the degree have been organised since the beginning of the curriculum:

- The Local Documentary Archive will enable knowledge and decisions to be taken that affect both the design and development of the Degree at local level. To this end, each local CCT collects information, updated annually where appropriate, on the various aspects of the degree, in addition to those covered under the other headings. This information is analysed in order to propose the local annual Improvement Plan. The custody of the local "Degree Document Archive" is the responsibility of the Local Director of the Degree. The Global Document Archive includes the seven global documentary archives for coordination purposes, as well as the global annual reports drawn up by the Global Academic Committee. The custody of this archive corresponds to the global director of the degree.

The Quality Commission established at the USAL will be responsible for carrying out the systematic monitoring programmed before the competent educational authorities in Spain. It will systematically monitor the development of the Degree and will review all the content of the training programme, from the objectives to the competences, the results obtained, using all the available information. Among the procedures to be used to obtain this information, in addition to that generated by the seven institutions (annual management statistics, general surveys carried out by the Quality Assessment Unit, the Studies and Assessment Office, the University Guidance Service, etc.), the following mechanisms are proposed: assessment carried out by lecturers, assessment carried out by students, assessment carried out directly by the Degree Quality Committee, through surveys, meetings, etc.).

The purpose of these evaluation procedures is to implement actions that guarantee the continuous improvement of the proposed programme with the maximum participation of all those involved, teachers and students. Through these mechanisms it will be guaranteed that:
a) the programme is able to detect its own weaknesses
b) the programme is able to implement strategies for continuous improvement.

This process of continuous improvement will be reflected in an archiving system in which all

the documents generated during the development of the degree, such as proposals, minutes, reports, e-mails to the reference e-mail, among other possibilities, will be compiled.

The local LQAB of the USAL (as well as those of the other universities) will meet and analyse annually quantitative and qualitative information on the different elements that make up the degree. The information contained in the Central Services of the University will be provided by the Quality Assessment Unit (http://qualitas.usal.es). The rest will be compiled directly by the LQAB, with the administrative support of the Centre at its disposal. All the information will be shared with the rest of the participating universities.

At least the following sources of information shall be considered:

a) Data and indicators:
- General data on enrolment (total, entry profile...).
- Degree structure (average group size, rate of students participating in mobility programmes, rate of students doing non-compulsory external placements, number of placement agreements, number of mobility agreements...).
- Structure and characteristics of the academic staff of the Degree (teaching staff categories, teaching, research and professional experience...).
- Structure and characteristics of the degree's administrative and service staff (categories, training, etc.).
- Resources and infrastructure (computer workstations, network connections, bibliographic resources, laboratories, reading stations, teaching resources in classrooms...).
a) Documents:
- Reports (aggregate) prepared by the UEC of the USAL, based on the following surveys:
- Survey of student satisfaction with the teaching activity of the teaching staff (annual or biannual evaluation by students of each teacher).
- Survey of student satisfaction with the training programme (annual or biannual student evaluation of the training programme as a whole).
- Survey of teaching and research staff satisfaction with the training programme (biennial evaluation of teachers). http://qualitas.usal.es/html/Verificacion.htm)
- Degree teaching guide and Teaching Organisation Plan (programmed and actually executed)
- Agreements of the Academic Committee of the Degree or other competent governing body on any aspect of the Degree.
b) Actions developed by the centre for:

- Disseminate the training programme and recruit new students

- Facilitating the adaptation and integration of new students: welcome plan, the content of which will vary depending on the characteristics of the students (whether or not most of them have previously studied at the USAL, if they come from other countries, etc.).
- Provide academic guidance to students in their training (general information talks, tutorials, etc.).
- Encourage student participation in mobility programmes and voluntary internship programmes.
- Coordinate teaching staff on teaching, learning and assessment content and activities.
- Provide learning support to those students who need it.
- Provide career guidance to students: transition to work / doctoral studies. All this information will be analysed within the CST, which will propose improvement actions to be included in the annual Improvement Plan.

The Quality Units of the seven universities, in collaboration with the Data Processing Centres and the Doctoral, Postgraduate and Lifelong Learning Service and its postgraduate section (or similar bodies or services in each university), will provide the following quantitative data to the local CSTs on learning outcomes:

a) Graduation rate of the degree (% of students who complete their studies in the time foreseen in the curriculum or in one more year in relation to their entry cohort).
b) Drop-out rate of the degree (% of the total number of students of the new entry cohort who should have completed the degree in the previous academic year and who have not enrolled either in that academic year or in the previous one)
c) Efficiency rate of the Degree (percentage ratio between the total number of credits that should have been taken by those who have graduated in an academic year with respect to the total number of credits in which they have actually had to enrol).
d) Performance rate by subject and degree (% of credits passed with respect to credits enrolled)
e) Success rate by subject and degree (% of credits passed with respect to credits submitted for examination)
See model Reporting:
http://qualitas.usal.es/docs/SGIC_Grados%20y%20MU_2015_y_Anexo_Evidencias_CG20150326.pdf

This information will be analysed by the local LQAB, which may request additional information from individual teachers and student representatives. The local LQAB will issue a series of proposals to improve academic results which will be incorporated into the annual Improvement Plan.

In addition to the academic rates or results, other procedures may be used to assess progress and learning outcomes:
a) Final Master's thesis, defended in front of an examining board, which is an opportunity to perform and demonstrate a wide range of competences.
b) Apply an internal test designed by all the lecturers who teach on the degree.
c) Meeting of the lecturers who teach in the Degree and sharing their opinions on the progress of each of the students.
d) Meetings or surveys with external tutors on the internship students' level of preparation and performance in the internship.
e) Meetings with students to check which competences they are acquiring and which ones, etc.

With regard to **teaching staff**, the assessment models implemented in each of the seven universities will be applied. At the USAL, it will be the model for assessing the quality of teaching staff within the Docentia Programme, whose first application began in the 2008-09 academic year. It incorporates the opinion of various agents: students (through surveys), the lecturer himself (through his self-analysis of his teaching activity) and academic managers (through the reports by the Heads of Centre and Departments). The dimensions to be evaluated for each lecturer are the planning of teaching activity, teaching development, results and innovation and improvement.

During the transitional period of implementation and certification of this system, the global reports of the results of the evaluation of the teaching activity of the teaching staff, elaborated by the UEC on the basis of student surveys, will be used.

In addition to the individual evaluation for each lecturer, this system will generate aggregate reports which, together with information on the structure and teaching and research activity of the teaching staff, will be used by the CST to issue recommendations on aspects to be improved in teaching performance. These recommendations will be incorporated into the local annual Improvement Plan. The Global Academic Committee will incorporate the periodic results of the evaluation of the teaching staff in its annual reports.

9.3. Quality assurance procedures for external placements and mobility programmes

There are no external placements. Mobility to one, two or three of the seven universities participating in the master's degree is an element already incorporated into its curricular structure, so its quality is guaranteed by the approval of this verification report, as well as by

the EC2U project of the European Universities.

9.4. Procedures for analysing graduates' labour market outcomes and satisfaction with the training received.

Each university shall draw up, according to its own standardised procedures, an analysis of the employability of Master's graduates who have started the degree at that university. They will also draw up internal analyses of student satisfaction with the training received.

The assessment units of each university, in the USAL the Quality Assessment Unit (USAL), in collaboration with the academic heads of the syllabus, will apply a biennial survey (or the one set by each university) on the employment placement of graduates and their satisfaction with the training received, which will be sent to graduates two years after completion of the degree. Based on this survey, the UEC or the similar service in the other participating universities will draw up reports that will be sent to the Degree Director (both local and global). In the same way, the UEC or the similar service in the rest of the participating universities will carry out a postal survey of employers' satisfaction with the training of the graduates once they know, through the labour market insertion survey, who the employers are, and they will draw up the corresponding reports of results that they will send to the Director of the Degree.

In addition, at the end of each academic year, the Local Academic Committee of the Master's course will maintain direct contact with former students, requesting information on their employment situation, the usefulness of their Master's studies, etc.
In addition to these reports, the following procedure is established in order to obtain additional information:

a) Results of the surveys on student satisfaction with the degree programme.
b) Report by the students, e.g. through their delegates, giving a qualitative assessment of the quality of the programme.
c) Annual meeting, at the end of the course and before the delivery of the grades, of the Local Team in charge of the programme with the students in order to exchange impressions, detect dysfunctions and gather possible suggestions for the improvement of the programme.
d) Meetings with Former Students of the Degree Training Programme.

The local LQAB will analyse the two reports together with the information obtained through the meetings or contacts of the academic heads and with the institutions where the students carry out internships, contacts with graduates, reports from occupational observatories, etc., and will generate specific proposals for action that will be incorporated into the Improvement Plan.

With regard to career guidance (transition to work/doctoral studies), in addition to offering students the general services of the Employment Unit of the University of Salamanca's University Guidance Service or similar services in other universities (information, employment intermediation, career guidance, self-employment, training, occupational observatory), the master's programme itself will offer career guidance by the following means:

- The subjects of the Degree Programme itself. In the development of each one of them, their connection with the professional world and/or with the world of research (doctorate) will be specified, especially in language subjects.
- The Tutorial Action Plan in the area of professional guidance. The contents are related to information and guidance on professional opportunities, strategies and active involvement of the student in the job search, simulated training of professional competences, selection tests, etc.
- Student participation in the international employability activities of the EC2U University Alliance.

9.5. Procedures for analysing the satisfaction of students, academic and administrative staff

Each of the seven universities has a quality improvement programme in place. Each of them will proceed locally according to these procedures, which are similar in nature.

University of Salamanca

The USAL has established a Quality Improvement Programme (PMC), which includes the Assessment Plans that make up the multi-annual quality assessment programme (provided for in Article 146 of the Statutes). It is published on the transparency portal: http://diarium.usal.es/transparencia (section "Plans and programmes"). These assessment plans include the following processes, developed by the Academic Quality and Performance Observatory, managed by the Quality Assessment Unit (UEC):

- Survey of student satisfaction with the teaching activity of the teaching staff. The methodology is detailed at https://calidad.usal.es/procesos-de-evaluacion/#encuestas
- Survey of student satisfaction with the training programme. The methodology is detailed at https://calidad.usal.es/procesos-de-evaluacion/#encuestas
- Survey of teachers' satisfaction with the training programme. The methodology is detailed at https://calidad.usal.es/procesos-de-evaluacion/#encuestas
- Job satisfaction surveys of the teaching and research staff and the administrative and service staff. The methodology is detailed at https://calidad.usal.es/procesos-de-evaluacion/#encuestas
- Complaints and suggestions box.The methodologies are available at https://uxxi.usal.es/sugerenciasquejas/.

The LQABs will have evidence in the documentary repository of the reports derived from these surveys with regard to the degree, as well as the complaints and suggestions received, from which they will proceed to review the syllabus and propose improvement plans.

University of Pavia

Quality Assurance (QA) Procedures://www-aq.unipv.it/homepage/presidio-della-qualita- di-ateneo/, http://www-aq.unipv.it/homepage/nucleo-di-valutation/

University of Poitiers

The "Conseil de perfectionnement" establishes the procedures for analysing the satisfaction of the different groups involved (students, academic, administrative and service staff, etc.) and for dealing with suggestions and complaints.

University of Coimbra

PASIGQ: https://www.a3es.pt/pt/acreditacao-e-auditoria/guioes-e-procedimentos/auditoria-de- sistemas-internos-de-garantia-da-qualidade)

University of Jena

https://www.gw.uni-jena.de/QM and https://www.uni-jena.de/Studienqualitaetsmonitor.

University of Turku

https://www.utu.fi/en/university/quality.

University of Iasi
http://vechi.uaic.ro/uaic/bin/view/Academic/QualityAssurance?language=en

9.6. Specific criteria for the termination of the master programme

The seven universities will apply the criteria and procedures established by law in each of their countries to extinguish the degree in each of their universities.

The University of Salamanca applies the criteria and procedures for the suppression of degrees established in the Decree on the organisation of official university degree and Master's degree courses in the area of the Community of Castilla y León, published at http://www.educa.jcyl.es (section "universities", option "university regulations").

Complementing the development of this regulation, the University of Salamanca has also established a series of guidelines and criteria for the organisation of the offer of master's degrees, published at http://www.usal.es (section "master's degrees", link "regulations").

In order to safeguard the rights and commitments acquired with students who have commenced studies in a degree that is being phased out, the regulatory provisions of their syllabus shall apply to them until its definitive termination, and during the three academic years following that date they shall be guaranteed the organisation of at least two annual exam sittings for the subjects pending, without prejudice to the Permanence Regulations that apply to them. After this time, or prior to its conclusion, without having passed the degree to be terminated, these students shall have the right of access to other courses, through the corresponding admission and recognition procedures.

9.7. Mechanisms for publishing information

All information concerning the Master's programme will be published on the official websites of the seven universities and on the EC2U Alliance website (www.ec2u.eu).
The website of each university will include all the information on this master's degree on its institutional website for each official Bachelor's and Master's degree, easily accessible to students, teaching and research staff, administrative and service staff, prospective students and society in general. The following information will be published:
Description of the official degree, including the profession for which it qualifies, branch of knowledge, centre, type of teaching, language, duration, credits, new places, cut-off mark from the previous academic year, enrolment fee, institutional contact and website where more information can be found, if applicable:

- Presentation
- Competences Entry profile
- Access, pre-registration, admission and enrolment
- Support and guidance
- Recognition and transfer of credits
- Syllabus
- Academic guide of the subjects
- Academic and professional opportunities
- Quality indicators and external reporting
- Scholarships and study and mobility grants
- Regulations

The master's degree may develop other communication and/or student recruitment initiatives.

The academic directors of the Master's programme will also guarantee their students the following means of access to their personal academic information:

- All students will have a password to access individualised information on their academic results.
- Each student will be able to consult their situation and evolution in the Programme with each of their teachers and tutors. For this purpose, students will have access to the student service timetable of each of their teachers from the beginning of the course.

The implementation of a joint platform connection system between the seven universities, which is an integral part of the European EC2U project, will ensure that all students have access to this information in all information systems, studies, libraries, etc. of these universities.

10. IMPLEMENTATION SCHEDULE

10.1. Timetable for the implementation of the degree

The degree is expected to be implemented in the academic year 2022-2023 or in the first year in which the degree is verified.

10.2. Procedure for the adaptation of students from existing courses to the new curriculum

Not applicable.

10.3. Learning that is being phased out

Not applicable.

11. PERSONS ASSOCIATED WITH THE APPLICATION

11.1. Responsible for the degree

Surname, first name, tax identification No: Sánchez Prieto, Raúl
Address. Postal code. Municipality. Province: Facultad de Filología, Dpto. de Filología Moderna, E-37008-Salamanca
E-mail: raulsanchez@usal.es
Fax:
Mobile: 616192318
Academic position: Head of Department
Administrative Liaison Office: Faculty of Philology

11.2. Legal representative of the University

Position: Vice-Rector for Postgraduate Studies and Lifelong Learning Surname, First Name, First Name, Tax ID No: Rodríguez García, Nicolás
Address: Patio de Escuelas, 1, 2ª planta. 37071 Salamanca (Salamanca) E-mail: vic.postgrado@usal.es
Phone: +34 923 294432 Mobile:
Fax: +34 923 294 502

11.3. Applicant

Position: Director of Postgraduate Studies
Surname, first name and tax identification number: Jennifer Martínez Ferrero
Address: Patio de Escuelas, 1, 2ª planta. 37071 Salamanca (Salamanca) E-mail: coordinacion.postgrado@usal.es
Tel. +34 923 294 500 - Ext. 1260

12. ADDITIONAL DOCUMENTATION (to be submitted to the Junta de Castilla y León)

The Junta de Castilla y León may require additional documentation for the purposes of applying for authorisation to establish or notify, and where appropriate, requesting authorisation for modifications:

- In the case of courses in the Health Sciences branch, a document accrediting compliance with the provisions of Annex II of RD 420/2015, of 29 May, on the creation and recognition of Universities and University Centres.
- In the case of courses to be taught in blended or distance learning mode, a document accrediting the availability of the physical, human and technological resources that make their delivery sustainable (without prejudice to indicating in the different sections of the report differentiated for each mode).
- In the event that unavailable resources (teaching staff, administration and services staff) are foreseen, which the University undertakes to incorporate in order to implement the proposed degree programme, budget for income and expenditure in this respect, in accordance with the following tables:

FIRST INCOME	PER ENROLMENT IN THE 4 ACADEMIC YEARS
Course	Euros
/ 20	
/ 20	
/ 20	
/20	

EXTERNAL FINANCING	
	Euros
TOTAL	

Teaching category	Department	Number of teachers	COST IN EUROS (Expected expenditure)

PROJECTED COSTS FOR THE INCORPORATION OF SUPPORT STAFF, RESOURCES AND SERVICES	
CONCEPT	EUROS

Co-funded by the
Erasmus+ Programme
of the European Union

ANNEXES

ANNEX 1 – DETAILED DESCRIPTION OF COURSES

ANNEX 2 – TEACHING STAFF

ANNEX 1 – DETAILED DESCRIPTION OF COURSES

COMMON MANDATORY ONLINE COURSES
ELECTTIVE COURSES BY UNIVERSITY

COMMON MANDATORY ONLINE COURSES

COURSE: DISCOURSES IN EUROPE

1. Title of course
Discourses in Europe
2. Scientific area
Linguistics, Culture, Literature, Society (Social Sciences and Humanities)
3. Duration
One semester
4. Study load
10 ECTS: 250 hours
5. Contact hours
10 ECTS

	Contact hours	Student's work load	Total
Lectures	28 (11,2%)	40 (16%)	68 (27,2%)
Practical components (discussion)	10 (4%)	20 (8%)	30 (12%)
Papers/videocasts/podcasts	20 (8%)	120 (48%)	140 (56%)
Personal coaching	12 (4,8%)		12 (4,8%)
Exams			
TOTAL	70 (28%)	180 (72%)	250 (100%)

6. ECTS
10
7. Observations
-
8. Study cycle
Master
9. Year
Year 1
10. Course unit type

Series of online lectures
11. Semester
1st
12. Responsible academic staff member(s)
For USAL: Prof. Dr. Raúl Sánchez Prieto: raulsanchez@usal.es For UC: Prof. Dr. Clara Keating For UP: Prof. Dr. Fredeirikos Valetopoulos For UNIPV: Prof. Dr. Elisabetta Jezek For Uni Jena (FSU): to be named For UAIC: Prof. Dr. Nicoleta Popa For UTU: Prof. Dr Kristiina Taivalkoski-Shilov
13. E-mail of the responsible academic staff member
Prof. Dr. Raúl Sánchez Prieto: raulsanchez@usal.es
14. Level
Master
15. Mode of delivery
Online
16. Recommended prerequisites
The students must have at least a passive knowledge of English: ▪ Online lectures with our own staff (two per university, in English) 14 weeks per semester > 1 lecture per week (2 hours), 1 discussion per week (2 hours) in total 2 times per university (1,30 h lecture + 1,30 h discussion) ▪ Paper//podcasts-videocasts from the students of a book/books on a subject related to the topics of the lectures (in Spanish, Portuguese, French, Italian, German, Romanian, other languages accepted by the responsible teaching staff)
17. Language(s) of instruction
English Spanish, Portuguese, French, Italian, German, Romanian
18. Other academic staff members involved in the curricular unit
19. Learning outcomes

1) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2) Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4) Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5) Students will possess the learning skills that enable them to continue studying autonomously.
6) An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
7) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
8) An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
9) Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
10) An advanced theoretical and practical knowledge of the different situations of contact between European languages.
11) The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. Approaches to Europe
2. Discourse in Europe from a linguistic point of view
3. Discourse in Europe from a cultural point of view
4. Discourse in Europe from a societal and political point of view

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
1. Approaches to Europe 2. Discourse in Europe from a linguistic point of view	1-11

3. Discourse in Europe from a cultural point of view 4. Discourse in Europe from a societal and political point of view	

22. Teaching methods

Online lectures with presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Online lectures will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in contact linguistics.

24. Assessment method

Practical components	20%
Paper/podcast/videocast	80%
Other	
TOTAL	100%

25. Bibliography

- Ceretta, M. (2017): Discourses and Counter-discourses on Europe. From the Enlightenment to the EU. London: Routledge.
- Krzyżanowski, M (2010): The Discursive Construction of European Identities: A Multi-level Approach to Discourse and Identity in the Transforming European Union. Frankfurt am Main: Peter Lang.

- Krzyżanowski, M (eds) The European Public Sphere and the Media. London: Palgrave Macmillan.
- Margolis, M, Mauser, GA (1989): Public opinion as a dependent variable: A framework for analysis. Political Communication 6(2): 87–108.

COURSE: RESEARCH METHODOLOGY IN EUROPEAN MODERN LANGUAGES AND LITERATURES

1. Title of course
Research Methodology in European Modern Languages and Literatures
2. Scientific area
Linguistics, Literature
3. Duration
One semester
4. Study load
10 ECTS: 250 hours
5. Contact hours
10 ECTS

	Contact hours	Student's work load	Total
Lectures	28 (11,2%)	40 (16%)	68 (27,2%)
Practical components (discussion)	10 (4%)	20 (8%)	30 (12%)
Papers/videocasts/podcasts	20 (8%)	120 (48%)	140 (56%)
Personal coaching	12 (4,8%)		12 (4,8%)
Exams			
TOTAL	70 (28%)	180 (72%)	250 (100%)

6. ECTS
10
7. Observations
-
8. Study cycle

Master
9. Year
Year 1
10. Course unit type
Series of online lectures
11. Semester
2nd
12. Responsible academic staff member(s)
For USAL: Prof. Dr. Raúl Sánchez Prieto: raulsanchez@usal.es For UC: Prof. Dr. Clara Keating For UP: Prof. Dr. Fredeirikos Valetopoulos For UNIPV: Prof. Dr. Elisabetta Jezek For Uni Jena (FSU): to be named For UAIC: Prof. Dr. Nicoleta Popa For UTU: Prof. Dr Kristiina Taivalkoski-Shilov
13. E-mail of the responsible academic staff member
Prof. Dr. Raúl Sánchez Prieto: raulsanchez@usal.es
14. Level
Master
15. Mode of delivery
Online
16. Recommended prerequisites
The students must have at least a passive knowledge of English: ▪ Online lectures with our own staff (two per university, in English) 14 weeks per semester > 1 lecture per week (2 hours), 1 discussion per week (2 hours) in total 2 times per university (1,30 h lecture + 1,30 h discussion) ▪ Paper//podcasts-videocasts from the students of a book/books on a subject related to the topics of the lectures (in Spanish, Portuguese, French, Italian, German, Romanian, other languages accepted by the responsible teaching staff)
17. Language(s) of instruction
English Spanish, Portuguese, French, Italian, German, Romanian

18. Other academic staff members involved in the curricular unit

19. Learning outcomes

12) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
13) Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
14) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
15) Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
16) Students will possess the learning skills that enable them to continue studying autonomously.
17) An advanced knowledge of research methodology in European linguistics and literature.
18) The ability to locate and manage specialised bibliographic sources on linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
19) An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
20) Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.

20. Syllabus

1. Introduction: Research Methodologies in Philology
2. Research methodologies in linguistics
3. Research methodologies in literature

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
1. Introduction: Research Methodologies in Philology 2. Research methodologies in linguistics 3. Research methodologies in literature	1-9

22. Teaching methods

Online lectures with presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Online lectures will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information.
Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations.

24. Assessment method

Practical components	20%
Paper/podcast/videocast	80%
Other	
TOTAL	100%

25. Bibliography

- Litosseliti, L. (2018): Research Methods in Linguistics. Bloomsbury.
- McKinley, J. (2020): The Routledge Handbook of Research Methods in Applied Linguistics. Routledge.
- Bressler, C. (2011): Literary Criticism: An Introduction to Theory and Practice. Pearson.

COURSE: RESEARCH METHODOLOGY IN EUROPEAN CULTURES AND SOCIETIES

1. Title of course

Research Metholodogy in European Cultures and Societies

2. Scientific area

Culture, Sociology, International Relations

3. Duration

One semester

4. Study load

10 ECTS: 250 hours

5. Contact hours

10 ECTS

	Contact hours	Student's work load	Total
Lectures	28 (11,2%)	40 (16%)	68 (27,2%)
Practical components (discussion)	10 (4%)	20 (8%)	30 (12%)
Papers/videocasts/podcasts	20 (8%)	120 (48%)	140 (56%)
Personal coaching	12 (4,8%)		12 (4,8%)
Exams			
TOTAL	70 (28%)	180 (72%)	250 (100%)

6. ECTS

10

7. Observations

-

8. Study cycle

Master

9. Year

Year 1

10. Course unit type

Series of online lectures

11. Semester

2nd

12. Responsible academic staff member(s)

For USAL: Prof. Dr. Raúl Sánchez Prieto: raulsanchez@usal.es

For UC: Prof. Dr. Clara Keating For UP: Prof. Dr. Fredeirikos Valetopoulos For UNIPV: Prof. Dr. Elisabetta Jezek For Uni Jena (FSU): to be named For UAIC: Prof. Dr. Nicoleta Popa For UTU: Prof. Dr Kristiina Taivalkoski-Shilov
13. E-mail of the responsible academic staff member
Prof. Dr. Raúl Sánchez Prieto: raulsanchez@usal.es
14. Level
Master
15. Mode of delivery
Online
16. Recommended prerequisites
The students must have at least a passive knowledge of English: ▪ Online lectures with our own staff (two per university, in English) 14 weeks per semester > 1 lecture per week (2 hours), 1 discussion per week (2 hours) in total 2 times per university (1,30 h lecture + 1,30 h discussion) ▪ Paper//podcasts-videocasts from the students of a book/books on a subject related to the topics of the lectures (in Spanish, Portuguese, French, Italian, German, Romanian, other languages accepted by the responsible teaching staff)
17. Language(s) of instruction
English Spanish, Portuguese, French, Italian, German, Romanian
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
21) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 22) Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 23) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.

24) Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
25) Students will possess the learning skills that enable them to continue studying autonomously.
26) An advanced knowledge of research methodology in European Culture and Society.
27) The ability to locate and manage specialised bibliographic sources on European Culture and Society, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised Social Sciences and the Humanities.
28) An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a cultural and societal perspective.
29) Development of the ability to apply the appropriate scientific methodology to cover the different types of cultural and societal studies.

20. Syllabus

1. Introduction: Research Methodologies in the Social Sciences and the Humanities
2. Research methodologies in Culture
3. Research methodologies in Societal Studies

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
1. Introduction: Research Methodologies in the Social Sciences and the Humanities 2. Research methodologies in Culture 3. Research methodologies in Societal Studies	1-9

22. Teaching methods

Online lectures with presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Online lectures will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information.
Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the

appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations.

24. Assessment method

Practical components	20%
Paper/podcast/videocast	80%
Other	
TOTAL	100%

25. Bibliography

- Saukko, P. (2003): Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches. Sage.
- Trifonas, P. (2020): Handbook of Theory and Research in Cultural Studies and Education. Springer.
- Bulmer, M. (2012): Sociological Research Methods. Palgrave.
- Lamont, C. (2015): Research Methods in International Relations. Sage.

UNIVERSITY OF COIMBRA (UC)

AQUISIÇÃO E APRENDIZAGEM DE L2 | L2 ACQUISITION AND LEARNING | UC

1. Title of course
L2 Acquisition and Learning
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
For 10 ECTS: 270
5. Contact hours
Seminar – 45h Tutorial – 10h

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS
10
7. Observations
8. Study cycle
Master
9. Year
1 -2
10. Course unit type
Seminar
11. Semester

1st – 3rd
12. Responsible academic staff member(s)
Cristina Martins
13. E-mail of the responsible academic staff member
crismar@fl.uc.pt
14. Level
Master
15. Mode of delivery
B-learning
16. Recommended prerequisites
Level C1 in Portuguese
17. Language(s) of instruction
Portuguese
18. Other academic staff members involved in the curricular unit
Liliana Inverno
19. Learning outcomes
Upon completing the course, the student is expected to: 1. General skills: - gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research; - be able to apply the knowledge acquired and to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; - be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 2. Specific skills: - master the core concepts covered in the syllabus; - apply explicit criteria in identifying subtypes of non-monolingual speakers of Portuguese; - acknowledge the differences between language acquisition and language learning considering underling cognitive processes; - identify specific properties of L2 development and the critical language structures for non-native learners of Portuguese.
20. Syllabus
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): 4.1. L1 transfer and L1 non-dependent mechanisms; 4.2. the role of different types of input.
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg. Unit in the syllabus > Learning outcome

All units of the syllabus	General skills Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
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. 4. Interlanguage(s): 4.1. L1 transfer and L1 non-dependent mechanisms; 4.2. the role of different types of input.	Specific skills: Development of the students' capacity to master core concepts in the field.
2. Bilingualism(s): towards a typology of PL2 learners.	Specific skills: Development of the students' capacity to apply explicit criteria in identifying subtypes of non-monolingual speakers of Portuguese.
3. Acquisition and learning of L1/NL and L2/NNL.	Specific skills: Development of the students' capacity to acknowledge the differences between language acquisition and language learning considering underlying cognitive processes.
4. Interlanguage(s): 4.1. L1 transfer and L1 non-dependent mechanisms; 4.2. the role of different types of input.	Specific skills: Development of the students' capacity to identify specific properties of L2 development and the critical language structures for non-native learners of Portuguese.

22. Teaching methods

The b-learning rotation flipped classroom model is followed. Drawing on students' personal experiences as native speakers and as non-native learners of languages as a starting point, theoretically sustained definitions of basic concepts result from access to materials available on a learning management system (LMS) followed by group discussions and hands-on activities during synchronous weekly sessions. The concept of interlanguage is addressed through the analysis of data selected from reliable and accessible PL2 production corpora.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Summoning students' personal experiences in their first approach to basic concepts, to be redefined through the autonomous examination of materials provided in a LMS, and hands-on activities during weekly sessions with peers and teachers creates a truly meaningful learning environment enabling, through the experience of learning by doing, the intake of declarative information. Given that students are expected to acquire the capacity to (i) define, with guided supervision, adequate research goals; (ii) select, with autonomy, credible and relevant information in the light of the research goals defined; (iii) plan and write an essay/report on the research carried out, and to present it orally, the flipped classroom model is a viable and promissing option to this effect.

24. Assessment method

E.g. for a research seminar:

Exams	
Presentation	
Research seminar paper	40%
Other - Problem solving report - Project	 40% 20%
TOTAL	100%

25. Bibliography

Cook, V. & Singleton, D. (Eds.) (2014). Key Topics in Second Language Acquisition. Bristol: Multilingual Matters.
Doughty, C. J. & Long, M. H. (Eds.) (2003). The Handbook of Second Language Acquisition. Malden: Blackwell.
Gass, S. & Selinker, L. (2008). Second Language Acquisition: An Introductory Course. NY: Routledge.
Leiria; I. (2006). Léxico, aquisição e ensino do Português europeu língua não materna. Lisboa: FCG/FCT.
Loewen, S. & Sato, Masatoshi (Eds.). (2017) The Routledge Handbook of Instructed Second Language Acquisition. New York and London: Routledge Taylor & Francis Group.
Selinker, L. (1972). Interlanguage. International Review of Applied Linguistics in Language Teaching, 10(3), 209-231.
VanPatten, B. & Williams, J. (ds.) (2015). Theories in Second Language Acquisition. An Introduction (2nd ed). New York: Routledge.
Winford, D. (2002). An introduction to Contact Linguistics. Oxford: Blackwell.

CINEMA E OUTRAS ARTES | CINEMA AND OTHER ARTS | UC

1. Title of course
Cinema and Other Arts
2. Scientific area
Culture
3. Duration
One semester
4. Study load
For 10 ECTS: 270 hours
5. Contact hours
Seminar – 45h Tutorial – 10h

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS
10
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type
Research seminar
11. Semester
1st-3rd
12. Responsible academic staff member(s)
Sérgio Dias Branco (55 horas)
13. E-mail of the responsible academic staff member
sdiasbranco@fl.uc.pt
14. Level
Master
15. Mode of delivery
Face-to-face

16. Recommended prerequisites
No specific knowledge
17. Language(s) of instruction
Portuguese and English (C1)
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
The objective of the curricular unit is to offer students different understandings of the ties between cinema and other arts, using multidisciplinary and interdisciplinary approaches. By the end of the semester, students will: ▪ have gained knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, in the context of research in film and art studies; ▪ have understood and recognized the fusional and intermedial character of cinema; ▪ have acquired the necessary skills to carry out original research work in one of the philological fields covered by the master's degree, focusing on the structure, historical development, and relationships of the aural and visual systems of expression in cinema and other arts; ▪ be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously; ▪ be able to advance knowledge about the different methods of analysis that allow for the interpretation of films and other works of the moving image from the perspective of various disciplines; ▪ be able to apply the appropriate scientific methodology to cover the different disciplinary perspectives on film and media objects.
20. Syllabus
Each year, the course will explore relationships between cinema and other art. Here is an example of a syllabus for a year: Cinema and television: limits and complicities - does the artistic nature of cinema conflict with the media nature of television? - definition of author in film and television Cinema and television: some examples - Roberto Rossellini's didactic television - Jean-Luc Godard's political television
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Since the objective of the curricular unit is to bring cinema closer to other arts (television, photography, music, dance, theatre, literature, poetry, painting, architecture, sculpture, et al.), the syllabus approaches these relationships in an open manner and concentrates on interdisciplinary confluences between artistic practices. The example provided in the syllabus explores the connections between cinema and television, drawing on perspectives from communication, mass culture, and sociology of audiences.
22. Teaching methods
Face-to-face research seminars
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face research will allow the students to gain the necessary skills to carry out original research work in one of the philological fields covered by the master's degree, focusing on the structure, historical development, and relationships of the aural and visual systems of expression in cinema and other arts; students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

General:
Brougher, Kerry (org.). *Art and Film Since 1945: Hall of Mirrors*. Los Angeles, CA and New York: The Museum of Contemporary Art and The Monacelli Press, 1996.
Peucker, Brigitte. *Incorporating Images: Film and the Rival Arts*. Princeton, New Jersey Princeton University Press 1995.
Knowles, Kim and Marion Schmid (eds.). *Cinematic Intermediality: Theory and Practice*. Edinburgh: Edinburgh University Press, 2021.
Youngblood, Gene. *Expanded Cinema*. New York: P. Dutton, 1970.

Specific (example):
Bourdieu, Pierre. *Sobre a Televisão*. Oeiras: Celta Editora, 2001.
Godard, Jean-Luc. *Jean-Luc Godard par Jean-Luc Godard*. Paris: Cahiers du Cinéma, 1985.
Cruchinho, Fausto. *Roberto Rossellini: a 'televisão de autor'*. PhD thesis, University of Coimbra, 2013.
McLuhan, Marshall. *Understanding Media: The Extensions of Man*. New York: McGraw-Hill, 1964.
Oliveira, Luís Miguel e Neva Cerantola (orgs.). *Roberto Rossellini e o Cinema Revelador*. Lisboa: Cinemateca Portuguesa - Museu do Cinema, 2007.

CULTURA INGLESA / ENGLISH CULTURE

1. Title of course
Cultura Inglesa / English Culture
2. Scientific area
Culture
3. Duration
One semester
4. Study load
For 10 ECTS: 270 hours
5. Contact hours

Seminar – 45h Tutorial – 10h

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1-2

10. Course unit type

Research seminar

11. Semester

3rd

12. Responsible academic staff member(s)

Jacinta Maria Matos

13. E-mail of the responsible academic staff member

jacinta.matos@sapo.pt

14. Level

Master

15. Mode of delivery

face-to-face

16. Recommended prerequisites

17. Language(s) of instruction

Portuguese and English

18. Other academic staff members involved in the curricular unit

Manuel José Freitas Portela; Susana Isabel Arsénio Nunes Costa Araújo – 55h each

19. Learning outcomes

The seminar aims to:
- provide the students with an in-depth knowledge of the cultural elements of Great Britain and to develop their capacity for intercultural analysis;
- familiarize the students with theoretical concepts relevant to the study of culture;
- develop a critical awareness about the topics under discussion;
- provide the students with advanced and independent research skills;
- provide the students with the ability to locate and manage specialised bibliographic sources on culture, knowing how to locate and manage on- and offline documentary collections to the field of the specialised research;
- develop the ability to apply the appropriate scientific methodology to cover different types of cultural studies.

20. Syllabus

The topic and bibliography of this seminar varies according to the edition/instructor.
Example (current edition):
'London: from Great Metropolis to Global City'
The seminar concentrates on the evolution of London, from19th 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 identitary 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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. Capital cities constitute a paradigm of social and cultural change. In this light, London will be used as a microcosm for the study of 19 and 20th century British society as a whole.	1. The multifaceted approach to the evolution and representation of London will expose students to different forms and modes of cultural expression, thereby providing them with an in-depth knowledge of the cultural elements of Great Britain and to develop their capacity for intercultural analysis.
2. Given the seminar topic, the theoretical approach is largely based on concepts of urban culture studies and cultural studies.	2. The methodology and critical framework will familiarize the students with theoretical concepts relevant to the study of culture; lead them to develop a critical awareness about the topics under discussion; provide the students with advanced and independent research skills; provide the students with the ability to locate and manage specialised bibliographic sources on culture, knowing how to locate and manage on- and offline documentary collections to the field of the specialised research; and develop their ability to apply the appropriate scientific methodology to cover different types of cultural studies.

22. Teaching methods

Face-to-face research seminars, including some expository classes; analysis of literary and other types of cultural texts; in-class discussions; written assignments and oral presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Expository classes are designed to provide students with the main critical guidelines of the seminar. The use of different kinds of cultural materials will allow students to diversify their perception of forms of cultural expression and intercultural aspects. In-class discussion aims at promoting critical thought and developing reflexive and analytical skills on culture. Written assignments and oral presentations encourage students to apply critical tools, develop autonomous research skills and select and manage bibliographical sources, which will be crucial for further academic work.

24. Assessment method

	Contact hours
Exams	
Presentation	40%
Research seminar paper	60%
Other	
TOTAL	100%

In-class participation will also be taken into account in the assessment.

25. Bibliography

Ackroyd, P. (2001). London. The Biography. London: Vintage.
Groes, S. (2011). The Making of London. London in Contemporary Literature. London: Palgrave/Macmillan.
Manley.M (ed.) (2011). The Cambridge Companion to the Literature of London. Cambridge: CUP.
Matos, J. (2008). A Cidade e o Campo do século XVIII ao século XX. Seminário de Literatura Inglesa. Programa, Conteúdos e Métodos de Ensino. Relatório apresentado a concurso para Professora Associada do 3º Grupo (Estudos Anglo-Americanos), Faculdade de Letras, Universidade de Coimbra.
Porter, R. (2000). London. A social History. London: Penguin Books.
Sharpe, William &Wallock, L. (Eds.) (1987). Visions of the Modern City. Essays in History, Art and Literature. London: John Hopkins UP.
Williams, R. (1985). The Country and the City. London: Hogarth Press.

CULTURAS CONTEMPORANEAS | CONTEMPORARY CULTURES

1. Title of course

Contemporary Cultures

2. Scientific area

Literature / Culture

3. Duration

One semester

4. Study load

For 10 ECTS: 270

5. Contact hours

Seminar – 45h Tutorial – 10h

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1 or 2

10. Course unit type

Seminar

11. Semester

1st -3rd

12. Responsible academic staff member(s)

Catarina Isabel Caldeira Martins

13. E-mail of the responsible academic staff member

Catarina.martins@fl.uc.pt

14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
The student should be able to read academic texts in English
17. Language(s) of instruction
Portuguese / English
18. Other academic staff members involved in the curricular unit
Maria José Florentino Mendes Canelo
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures. ▪ An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis. ▪ The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
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. N.B. The syllabus and bibliography may change depending on teaching staff.
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg. Unit in the syllabus > Learning outcome

- The concept of culture, representation and discourse - Introduction to discourse analysis and the critical analysis of cultural representations - Introduction to different paradigms of critical theory of culture: race, ethnicity and post-colonialism, gender studies, nation, multiculturalism and interculturality - Comparative study of different cultural representations in their historical context	▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures. ▪ An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
22. Teaching methods	
Face-to-face research seminars,	
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes	
The course will function as a seminar based extensively on the analysis and discussion of texts and audio-visual materials, some of which will be presented by the students. The seminar format, based on the analysis and discussion of texts and other materials, as well as oral presentations, will allow students to acquire fundamental knowledge on relevant cultural issues, and also the development of analysis and debate skills, covering all of the above mentioned leraning outcomes, but particularly ☐ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ☐ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.	
24. Assessment method	

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	40%
Research seminar paper	60%
Other	
TOTAL	100%

25. Bibliography

Barker, C. (2008). Cultural Studies. Theory and Practice. Los Angeles: Sage (3ª ed.).
Bennet, T., Grossberg, L., Morris, M. (eds.) (2005). New Keywords. A Revised Vocabulary of Culture and Society. Oxford: Blackwell.
Du gay, P., Evans J., Redman, P. (eds.) (2000). Identity: a reader. Los Angeles: Sage.
During, S. (ed.) (1994). The Cultural Studies Reader. London / New York: Routledge.
Giles, J., & Middleton, T. (2004). Studying Culture. A Practical Introduction. Malden: Blackwell.
Hall, S. (ed.) (1997). Representation: Cultural Representations and Signifying Practices, London: Sage.
Mattelart, A., & Neveu, É. (2006). Introdução aos Cultural Studies. Porto: Porto Editora.
Mc Robbie, A. (2005). The Uses of Cultural Studies. A Textbook. London: Sage Publications.
Williams, R. (1983). Keywords. A Vocabulary of Culture and Society. New York: Oxford University Press.

ESTRUTURA DA LINGUA PORTUGUESA II | STRUCTURE OF THE PORTUGUESE LANGUAGE II

1. Title of course

Structure of the Portuguese Language II

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

For 10 ECTS: 270

5. Contact hours

Seminar – 45h Tutorial – 10h

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)

Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Maria Joana de Almeida Vieira dos Santos

13. E-mail of the responsible academic staff member

jovieira@fl.uc.pt

14. Level

Master

15. Mode of delivery

B-learning

16. Recommended prerequisites

Level C1 in Portuguese.

17. Language(s) of instruction

Portuguese

18. Other academic staff members involved in the curricular unit

Ana Paula Loureiro

19. Learning outcomes

Upon completing the course, the student is expected to:
1. General skills:

- gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

- be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

2. Specific skills:

- master the core concepts covered in the syllabus;
- be able to recognize, describe and explain core structures of Portuguese as a foreign language and second language (PL2), according to a contrastive approach;
- be able to develop research work in the syntax of PL2, taking into account transfer phenomena and using PL2 corpora.

20. Syllabus

Critical areas of PL2:
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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
All units in the syllabus	General skills ▪ Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. Specific skills ▪ Students will master the core concepts covered in the syllabus; ▪ They will be able to recognize, describe and explain core structures of Portuguese as a foreign language and second language (PL2), according to a contrastive approach; ▪ Students will be able to develop research work in the syntax of PL2, taking into account transfer phenomena and using PL2 corpora.

22. Teaching methods

Following the flipped classroom model, students are provided with resources in the learning management system (LMS), promoting autonomous learning of the topics covered in the syllabus. In synchronous sessions, students (i) present syllabus topics; (ii) analyse corpora; (iii) discuss selected readings; (iv) are guided in the preparation of a paper (following research protocol: theme choice – problem / issue – literature review– hypothesis – choice and application of methods –data analysis – presentation and discussion of results – writing a research article).

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Teaching methods allowed by the flipped classroom model take into account the syllabus objectives in the sense that they foster the students' autonomous research and simulate a peer-review environment in all activities. By undertaking tasks such as reading assignments, oral presentations or corpus analysis, and by presenting results, engaging in group-discussions or writing a research article, the students will discover, train and develop their research abilities within the specific area of PL2 syntax.

24. Assessment method

E.g. for a research seminar:

Exams	
Presentation	
Research seminar paper	40%
Other - Problem solving report - Project	 40% 20%
TOTAL	100%

25. Bibliography

Archibald,, J. (2000). Second Language Acquisition and Linguistic Theory. Oxford: Blackwell.
Bosque, I. & Demonte, V. (1999). Gramática Descriptiva de la Lengua Española. Madrid: Espasa CALPE.
Culicover, P. (2009). Natural Language Syntax. Oxford: Oxford University Press.
De Bot, K. et al. (2005). Second Language Acquisition – an advanced resource book. Londres: Routledge.
Mateus, M.H. et al. (2003). Gramática da Língua Portuguesa. Lisboa: Caminho.
Peres, J. & Móia, T. (1995). Áreas Críticas da Língua Portuguesa. Lisboa: Caminho.
Raposo, E. P. et al. (orgs.) (2013). Gramática do Português. Lisboa: Fundação Calouste Gulbenkian.
Ritchie, W. & Bhatia, T. (eds.) (1996). Handbook of Second Language Acquisition. London: Academic Press.
Saville-Troika, M. (2009). Introducing Second Language Acquisition. Cambridge: Cambridge University Press.
Thieroff, R. (ed.) (1995). Tense Systems in European Languages II. Tübingen: Max Niemeyer Verlag.

Structure of the Portuguese Language I | Estruturas da Língua Portuguesa I

1. Title of course

Structures of the Portuguese Language I

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

For 10 ECTS: 270 hours

5. Contact hours

Seminar – 45h Tutorial – 10h

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Seminar

11. Semester

1st -3rd

12. Responsible academic staff member(s)

Isabel Maria de Almeida Santos

13. E-mail of the responsible academic staff member

imas@fl.uc.p

14. Level

Master

15. Mode of delivery

B-learning

16. Recommended prerequisites

Level C1 in Portuguese.

17. Language(s) of instruction

Portuguese

18. Other academic staff members involved in the curricular unit

Maria Isabel Pires Pereira; Rui Abel Pereira

19. Learning outcomes

Upon completing the course, the student is expected to:
1. General skills:
- gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

2. Specific skills:
- master the metalinguistic knowledge required for phonological and morphological descriptions and analyses;
- master fundamental aspects of the Portuguese phonology, morphology and morphonology and undersand their relevance for teaching PL2;
- be able to analyze authentic PL2 learners' oral and written texts in order to identify non-target phonological and morphological characteristics of interlanguage varieties.

20. Syllabus

1. Phonology
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
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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
All units in the syllabus	General skills ▪ Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
1.1.Basic concepts of phonology; tools for phonological description 2.1. Basic concepts of morphology; tools for morphological description	Specific skill Students will master the metalinguistic tools required for phonological and morphological descriptions and analyses
1.2. Phonological units of Portuguese: identification and description	Specific skills • Students will master fundamental aspects of Portuguese

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 2.2. The internal structure of words: verbs and non verbs 2.3. Morphophonological aspects of inflection: verbs and nouns/adjectives 2.4. Word formation processes	phonology, morphology and morphonology and undestand its relevance for teaching Portuguese LF/LS. • They will be able to analyze authentic PL2 learners' oral and written texts in order to identify non-target phonological and morphological characteristics of interlanguage varieties.

22. Teaching methods

Following the flipped classroom model, students are provided with different types of resources in the learning management system (LMS) as to develop in-depth knowledge of relevant phonological and morphological structures of standard European Portuguese, thus promoting autonomous learning. In synchronous sessions, both individual and colaborative activities foster the consolidation of relevant concepts and the discussion of methodologies for raw data analysis and the description of interlanguage development of learners of Portuguese as a non-native language.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Autonomous exploration of resources in the LMS, such as specialized references, reading guides and synthesized overviews, allows students to deepen their understanding of the linguistic stuctures covered in the syllabus. This understanding is further consolidated through hands-on activities such as the analysis of available raw data sets produced by real learners of Portuguese as a non-native language, and new data collection projects, implicating the definition of informant samples and theoretically sustained data collection protocols. These activities are particularly suited for the synchonous sessions of the flipped classroom model.

24. Assessment method

E.g. for a research seminar:

Exams	
Presentation	
Research seminar paper	40%
Other - Problem solving report - Project	 40% 20%
TOTAL	100%

25. Bibliography

Câmara Jr., J. M. (1996). Estrutura da língua portuguesa. Petrópolis, R. de Jan.:Vozes.
Freitas, M. & Santos, A. L. (2001). Contar (histórias de) sílabas. Lisboa: Colibri/APP.
Goldsmith, J., Riggle, J. & Yu, A. C. L. (Eds.) (2011). The Handbook of Phonological Theory. 2.ª ed. Malden, MA: Wiley-Blackwell.
Mateus, M. & Andrade, E. (2000). The Phonology of Portuguese. Oxford: O. University Press.
Mateus, M., Brito, A., Duarte, I. & Faria, I. (2006). Gramática da língua portuguesa. Lisboa: Caminho.
Mateus, M, Freitas, M. J. & Falé, I. (2005). Fonética e fonologia do Português. Lisboa: U. Aberta.
Raposo, E. et el. (Orgs.) (2020). Gramática do português. Vol. 3. Lisboa: FCG.

Rio-Torto, G. (1998). Morfologia derivacional. Teoria e aplicação ao português. Porto: P. Editora.
Rio-Torto, G., Rodrigues, A., Pereira, I., Pereira, R. & Ribeiro, S. (2016). Gramática derivacional do português. 2.ª ed. Coimbra: Imprensa da Universidade de Coimbra.

ESTUDOS DE LINGUA E CULTURA / STUDIES IN LANGUAGE AND CULTURE

1. Title of course

Estudos de Língua e Cultura / Studies in Language and Culture

2. Scientific area

Linguistics and Culture

3. Duration

One semester

4. Study load

For 10 ECTS: 270 hours

5. Contact hours

Seminar – 45h Tutorial – 10h

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Ana Alexandra Ribeiro Luís
13. E-mail of the responsible academic staff member
aluis@fl.uc.pt
14. Level
Master
15. Mode of delivery
face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
Portuguese and English
18. Other academic staff members involved in the curricular unit
Maria Clara Bicudo de Azeredo Keating
19. Learning outcomes
Students will develop: • An advanced theoretical and practical knowledge of the different situations of contact between European languages. • In-depth knowledge of the linguistic and cultural elements of European nations and the capacity for intercultural analysis. • Theoretical and practical knowledge that will enable the study of global, national and heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and culture. • Advanced knowledge of research methodology in contact linguistics in a globalized European context. • The ability to locate and manage specialised bibliographic sources on world languages and contact linguistics, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. • They will be able to apply the knowledge acquired and the ability to solve problems in new contexts
20. Syllabus
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. 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. 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. 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. 5. English as a global language; the social, cultural e linguistic consequences of globalization. N.B. The syllabus and bibliography may change depending on teaching staff.
21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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.	1. Students will get in-depth knowledge of the linguistic and cultural elements of European nations and the capacity for intercultural analysis.
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.	2. Students will gain advanced knowledge of research methodology in contact linguistics in a globalized European context and the ability to locate and manage specialised bibliographic sources on world languages and contact linguistics, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
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.	3. Students will acquire theoretical and practical knowledge that will enable the study of global, national and heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and culture.
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.	4. Students will gain an advanced theoretical and practical knowledge of the different situations of contact.
5. English as a global language; the social, cultural e linguistic consequences of globalization.	5. Students will acquire theoretical and practical knowledge that will enable the study of global, national and heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and culture; they are also expected to be able to apply the knowledge acquired and the ability to solve problems in new contexts.

22. Teaching methods

Face-to-face research seminars, including lectures (for the presentation of theoretical contents of the curricular unit) and practical classes with the support of period documents and linguistic corpora that help illustrate the historical issues and highlight their present relevance. Students are encouraged to take an active part in the analysis and discussion of the study materials. The assessment also includes an individual essay on "state-of-the-art".

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The teaching methodologies are consistent with the objectives of the curricular unit because:
i) the combination of lectures and practical classes offers the necessary content and tools for a linguistic and socio-cultural discussion of the issues;
ii) the use of period documents and linguistic corpora enables the clear illustration of the issues and a practical use of the concepts;
iii) by actively participating in class, students will be able to develop a critical and reflexive attitude towards the course contents;
iv) written assignments encourage students to apply and develop their linguistic, analytical, argumentative and autonomous research skills;
v) oral presentations will allow the students to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

24. Assessment method	
	Contact hours
Exams	
Presentation	40%
Research seminar paper	60%
Other	
TOTAL	100%

25. Bibliography

Algeo, J. (Ed.). (2008). The Cambridge History of the English (Vol 6. English in North America). Cambridge: CUP.
Burchfield, R. (2008). The Cambridge History of the English (Vol 3. English in Britain and Overseas: Origins and Development. Cambridge: CUP.
Holm, J. (1988-89). Pidgins and creoles. 2 vols. Cambridge: CUP.
Knowles, G. (Ed.). (1997). A Cultural History of the English Language. London: Arnold.
Leith, D. (Ed). (1997). A Social History of English. London: Routledge.
Momma, H.& Matto, M. (Eds.). (2008). A Companion to the History of the English Language. Malden: Blackwell Publishing.
Kemenade, A.& Los, B. (Eds.).(2006). The Handbook of the History of English. Malden: Blackwell Publishing.
Schneider, E. (2007). Postcolonial English: Varieties around the world. Cambridge: Cambridge University Press.
Leung, C. & Street, B. (Ed.). (2014). The Routledge Companion to English Studies. London: Routledge.

ESTUDOS DO DISCURSO | DISCOURSE STUDIES

1. Title of course
Estudos de Discurso / Discourse Studies
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
For 10 ECTS: 270 hours
5. Contact hours

Seminar – 45h Tutorial – 10h

Calculated for 10 ECTS = 270 hours

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			

TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Maria Clara Bicudo de Azeredo Keating

13. E-mail of the responsible academic staff member

maria.keating@fl.uc.pt

14. Level

Master

15. Mode of delivery

face-to-face

16. Recommended prerequisites

17. Language(s) of instruction

Portuguese and English

18. Other academic staff members involved in the curricular unit

Manuel Simplício Geraldo Ferro; Maria Joana de Almeida Vieira dos Santos

19. Learning outcomes

- Students will develop advanced knowledge of the appropriate research methodologies for the study of contact linguistics, European literatures and their interculturality.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies
- The ability to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study

20. Syllabus

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 caleidoscopic lens to semiotic activity by looking at

1. 'discourse' as a process of production, negotiation and circulation of 'texts';
2. 'discourse' as performative forms of inference and interaction at play in situated communicative events;
3. 'discourse' as 'practice' that points at representations and forms of knowledge sustaining and being sustained by sociocultural and sociohistorical life.

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
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, by proposing a caleidoscopic lens to semiotic activity	Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies
1. 'discourse' as a process of production, negotiation and circulation of 'texts'; 2. 'discourse' as performative forms of inference and interaction at play in situated communicative events; 3. 'discourse' as 'practice' that points at representations and forms of knowledge sustaining and being sustained by sociocultural and sociohistorical life.	An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies The ability to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
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	Students will develop advanced knowledge of the appropriate research methodologies for the study of contact linguistics, European literatures and their interculturality; apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies; integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgemet; apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

22. Teaching methods

Face-to-face research seminars, virtual lectures

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously; to develop the ability to apply the appropriate discursive analytical methodology to cover different types of linguistic, literary and cultural studies; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to develop critical language awareness.

24. Assessment method

	Contact hours
Exams	
Presentation	20%
Research seminar paper	60%
Other	20%
TOTAL	100%

25. Bibliography

Angermuller, J., et al. (2014). *The_Discourse Studies Reader: Main_currents_in_theory_and_analysis*. Amsterdam, Philadelphia: John Benjamins

Bennett, K. (Ed.). (2014). *The Semiperiphery of Academic Writing. Discourses, Communities and Practices*. London: Palgrave Macmillan.

Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method*. (Fourth Edition). London: Routledge.

Jones, R. & Norris, S. (2005) *Discourse in action: introducing mediated discourse analysis*. London: Routledge

Jones, R. (2018) *Discourse analysis: a resource book for students*. 2nd edition. Routledge English Language Introductions. Routledge, Abingdon, Oxon, pp232. ISBN 9781138669666

Pérez-Llantada, C. (2012). *Scientific Discourse and the Rhetoric of Globalization: The Impact of Culture and Language*. London: Continuum

Wodak, R. & Meyer, M., eds. (2015) *Methods for Critical Discourse Analysis* (Introducing Qualitative Methods series) Second Edition. London: Sage. ISBN-10: 1847874541

HISTÓRIA E PERIODIZAÇÃO DA LITERATURA PORTUGUESA I| PORTUGUESE LITERATURE HISTORY AND PERIODIZATION I

1. Title of course

História e Periodização da Literatura Portuguesa I

2. Scientific area

Literature

3. Duration

One semester

4. Study load

for 10 ECTS: 270

5. Contact hours

Seminar – 45h Tutorial – 10h

Calculated for 10 ECTS = 270 hours

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

2

10. Course unit type

Research seminar

11. Semester

3rd

12. Responsible academic staff member(s)

Maria do Rosário Prata Ferreira dos Santos 27-5h Albano António Cabral Figueiredo 27.5h

13. E-mail of the responsible academic staff member

rosarioferreira.fluc@gmail.com ; afigueired@fl.uc.pt

14. Level

Master

15. Mode of delivery

face-to-face

16. Recommended prerequisites

Complete and sound mastery of the Portuguese language. Knowledge of the main canonical texts of the

Portuguese literature from the 13th to the 18th centuries.
17. Language(s) of instruction
Portuguese
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
This course unit aims to reflect critically on the understanding of Portuguese Literature as a diachronic phenomenon, in a time scale ranging from the Middle Ages to the mid-18th century, in constant articulation with other discursive practices. On the one hand, an inquiry will be carried out into the theoretical assumptions behind the paradigms of Literary history that emerged in previous social and cultural settings, namely those of the 19th and 20th centuries, as well as a careful research of the recent methodological proposals. On the other hand, through the critical analysis of a selected textual corpus, this unit will attempt to address specific situations of theoretical strain that that can enlighten the issue of literary evolution. ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures. ▪ An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis. ▪ The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
1. Literary History, Periodization and Teaching of Literature: practices of research and of educational and pedagogical transmission. A brief reflection. 2. The Periodization of Portuguese Literature from the Middle Ages to Neoclassicism. Assumptions and main models of narrative arrangement. 2.1. The Middle Ages. From Romantic construction to the Postmodern perspective. 2.2. Humanism, Renaissance and Classicism: genesis, differentiation patterns and overlapping effects. 2.3. Mannerism: emergence of the concept and conditions for existence. 2.4. Luso-Brazilian and Iberian Baroque. 2.5. Neoclassicism: founding origins and horizon of movement. 3. New challenges in the research and teaching of Portuguese Literature from the Middle Ages to Neoclassicism: a summary.

21. Demonstration of the syllabus coherence with the curricular unit's objectives	
Join the syllabus with the learning outcomes, eg.	
Unit in the syllabus > 1. Literary History, Periodization and Teaching of Literature: practices of research and of educational and pedagogical transmission. A brief reflection. 2. The Periodization of Portuguese Literature from the Middle Ages to Neoclassicism. Assumptions and main models of narrative arrangement. 2.1. The Middle Ages. From Romantic construction to the Postmodern perspective. 2.2. Humanism, Renaissance and Classicism: genesis, differentiation patterns and overlapping effects. 2.3. Mannerism: emergence of the concept and conditions for its existence. 2.4. Luso-Brazilian and Iberian Baroque. 2.5. Neoclassicism: founding origins and horizon of movement. 3. New challenges in the research and teaching of Portuguese Literature from the Middle Ages to Neoclassicism: a summary.	Learning outcome Students are expected to acquire a solid and thorough knowledge of the major coordinates and main elements of the affirmation and evolution process of the periodization of Portuguese Literature. They are also expected to recognize the changes in the paradigms that supported the models of historiographical and narrative arrangement around that time period and around the authors and the Portuguese literary texts from the 13th to the 18th centuries. On the other hand, the critical reflection on the main conceptual and theoretical aspects correlated with the course contents will also be promoted and valued.
22. Teaching methods	
Face-to-face research seminars. Theoretical and methodological matter presented by the teacher, who will resort to various strategies and teaching support materials, is complemented by the students' active critical contribution, both in the specialized presentation of discussion subjects and in the continuous questioning of the main subjects to be addressed.	
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes	
Face-to-face research seminars as described in 22. fits the academic specificity of the concerned level of studies and will allow students to develop previous knowledge, gain critical intellectual approach of literature, conceive new subjects of reflection as well as formulate and develop the needed working hypotheses to produce academic dissertations.	
24. Assessment method	

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	20%
Research seminar paper	60%
Other	20%
TOTAL	100%

25. Bibliography

ARMAND, A. (1993). L´histoire littéraire: théories et pratiques. Paris: Bertrand-Lacoste.
BERNARDES, J. (1999). História Crítica da Literatura Portuguesa. Vol. II (Humanismo e Renascimento). Lisboa: Verbo.
BERNARDES, J.. (2002). História literária e ensino da Literatura. In II Jornadas Científico-Pedagógicas de Português (pp.15-39). Coimbra: Almedina.
CUNHA, C. (2002). A construção do discurso da história literária portuguesa do século XIX. Braga: Univ. do Minho.
DIAS, A. (1998). História Crítica da Literatura Portuguesa. Vol. I (Idade Média). Lisboa: Verbo.
HUTCHEON, L., & VALDÉS, M. (Orgs.) (2002). Rethinking Literary History. Oxford, O. University Press.
MARNOTO, R. (2010). História Crítica da Literatura Portuguesa. Vol. IV (Neoclassicismo e Pré-Romantismo). Lisboa: Verbo.
PERKINS, D. (1992). Is Literary History possible? Baltimore, J. Hopkins U. Press.
PIRES, M., e CARVALHO, J. de (2001). História Crítica da Literatura Portuguesa. Vol.III (Maneirismo e Barroco). Lisboa: Verbo.

LANGUAGE AND WRITING / LINGUAGEM E ESCRITA

1. Title of course

Language and Writing

2. Scientific area

Literature / Culture

3. Duration

One semester

4. Study load

270 h

5. Contact hours

Seminar – 45h Tutorial – 10h

Calculated for 10 ECTS = 270 hours

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)

Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

2

10. Course unit type

Research seminar

11. Semester

3rd

12. Responsible academic staff member(s)

Graça Maria Constantino Nunes de Oliveira Capinha

13. E-mail of the responsible academic staff member

gcapinha@ces.uc.pt

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Level C1 in English

17. Language(s) of instruction

Portuguese and English

18. Other academic staff members involved in the curricular unit

Ana Teresa Fernandes Peixinho de Cristo

19. Learning outcomes

- Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.

20. Syllabus

1. The matter of writing: from language to text
   1.1. The materiality of language and its social and political nature;
   1.2. Pleasure and power of language;
   1.3. The social and political function of text;
2. Creative writing: models and critical theory

2.1. The different models of creative writing: interdisciplinarity and hybridity;
2.2. Poetic justice and the criteria for universal literary judgement;
2.3. The "legibility" and/or the "truth" of a text;
2.4. Transdiscursivity and transindividuality ("objectivity"/"subjectivity"; "fiction"/"factuality");
2.5. From text to hypertext.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

The curricular unit (uc) syllabus is divided into two modules – 1) The matter of writing: from language to text; 2) Creative writing: models and critical theory – which respond to the five objectives of the uc. Module 1 provides students with a historical and critical contextualization of the problem of language and textuality, responding directly to the first three objectives. Module 2 operationalizes this contextualization, engaging on a more practical and methodological reflection, thus responding to the two final objectives.

22. Teaching methods

Face-to-face research seminar.

The methodology followed in the classes of this seminar obeys the theoretical-practical nature of the curricular unit and the seminar regime recommended in a Masters degree. In expository classes, the contents will be discussed based on historical and theoretical texts; the more practical classes will encourage the master's students to approach different kinds of creative texts (literary, journalistic, interartistic, etc.), in order to produce a reflection on the operationalization of the aforementioned historical and theoretical contents.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The teaching methodologies fit the fundamental outcomes of this unit insofar as they develop a critical awareness of language and writing, including a problematization of models of language and models of creative writing, based on examples from literary theory and practice.

24. Assessment method

Research seminar paper	50%
Other	50%
TOTAL	100%

25. Bibliography

ALEXANDER, B. 2017 The New Digital Storytelling. Creating Narratives with New Media. Praeger
BARTHES, R. 2006 O Grau Zero da Escrita. Edições 70.
BENJAMIN, W. 2008 Work of Art in the Age of Mechanical Reproduction. Penguin Books
BERNSTEIN, Ch. 2016 Pitch of Poetry. Univ. of Chicago P.
BERNSTEIN, Ch. 2011 Attack of the Difficult Poems. Univ. of Chicago P.
EDWARDS, H.& LOCKHEART, J. 2018 "Creative Writing and the Other Arts".In:Harper,G.ed. 2013.A Companion to Creative Writing. Wiley-Blackwell, p.144-159.
FAIRCLOUGH, N. 2001 Language and Power. Pearson Education.
FOUCAULT, M. 2014 As Palavras e as Coisas. Edições 70.
KEEBLE, R. e WHEELER, S. eds 2007 The Journalistic Imagination. Routledge
MORLEY,D. 2007 The Cambridge Introduction to Creative Writing.Cambridge Univ. Press
PERLOFF, M. 2016 Edge of Irony. Univ. of Chicago P.
PERLOFF, M. 2010 Unoriginal Genius. Univ. of Chicago P.
PHILIP, M. N. 2017 Blank: Essays and Interviews. Book*hug Press.
WOLFE, T. 2010 The New Journalism. MacMillan.

1. Title of course
Literature and Arts
2. Scientific area
Literature
3. Duration
One semester
4. Study load
For 10 ECTS: 250-300 hours
5. Contact hours
Seminar – 45h Tutorial – 10h Calculated for 10 ECTS = 270 hours

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS
10
7. Observations
None
8. Study cycle
Master
9. Year
1
10. Course unit type
Research seminar
11. Semester
2nd
12. Responsible academic staff member(s)
Rita Maria da Silva Marnoto
13. E-mail of the responsible academic staff member
rmarnoto@fl.uc.pt
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Students are expected to master foreign languages to gain easy access to basic bibliography in the original language; they should also have basic knowledge of literature and arts.
17. Language(s) of instruction
Portuguese and possibly other languages needed to communicate with the students.
18. Other academic staff members involved in the curricular unit
None.

19. Learning outcomes

- Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the relationship between literature and the arts.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- Students will possess an advanced knowledge of research methodology in contact cultures and their interculturality.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

20. Syllabus

1. Introduction to the relationship between literature and the arts. Communication systems, supports, content. New modalities of artistic expression, digital art. General framework.
2. The primary link between the arts. The Muses. Writing and drawing. Plato, Phaedrus: memory and remembrance.
3. The hierarchy of the arts. Trivium and Quadrivium. Leonardo and the "cosa mentale".
4. Ecfrase, paragone. Laoconte: Classical Antiquity (Virgil, Pliny), Renaissance (Michelangelo), Neoclassicism (Lessing).
5. The writer in the artist's studio. Esquivel y Suárez and the atmosphere of 19th century Madrid. Protagonists and works.
6. From Mnemosine's daughters to contemporary art. Historical avant-garde. Meaning of the signifier.
7. Structuralism, semiotics, deconstruction, intermediality. Study of a selection of contemporary works.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Introduction to the relationship between literature and arts. Communication systems, supports, content. New modalities of artistic expression, digital art. General framework.	• Students will gain a basic knowledge of the issues involved in the relationship between literature and the other arts. • Students will possess an in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
The primary link between the arts. The Muses. Writing and drawing. Plato, Phaedrus: memory and remembrance.	• Students will gain an advanced knowledge on the relationship between literature and other arts in different fields of the European Antiquity. • Students will possess in-depth knowledge of the cultural European art roots since its beginnings and to develop their capacity for intercultural analysis. • Students will possess an advanced theoretical and practical knowledge of the different situations of contact between European forms of artistic expression and the related cultures.
The hierarchy of the arts. Trivium and Quadrivium. Leonardo and the "cosa mentale".	• Students will gain an advanced knowledge on the place of hierarchy of the arts within broad historical context. • Students will gain and understand knowledge that provides a basis or

	opportunity for originality in developing and/or applying ideas, often in the context of research involved by the relationship between literature and the other arts. • Students will possess the learning skills that enable them to continue studying autonomously.
Ecfrase, paragone. Laoconte: Classical Antiquity (Virgil, Pliny), Renaissance (Michelangelo), Neoclassicism (Lessing).	• Students will gain an advanced knowledge on ecfrase, paragone, within a broad historical context, from Classical Antiquity to Renaissance and Neoclassicism. • Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research involved by the relationship between literature and the other arts. • Students will possess the learning skills that enable them to continue studying autonomously.
The writer in the artist's studio. Esquivel y Suárez and the atmosphere of 19th century Madrid. Protagonists and works.	• Students will gain an advanced knowledge on the changes processed in the relationship between literature and the other arts in the nineteenth century, in a broad European context. • Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research involved by the relationship between literature and the other arts. • Students will possess the learning skills that enable them to continue studying autonomously.
From Mnemosine's daughters to contemporary art. Historical avant-garde. Meaning of the signifier.	• Students will gain an advanced knowledge on the the new relationship between literature and the other arts that develops from the vanguards. • Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research involved by the relationship between literature and the other arts. • Students will possess the learning skills that enable them to continue studying autonomously.
Structuralism, semiotics, deconstruction, intermediality. Study of a selection of contemporary works.	• Students will gain an advanced knowledge on the relationship between

literature and the other arts in the field of post-structuralism.

- Students will possess an advanced knowledge of research methodology in contact cultures, intercultural field and the relationship between literature and the other arts.
- Students will possess an advanced theoretical and practical knowledge of the different situations of contact between European forms of artistic expression and the related cultures.

22. Teaching methods

Face-to-face seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students

- to gain knowledge in specific fields of the relationship between literature and the other arts and understand the epistemological complexity of their intersection,
- to apply that knowledge,
- to continue to study autonomously,
- to carry out original research,
- to be able to communicate their conclusions unambiguously.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Avelar, Mário (2018). Poesia e artes visuais. Lisboa: IN-CM.
Derrida, Jacques (1984). Plato's pharmacy. Trad. Leon Roudiez. In Post-Structuralism, deconstruction, and post-modernism (429-450). New York: Columbia University Press.
Even-Zohar, Itamar (1990). Polysystem Studies. Poetics Today, 11, 1, 9-26.
Lessing, G. E. (2011). Laocoonte. Trad. M. Seligmann-Silva. São Paulo: Iluminuras.
Marnoto, Rita (2016). As Musas no Colégio das Artes. In António Olaio (Coord.), Arte e Universidade (55-62). Coimbra: CAUC.
— (2016) (Ed.). Vanguardas. Coimbra: CAUC.
— (2018) (Ed.). Ut pictura poesis. Coimbra: CAUC.
Platão (2019). Fedro. Trad. José Ribeiro Ferreira. Lisboa: Edições 70.
Pratz, Mario (1982). Ut pictura poesis. In M. P. Literatura e artes visuais. Trad. José Paulo Paes (1-27). São Paulo: Culturix.

Rajewski, Irina O. (2005). Intermediality, intertextuality, and remediation. A literary perspective on intermediality. Intermédialités, 6, 43-64.

LITERATURA E MODERNIDADE | LITERATURE AND MODERNITY

1. Title of course
Literature and Modernity
2. Scientific area
Literature
3. Duration
One semester
4. Study load
For 10 ECTS: 250-300 hours
5. Contact hours
Seminar – 45h Tutorial – 10h Calculated for 10 ECTS = 270 hours

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS
10
7. Observations
None
8. Study cycle
Master
9. Year
2
10. Course unit type
Research seminar
11. Semester
3rd
12. Responsible academic staff member(s)
António Apolinário Caetano da Silva Lourenço
13. E-mail of the responsible academic staff member
antonio.lourenco@uc.pt
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Good knowledge in theory and literary periodization is recommended.
17. Language(s) of instruction

Portuguese

18. Other academic staff members involved in the curricular unit

None

19. Learning outcomes

- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. The concepts of the modern and modernity.
2. The poetic expression of Modernity: Baudelaire, Symbolism, Fin-de-Siècle, Hispanic Modernism.
3. The renovation of narrative discourse: from Flaubert to the "literature of the self".
4. Literary and Artistic Avantgard: Cubism, Futurism, Imagism, Expressionism, Surrealism.
5. The poetics of Portuguese Modernism.
6. Some key-concepts of modern art: depersonalization, degeneracy, grotesque, fragment, alterity, dehumanization.

N.B. The syllabus and bibliography may change depending on teaching staff.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The concepts of the modern and modernity.	The student must understand that at all times there is a social conflict between the old and the modern.
The poetic expression of Modernity: Baudelaire, Symbolism, Fin-de-Siècle, Hispanic Modernism.	The student must understand the meaning of nineteenth-century Modernity and accept the existence of several traditions of the modern.
The renovation of narrative discourse: from Flaubert to the "literature of the self".	The student must understand the genesis of the concept of polyphony as a fundamental characteristic of contemporary narrative.
Literary and Artistic Avantgard: Cubism, Futurism, Imagism, Expressionism, Surrealism.	The student must understand the unity and diversity of the various artistic responses to the challenge of modernity.
The poetics of Portuguese Modernism.	The student must understand the specificity of Portuguese Modernism.
Some key-concepts of modern art: depersonalization, degeneracy, grotesque, fragment, alterity, dehumanization.	The student must recognize some of the key concepts of modernism and modernity.

22. Teaching methods
Face-to-face research seminars
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
The methodologies used in class try to give adequate response to the needs of the learning process in post-graduate education. Through the debate of ideas, students will develop their critical stance, strengthening their intellectual capacity to better understand contemporary literature and society.
24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography
Calinescu, M.(1999). As Cinco Faces da Modernidade (Modernismo, Vanguarda, Decadência, Kitsch, Pós-Modernismo). Lisboa: Vega. Compagnon, A. (1990). Les cinq paradoxes de la modernité. Paris: Seuil. Friedrich, H. (1999). Structure de la poésie moderne. Paris: Le Livre de Poche. Kolocotroni, V., Goldman, J., & Taxidou, O. (2013). Modernism: An Anthology of Sources and Documents. Edinburgh: Edinburgh University Press. Levenson, M. (2011). Modernism. New Haven and London: Yale University Press. Lourenço, A. A. (2005). Eça de Queirós e o Naturalismo na Península Ibérica. Coimbra: Mar da Palavra. Lourenço, A. A. (2009). Fernando Pessoa. Lisboa: Edições 70. Martins, F. C. M. (2008). Dicionário de Fernando Pessoa e do Modernismo português. Lisboa: Caminho. Paz, O. (1974). Los hijos del limo: del romanticismo a la vanguardia. Barcelona: Seix Barral. Reis C. & Lourenço, A.A. (2015). O Modernismo. Lisboa: Verbo.

LITERATURAS DE LINGUA PORTUGUESA | PORTUGUESE LANGUAGE LITERATURES

1. Title of course
Portuguese Language Literatures
2. Scientific area
Literature
3. Duration
One semester
4. Study load
For 10 ECTS: 270 h
5. Contact hours
Seminar – 45h Tutorial – 10h Calculated for 10 ECTS = 270 hours

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Ana Maria Machado

13. E-mail of the responsible academic staff member

anamacha@fl.uc.pt

14. Level

Master

15. Mode of delivery

B-learning

16. Recommended prerequisites

Level C1 in Portuguese

17. Language(s) of instruction

Portuguese

18. Other academic staff members involved in the curricular unit

Maria João Simões

19. Learning outcomes

Upon completing the course, the student is expected to:
1. General skills:
- gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research;
- be able to apply the knowledge acquired and to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
2. Specific skills:
- master the core concepts covered in the syllabus;
- understand the history of the literatures written in Portuguese;
- select literary texts that are adequate for different instructional and cultural settings;

- develop strategies for teaching literature that account for the specificity of learners of PFL and of PSL

20. Syllabus

1. Literatures written in Portuguese.
2. Literature, identity, cultural and intercultural translation.
3. Portuguese, African and Brazilian literary canones.
4. The literary text and linguistic criativity.
5. Literary text simplification.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
All units of the syllabus	General skills: • Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. • They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. • Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
1. Literatures written in Portuguese. 3. Portuguese, African and Brazilian literary canones.	Specific skill: Development of the students' capacity to understand the history of literatures written in Portuguese.
2. Literature, identity, cultural and intercultural translation. 4. The literary text and linguistic criativity.	Specific skills: Development of the students' capacity to master the core concepts covered in the syllabus, select literary texts that are adequate for different instructional and cultural settings and to develop strategies for teaching literature that account for the specificity of learners of Portuguese as a Foreign language and of Portuguese as a Second Language.
3. Portuguese, African and Brazilian literary canones. 4. The literary text and linguistic criativity. 5. Literary text simplification.	Specific skills: Development of the students' capacity to select literary texts that are adequate for different instructional and cultural settings and to develop strategies for teaching literature that account for the specificity of learners of PFL and of PSL.

22. Teaching methods

Autonomous work by students, fostered by the provision of materials in a learning management system (LMS), is combined with an active teaching method during synchronous sessions. Students are required to actively participate in the organization of a commented anthology of literary texts written in Portuguese, to discuss theoretical reading assignments, to orally present and discuss work in progress and to submit a final written

report/essay.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

To achieve the defined goals, the potential of the LMS and of the flipped classroom synchronous sessions are explored. Students' autonomous work, supported by previously supplied resources, and guided by teachers, grants their contact with basic concepts and with a first demonstration of the manner in which these can be applied to literary text analysis. Guided readings of texts foster students' (i) understanding of comparative literature; (ii) reading skills of specialized texts; (iii) capacity to select and comment on literary texts that are suitable for different instructional and cultural settings and for specific profiles of PFL and of PSL learners. Discussions of the students' text selections during synchronous sessions are practical exercises in which core concepts and basic knowledge regarding the specificities of literatures written in Portuguese can be applied.

24. Assessment method

E.g. for a research seminar:

Exams	
Presentation	
Research seminar paper	40%
Other - Problem solving report - Project	 40% 20%
TOTAL	100%

25. Bibliography

Beller, M. & Leerssen, J. (2007). Imagology: the Cultural Construction and Literary Representation of National Characters: a Critical Survey. NY: Rodopi.
Hadley, A. O. (2011). Teaching for Cultural Understanding. In Teaching Language in Context (pp. 345-389). Boston, MA: Heinle & Heinle Publishers.
Crossley, S., Allen, D. & Mcnamara, D. (2011). The Readability and Intutitive Simplification: a Comparison of Readability Formulas. Reading in Foreign Language, 23(1), 84-101.
Laranjeira, J. (1995). Literaturas africanas de expressão portuguesa. Lisboa: UA.
McGarty, C., Yserbyt, V. & Spears, R. (2002). Stereotypes as Explanation. The Formation of Meaningful Beliefs about Social Groups. Cambridge: CUP.
Ribeiro, A. (1995). Literatura brasileira. Lisboa: UA.
Sequeira, R. (2003). O poder e o desejo: o ensino da literatura a estrangeiros na universidade. Lisboa: Ministério da Educação.
Reis, C. (org.) (1993-2005). História crítica da literatura portuguesa. 9 vols. Lisboa: Verbo.

Multilinguismo e dialogo intercultural

1. Title of course
Multilinguismo e dialogo intercultural
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
for 10 ECTS: 270

5. Contact hours

Calculated for 10 ECTS = 270 hours

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar

11. Semester

1st

12. Responsible academic staff member(s)

To be named

13. E-mail of the responsible academic staff member

To be named

14. Level

Master

15. Mode of delivery

face-to-face

16. Recommended prerequisites

Complete and sound mastery of the Portuguese language.

17. Language(s) of instruction

Portuguese

18. Other academic staff members involved in the curricular unit

If you stated more than one name at 13: none

19. Learning outcomes

This course unit aims to reflect critically on multilingualism and intercultural dialogue.

20. Syllabus

1. Multilingualism
2. Intercultural dialogue

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
1. Multilingualism 2. Intercultural dialogue	This course unit aims to reflect critically on multilingualism and intercultural dialogue.

22. Teaching methods

Face-to-face research seminars. Theoretical and methodological matter presented by the teacher, who will resort to various strategies and teaching support materials, is complemented by the students' active critical contribution, both in the specialized presentation of discussion subjects and in the continuous questioning of the main subjects to be addressed.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars as described in 22. fits the academic specificity of the concerned level of studies and will allow students to develop previous knowledge, gain critical intellectual approach on multilingualism and intercultural dialogue, conceive new subjects of reflection as well as formulate and develop the needed working hypotheses to produce academic dissertations.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	20%
Research seminar paper	60%
Other	20%
TOTAL	100%

25. Bibliography

"OFICINA DE POESIA / POETRY WORKSHOP"

1. Title of course
Poetry Workshop/ Oficina de Poesia
2. Scientific area
Literature / Culture
3. Duration
One semester
4. Study load

270 h

5. Contact hours

Seminar – 45h Tutorial – 10h

Calculated for 10 ECTS = 270 hours

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Graça Maria Constantino Nunes de Oliveira Capinha

13. E-mail of the responsible academic staff member

gcapinha@ces.uc.pt

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Level C1 in English

17. Language(s) of instruction

Portuguese and English

18. Other academic staff members involved in the curricular unit

John Henry Havelda / Susana Isabel Arsénio Nunes Costa Araújo

19. Learning outcomes

- Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.

- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.

20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

The syllabus contents are based on the intersection between the students' own production and a set of creative and theoretical examples that are read critically as models of writing and as examples of specific poetic theories and practices. By placing emphasis on students' own production and on the relationship between their own production and different practices, teaching methodologies contribute both to the knowledge of a set of historical and contemporary experimental poetics, and to the development of critical awareness and autonomous in-depth reflection about their own creative writing practices.

22. Teaching methods

Face-to-face research and workshop seminar.
It is compulsory to write a response for each and every session. This response will be read at the beginning of the next session. A reading list will support the debate and there will be some theoretical as well as historical contextualization teaching. Written texts are to be collected in a portfolio to be delivered at the end of the semester. All of them must include a short explanation of their nature and purpose. The assessment will take into account this portfolio, students' participation in the debates, and a final paper reflecting on his/her own writing.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

All the learning outcomes are related to the debates and creative writing exercises, supported by the reading list. The papers and poems (with short critical approaches) are a kind of work-in-progress and will show the undergoing reflection on the different points listed as learning outcomes and taking into account all the diverse writing challenges, the readings and the debates.

24. Assessment method

Presentation, oral participation	15 %
Research seminar paper	60%
Other (writing portfolio)	25%
TOTAL	100%

25. Bibliography

ADSIT, J. (ed.) (2019).Toward an Inclusive Creative Writing. New York: Bloomsbury.
ANDREWS, B. & BERNSTEIN, C. (orgs.). (1984). The L=A=N=G=U=A=G=E Book. Carbondale: Southern Illinois University Press.
BANERJEE, R. & Szokolyai, Diana N. (eds) (2018). CREDO. An Anthology of Manifestos & Sourcebook for Creative Wrting. C & R Press.
BÉNABOU, M. & FOURNEL, P. (orgs). (2009). Anthologie de l' OuLiPo. Paris: Gallimard.
BERNSTEIN, C. (2016). Pitch of Poetry. Chicago: University of Chicago
BERSIANIK, L., BROSSARD, N., et al. (2013). Theory. A Sunday. Montreal: Belladona.
DuPLESSIS, Rachel Blau, QUARTERMAIN, Peter, et al. (2015). The Objectivist Nexus. Essays in Cultural Poetics. University of Alabama Press.
HEIDEGGER, Martin. (2001). Poetry, Language, Thought. New York: Harper and Row.
KAC, Eduardo (org.). (2007). Signs of Life. Bio Art and Beyond. Cambridge: MIT Press.
PERLOFF, Marjorie. (1991). Radical Artifice. Writing Poetry in the Age of Media. Chicago: The University of

Chicago Press.

PODER E POLÍTICA NA UNIÃO EUROPEIA | POWER AND POLITICS IN THE EUROPEAN UNION

1. Title of course
Power and Politics in the European Union
2. Scientific area
Political Science
3. Duration
One semester
4. Study load
270h
5. Contact hours
Seminar – 45h Tutorial – 10h Calculated for 10 ECTS = 270 hours

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS
10
7. Observations
N/A
8. Study cycle
Master
9. Year
2
10. Course unit type
Seminar
11. Semester
3rd
12. Responsible academic staff member(s)
Isabel Anunciação Ferraz Camisão, 27,5h
13. E-mail of the responsible academic staff member
isabelc@fl.uc.pt
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites

Knowledge of the chief milestones of the process of European Integration and of the main theoretical debates on the EU.
17. Language(s) of instruction
Portuguese
18. Other academic staff members involved in the curricular unit
Dina Sofia das Neves Sebastião 27,5h
19. Learning outcomes
The course aims to enhance students' critical understanding of the EU as a political system, including its opportunities and limitations; highlight the variety of institutions, processes and actors involved in EU governance; as well as to stimulate active class participation and students' critical thinking and problem-solving skills. At the end of the semester students should be able to: 1. Understand the EU as a political system 2. Understand and explain the role of institutional, governmental and non-governmental actors 3. Identify and understand different processes of policy-making and relate them with different types of policies and competences 4. Understand and engage in debates on institutional, policy, democratic and legitimacy challenges resulting from the characteristics of the EU political system. 5. Acknowledge the uniqueness of the EU political system Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously.
20. Syllabus
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
21. Demonstration of the syllabus coherence with the curricular unit's objectives
The syllabus combines a mix of theoretical and practical contents. Theoretical contents provide students with fundamental analytical tools essential to understand the EU as a unique political system in its own right and the range and diversity of EU policies, as well as the inherent democratic problematization. This theoretical framework will allow them to engage in case studies' analysis and problem thinking proposed for each topic of the syllabus. Therefore, the learning objectives are coherent with the syllabus and are developed with the evolution of the learning process throughout the semester. Objective 1 is achieved with the direct input of topic 1 and 2 in the syllabus. Objective 2 is realized with topics 2 to 4. Objective 3 is attained with the contribution of topic 2, 5, 6 and 7, and objectives 4 and 5 have a transversal nature to the consolidation of knowledge, thus being achieved throughout all the topics in the syllabus. Join the syllabus with the learning outcomes, eg. Unit in the syllabus > Learning outcome

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	1. Understand the EU as a political system 2. Understand and explain the role of institutional, governmental and non-governmental actors 3. Identify and understand different processes of policy-making and relate them with different types of policies and competences (plus topic 2 in the syllabus) 4. Understand and engage in debates on institutional, policy, democratic and legitimacy challenges resulting from the characteristics of the EU political system. 5. Acknowledge the uniqueness of the EU political system (plus all other topics in the syllabus in a logic of consolidation)

22. Teaching methods

The curricular unit combines lecture-based classes, designed to give students the fundamental conceptual and analytical tools, with practical classes (problem-based learning), designed to foster students' active learning through in depth analysis of case studies and problem thinking and/or solving practical exercises. The goal is to build students' confidence and ability to address different types of practical exercises, while expanding their knowledge and understanding of the subject.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Lecture-based classes will allow to introduce and explain the main theoretical concepts and approaches suitable to understand and critically assess the EU political system, including its actors, processes and outcomes. Lecture-based classes will thus be relevant to achieve all learning outcomes, playing a more direct role in achieving objectives 1, 2 and 3. Practical classes (PBL) are design to foster students' active and autonomous learning. Building on the theoretical framework, students will engage in real case studies analysis and problem thinking and resolution practical exercises related to the course subject. As such, PBL will play an important role in consolidating all learning outcomes, and will provide a direct input to the achievement of objectives 4 and 5. The aim is to give students in depth knowledge of the EU as an emergent polity, paired with a set of interpersonal skills that they can use in their future career.

24. Assessment method

Exams	
Problem resolving report	40%
Research work	60%
Other	
TOTAL	100%

25. Bibliography

Bressanelli, E., & Chelotti, N. (2020). The European Parliament in the Contested Union: Power and Influence Post-Lisbon. Routledge.
Cini, M., & Borragán, N. (2019). European Union Politics (6th ed.). OUP.
Costa, O., & Brack, N. (2019). How the EU Really Works? (2nd ed.). Routledge.

Greenwood, J. (2017). Interest Representation in the EU (4th ed.). Palgrave.
Kröger, S. (2014). Political Representation in the European Union: Still democratic in times of crisis?. Routledge.
Kyriakos, D. (Ed.). (2015). The European Union in Crisis. Explorations in Representation and Democratic Legitimacy. Springer.
Magone, J. (2015). Routledge Handbook of the European Politics. Routledge.
Schimmelfennig, F., & Winzen, T. (2020). Ever looser Union? Differentiated European Integration. OUP Oxford.
Schmidt, V. (2020). Europe's Crisis of Legitimacy: Governing by Rules and Ruling by Numbers in the Eurozone. OUP.
Tömmel, I., & Verdun, A. (2019). Political Leadership in the European Union. Routledge.

Temas da Literatura Comparada | Topics in Comparative Literature

1. Title of course

Topics in Comparative Literature

2. Scientific area

Literature

3. Duration

One semester

4. Study load

For 10 ECTS: 270 horas

5. Contact hours

Seminar – 45h Tutorial – 10h

	Contact hours	Student's work load	Total
Lectures	45 (16,6%)	45 (16,7%)	90 (33,3%)
Practical components		65 (24,1%)	65 (24,1%)
Independent reading		95 (35,2%)	95 (35,2%)
Personal coaching	10 (3,7%)	10 (3,7%)	20 (7,4%)
Exams			
TOTAL	55 (20,3%)	215 (79,7%)	270 (100%)

6. ECTS

10

7. Observations

None

8. Study cycle

Master

9. Year

1 -2
10. Course unit type
Research seminar
11. Semester
1st – 3rd
12. Responsible academic staff member(s)
Maria de Fátima Gil Rodrigues da Silva
13. E-mail of the responsible academic staff member
mfgilfl.uc.pt
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
Previous knowledge in Literary Studies and Studies of Culture.
17. Language(s) of instruction
Portuguese
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
▪ Students will gain a basic knowledge on the history and development of Comparative Literature. ▪ Students will gain an advanced knowledge of research methodology in the study of Comparative Literature. ▪ Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ Students will develop the necessary skills to carry out original research work in one of the philological fields covered by the master's degree. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
20. Syllabus
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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Introduction: comparatist identities and dialogues (methodologies, research fields and models of aesthetic theorization). In the past and in the present times.	A basic knowledge of the history and development of Comparative Literature.
Comparative Literature and Identity(ies): Cultural Studies, globalization and postcolonialism	▪ Students will gain an advanced knowledge on the relationship between Comparative Literature and different fields of Postmodernity. ▪ Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ Students will develop the necessary skills to carry out original research work in one of the philological fields covered by the master's degree. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Comparative Literature and Imagology	▪ Students will gain an advanced knowledge on the place of Imagology within Comparative Literature. ▪ Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ Students will develop the necessary skills to carry out original research work in one of the philological fields covered by the master's degree. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

Comparative Literature and Translation Studies	▪ Students will gain an advanced knowledge on the relationship between Comparative Literature and Translation Studies. ▪ Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ Students will develop the necessary skills to carry out original research work in one of the philological fields covered by the master's degree. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Comparative Literature and Inter-art Studies	▪ Students will gain an advanced knowledge on the relationship between Comparative Literature and Inter-art Studies. ▪ Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ Students will develop the necessary skills to carry out original research work in one of the philological fields covered by the master's degree. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
22. Teaching methods	
Face-to-face research seminars, virtual lectures	
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes	

Face-to-face research seminars (with some occasional virtual lectures) will allow students

- to gain knowledge in specific areas of Comparative Literature and understand the epistemological complexity of Comparatism,
- to apply that knowledge,
- to continue to study autonomously,
- to carry out original research,
- to be able to communicate their conclusions unambiguously.

24. Assessment method

E.g. for a research seminar:

Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Basílio, K. et al. (2007). Concerto das Artes. Lisboa: Campo das Letras.
Bassnett, S. (1995). Comparative Literature. A Critical introduction. Oxford UK & Cambridge USA: Blackwell.
Behdad, A., & Thomas, D. (2011). A Companion to Comparative Literature. Oxford: Wiley-Blackwell.
Buescu, H. C. (2001). Grande Angular. Comparatismo e práticas de comparação. Lisboa: Gulbenkian/FCT.
Buescu, H. et al. (2001). Floresta Encantada: novos caminhos da literatura comparada. Lisboa: Dom Quixote.
Damrosch, D. (2003). What is World Literature? Princeton: PUP.
Domínguez, C. et al. (2015). Introducing Comparative Literature. New Trends and Applications. London and New York: Routledge.
Guillén, C. (2005). Entre lo Uno y lo Diverso. Introducción a la Literatura Comparada (Ayer y hoy).Barcelona: Tusquets Editores.
Saussy, H. (2006). Comparative Literature in an Age of Globalization. Baltimore: Johns Hopkins University Press.

UNIVERSITY OF IASI

COURSE : LINGVISTICA DIACRONICA / DIACHRONIC LINGUISTICS

1. Title of course

Lingvistică diacronică

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams	-	-	-
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

At least B1 or above in Romanian is recommended.

8. Study cycle

Master

9. Year

1

10. Course unit type

Language course

11. Semester

1st

12. Responsible academic staff member(s)
Prof. dr. Alexandru Gafton
13. E-mail of the responsible academic staff member
algafton@gmail.com
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
B1 or above in Romanian.
17. Language(s) of instruction
Romanian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
1. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue studying autonomously. 6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 9. Development of the ability to apply the appropriate scientific methodology to cover

the different types of linguistic, literary and cultural studies.
10. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
11. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

20. Syllabus

1. Tipuri de cunoaștere. Cunoașterea științifică. Modalitățile de desfășurare a procesului de cunoaștere științifică.
2. Relația dintre știință și realitate. Autoritatea în știință.
3. Devenirea limbii prin evoluții interne și contacte. Relațiile dintre individ, comunitate și instrumentul de comunicare.
4. Particularitățile structurale și funcționale ale limbii române vechi. prezentarea de caz.
5. Teoria traducerii. Relația dintre traducere și normă.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. Tipuri de cunoaștere. Cunoașterea științifică. Modalitățile de desfășurare a procesului de cunoaștere științifică. 2. Relația dintre știință și realitate. Autoritatea în știință. 3. Devenirea limbii prin evoluții interne și contacte. Relațiile dintre individ, comunitate și instrumentul de comunicare. 4. Particularitățile structurale și funcționale ale limbii române vechi. prezentarea de caz. 5. Teoria traducerii. Relația dintre traducere și normă.	1-11

22. Teaching methods

Face-to-face language practical courses, lectures and student presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research lectures and seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the course. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to

locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations.

24. Assessment method

	Contact hours
Final exam	40%
Assessment of class activity; evaluation of a group/individual presentation	60%
TOTAL	100%

25. Bibliography

Delage, Y., Goldsmith, M., *Teoriile evoluției*, Iași, 2017.
Kuhn, T. S., *Tensiunea inițială*, București, 1982.
Eco, U., *A spune cam același lucru: experiențe de traducere*, Iași, 2008.
Steiner, G., *După Babel*, București, 1983.

COURSE : LIMBA GREACĂ VECHE BIBLICĂ ȘI PATRISTICĂ / OLD GREEK BIBLICAL AND PATRISTIC LANGUAGE

1. Title of course

Old Greek biblical and patristic language

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams	-	-	-
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

At least B1 or above in Romanian is recommended.

8. Study cycle

Master

9. Year

1

10. Course unit type

language course

11. Semester

1st

12. Responsible academic staff member(s)

ANA-MARIA GÎNSAC
13. E-mail of the responsible academic staff member
anamaria_gansac@yahoo.com
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
B1 or above in Romanian. Old Greek phonetics, morphology, syntax, practical courses. Introduction to general linguistics
17. Language(s) of instruction
Romanian
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
Choose the relevant ones from: 12. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 13. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 14. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 15. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 16. Students will possess the learning skills that enable them to continue studying autonomously. 17. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 18. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 19. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 20. Development of the ability to apply the appropriate scientific methodology to cover

the different types of linguistic, literary and cultural studies.
21. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
22. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
23. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
24. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
25. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. Limba greacă koiné. Context istoric, concept, periodizare.
2. Limba greacă koiné. Texte reprezentative. Particularități (comparativ cu greaca clasică).
3. Septuaginta, versiunea grecească a Vechiul 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).

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. Limba greacă koiné. Context istoric, concept, periodizare. 2. Limba greacă koiné. Texte reprezentative. Particularități (comparativ cu greaca clasică). 3. Septuaginta, versiunea grecească a Vechiul Testament. Constituirea textului.	1-14

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).

22. Teaching methods

Face-to-face language practical courses, lectures and student presentations of research projects.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for

originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge in old Greek texts.

24. Assessment method

	Contact hours
Final exam	60%
Assessment of class activity; evaluation of a translated fragment from the studied texts	40%
TOTAL	100%

25. Bibliography

Bădiliță, Cristian (2004), *Studiu introductiv*, în *Septuaginta*, vol. I: *Geneza, Exodul, Leviticul, Numerii, Deuteronomul*, Cristian Bădiliță *et al.*, Colegiul „Noua Europă", Polirom, Iași, 9-16.

Georgescu, Constantin (2019), *Manual de greacă biblică*, Nemira, București.

Gînsac, Ana-Maria (2016), *Despre adaptarea numelor proprii în prima traducere românească a* Septuagintei *(Ms. 45)*, în „Diacronia", 3/1, A40 (1–12), doi:10.17684/i3A40en.

Ingram, William H. (1966), *The Ligatures of Early Printed Greek*, în „Greek, Roman and Byzantine Studies", 7/4, 371-396.

Muraoka, T. (2016), *A Syntax of Septuagint Greek*, Peeters Publishers, Leuven.

Nida, Eugene A. (1964), *Toward a Science of Translating: With Special Reference to Principles and Procedures Involved in Bible Translating*, Brill, Leiden.

Thackeray, Henry John (1987), *A Grammar of the Old Testament in Greek According to the Septuagint*, vol. I, Georg Olms Verlag, New York [Cambridge, 1909].

Whitacre, Rodney A. (2007), *Patristic Greek Reader*, Baker Academic, Ada (MI).

***A Greek-English Lexicon of the Septuagint*, T. Muraoka (ed.), Peeters Publishers, Leuven, 2009.

***A Patristic Greek Lexicon*, G. W. H. Lampe, Henry George Liddell (eds.), Oxford Clarendon Press, London, 1961.

***Septuaginta*, Cristian Bădiliță, Monica Broșteanu *et al.* (coord.), vol. I-VI, Colegiul „Noua Europă", Polirom, București-Iași, 2004-2011.

***Septuaginta, id est Vetus Testamentum graece iuxta LXX interpretes*, edidit Alfred Rahlfs, editio altera quam recognovit et emendavid Robert Hanhart, duo volumina in uno,

Deutsche Bibelgesellschaft, Stuttgart, 2006.
***ΤΗΣ ΘΕΙΑΣ ΓΡΑΦΗΣ, ΠΑΛΑΙΑΣ ΔΗΛΑΔΗ ΚΑΙ ΝΕΑΣ ΔΙΑΘΗΚΗΣ 'APANTA – *Divinae Scripturae nempe Veteris ac Novi Testamenti* [...], Frankofurti, apud Andreae Wecheli heredes, Claudium Marnium et Ioan. Aubrium, MDXCVII.
***Vechiul Testament – Septuaginta. Versiunea lui Nicolae Spătarul Milescu (Ms. 45 de la Biblioteca Filialei din Cluj a Academiei Române)*, Eugen Munteanu (coord. & ed.), Ana-Maria Gînsac, Ana-Maria Minuț, Lucia-Gabriela Munteanu, Mădălina Ungureanu, Colecția „Fontes Traditionis", Editura Universității „Alexandru Ioan Cuza", Iași, 2016.
***Limba greacă koiné: Suport de curs*, 2019.

COURSE : LIMBA ROMÂNĂ CA LIMBĂ STRĂINĂ/ ROMANIAN AS FOREIGN LANGUAGE

1. Title of course

Limba română ca limbă străină

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams	-	-	-
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

Beginners in Romanian are welcomed.

8. Study cycle

Master
9. Year
1
10. Course unit type
Language course
11. Semester
1st
12. Responsible academic staff member(s)
Assoc. Prof. dr. Iolanda Sterpu
13. E-mail of the responsible academic staff member
i_sterpu@yahoo.com
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
None.
17. Language(s) of instruction
Romanian/English
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
1. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 2. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 3. Students will possess the learning skills that enable them to continue studying autonomously. 4. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

5. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
6. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

20. Syllabus

UNIT 1 – Introduction to the study of Romanian as a foreign language
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 – ă, a – â, ă – 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.
UNIT 2 – Let's get acquainted! We greet and introduce ourselves
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, profession, address; introduction of other people, response to introduction).
Communication building elements:
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).
Oral Expression: Introductory Dialogues: How Do We Introduce Ourselves?
Written expression: Filling in forms with personal data (at the library, at the bank, at a hotel, etc.).
UNIT 3 – The first Romanian language lesson
Subject area: Education (university, faculty, student, course, classroom, presentation of objects in the classroom, place of objects).
Communication building elements:
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).
Oral / written expression: Description of the classroom.

UNIT 4 – At the restaurant. What do we eat and drink?
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).
Communication building elements:
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 constructions with the verbs to give - a da, to stand, to sit - a sta, to take - a lua.
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?
UNIT 5 – What are you doing today?
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).
Communication building elements:
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.
Oral Expression: Presentation of the weekly program.
Written expression: Writing a letter to a family member / friend (about the weekly program).
UNIT 6 – Shopping. Let's buy food!
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).
Communication building elements:
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).
Oral expression: Dialogues: At the supermarket; At the farmers' market.
Written expression: Drafting a shopping list.

UNIT 7 – My home
Subject area:
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).
Communication building elements:
1. Expression of the characteristics of objects in Romanian (II): descriptive adjectives with two forms (big - mare, mari) and invariable adjectives (gray - gri, pink - roz, beige - bej, etc.); antonyms.
2. Expressing the relationship of possession in Romanian (object - owner): possessive adjectives (my - meu, your - tău, his - său, her - sa, etc.).
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).
Oral Expression: Dialogue: At the real estate agency (buying / renting a house).
Written expression: Advertisement: Writing an advertisement in order to rent a dwelling; Writing a text about the ideal home.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
Units 1-7	1-11

22. Teaching methods

Face-to-face language practical courses, language exercises, didactic games, analysis of different types of texts.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research lectures and seminars will allow the students to gain all learning outcomes stated before. The course will allow the acquisition of oral and written communication skills in Romanian by foreign students (understanding of spoken and written language, oral expression, participation in conversation) corresponding to level A1 of the Common European Framework of Reference for Languages (CEFR), elaborated by the Council of Europe. Students will have to locate and manage bibliographic sources, study autonomously and communicate flexibly in one to one and group interactions.

24. Assessment method

	Contact hours
Final exam	80%
Assessment of class activity; home assignements and oral presentations	20%
TOTAL	100%

25. Bibliography

Delage, Y., Goldsmith, M., *Teoriile evoluției*, Iași, 2017.
Kuhn, T. S., *Tensiunea inițială*, București, 1982.
Eco, U., *A spune cam același lucru: experiențe de traducere*, Iași, 2008.
Steiner, G., *După Babel*, București, 1983.

COURSE : RUSSIAN LANGUAGE

1. Title of course

Russian language

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
language course
11. Semester
1st
12. Responsible academic staff member(s)
LUDMILA E. BEJENARU
13. E-mail of the responsible academic staff member
ludbejenaru@gmail.com
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
B1 level in Romanian language
17. Language(s) of instruction
Romanian, Russian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
1. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 2. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and

unambiguously.
3. Students will possess the learning skills that enable them to continue studying autonomously.
4. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
5. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
6. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

20. Syllabus

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).
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)
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?
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."
3. A) Pronumele posesive.Exerciții gramaticale. Lexicul specific temei Familia mea. B) Rusia. Informații generale, Călătorie în Rusia. Film documentar Rusia (producător Discovery Channel)
4. A) Cazul prepozițional al substantivelor. Numeralele 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)
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 Nopți albe la Leningrad (Geo Bogza)
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
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
8. A) Prepoziția o (despre). Cazul prepozițional al adjectivelor și pronumelor personale.

Verbul a scrie. Lexicul specific temei Limbi și țări. B)Tradiții și obiceiuri de iarnă. Exerciții gramaticale, traduceri, retroversiuni

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

10. A) Dificultăți în conjugarea verbelor de conjugarea a II – a: verbul a lua, alternanțe fonetice în conjugare. Numeralele ordinale. Exerciții gramaticale. Lexicul specific temei Casa și apartamentul
B) Film Ironia soartei sau "Baie plăcută!" (r. Eldar Reazanov) – specific rusesc
Exerciții lexico-stilistice, traduceri, retroversiuni

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

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

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

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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
. 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). 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 –	1-6

avansat)
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?
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."
3. A) Pronumele posesive.Exerciții gramaticale. Lexicul specific temei Familia mea. B) Rusia. Informații generale, Călătorie în Rusia. Film documentar Rusia (producător Discovery Channel)
4. A) Cazul prepozițional al substantivelor. Numeralele 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)
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 Nopți albe la Leningrad (Geo Bogza)
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
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

8. A) Prepoziția o (despre). Cazul prepozițional al adjectivelor și pronumelor personale. Verbul a scrie. Lexicul specific temei Limbi și țări. B)Tradiții și obiceiuri de iarnă. Exerciții gramaticale, traduceri, retroversiuni

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

10. A) Dificultăți în conjugarea verbelor de conjugarea a II – a: verbul a lua, alternanțe fonetice în conjugare. Numeralele ordinale. Exerciții gramaticale. Lexicul specific temei Casa și apartamentul
B) Film Ironia soartei sau "Baie plăcută!" (r. Eldar Reazanov) – specific rusesc Exerciții lexico-stilistice, traduceri, retroversiuni

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

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

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

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

22. Teaching methods

Face-to-face seminars, face-to-face language courses, practical exercises of oral and written communication, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research lectures and seminars will allow the students to gain all learning outcomes stated before. The course will allow the acquisition of oral and written communication skills in Russian (understanding of spoken and written language, oral expression, participation in conversation) corresponding to level A1 of the Common European Framework of Reference for Languages (CEFR), elaborated by the Council of Europe. Students will have to locate and manage bibliographic sources, study autonomously and communicate flexibly in one to one and group interactions.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Term presentation	60%
Assessment of class activity	40%
TOTAL	100%

25. Bibliography

*** Universitatea „Al. I. Cuza” Iași , Facultatea de Litere,Catedra de Slavistică, *Curs intensiv*

de limba rusă (uz intern), Iași, 2004; Andriușina,N.P.,Makova,M.N.,Trenirovočnyje *testy po russkomu jazyku kak inostrannomu, II-oj sertifikaționnyj uroven* Sankt - Petersburg, „Zlatoust", 2012; Berkov, V. P., Berkova, A. V., Berkova, O. V., Kak my *živjom, Posobie po stranovedeniju dlja izučajuščih russkij jazyk,* Sankt - Peterburg, „Zlatoust", 2002; 4.Bucă, M.,Cernicova, G., *Gramatica practică a limbii ruse*, Editura Științifică și Enciclopedică, București, 1980; 5.Cernyșov, S., *Poehali (Russkij jazyk dlja vzroslyh),* Sankt - Peterburg, „Zlatoust", 2002; 6.Fodor, E., Ivanov, A., *Exerciții de gramatică și vorbire în limba rusă*, Editura Albatros, București, 1987; 7.Glazunova, O. I., *Peterburg v žizni i tvorcestve russkih pisatelej*, Sankt - Petersburg, „Zlatoust", 2003; 8.Golubeva, A. V., Zadorina, A. I., *Sbornik upražnenij po grammatike russkogo jazyka (dlja inostrantsev),* Sankt - Peterburg, „Zlatoust", 2002; 10. Havronina,S. A., *Čitajem i govorim po-russki, Moskva, 1993;* 11. Ivanov, A., *Limba rusă cu și fără profesor*, Editura Kriterion, București, 2002; 12.Kapitonova, T. I., Baranova, I. I., Gorodețkaia, E. V., *Živjom i učmsja v Rossii (ucebnoe posobie po russkomu jazyku dlja inostrannyh učaščihsja*, Sankt - Petersburg, „Zlatoust", 2003; 13. Kuzmici, I. P., *Russkij jazyk kak inostrannyj – Ustnyje rasskazy*, Moskva, 2000; 14.Laskareva, E. R., *Progulki po russkoj leksike*, Sankt - Petersburg, „Zlatoust", 2013; 15.Miller, L. V., Politova,L. V., Rybakova,I. Ja., *Žili-byli,* Sankt - Petersburg, „Zlatoust", 2012; 16.Moraru, M., *Limba rusă pentru toți*, Editura Paideia, București, 2001; 17.Russkij jazyk za rubežom, *no. 1/1992, Moskva;* 18. Teremova, R. M., Bîstrițkaja, I. A., *Russkij jazyk v Sankt-Peterburge*, Sankt - Peterburg, 1994; 19.*Ucebno-trenirovočnyje testy po russkomu jazyku kak inostrannomu, Grammatika. Leksika,* Sankt - Petersburg, „Zlatoust", 2012, red. M. E. Pareckaja.

COURSE : DEUTSCHE KULTUR IM MITTELEUROPÄISCHEN RAUM / GERMAN CULTURE IN CENTRAL EUROPE

1. Title of course
Deutsche Kultur im mitteleuropäischen Raum / German culture in Central Europe
2. Scientific area
Culture
3. Duration
One semester
4. Study load
125 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)

Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar / language course, etc.

11. Semester

1st

12. Responsible academic staff member(s)

IOAN LIHACIU

13. E-mail of the responsible academic staff member

lihaciu@uaic.ro

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

German and Austrian literature courses. <B1 in German and Romanian

17. Language(s) of instruction

German and Romanian

18. Other academic staff members involved in the curricular unit

none

19. Learning outcomes

They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.

Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

Students will possess the learning skills that enable them to continue studying autonomously.

An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.

The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.

Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.

An advanced theoretical and practical knowledge of the different situations of contact between European languages.

An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. Mitteleuropa, Zentraleuropa - a conceptual delimitation.
2. "Cultural" identity and "national" identity
3. German as the "lingua franca" of Central Europe
4. Center and periphery in Central Europe

5. Memory and identity

6. Eighteenth-century Vienna - the nucleus of cultural plurality

7. Viennese “modernity”

8. "Utopia" and Central Europe

9. Josephineism and the rebirth of "national" cultures in Central Europe

10. Case study. German literature in Transylvania. General presentation.

11. Case study. German literature from Bucovina. General presentation

12. Case study. Bucovina. The status of the German language in public space. Theater and press.

13. Case study. Bucovina. Literature written in German in Bucovina. Prose and theater.

14. Case study. Bucovina. Literature written in German in Bucovina. Poetry.

21. Demonstration of the syllabus coherence with the curricular unit’s objectives

Unit in the syllabus >	Learning outcome
1. Mitteleuropa, Zentraleuropa - a conceptual delimitation. 2. "Cultural" identity and "national" identity 3. German as the "lingua franca" of Central Europe 4. Center and periphery in Central Europe 5. Memory and identity 6. Eighteenth-century Vienna - the nucleus of cultural plurality 7. Viennese “modernity” 8. "Utopia" and Central Europe 9. Josephineism and the rebirth of "national" cultures in Central Europe 10. Case study. German literature in Transylvania. General presentation. 11. Case study. German literature from Bucovina. General presentation 12. Case study. Bucovina. The status of the German language in public space. Theater and press. 13. Case study. Bucovina. Literature written in German in Bucovina. Prose and theater. 14. Case study. Bucovina. Literature written in German in Bucovina. Poetry.	

22. Teaching methods

Face-to-face seminars, face-to-face language courses, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face teaching and learning activities will allow the students to gain the mentioned learning outcomes. They will be able to analyze and assess cultural facts (literary, ideological, sociological, media, etc.) by using one of the most appropriate interpretive strategies, to understand synchronic and diachronic cultural phenomena in the Central European German-speaking space from an inter- and multidisciplinary angle, using an appropriate conceptual apparatus, to identify the symbolic structures common to the area and analyze the key historical, social, artistic, "narrative" elements around which an "open" cultural matrix, opposed to the underlying "national" cultural offerings, could be built, especially since the 19th century. They will also gain an in-depth knowledge of the cultural elements of European nations in the central Europe and to develop their capacity for intercultural analysis.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Assessment of class activity	50%
Research paper	50%
TOTAL	100%

25. Bibliography

Babeți, Adriana, Ungureanu, Cornel (ed.), *Europa centrală. Nevroze, dileme, utopii*, Iași, Polirom 1998.
Babeți, Adriana, Ungureanu, C. (ed.), *Europa centrală. Memorie, paradis, apocalipsă*, Iași, Polirom 1998.
Corbea, Andrei: *Paul Celan și meridianul său*, Iași, Polirom 1998.
Cornis-Pope, Marcel, John Neubauer (eds.): History of the Literary Cultures of East-Central Europe, vol. 1-4. Amsterdam, John Benjamins Publ. Co., 2004-2010.
Csáky, Moritz: Das Gedächtnis der Städte. Kulturelle Verflechtungen. Wien und die urbanen Milieus in Zentraleuropa. Wien, Böhlau 2010.
Le Rider, Jacques, *Europa Centrală*, Iași, Polirom1998.

COURSE : ETNOLOGIE ȘI PUTERE. TEME ȘI CONCEPTE ACTUALE ÎN STUDIUL CULTURII POPULARE / ETHNOLOGY AND POWER. THEMES AND CONCEPTS IN THE CONTEMPORARY STUDY OF POPULAR CULTURE

1. Title of course

Etnologie și putere. Teme și concepte actuale în studiul culturii populare

2. Scientific area

Culture

3. Duration

One semester

4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar

11. Semester

1st

12. Responsible academic staff member(s)

Lecturer dr. Mircea Păduraru

13. E-mail of the responsible academic staff member
mircea.paduraru@uaic.ro
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
B1 in Romanian is required.
17. Language(s) of instruction
Romanian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
1. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 2. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 3. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 4. Students will possess the learning skills that enable them to continue studying autonomously. 5. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 6. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 7. An advanced theoretical and practical knowledge of the different situations of contact between European languages. 8. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures. 9. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
1. Introducere în problematica cursului. Prezentarea temelor și a bibliografiei 2. Etnologie și putere. Definiții, concepte, perspective 3. Pentru o istorie politică a etnologiei 4. Argumentul puterii în discursul etnologic

5. Politica tradiției
6. Politica autenticității
7. Politica nostalgiei
8. Instituțiile puterii (consilii județene, ministerul culturii, prefecturi și primării etc.) și identitatea românească
9. Provocarea temelor tabu I. Folclorul obscen. Minorități
10. Trupuri neputrezite în perspectivă politică. Pentru o altfel de etnoantropologie a funerarului
11. Monumentalizarea fragilității. Practici de tezaurizare pentru mileniul III
12. Etnografie și eclesiologie

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. Introducere în problematica cursului. Prezentarea temelor și a bibliografiei 2. Etnologie și putere. Definiții, concepte, perspective 3. Pentru o istorie politică a etnologiei 4. Argumentul puterii în discursul etnologic 5. Politica tradiției 6. Politica autenticității 7. Politica nostalgiei 8. Instituțiile puterii (consilii județene, ministerul culturii, prefecturi și primării etc.) și identitatea românească 9. Provocarea temelor tabu I. Folclorul obscen. Minorități 10. Trupuri neputrezite în perspectivă politică. Pentru o altfel de etnoantropologie a funerarului 11. Monumentalizarea fragilității. Practici de tezaurizare pentru mileniul III 12. Etnografie și eclesiologie	1-9

22. Teaching methods

Face-to-face seminars, projects presentations

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research language seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of

research covered by the master. They will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, study autonomously and develop and advanced theoretical and practical knowledge of the different situations of contact between European heritage languages. This theoretical and practical knowledge will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Analitical essay	60%
Assessment of class activity, and individual presentation	40%
TOTAL	100%

25. Bibliography

Paul Rabinow, *Anthropos Today. Reflections on Modern Equipment,* Princeton University Press 2003.
Arjun Appadurai, *Modernity at Large. Cultural Dimensions of Globalization.*
P. Bourdieu, *Language,* Polity Press, Cambridge, 1991.
Dorothy Noyes, Three Traditions (2009).
Francisco Vaz da Silva, Traditions without End (2012).
Jacob Gruber, Ethnographic Salvage and the Shaping of Anthropology, in "American Anthropologist"
Talal Asad, Anthropological Conceptions of Religion: Reflections on Geertz, in Genealogy of Religion, Joans Hopkins University Press, 1993.

COURSE : MULTICULTURAL PERSPECTIVES

1. Title of course

Multicultural perspectives

2. Scientific area

Culture

3. Duration

One semester

4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

1

10. Course unit type

Seminar / course

11. Semester

1st

12. Responsible academic staff member(s)

VERONICA TATIANA POPESCU

13. E-mail of the responsible academic staff member
veronica.t_popescu@yahoo.com
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
< B2 in English. Minimal knowledge of cinematic art and American cinematography, the ability to watch carefully and to describe and analyze a movie scene.
17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
Choose the relevant ones from: 1. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue

studying autonomously.

6. An advanced knowledge about the different methods of analysis that allow for the Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
7. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
8. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
9. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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 (the formalist style vs. the Method/Stanislavsky style)
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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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).	1-9

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 (the formalist style vs. the Method/Stanislavsky style)
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.

22. Teaching methods

Face-to-face seminars, project presentations, film analysis

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain the mentioned outcomes. They will aquire knowledge in the field of cultural studies as well as the general principles of interdisciplinarity, highlighted by the analysis of film creations from different periods. Through diverse teaching and learning activites they will gain understanding in a multidisciplinary context the notions and methods of cultural studies, with precise application in the field of cinematographic art, and understanding of concepts, theories and basic methods relevant for the analysis

of various types of cultural events (artistic films, documentaries, animated films). Analyzing films from multiple perspectives (aesthetic, technical and cultural) will support them to develop their capacity for intercultural analysis.

24. Assessment method

	Contact hours
Final exam	50%
Assessment of class activity	50%
TOTAL	100%

25. Bibliography

Boggs, Joseph A., Dennis V. Petrie – **The Art of Watching Films.** Seventh Edition. Boston: McGraw Hill. 2008.
Bordwell, David and Kristin Thompson - **Film Art. An Introduction**. 5th ed. New York: The McGraw Hill Companies Inc, 1997.
Hill, John and Pamela Church (ed.) – **Film Studies. Critical Approaches**. Oxford: Oxford University Press. 2000.
Internet Movie Database (IMDb) http://us.imdb.com/
Rotten Tomatoes http://www.rottentomatoes.com/
David Bordwell's website on cinema http://www.davidbordwell.net/blog/

COURSE : LITERATURA SI MENTALITATI / LITERATURE AND MENTALITIES

1. Title of course
Literatură și mentalități
2. Scientific area
Language/Culture
3. Duration
One semester
4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar

11. Semester

1st

12. Responsible academic staff member(s)

Lecturer dr. Adrian Crupa

13. E-mail of the responsible academic staff member

adrian.crupa@uaic.ro

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

B1 in Romanian is required.
17. Language(s) of instruction
Romanian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
1. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 2. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 3. Students will possess the learning skills that enable them to continue studying autonomously. 4. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 5. An advanced theoretical and practical knowledge of the different situations of contact between European languages. 6. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures. 7. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
1. *Ins, persoană, individ* – categoriile definirii sinelui 2. Intuirea și delimitarea sinelui în Antichitatea greco-latină: analiză de texte (Epictet, *Manualul*; Marcus Aurelius, *Către sine*) 3. *Persoana*: de la conștiința de sine la mărturisirea sinelui 4. Conștiință de sine și mărturisirea sinelui în Fericitul Augustin, *Confesiuni* 5. *Nașterea individului*: Spațiu privat-spațiu public ţin secolul al XIX-lea 6. De la *individul atomizat* la *omul masificat* și la societatea de masă în secolul al XX-lea 7. Mariana Alcoforado, *Scrisorile portugheze* (sec. XVII-XVIII) 8. *Memorie, istorie, identitate*. Pactul (auto)biografic în literatura memorialistică 9. Chateaubriand, *Memorii de dincolo de mormânt* 10. *Literatura memorialistică*: scrisorile, jurnalul, memoriile 11. Etic și estetic în literatura memorialistică
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Unit in the syllabus > Learning outcome 1. *Ins, persoană, individ* – categoriile definirii sinelui 1-7 2. Intuirea și delimitarea sinelui în

Antichitatea greco-latină: analiză de texte (Epictet, *Manualul*; Marcus Aurelius, *Către sine*)
3. *Persoana*: de la conștiința de sine la mărturisirea sinelui
4. Conștiință de sine și mărturisirea sinelui în Fericitul Augustin, *Confesiuni*
5. *Nașterea individului*: Spațiu privat-spațiu public ținând secolul al XIX-lea
6. De la *individul atomizat* la *omul masificat* și la societatea de masă în secolul al XX-lea
7. Mariana Alcoforado, *Scrisorile portugheze* (sec. XVII-XVIII)
8. *Memorie, istorie, identitate*. Pactul (auto)biografic în literatura memorialistică
9. Chateaubriand, *Memorii de dincolo de mormânt*
10. *Literatura memorialistică*: scrisorile, jurnalul, memoriile
11. Etic și estetic în literatura memorialistică

22. Teaching methods

Face-to-face seminars, projects presentations, case studies

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research language seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the master. They will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, study autonomously and develop and advanced theoretical and practical knowledge of the different situations of contact between European cultures. This theoretical and practical knowledge will enable the study of languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Final essay	40%
Assessment of class activity, and individual presentation	40%
TOTAL	100%

25. Bibliography

*** *Literatura memorialistică*, antologie, prefață, dosare critice, comentarii, note și bibliografie adnotată de Ion Manolescu, Humanitas, București, 1996.
*** *Terminologie poetică și retorică*, coordonator Val. Panaitescu, Editura Universității „Al. I. Cuza", Iași, 1994.
Duțu, Alexandru, *Literatura comparată și istoria mentalităților*, București, Univers, 1982.
Genette, Gerard, *Introducere în arhitext. Ficțiune și dicțiune*, traducere de Ion Pop, București, Univers, 1994.
Gurjewitsch, Aaron J., *Individul în Evul Mediu european,* Traducere de Hans Neumman, Iași, Polirom, 2004.
Simion, Eugen, *Ficțiunea jurnalului intim*, vol. I-III, Univers enciclopedic, București, 2001.

COURSE : DEUTSCHE LITERATUR IN VERGLEICHENDER PERSPEKTIVE

1. Title of course

Deutsche Literatur in vergleichender Perspektive

2. Scientific area

Linguistics / Literature / Culture

3. Duration

One semester

4. Study load

125-150 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
literature course
11. Semester
2nd
12. Responsible academic staff member(s)
ANDREI HOIȘIE
13. E-mail of the responsible academic staff member
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
<B1 in German and Romanian
17. Language(s) of instruction
German and Romanian
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
Choose the relevant ones from: 1. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 2. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 3. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 4. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 5. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 6. An advanced theoretical and practical knowledge of the different situations of contact between European languages. 7. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

8. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
9. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
10. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. Identity and "cultural code".
2. Biedermeier culture
3. Viennese folk theater
4. "Provincial" literature and Heimatliteratur
5. Viennese modernity
6. The great interwar prose writers
7. Austrian literature after the Second World War

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. Identity and "cultural code".	1-10
2. Biedermeier culture	
3. Viennese folk theater	
4. "Provincial" literature and Heimatliteratur	
5. Viennese modernity	
6. The great interwar prose writers	
7. Austrian literature after the Second World War	

22. Teaching methods

Face-to-face research seminars, student presentations, group work

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain the mentioned learning outcomes. They will be able to identify the cultural and literary identity dimensions of what is meant by "Austrian" culture and literature and to analyze significant moments and texts for that cultural area, chosen from the works of emblematic authors (Grillparzer, Stifter, Hofmannsthal, Schnitzler, Kafka, Musil, Broch, Canetti, etc. ; to understand the significance of a specific moment in the evolution of the literature in the German language – the birth and development of Austrian literature (with epochs, genres, schools and literary affiliations, regional traditions, external influences, etc.), in parallel with the development of literary and cultural sciences (aesthetics, poetics, hermeneutics, philosophy) in German and universal context. Attending the course will allow them to further develop their capacity for intercultural analysis.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Written exam	50%
Term paper and class activity	50%
TOTAL	100%

25. Bibliography

Magris, Claudio: Der habsburgische Mythos in der österreichischen Literatur, Salzburg 1966.Schmidt-Dengler, Wendelin, Sonnleitner, Johann,Zeyringer Klaus: Literaturgeschichte: Österreich. Prolegomena undFallstudien, Berlin 1995.Zeman, Herbert: Literaturgeschichte Österreichs. Von den Anfängen im Mittelalter bis zur Gegenwart. Graz 1996.Kaszynski, Stefan: Kurze Geschichte der österreichischen Literatur. Frankfurt am Main 2012.

COURSE : IDEI SI ATITUDINI ROMANESTI IN ISTORIA CULTURII

1. Title of course

Idei și atitudini românești în istoria culturii

2. Scientific area

Language

3. Duration

One semester

4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams	-	-	-
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5
7. Observations
At least B1 or above in Romanian is recommended.
8. Study cycle
Master
9. Year
1
10. Course unit type
Literature course/research seminar
11. Semester
1st
12. Responsible academic staff member(s)
Prof. dr. Bogdan Cretu
13. E-mail of the responsible academic staff member
bogdancretu1978@gmail.com
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
B1 or above in Romanian.
17. Language(s) of instruction
Romanian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
26. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 1. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 2. Students will be able to integrate knowledge and handle the complexity of

formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.

3. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
4. Students will possess the learning skills that enable them to continue studying autonomously.
5. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
6. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
7. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
8. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
9. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
10. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

20. Syllabus

1. Interbelicul între mit și istorie. România Mare și provocările extremismului reflectate în literatură.
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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. Interbelicul între mit și istorie. România	1-10

Mare și provocările extremismului reflectate în literatură.
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

22. Teaching methods

Face-to-face language practical courses, lectures and student presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research lectures and seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the course. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in

presentations.
24. Assessment method

	Contact hours
Final research essay	50%
Assessment of class activity; evaluation of a group/individual presentation	50%
TOTAL	100%

25. Bibliography
Cărtărescu, Mircea,Postmodernismul românesc,Editura Humanitas,București,1999; Cordoș, Sanda,Literatura între revoluție și reacțiune,ediția a II-a, Biblioteca Apostrof,Cluj-Napoca,2009; literare,Iași,2000; Ilie, Emanuela,Dicționarul critic al poeziei ieșene contemporane, Ediția a II-a,Institutul European,Iași,2013; Mușat, Carmen,Strategiile subversiunii. Incursiuni în proza postmodernă, ediția a II-a, Cartea Românească,București,2008; Negrici, Eugen,Literatura română sub comunism, vol. I, Proza, Cartea Românească,București,2003; Simion, Eugen, Scriitori români de azi, Ediția a doua revăzută și completată,I-IV, Cartea Românească,București,1978-1989; Țeposu, Radu G.,Istoria tragică & grotescă a întunecatului deceniu literar nouă, Ediția a III-a,CarteaRomânească,București,1993

COURSE : GENURI IN LITERATURA EXILULUI

1. Title of course
Genuri în literatura exilului
2. Scientific area
LITERATURE
3. Duration
One semester
4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams	-	-	-
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

At least B1 or above in Romanian is recommended.

8. Study cycle

Master

9. Year

1

10. Course unit type

Literature course/research seminar

11. Semester

1st

12. Responsible academic staff member(s)

Lecturer dr. Livia Iacob

13. E-mail of the responsible academic staff member

liviaiacob@gmail.com

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

B1 or above in Romanian.
17. Language(s) of instruction
Romanian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
1. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue studying autonomously. 6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 10. An advanced theoretical and practical knowledge of the different situations of contact between European languages. 11. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
20. Syllabus
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). 2. Imaginarul balcanic în spațiul european: Panait Istrati, *Spovedanie pentru învinși*, studiu de caz. Actualizarea tiparelor povestirii orientale: Panait Istrati, *Mediterana*, 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
3. Romane parabolă ale modernității ; strategii narative *vs.* strategii discursive. Falsul cosmopolitism european și distopia migranților
4. Imaginarul livresc și alegoriile postmodernității, tematizarea istoriei în romanul postmodern din exil. Noile *mises-en-abîme* și calea spre metanoia
5. Literatura formării sinelui. Tema alienării intelectualului evreu, tipuri de discurs în presa românească sub cenzură
6. Literatura deportaților în lagărul sovietic: Herta Műller
7. Tematizarea istoriei recente și modelarea imaginarului romanesc sub regimul totalitar românesc. Cronotopul propriu literaturii de exil; tema lagărului suprasistemic.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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). 2. Imaginarul balcanic în spațiul european: Panait Istrati, *Spovedanie pentru învinși*, studiu de caz. Actualizarea tiparelor povestirii orientale: Panait Istrati, *Mediterana*, 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 3. Romane parabolă ale modernității ; strategii narative *vs.* strategii discursive. Falsul cosmopolitism european și distopia migranților 4. Imaginarul livresc și alegoriile postmodernității, tematizarea istoriei în romanul postmodern din exil. Noile *mises-en-abîme* și calea spre metanoia 5. Literatura formării sinelui. Tema alienării intelectualului evreu, tipuri de discurs în presa românească sub cenzură 6. Literatura deportaților în lagărul sovietic: Herta Műller 7. Tematizarea istoriei recente și modelarea imaginarului romanesc sub regimul totalitar românesc. Cronotopul propriu literaturii de exil; tema lagărului	1-11

suprasistemic.

22. Teaching methods

Face-to-face language practical courses, lectures and student presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research lectures and seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the course. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations.

24. Assessment method

	Contact hours
Final research essay	50%
Assessment of class activity; evaluation of a group/individual presentation	50%
TOTAL	100%

25. Bibliography

Florescu, Cătălin Dorian, *Vremea minunilor*, traducere de Adriana Rotaru, Editura Polirom, Iași,
Gheorghiu, Constantin Virgil, *Ora 25*, traducere de Elisabeta Lăsconi, Editura Gramar, București, 2004.
Horia, Vintilă, *Dumnezeu s-a născut în exil*, traducere de Al. Castaing, Editura Anastasia, București, 1999.
Istrati, Panait, *Spovedanie pentru învinși*, cuvânt înainte și traducere de Alexandru Talex, Editura Dacia, Cluj, 1991.
Istrati, Panait, *Mediterana*, cuvânt înainte și traducere de Mircea Iorgulescu, alături de o traducere de Panait Istrati, Editura Compania, București, 2001.
Manea, Norman, *Anii de ucenicie ai lui August Prostul*, reeditare, Editura Polirom, Iași, 2005.
Műller, Herta, *Leagănul respirației*, traducere de Alexandru Al. Șahighian, Editura Humanitas, București, 2010.

COURSE : REALISMUL MAGIC ÎN LITERATURĂ ȘI ÎN FILM

1. Title of course
Realismul magic în literatură și în film
2. Scientific area
LITERATURE/CULTURE
3. Duration
One semester
4. Study load
125 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams	-	-	-
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
At least B1 or above in Romanian is recommended.
8. Study cycle
Master
9. Year
1
10. Course unit type
Literature course/research seminar
11. Semester
1st
12. Responsible academic staff member(s)

Assoc. Prof. Dr. Cătălin Constantinescu
13. E-mail of the responsible academic staff member
c.constantinescu@gmail.com
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
B1 or above in Romanian.
17. Language(s) of instruction
Romanian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
1. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue studying autonomously. 6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.

10. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
11. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

20. Syllabus

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).

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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).	1-11

22. Teaching methods

Face-to-face language practical courses, lectures and student presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research lectures and seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the course. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to

locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations.

24. Assessment method

	Contact hours
Final research essay	50%
Assessment of class activity; evaluation of a group/individual presentation	50%
TOTAL	100%

25. Bibliography

Aumont, Jacques, & Alain Bergala, Michel Marie, Marc Vernet. *Estetica filmului*. Traducere de Maria Mățel-Boatcă, Andreea Pop și Adina Irina Romoșan. Cluj-Napoca: Idea Print & Design, 2007

Asturias, Miguel Ángel. *Romanul latino-american*. Traducere de Paul Alexandru Georgescu, București: Editura Univers, 1964

Castro-Klaren, Sara. Ed. *A Companion to Latin-American Literature and Culture*. Oxford: Blackwell Publishing, 2008

Farris, Wendy. *Ordinary Enchantments. Magical Realism and the Remystification of the Narrative*. Nashville: Vanderbilt University Press, 2004

González Echevarría, Roberto. *Myth and Archive. A Theory of Latin American Novel*. Cambridge: Cambridge Universty Press, 2006

Grigore, Rodica. *Realismul magic în proza latino-americană a secolului XX*. Cluj-Napoca: Casa Cărții de Știință, 2015

Zamora, L. Parkinson, Faris, W.B. *Magical Realism. Theory, History, Community*. Durham, London: Duke University Press, 1995

COURSE : ROMANISTICA

1. Title of course

Romanistică

2. Scientific area

Language/linguistic

3. Duration

One semester

4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams	-	-	-
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

At least B1 or above in Romanian is recommended.

8. Study cycle

Master

9. Year

1

10. Course unit type

Language course/research seminar

11. Semester

1st

12. Responsible academic staff member(s)

Lecturer. dr. Simona Muraru

13. E-mail of the responsible academic staff member

maria7simona@gmail.com

14. Level

Master

15. Mode of delivery

Face-to-face
16. Recommended prerequisites
B1 or above in Romanian.
17. Language(s) of instruction
Romanian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
12. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 1. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 2. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 3. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 4. Students will possess the learning skills that enable them to continue studying autonomously. 5. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 6. The ability to locate and manage specialised bibliographic sources on contact linguistics, An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 7. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 8. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
20. Syllabus
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. Conjuncția. Tipologia sintactică a limbilor romanice
12. Lexic. Tendințe majore în spațiul romanic la nivelul lexicului. Straturi etimologice. Schimbarea sensului. Domenii lexicale

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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. Conjuncția. Tipologia sintactică a limbilor romanice 12. Lexic. Tendințe majore în spațiul romanic la nivelul lexicului. Straturi etimologice. Schimbarea sensului. Domenii lexicale	1-8

22. Teaching methods

Face-to-face language practical courses, lectures and student presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research lectures and seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the course. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations.

24. Assessment method

	Contact hours
Final research essay	50%
Assessment of class activity; evaluation of a group/individual presentation	50%
TOTAL	100%

25. Bibliography

Copceag, Dumitru, *Tipologia limbilor romanice și alte studii lingvistice*, Editura Clusium, Cluj-Napoca, 1998.
Coșeriu, Eugen, „Tipologia limbilor romanice", *Prelegeri și conferințe*, supliment la „Anuar de lingvistică și istorie literară", tomul XXXIII, 1992-1993, seria A, Lingvistică, 1994, p. 119-144.
Glessgen, Martin-Dietrich, *Linguistique romance. Domaines et méthode en linguistique française et romane*, Armand Colin, Paris, 2007, 2008 (ediția românească: *Lingvistică romanică. Domenii și metode în lingvistica franceză și romanică*, trad. Alexandru Gafton, Editura Universității „Alexandru Ioan Cuza", Iași, 2014).
Goga, Ecaterina, *Introducere în filologia romanică (studiu socio-lingvistic)*, Editura Didactică și Pedagogică, București, 1980.
Iordan, Iorgu / Manoliu, Maria, *Introducere în lingvistica romanică*, Editura Didactică și Pedagogică, București, 1965.
Iordan, Iorgu, *Lingvistică romanică. Evoluție. Curente. Metode*, Editura Academiei, București, 1962.
Klinkenberg, Jean-Marie, *Des langues romanes. Introduction aux études de linguistique romane*, Editions Duculot, Louvain-la-Nueve, 1994. Manoliu Manea, Maria, *Gramatica comparată a limbilor romanice*, Editura Didactică și Pedagogică, București, 1971.
Niculescu, Alexandru (coord.), *Manual de lingvistică romanică*, 4 vol., Universitatea din București, București, 1975-1982.
Pöckl, Wolfang / Rainer, Franz / Pöll, Bernard, *Introducción a la lingüística románica*, Gredos, Madrid, 2004.
Posner, Rebecca, *The Romance languages*, Cambridge University Press, Cambridge-New York-Melbourne, 1996.
Reinheimer-Rîpeanu, Sanda / Tasmowski, Liliana, *Pratique des langues romanes,* L'Hartmann, Paris, 1997.
Reinheimer-Rîpeanu, Sanda, *Lingvistică romanică. Lexic – morfologie - fonetică*, Editura All, București, 2001.
Reinheimer, Sanda / Klein, Horst G. / Stegmann, Tilbert D., *EuroCom - Șapte site: să citim și să înțelegem simultan limbile romanice*, Editura Cavallioti, București, 2001.
Renzi, Lorenzo, *Nuova introduzione alla filologia romanza*, Il Mulino, Bologna, 1985 (ediția originală: 1976).

Sala, Marius (coord.), *Enciclopedia limbilor romanice*, Editura Științifică și Enciclopedică, București, 1989.
Sala, Marius (coord.), *Vocabularul reprezentativ al limbilor romanice*, Editura Științifică și Enciclopedică, București, 1988.
Tagliavini, Carlo, *Originile limbilor neolatine*, trad. Anca Giurescu, Mihaela Cârstea-Romașcanu, Editura Științifică și Enciclopedică, București, 1977 (ediția originală: *Le origini delle lingue neolatine. Introduzione alla filologia romanza*, 1949).
Vidos, B. E., *Manual de lingüística románica*, trad. Francisco de B. Moll, Aguilar, Madrid, 1963 (ediția originală în limba olandeză: 1956).

COURSE : TEHNICA EDITARII TEXTELOR VECHI

1. Title of course

Tehnica editării textelor vechi

2. Scientific area

Language/linguistic

3. Duration

One semester

4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams	-	-	-
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

At least B1 or above in Romanian is recommended.

8. Study cycle

Master

9. Year
1
10. Course unit type
Language course/research seminar
11. Semester
1st
12. Responsible academic staff member(s)
Lecturer. dr. Roxana Vieru
13. E-mail of the responsible academic staff member
rxn_x@yahoo.com
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
B1 or above in Romanian.
17. Language(s) of instruction
Romanian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
1. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 2. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 3. Students will possess the learning skills that enable them to continue studying autonomously. 4. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 5. The ability to locate and manage specialised bibliographic sources on contact linguistics, An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a

literary and cultural perspective.
6. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
7. An advanced theoretical and practical knowledge of the different situations of contact between European languages.

20. Syllabus

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).

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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).	1-7

22. Teaching methods

Face-to-face language practical courses, lectures, practical exercises and student presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research lectures and seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the course. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations.

24. Assessment method

	Contact hours
Final oral exam	a0%
Assessment of class activity; evaluation of a group/individual practical exercises	90%
TOTAL	100%

25. Bibliography

Barborică Elena, L. Onu, Mirela Teodorescu, *Introducere în filologia română. Orientări în tehnica cercetării științifice*, București, 1972.
Gafton Al. *Introducere în paleografia româno-chirilică*, Iași, 2001.
Gheție I., Mareș Al., *Introducere în filologia românească. Probleme. Metode. Interpretări*, București, 1974.
Gheție I., Mareș Al., *Originile scrisului în limba română*, București, 1985.
Keraval P., *Le langage écrit, ses origines, son développement et son mécanisme intellectuel*, Paris, 1897.
Oprea Ioan, *Introducere în filologie*, Suceava, 2000.
Philippide A., *Opere alese*, București, 1984.
Russo D.D., *Critica textelor și tehnica edițiilor*, București, 1912.
Ediții de texte vechi (BB, CB, CS, CV, MOXA, Ps.S. etc.).

COURSE : EDUCATION AND PLURILINGUALISM

1. Title of course
Education and plurilingualism
2. Scientific area
Culture
3. Duration
One semester
4. Study load
125

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

seminar / course, etc.

11. Semester

2nd

12. Responsible academic staff member(s)

FELICIA DUMAS

13. E-mail of the responsible academic staff member

felidumas@yahoo.fr

14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
< B2 in French. Knowledge of general linguistics.
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
Choose the relevant ones from: 1. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 2. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 3. Students will possess the learning skills that enable them to continue studying autonomously. 4. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 5. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 6. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 7. An advanced theoretical and practical knowledge of the different situations of contact between European languages.

8. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
9. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
10. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
11. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. Bilingualism and plurilingualism: definitions and linguistic perspectives.

2. Bilingualism and plurilingualism I: associated concepts and different perspectives of the methodological approach.

3. Bilingualism and plurilingualism II: types of bilingualism.

4 Plurilingualism involved in language teaching I.

5. Plurilingualism involved in the teaching of foreign languages II: theories regarding the alternation of linguistic codes in the teaching of a foreign language (French).

6. Peculiarities of bilingual education in France I: regional languages taught in bilingual classes in public education;

7. Peculiarities of bilingual education in France II: international and European sections.

8 Peculiarities of bilingual education in France III: private education.

9. The concept of mixedness and the role of bilingualism.

10. Mixed families and the construction of bi- and plurilingualism.

11. Bilingualism and plurilingualism and issues related to representations about the value of languages.

12. Education and multilingualism in the family: building bilingualism in mixed families.

13. Strategies for mother tongue transmission in mixed families, in a migratory context.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
1. Bilingualism and plurilingualism: definitions and linguistic perspectives. 2. Bilingualism and plurilingualism I: associated concepts and different perspectives of the methodological approach. 3. Bilingualism and plurilingualism II: types of bilingualism. 4 Plurilingualism involved in language teaching I. 5. Plurilingualism involved in the teaching of foreign languages II: theories regarding the alternation of linguistic codes in the teaching of a foreign language (French). 6. Peculiarities of bilingual education in France I: regional languages taught in bilingual classes in public education; 7. Peculiarities of bilingual education in France II: international and European sections. 8 Peculiarities of bilingual education in France III: private education. 9. The concept of mixedness and the role of bilingualism. 10. Mixed families and the construction of bi- and plurilingualism. 11. Bilingualism and plurilingualism	1-11

and issues related to representations about the value of languages.
12. Education and multilingualism in the family: building bilingualism in mixed families.
13. Strategies for mother tongue transmission in mixed families, in a migratory context.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain expected learning outcome. They will be able to understand the issue of bilingualism and plurilingualism as results of the contacts between languages and the application of their concepts at the level of French language teaching; to transfer in the class activity the results of the current researches in the didactics of the French language regarding the construction of bilingualism and of the bi- and plurilingual competences; to form a series of skills for the analysis and interpretation of bilingualism surveys; to reflect on the issues of bi- and plurilingualism and their involvement in French language teaching; to understand the impact of assessing bilingual and multilingual skills.

24. Assessment method

	Contact hours
Exams	-
Portfolio assessment	70%
Assessment of class activity	30%
TOTAL	100%

25. Bibliography

1. Causa, Maria, L'alternance codique dans l'enseignement d'une langue étrangère. Stratégies d'enseignement bilingues et transmission de savoir en langue étrangère, Berne, Peter Lang, 2002.
2. Dumas, Felicia, Plurilinguisme et éducation en français Réflexions théoriques et analyses de cas, Iași, Junimea, 2010

COURSE : RHETORIC AND ARGUMENTATION : THE DISCOURSE OF ADVERTISING

1. Title of course

Rhetoric and argumentation: the discourse of advertising

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

125

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

1
10. Course unit type
seminar / language course
11. Semester
2nd
12. Responsible academic staff member(s)
MONICA FRUNZA
13. E-mail of the responsible academic staff member
mfrunza@uaic.ro
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
<B2 in French
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
1. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue studying autonomously. 6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 7. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 8. An advanced theoretical and practical knowledge of the different situations of contact between European languages. 9. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

10. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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 Qvintilian'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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
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 Qvintilian'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	1-10

22. Teaching methods

Face-to-face research seminars, face-to-face language courses

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain expected learning outcomes.They will become familiar with the theoretical framework (concepts of discourse and argumentation), have tools that allow them to analyze advertisements, understand how the tools of this theory are used to imprint an argumentative and persuasive note on the advertising discourse, identify the argumentative structures in the advertising discourse, and perform an analysis of a corpus of advertisements of their choice. Thus, students will improve the necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

24. Assessment method

	Contact hours
Exams	-
Portfolio assessment	70%
Assessment of class activity	30%
TOTAL	100%

25. Bibliography

- AUCHLIN, Antoine et MOESCHLER, Jacques, 2014 : *Introduction a la linguistique contemporaine*, Paris, A. Colin.
- BENVENISTE, Emile, 1966 : *Problèmes de linguistique générale*, Tome I, Paris, Gallimard.
- BENVENISTE, Emile, 1970 : *Problèmes de linguistique générale*, Tome II, Paris, Gallimard.
- CHARAUDEAU, Patrick et MAINGUENEAU, Dominique, 2002 : *Dictionnaire d'analyse du discours*, Paris, Seuil.
- FRUNZA, Monica, 2017 : *Stratégies argumentatives et persuasives dans le discours publicitaire,* Beau Bassin, Editions Universitaires Européennes.
- KERBRAT-ORECCHIONI, Catherine, 1980 : *L'énonciation. De la subjectivité dans le langage*, Paris, Armand Colin.
- MAINGUENEAU, Dominique, 1994 : *L'énonciation en linguistique française*, Paris, Hachette.
- PAVEAU M.-A., SARFATI G.-E., 2003, *Les grandes théories de la linguistique. De la grammaire comparée à la pragmatique*, Paris, A. Colin, coll. U/Linguistique

COURSE : ISTORIA LIMBII ROMANE

1. Title of course
Istoria limbii române
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
125

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

1

10. Course unit type

seminar / language course

11. Semester

2nd

12. Responsible academic staff member(s)

Prof. Dr. Alexandru Gafton

13. E-mail of the responsible academic staff member

algafton@gmail.com

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

<B2 in Romanian

17. Language(s) of instruction

Romanian

18. Other academic staff members involved in the curricular unit

None

19. Learning outcomes

1. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
2. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
3. Students will possess the learning skills that enable them to continue studying autonomously.
4. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
5. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
6. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
7. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
8. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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.
11. Universalitatea diacroniei.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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	1-8

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.	

22. Teaching methods

Face-to-face research seminars, face-to-face language courses

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain expected learning outcomes. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations.

24. Assessment method

	Contact hours
Exams	60%
Portfolio assessment (two research papers), Assessment of class activity	40%
TOTAL	100%

25. Bibliography

Densusianu O., *Istoria limbii române*, vol. I, II, București, 1961
Fischer I., *Latina dunăreană*, București, 1985
Frâncu C., *Geneza limbii române și etnogeneza românilor*, Iași, 1999
Gafton Al. *Elemente de istorie a limbii române*, Iași, 2001
Ivănescu G., *Istoria limbii române*, Iași, 1980
Izvoare privind istoria României, I *De la Hesiod la Itinerariul lui Antoninus*, București, 1964
Izvoarele istoriei României, II *De la anul 300 până la anul 1000*, București, 1970
Mihăescu H., *Influența grecească asupra limbii române până în secolul al XV–lea*, București, 1966
Mihăescu H., *Limba latină în provinciile dunărene ale Imperiului Roman*, București, 1960
Philippide A., *Opere alese*, București, 1984

Philippide A., *Originea Romînilor*, vol. I, Iași, 1925, vol. II, 1927
Pușcariu S., *Limba română*, vol. II, *Rostirea*, București, 1994
Rosetti Al., *Istoria limbii române*, București, 1986

COURSE : LANGUAGE ACQUISITION AND LEARNING

1. Title of course
Language acquisition and learning
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
125
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
-
8. Study cycle
Master
9. Year
2
10. Course unit type
seminar / language course, etc.
11. Semester
1st

12. Responsible academic staff member(s)
ILEANA OANA MACARI
13. E-mail of the responsible academic staff member
oanam@uaic.ro
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
<B2 in English. Basic knowledge of TEFL.
17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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	1-14

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.	

22. Teaching methods

Face-to-face research seminars, face-to-face language courses

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain expected learning outcomes. They will be able apply mainstream theories regarding the acquisition and learning of a foreign language, to use knowledge to identify theories and results of linguistic research most relevant to English language teaching, and to select the most effective strategies according to the teaching context in which they are at a given moment.

24. Assessment method

	Contact hours
Portfolio assessment	75%
Assessment of class activity	25%
TOTAL	100%

25. Bibliography

de Bot, Cornelis (2005). Second Language Acquisition: An Advanced Resource Book. Routledge Taylor & Francis Group

Brown, H Douglas (2008), Principles of language learning and teaching, Pearson Longman

Freeman, David (2016), Between Worlds, Heinemann Educational Books

Larsen-Freeman, Diane & Long, Michael H. (1991), An Introduction to Second Language Acquisition Research, Taylor & Francis Group

Lightbown, Patsy & Spada, Nina (1993), How Languages are Learned 4e (Oxford Handbooks for Language Teachers) 4th Edition, OUP

COURSE : NEW DIRECTIONS IN APPLIED LINGUISTICS

1. Title of course

New Directions in Applied linguistics

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

125

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

2

10. Course unit type

seminar / language course

11. Semester

1st

12. Responsible academic staff member(s)

ILEAN OANA MACARI

13. E-mail of the responsible academic staff member

oanam@uaic.ro

14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
<B2 in English
17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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.	1-14

22. Teaching methods

Face-to-face seminars, face-to-face language courses

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain expected learning outcomes. They will be able to apply mainstream theories in applied linguistics and its sub-domains, to use knowledge to identify theories and results of linguistic research most relevant to English language teaching, and to select the most effective strategies according to the teaching context in which they are at a given moment.

24. Assessment method

	Contact hours
Portfolio assessment	75%
Assessment of class activity	25%
TOTAL	100%

25. Bibliography

An Introduction to Applied Linguistics, edited by Norbert Schmitt & Michael P.H. Rodgers, Routledge, 2020

A History of Applied Linguistics: From 1980 to the present, Kees de Bot, Routledge, 2015

COURSE : LA LANGUE FRANÇAISE DANS L'ESPACE FRANCOPHONE: VARIATION, SOCIETE, POLITIQUES / LINGUISTIQUES THE FRENCH LANGUAGE IN THE FRANCOPHONE AREA: VARIATION, SOCIETY, LANGUAGE POLICIES

1. Title of course

La langue française dans l'espace francophone: variation, société, politiques linguistiques

2. Scientific area

Linguistics / Culture

3. Duration

One semester

4. Study load

125

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
-
8. Study cycle
Master
9. Year
2
10. Course unit type
seminar / language course
11. Semester
1st
12. Responsible academic staff member(s)
CRISTINA PETRAȘ
13. E-mail of the responsible academic staff member
cristina.petras@uaic.ro
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
< B2 in French. Knowledge of the main notions of phonetics and phonology, morphology (lexical and grammatical), syntax, semantics, history of the French language.
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
- The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. 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 diastratic (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 Status of the French language, language policies, language development, characterization of language features 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 8. IV. Regional varieties outside Europe. IV.1. Comparison of "varieties of French overseas" according to French expansion factors. Creole emergence conditions. 9. IV.2. Africa. Status of the French language, sociolinguistic landscape, description of linguistic peculiarities. 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. 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.) 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) 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. 14. IV.3.2.5. Canadian Francophone Communities. Description. Language policies in favor of linguistic minorities.
21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. 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 diastratic (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	1-14

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 Status of the French language, language policies, language development, characterization of language features
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
8. IV. Regional varieties outside Europe.
IV.1. Comparison of "varieties of French overseas" according to French expansion factors. Creole emergence conditions.
9. IV.2. Africa. Status of the French language, sociolinguistic landscape, description of linguistic peculiarities.
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.
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.)
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)
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.
14. IV.3.2.5. Canadian Francophone Communities. Description. Language policies in favor of linguistic minorities.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain expected learning outcomes. They will be able to explain the concepts of variation and sociolinguistics, to describe the particularities of the identified French varieties, to associate the description of the linguistic particularities with the action of the external factors that influence the linguistic dynamics (the contact between languages, the status of the French language, linguistic policies, the presence / absence of the norm, etc.), to register the variation in a specific sociolinguistic and socio-historical context, to use the tools of field linguistics, to identify the external factors of variation, to analyze a series of corpora and to incorporate them in a didactic approach that aims at a training in an intercultural perspective. Thus, students will acquire the necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

24. Assessment method

	Contact hours
Final exam	60%
Assessment of class activity	40%
TOTAL	100%

25. Bibliography

- Blampain, Daniel, André Goosse, Jean-Marie Klinkenberg, Marc Wilmet, 1999 [1997], *Le français en Belgique*, Bruxelles, Duculot.
- Blanche-Benveniste, Claire, 2000, *Approches de la langue parlée en français*, Paris, Éditions Ophrys.
- Dimitriu-Panaitescu, Corina, Pavel, Maria, Petraș , Cristina Nica, Dana (coord.), 2011, Dicționar de francofonie canadiană, Iași, Editura Universității « Alexandru Ioan Cuza ».
- Gadet, Françoise, 2007, *La variation sociale en français*, Paris, Éditions Ophrys.
- Pavel, Maria, 2008, *Le Canada francophone. Dynamique et diversité du français*, Iași, Casa Editorială Demiurg.
- Petraș, Cristina, 2016, *Contact de langues et changement linguistique en français acadien*

de la Nouvelle-Écosse. Les marqueurs discursifs, Paris, L'Harmattan.

- Plourde, Michel (dir.), 2003, *Le français au Québec. 400 ans d'histoire et de vie*, Québec, Fides, Conseil supérieur de la langue française.
- Pöll, Bernard, 2001, *Francophonies périphériques. Histoire, statut et profil des principales variétés du français hors de France*, Paris, L'Harmattan.
- Schläpfer, Robert, Arquint, Jachen C., Camartin, Iso, Haas, Walter, Knecht, Pierre, Lurati, Ottavio, Lutz, Florentin, 1985 (pour l'édition française), *La Suisse aux quatre langues*, Genève, Editions Zoé.
- Valdman, Albert, Auger, Julie, Piston-Hatlen, Deborah (dir.), 2005, *Le français en Amérique du Nord. État présent*, Québec, Les Presses de l'Université Laval.
- Walter, Henriette, 1988, *Le français dans tous les sens*, Paris, Éditions Robert Laffont.

COURSE : DEUTSCHE KULTUR IM RUMÄNISCHEN RAUM / GERMAN CULTURE IN THE ROMANIAN-SPEAKING AREA

1. Title of course

German culture in the Romanian-speaking area

2. Scientific area

Culture

3. Duration

One semester

4. Study load

125

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle
Master
9. Year
2
10. Course unit type
seminar / course
11. Semester
1st
12. Responsible academic staff member(s)
ADINA-LUCIA NISTOR
13. E-mail of the responsible academic staff member
lnistor@uaic.ro
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
<B1 in German
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
1. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 2. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 3. Students will possess the learning skills that enable them to continue studying autonomously. 4. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 5. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 6. An advanced theoretical and practical knowledge of the different situations of contact between European languages.

7. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
8. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
9. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
10. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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	1-10

22. Teaching methods

Face-to-face seminars, face-to-face language courses

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain expected learning outcome. They wil be able to explain linguistic phenomena specific to the field of linguistic interference; to explain issues related to language interference; to analyze and present a literary text; to apply theoretical knowledge. Thus, students will acquire the necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

24. Assessment method	
	Contact hours
Term paper/ oral presentation	75%
Assessment of class activity	25%
TOTAL	100%

25. Bibliography

Johannes Beckert, Wolfgang Wildgen: *Einführung in die Sprachkontaktforschung*. Darmstadt 1991.
Bernhard Capesius: *Linguistische Studien*. Auswahl von Helmut Kelp. München 1990.
Michael Clyne: *Forschungsbericht-Sprachkontakt. Untersuchungsergebnisse und praktische Probleme*. în: Renate Bartsch ș.a. Monographien-Linguistik und Kommunikationswissenschaft 18, Kronberg 1975.
Janos Juhasz: *Probleme der Interferenz*. München 1970.
Michael Kroner: *Interferenzen. Rumänisch-ungarisch-deutsche Kulturbeziehungen in Siebenbürgen*. Cluj 1973.
Friedrich Krauß: *Nordsiebenbürgisch-sächsisches Wörterbuch*. vol 1-4, Köln, Wien 1986-1995.
Thomas Nägler: *Der Name der Siebenbürger Sachsen*. în: FVL, vol. 24, nr. 2, Sibiu 1981, p. 23-32.
Thomas Nägler: 800 Jahre Kirche der Deutschen in Siebenbürgen. Thaur bei Innsbruck 1991.
Karin Ney: *Rumänische Transferenzen in vier siebenbürgisch-sächsischen Ortsmundarten des Kreises Hermannstadt/Rumänien*. Marburg 1984.
Karl Kurt Klein, Ludwig Erich Schmitt: *Siebenbürgisch deutscher Sprachatlas*. Marburg 1961.
Kurt Rein, Reiner Hildebrandt: *Siebenbürgisch Deutscher Wortatlas*. Marburg 1979.
Adolf Schullerus ș.a.: *Siebenbürgisch-sächsisches Wörterbuch*. vol. 1-9, Sibiu, București, Berlin, Köln, Weimar 1924-2006.
Adina-Lucia Nistor: *Rumänisch-deutsche/siebenbürgisch-sächsische Sprachinterferenzen im Südwesten Siebenbürgens*. Iași 2001.
Hannelore Baier / Martin Bottesch / Dieter Nowak u.a. (Editori): *Geschichte und Traditionen der deutschen Minderheit in Rumänien*. Medias 2011.
Müller Friedrich: *Deutsche Sprachdenkmäler aus Siebenbürgen*. Bukarest 1986.
Haltrich Josef: *Siebenbürgische Märchen*. Leipzig 2016.
Lucian Blaga: *Luntrea lui Caron*, Bucuresti 2019.
Lucian Blaga: *Hronicul si cantecul varstelor*. Bucuresti 2018.
Ciociltan Alexandru: *Comunitatile germane la sud de Carpati in Evul Mediu (secolele XIII-XVIII)*. Braila 2015.

COURSE : DECADENTISMUL IN LITERATURA SI IN ARTELE PLASTICE

1. Title of course
Decadentismul în literatură și în artele plastice
2. Scientific area
Literature
3. Duration

One semester

4. Study load

125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams	-	-	-
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

At least B1 or above in Romanian is recommended.

8. Study cycle

Master

9. Year

2

10. Course unit type

Literature course

11. Semester

1st

12. Responsible academic staff member(s)

Lecturer dr. Sorin Mocanu

13. E-mail of the responsible academic staff member

sorin.mocanu@uaic.ro

14. Level

Master

15. Mode of delivery

Face-to-face
16. Recommended prerequisites
B1 or above in Romanian.
17. Language(s) of instruction
Romanian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
1. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue studying autonomously. 6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 10. An advanced theoretical and practical knowledge of the different situations of contact between European languages. 11. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
20. Syllabus
1. Definirea conceptelor: decădere, decadență, decadentism. Decadență *vs.* progres. Estetic *vs.* etic 2. Fuzionări, corespondențe și *artă totală*

3. Program estetic: subversiune și spirit negativist; cultul inovației; rafinament și individualism
4. Cultul artificiului și respingerea naturii
5. Androginul. Femeia fatală. Opoziția completă: satanismul. Eroul decadentist: dandyul
6. Decadentismul în artele plastice: Gustave Moreau,Félicien Rops, Maurice Dumont, Odilon Redon, Georges Rochegrosse etc.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. Definirea conceptelor: decădere, decadență, decadentism. Decadență *vs.* progres. Estetic *vs.* etic	1-11
2. Fuzionări, corespondențe și *artă totală*	
3. Program estetic: subversiune și spirit negativist; cultul inovației; rafinament și individualism	
4. Cultul artificiului și respingerea naturii	
5. Androginul. Femeia fatală. Opoziția completă: satanismul. Eroul decadentist: dandyul	
6. Decadentismul în artele plastice: Gustave Moreau,Félicien Rops, Maurice Dumont, Odilon Redon, Georges Rochegrosse etc.	

22. Teaching methods

Face-to-face lectures and student presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research lectures and seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the course. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations.

24. Assessment method

	Contact hours
Final exam	50%
Assessment of class activity; evaluation of a group/individual presentation	50%
TOTAL	100%

25. Bibliography

Babeți, Adriana. *Dandysmul. O istorie*, Polirom, Iași, 2004.
Bernheimer, Charles. *Decadent Subjects. The Idea of Decadence in Art, Literature, Philosopy and Culture of the Fin de siecle in Europe*, The John Hopkins University Press, Baltimore, 2002.
Călinescu, Matei. *Cinci fețe ale Modernității*, Editura Univers, București, 1995.
Durand, Gilbert. *Arte și arhetipuri. Religia artei,* traducere de Andrei Niculecu, Editura Meridiane, București, 2003.
Jouve, Séverine. *Les Décadents. Bréviaire fin de siècle*, Plon, Paris, 1989.
Marino, Adrian. *Dicționar de idei literare*, Editura Eminescu, București, 1973.
Marquèze-Pouey, Louis. *Le mouvement décadent en France*, PUF, Paris, 1986.
Mitchievici, Angelo. *Decadență și decadentism*, Curtea Veche, București, 2011.
Palacio, Jean de. *Figures et formes de la décadence*, Séguier, Paris, 2000.
Weir, David. *Decadence and the Making of Modernism*, University of Massachusetts Press, 1995.

COURSE : LITERATURA, ARTE VIZUALE, ARTE ALE SPECTACOLULUI

1. Title of course
Literatură, arte vizuale, arte ale spectacolului
2. Scientific area
Literature
3. Duration
One semester
4. Study load
125 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams	-	-	-
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

At least B1 or above in Romanian is recommended.

8. Study cycle

Master

9. Year

2

10. Course unit type

Literature course

11. Semester

1st

12. Responsible academic staff member(s)

Lecturer dr. Sorin Mocanu

13. E-mail of the responsible academic staff member

sorin.mocanu@uaic.ro

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

B1 or above in Romanian.

17. Language(s) of instruction

Romanian
18. Other academic staff members involved in the curricular unit
None
19. Learning outcomes
1. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue studying autonomously. 6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 10. An advanced theoretical and practical knowledge of the different situations of contact between European languages. 11. An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
20. Syllabus
1. Diegesis și mimesis. 2. Ilustrația de carte – posibilități și limite. 3. Dramatizarea și ecranizarea – tehnici și strategii; riscuri; șanse de deschidere. 4. Studii de caz – texte literare/„povești” adaptate la alte medii (muzică, dans/balet, teatru, film)
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Unit in the syllabus > Learning outcome 1. Diegesis și mimesis. 1-11

2. Ilustrația de carte – posibilități și limite.
3. Dramatizarea și ecranizarea – tehnici și strategii; riscuri; șanse de deschidere.
4. Studii de caz – texte literare/„povești" adaptate la alte medii (muzică, dans/balet, teatru, film)

22. Teaching methods

Face-to-face lectures and student presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research lectures and seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the course. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations.

24. Assessment method

	Contact hours
Final exam	50%
Assessment of class activity; evaluation of a group/individual presentation	50%
TOTAL	100%

25. Bibliography

Arnheim, Rudolf, Art and Visual Perception: A Psychology of the Creative Eye, Berkeley & Los Angeles: University of California Press, 1954/new version, 1974 / Arta și percepția vizuală. O psihologie a văzului creator, București, Meridiane, 1979; Aumont, Jean, Bergala, Alain ș.a., L'Esthétique du film, Paris, Nathan, 1983; Burch, Noël, Une praxis du cinéma, Paris, Gallimard, 1986 / Un praxis al cinematografului, București, Meridiane, 2001; Cernăuți-Gorodețchi, Mihaela, „Medii și coduri", în Poetica basmului modern, ediția a doua, Iași, Universitas XXI, 2002, pp. 30-74; Elam, Keir, The Semiotics of Theatre and Drama, London & New York, Methuen, 1980; Joly, Martine, Introduction à l'analyse de l'image, Paris, Nathan, 1994 / Introducere în analiza imaginii, București, All Educational, 1998; Ubersfeld, Anne, Lire le théâtre, I-III, Paris, Editions Belin, 1996

UNIVERSITY OF PAVIA

COURSE: L'ITALIANO PER LA SCENA E PER LO SCHERMO (UNIPV)

1. Title of course

L'italiano per la scena e per lo schermo

2. Scientific area

L-FIL-LET/12 - Italian linguistics

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 1 or 2

10. Course unit type

Research seminars and lectures

11. Semester

1st or 3rd

12. Responsible academic staff member(s)
Professor Pietro Benzoni
13. E-mail of the responsible academic staff member
pietro.benzoni@unipv.it
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Italian language at B2 level.
17. Language(s) of instruction
Italian
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue studying autonomously. 6. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research. 7. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective.

8. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
9. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
10. The necessary skills to carry out original research work in one of the fields covered by the master's degree.

20. Syllabus

The course aims at developing specific skills in linguistic analysis of performing arts texts and to refine a critical-philological sensitivity. The course will be divided into two parts.

1. Methodological framework and focus on some preliminary questions: the characteristics of natural speech and the logic of its functioning in a situation; representations and stylizations of orality; the "question of language" in the Italian theatrical and filmic tradition; philological problems posed by the texts for the stage and for the screen.

2. Synthetic overview of the evolution of the language of Italian cinema from silent captions to the present day. Analysis and discussion of a corpus of selected texts that allows you to illustrate some of the main varieties of cinematographic Italian and to touch on some specific themes: the relationships between literature, theater and cinema; the different filmic textualities (subject, treatment, screenplay, découpage, etc.); the genres of Italian cinema ("white telephones", neorealism, Italian comedy, spaghetti-western, etc.); the linguistic identification of the characters; the uses of the dialect; the forms of dubbing.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The course aims to develop specific skills in linguistic analysis of performing arts texts and to refine a critical-philological sensitivity. The course will be divided into two parts. 1. Methodological framework and focus on some preliminary questions: the	1-10

characteristics of natural speech and the logic of its functioning in a situation; representations and stylizations of orality; the "question of language" in the Italian theatrical and filmic tradition; philological problems posed by the texts for the stage and for the screen. 2. Synthetic overview of the evolution of the language of Italian cinema from silent captions to the present day. Analysis and discussion of a corpus of selected texts that allows you to illustrate some of the main varieties of cinematographic Italian and to touch on some specific themes: the relationships between literature, theater and cinema; the different filmic textualities (subject, treatment, screenplay, découpage, etc.); the genres of Italian cinema ("white telephones", neorealism, Italian comedy, spaghetti-western, etc.); the linguistic identification of the characters; the uses of the dialect; the forms of dubbing.	

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able to: apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include

reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. Students will possess: the learning skills that enable them to continue studying autonomously; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

1. Fabio Rossi, "Lingua italiana e cinema", Roma, Carocci, 2007.
2. Luca D'Onghia, "Drammaturgia", in "Storia dell'italiano scritto, II: Prosa letteraria" edited by G. Antonelli, M. Motolese and L. Tomasin, Roma, Carocci, 2014, pp. 153-202.
3. All materials and texts discussed during the course.
4. Four studies chosen from those that will be uploaded on KIRO (in the section entitled "Saggistica per l'esame") and seven films chosen from those indicated in the reference list that will be provided in class and published on KIRO. Of course, of these films, the student must be able to analyze first and foremost the linguistic choices.

Non-attending students will replace point 3 with the following bibliography:
3.1 Claudio Giovanardi, Pietro Trifone, "La lingua del teatro", Bologna, il Mulino, 2015, three chapters to be chosen from the first part ("Profilo linguistico") and three from the second ("Antologia di testi commentati").
3.2 Sergio Raffaelli, "Parole di film. Studi cinematografici 1961-2010", edited by M. Fanfani,

Florence, Cesati, 2005, a chapter chosen from each of the five sections of the book.

COURSE : COMUNICAZIONE VERBALE E LINGUAGGIO DEI MEDIA (UNIPV)

1. Title of course
Comunicazione verbale e linguaggio dei media
2. Scientific area
L-LIN/01 - HISTORICAL AND GENERAL LINGUISTICS
3. Duration
One semester
4. Study load
For 5 ECTS: 125 hours
5. Contact hours
Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master in class LM-38
9. Year
Year 1 or 2
10. Course unit type
Research seminars and lectures
11. Semester

1st or 3rd
12. Responsible academic staff member(s)
Professor Jezek Elisabetta
13. E-mail of the responsible academic staff member
elisabetta.jezek@unipv.it
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Italian language at B2 level.
17. Language(s) of instruction
Italian
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue studying autonomously. 6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies. 7. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective.

8. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
9. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
10. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
11. A solid knowledge in the field of linguistic analysis and communication mechanisms

20. Syllabus

Students will acquire knowledge of the main topics of the semantics and pragmatics of verbal communication. They will acquire skills to use this knowledge to critically analyse the language of media. The first module of the course introduces the students to the basic notions needed to approach the study of language from the perspective of the meaning conveyed through it in communication, and will provide them with the theoretical tools to conduct linguistic semantic analysis. The focus will be on the following aspects: lexical information, the contextual variability of word meaning, ambiguity, polysemy and vagueness: word types and word classes; metaphor and metonymy; neologisms and linguistic creativity; the lexicon of social networks. The course's second module provides an introduction to pragmatics, i.e. the study of language use in context. Our focus will be on the notions of deixis, implicature, presupposition, and speech act. We will also explore the contemporary debate by looking at the fine line between lying and misleading, at uses (and abuses) of implicitness in the press, and at the dynamics of discursive injustice – a peculiar form of injustice occurring when a speaker's capacity to communicate is unfairly hindered due to negative prejudicial stereotypes attached to their social identity (e.g. their gender, race, sexual orientation, and so on).

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Students will acquire knowledge of the main topics of the semantics and pragmatics of verbal communication. They will acquire skills to use this knowledge to critically analyse the language of media. The first module of the course introduces the students to the basic notions needed to approach the study of language from the perspective of the meaning conveyed through it in communication, and will provide them with the theoretical tools to conduct linguistic semantic analysis. The	1-11.

focus will be on the following aspects: lexical information, the contextual variability of word meaning, ambiguity, polysemy and vagueness: word types and word classes; metaphor and metonymy; neologisms and linguistic creativity; the lexicon of social networks. The course's second module provides an introduction to pragmatics, i.e. the study of language use in context. Our focus will be on the notions of deixis, implicature, presupposition, and speech act. We will also explore the contemporary debate by looking at the fine line between lying and misleading, at uses (and abuses) of implicitness in the press, and at the dynamics of discursive injustice – a peculiar form of injustice occurring when a speaker's capacity to communicate is unfairly hindered due to negative prejudicial stereotypes attached to their social identity (e.g. their gender, race, sexual orientation, and so on).	

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able to: apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies ; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a

literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the ~~philological~~ fields covered by the master's degree; a solid knowledge in the field of linguistic analysis and communication mechanisms.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Readings:

- Bianchi Claudia, 2003, Pragmatica del Linguaggio, Roma-Bari: Laterza.
- Jezek Elisabetta, 2011 (2a ed.), Lessico. Classi di parole, strutture, combinazioni. Bologna: Il Mulino.

Optional Readings:

- Austin John, "Come agire con le parole", in Gli atti linguistici, a cura di M. Sbisà, Feltrinelli, Milano 1978, pp. 61-80.
- Bianchi Claudia, "Ingiustizia discorsiva", in La donna non esiste. E l'uomo? Sesso, genere e identità, a cura di N. Vassallo, Codice Edizioni, Torino 2017, pp. 47-52.
- Gheno Vera, Social-linguistica. Italiano e italiani dei social network, Firenze, Franco Cesati, 2017.
- Grice Paul, "Logica e conversazione", in Id., Logica e conversazione. Saggi su intenzione, significato e comunicazione, tr. it. di G. Moro, Bologna, Il Mulino 1993, pp. 55-76.
- Martocchi Andrea e Elisabetta Jezek, Ellissi interpuntiva nell'italiano giovanile di Facebook. Punteggiatura, sintassi, testualità nella varietà dei testi italiani contemporanei, a cura di A. Ferrari, L. Lala, F. Pecorari, R. Stojmenova Weber, Firenze, Franco Cesati Editore, 2019, pp.

135-147

COURSE: ECONOMIA DELLO SVILUPPO E DELLA COOPERAZIONE (UNIPV)

1. Title of course
Economia dello sviluppo e della cooperazione
2. Scientific area
SECS-P/02 - ECONOMIC POLICY
3. Duration
One semester
4. Study load
For 5 ECTS: 125 hours
5. Contact hours
Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master in class LM-38
9. Year
Year 1 or 2
10. Course unit type
Research seminars and lectures
11. Semester

1st or 3rd
12. Responsible academic staff member(s)
Professor Enrica Chiappero
13. E-mail of the responsible academic staff member
enrica.chiappero@unipv.it
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Italian language at B2 level.
17. Language(s) of instruction
Italian
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue studying autonomously. 6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies. 7. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.

8. An in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis.
9. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
10. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
11. The linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

20. Syllabus

The goal of the course is to familiarize students with the meaning and issues of development.

The course will cover the basics of development economics and highlights cooperation strategies over the last seventy years.

The course will introduce students to: i) the main development theories aimed to explain the different trends and development gaps at a global level; ii) how development, poverty and inequalities can be measured; iii) the role and impact of development policies, aids and international cooperation may have in different institutional contexts.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The goal of the course is to familiarize students with the meaning and issues of development. The course will cover the basics of development economics and highlights cooperation strategies over the last seventy years. The course will introduce students to: i) the main development theories aimed to explain the different trends and development gaps at a global level; ii) how development, poverty and inequalities can be measured; iii) the role and impact of development policies, aids and international cooperation may have in	1-11

different institutional contexts.	

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able : to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study ; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements ; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Students will possess : the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studie; an in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the ~~philological~~ fields covered by the master's degree ; the linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

The reference textbook for the introduction to development economics is J.E. Taylor and T.J. Lybbert, Essentials of development economics, 2015, 2nd edition, University of California Press; it can be easily bought on Amazon at an affordable price.

The interactive teaching platform KIRO will make available all the teaching materials used during the lessons (powerpoint presentations, compulsory and supplementary readings, useful links, etc.). You can access to KIRO by means of username and password (http://elearning2.unipv.it/scipol/)

COURSE: ITALIAN POLITICS AND SOCIETY (UNIPV)

1. Title of course

Italian Politics and Society

2. Scientific area

SPS/01 - POLITICAL PHILOSOPHY

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total

Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 1 or 2

10. Course unit type

Research seminars and lectures

11. Semester

1st or 3rd

12. Responsible academic staff member(s)

Carter Ian Frank

13. E-mail of the responsible academic staff member

ian.carter@unipv.it

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

English language at B2 level.

17. Language(s) of instruction

English

18. Other academic staff members involved in the curricular unit

Legnante Guido - legnante@unipv.it

Parri Leonardo - parri@unipv.it

19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies
7. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
8. An in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis.
9. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
10. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
11. An advanced knowledge in the cultural and social issues connected to the chosen languages, in order to use the languages with awareness in the perspective of international communication.

20. Syllabus

The course aims to introduce students to the main features of the Italian political system and issues in Italian society.

By the end of the course, students should have become familiar with the main Italian political, economic and social institutions; with the main challenges affecting the contemporary Italian political system, the Italian economy, and Italy-EU relations; and with some important contemporary Italian policy questions and ethical controversies. Through participation in seminars and essay writing, students will also improve their presentational, analytical and argumentative skills.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The course aims to introduce students to the main features of the Italian political system and issues in Italian society. By the end of the course, students should have become familiar with the main Italian political, economic and social institutions; with the main challenges affecting the contemporary Italian political system, the Italian economy, and Italy-EU relations; and with some important contemporary Italian policy questions and ethical controversies. Through participation in seminars and essay writing, students will also improve their presentational, analytical and argumentative skills.	1-11.

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; an in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research

into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the ~~philological~~ fields covered by the master's degree ; an advanced knowledge in the cultural and social issues connected to the chosen languages, in order to use the languages with awareness in the perspective of international communication.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Readings will be indicated by the course convenor at the beginning of the course and will be made available through KIRO.

COURSE : LINGUAGGI PER LA COMUNICAZIONE PUBBLICA E DIGITALE (UNIPV)

1. Title of course

Linguaggi per la comunicazione pubblica e digitale

2. Scientific area

L-FIL-LET/12 - ITALIAN LINGUISTICS

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 1 or 2

10. Course unit type

Research seminars and lectures

11. Semester

1st or 3rd

12. Responsible academic staff member(s)

Professor Giuseppe Antonelli

13. E-mail of the responsible academic staff member

giuseppe.antonelli@unipv.it

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Italian language at B2 level

17. Language(s) of instruction

Italian

18. Other academic staff members involved in the curricular unit

19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies.
7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.
8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective.
9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
10. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
11. The necessary skills to carry out original research work in one of the fields covered by the master's degree
12. An advanced knowledge in the cultural and social issues connected to the chosen languages, in order to use the languages with awareness in the perspective of international communication.
13. The necessary skills to operate using information technology.

20. Syllabus

At the end of the course the students will:

- know the characteristic traits of the evolution of the Italian language in the digital era.
- know how to distinguish and appropriately evaluate the different types of online communication texts.
- know how to communicate correctly and effectively contents intended for a specific public.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
At the end of the course the students will: - know the characteristic traits of the evolution of the Italian language in the digital era. - know how to distinguish and appropriately evaluate the different types of online communication texts. - know how to communicate correctly and effectively contents intended for a specific public.	1-13

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological

and linguistic research; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree; an advanced knowledge in the cultural and social issues connected to the chosen languages, in order to use the languages with awareness in the perspective of international communication; the necessary skills to operate using information technology.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

1. Giuseppe Antonelli, L'italiano nella società della comunicazione 2.0, Bologna, Il Mulino, 2016.
2. Daniela Vellutino, L'italiano istituzionale per la comunicazione pubblica, Bologna, Il Mulino, 2018.
3. All the materials presented and commented in class.

For non-attending students, point 3. is replaced by Anna Maria Anelli, Caro cliente
Chat, email, messaggi automatici fuori e dentro l'azienda, Bologna Zanichelli, 2018.

COURSE : LINGUISTICA COMPUTAZIONALE (UNIPV)

1. Title of course

Linguistica computazionale

2. Scientific area

L-LIN/01 - HISTORICAL AND GENERAL LINGUISTICS

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master LM-38

9. Year

Year 1 or 2

10. Course unit type

Research seminars and lectures

11. Semester

1st or 3rd

12. Responsible academic staff member(s)

Professor Elisabetta Jezek

13. E-mail of the responsible academic staff member

elisabetta.jezek@unipv.it

14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Italian language at B2 level
17. Language(s) of instruction
Italian
18. Other academic staff members involved in the curricular unit
19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.
7. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective.
8. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.

9. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
10. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
11. The necessary skills to operate using information technology.

20. Syllabus

The automatic analysis of texts is today essential for research purposes in the social sciences and the humanities and for applications of various kinds, from automatic translation, to opinion mining, to the construction of conversational agents.
The course introduces the fundamental concepts, methodologies and tools of computational linguistics and natural language processing, providing students with skills to automatically or semi-automatically analyze textual data of various kinds (literary, historical, scientific, socio-political, journalistic). It also provides the methodological basis of the linguistic annotation of texts for supervised machine learning.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The automatic analysis of texts is today essential for research purposes in the social sciences and the humanities and for applications of various kinds, from automatic translation, to opinion mining, to the construction of conversational agents. The course introduces the fundamental concepts, methodologies and tools of computational linguistics and natural language processing, providing students with skills to automatically or semi-automatically analyze textual data of various kinds (literary, historical, scientific, socio-political, journalistic). It also provides the methodological basis of the linguistic annotation of texts for supervised machine learning.	1-11.

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Students will possess: the learning skills that enable them to continue studying autonomously; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree; the necessary skills to operate using information technology.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Readings:

Jezek, Elisabetta 2016. The Lexicon: An Introduction, Oxford, Oxford University Press. Ch 1 "Basic Notions".

Jurafsky, Dan, and James H. Martin. 2018. Speech and language processing. Ed. 3. URL: https://web.stanford.edu/~jurafsky/slp3/17.pdf - Ch 6, "Vector Semantics".

Jurafsky, Dan, and James H. Martin. 2018. Speech and language processing. Ed. 3. URL: https://web.stanford.edu/~jurafsky/slp3/17.pdf - Ch 17.1 "Named Entity Recognition".

Liu, B. 2012. Sentiment analysis and opinion mining. Synthesis lectures on human language technologies, 5(1), 1-167. Ch 1 "Sentiment Analysis: A Fascinating Problem" and Ch 2 "The Problem of Sentiment Analysis". Available through Linkup, University of Pavia, https://www.morganclaypool.com/action/ssostart?redirectUri=%2F.

Lu, X., 2014. Computational methods for corpus annotation and analysis. Dordrecht, Springer. Ch 2 "Text Processing with the Command Line Interface".

Straka, Milan, Jan Hajic, and Jana Straková. 2016. UDPipe: Trainable Pipeline for Processing CoNLL-U Files Performing Tokenization, Morphological Analysis, POS Tagging and Parsing. In Proceedings of LREC 2016. URL: http://ufal.mff.cuni.cz/~straka/papers/2016-lrec_udpipe.pdf

Pustejovsky, James, José M. Castano, Robert Ingria, Roser Sauri, Robert J. Gaizauskas, Andrea Setzer, Graham Katz, and Dragomir R. Radev. 2003. "TimeML: Robust specification of event and temporal expressions in text." New directions in question answering 3: 28-34. URL: https://www.aaai.org/Papers/Symposia/Spring/2003/SS-03-07/SS03-07-005.pdf

Pustejovsky J. and A. Stubbs. 2012. Natural Language Annotation for Machine Learning, 0'Reilly Media, Ch 7 Training: Machine Learning.

Natural Language ToolKit. URL: https://towardsdatascience.com/introduction-to-natural-language-processing-for-text-df845750fb63

Additional readings will be introduced in class and made available on the KIRO platform online.

COURSE : METODI DIGITALI PER LA RICERCA SOCIALE E DI MARKETING (UNIPV)

1. Title of course

Metodi digitali per la ricerca sociale e di marketing

2. Scientific area

SPS/07 - GENERAL SOCIOLOGY

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master class LM-38

9. Year

Year 1 or 2

10. Course unit type

Research seminars and lectures

11. Semester

1st or 3rd

12. Responsible academic staff member(s)

Professor Flavio Antonio Ceravolo
13. E-mail of the responsible academic staff member
flavioantonio.ceravolo@unipv.it
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Italian language at B2 level.
17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies.
7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.

8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective.
9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
10. An in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis.
11. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
12. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
13. The necessary skills to operate using information technology

20. Syllabus

The course provides the basic tools for designing social research projects that make extensive use, following an integrative perspective, of all the typical tools of research methods based on the use of digital technologies.
In particular, attention will be paid to the careful design of the cognitive question and its transformation into technical research choices both in the case of basic research and in the case of applied or market research.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The course provides the basic tools for designing social research projects that make extensive use, following an integrative perspective, of all the typical tools of research methods based on the use of digital technologies. In particular, attention will be paid to the careful design of the cognitive question and its transformation into technical research choices both in the case of basic research and in the case of applied or market research.	1-13

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able to: apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; an in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree ; the necessary skills to operate using information technology.
24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

- Digital Social Research, Giuseppe Veltri, Polity Press, 2019.
- Materials provided by the teacher during the classes, that will be made available on KIRO.

COURSE : DIGITAL HUMANITIES (UNIPV)

1. Title of course

Digital Humanities

2. Scientific area

ING-INF/05 - INFORMATION PROCESSING SYSTEMS

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			

TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 1

10. Course unit type

Research seminars and lectures

11. Semester

2nd

12. Responsible academic staff member(s)

To be defined; Professor to be hired with contract; this course is activated specifically for the master

13. E-mail of the responsible academic staff member

To be defined; Professor to be hired with contract; this course is activated specifically for the master

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Italian language at B2 level

17. Language(s) of instruction

Italian

18. Other academic staff members involved in the curricular unit

Professor Elisabetta Jezek

19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies.
7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.
8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective.
9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
10. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
11. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
12. The necessary skills to operate using information technology

20. Syllabus

The course aims to introduce the key methodologies and techniques that can be used to organise, explore, and analyse different types of cultural contents included in texts. At the end of the course, students will be able to carry out a critical analysis of the key concepts of Digital Humanities; use a set of Digital Humanities tools; create new ways to visualise data and metadata; explore and analyse text corpora; carry out linguistic analysis automatically; create and analyse networks. The course will be based on the presentation of theoretical concepts, an overview of the projects in the field of Digital Humanities, and practical activities. In particular,

it will include an introduction to Digital Humanities; an introduction to automatic language processing; an introduction to Network Analysis.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The course aims to introduce the key methodologies and techniques that can be used to organise, explore, and analyse different types of cultural contents included in texts. At the end of the course, students will be able to carry out a critical analysis of the key concepts of Digital Humanities; use a set of Digital Humanities tools; create new ways to visualise data and metadata; explore and analyse text corpora; carry out linguistic analysis automatically; create and analyse networks. The course will be based on the presentation of theoretical concepts, an overview of the projects in the field of Digital Humanities, and practical activities. In particular, it will include an introduction to Digital Humanities; an introduction to automatic language processing; an introduction to Network Analysis.	1-12

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader

(or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree ; the necessary skills to operate using information technology.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Lenci, A., Montemagni, S., & Pirrelli, V. (2016). Testo e computer. Introduzione alla linguistica computazionale. Carocci editore.

Moretti. F. (2011). Network theory, plot analysis. Pamphlet 2. Stanford Literary Lab, url https://litlab.stanford.edu/LiteraryLabPamphlet2.pdf

Tomasi, F. (2015). Discipline umanistiche e informatica. Quale futuro per l'integrazione?

Labour & Law Issues, *1*(1), 31-48.

Tomasi, F. (2009). Metodologie informatiche e discipline umanistiche. Carocci.

COURSE : IL LINGUAGGIO DELLA COOPERAZIONE (UNIPV)

1. Title of course
Il linguaggio della cooperazione
2. Scientific area
SECS-P/01 – ECONOMICS
3. Duration
One semester
4. Study load
For 5 ECTS: 125 hours
5. Contact hours
Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master in class LM-38
9. Year
Year 1

10. Course unit type
Research seminars and lectures
11. Semester
2nd
12. Responsible academic staff member(s)
Professor Marco Missaglia
13. E-mail of the responsible academic staff member
marco.missaglia@unipv.it
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Italian language at B2 level
17. Language(s) of instruction
Italian
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies
7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.
8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective.
9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
10. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
11. An advanced theoretical and practical knowledge of the different situations of contact between European literatures, cultures and societies.
12. An in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis.
13. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
14. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
15. An advanced knowledge in the cultural and social issues connected to the chosen languages, in order to use the languages with awareness in the perspective of international communication.
16. The linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

20. Syllabus

As always in history, the periods of crisis highlight an underlying contradiction between the temptation and the practice of closure (beggar-my-neighbor) on the one hand and, on the other, the awareness that the scale of the heavy challenges would require instead openness, collaboration, planning. Between the temptation of tough competition and the need for cooperation between peoples, countries and cultures, "cooperation", in its essence, means the extension of non-mercantile logics to a potentially ever wider space.

It goes without saying that reaching such an outcome is difficult, it requires a long time, effort and awareness. In a word, it requires culture. The contribution that this course offer is precisely this: to provide some ideas for reflection, through the analysis of the "words of cooperation",

on the many cases in which, in history and in the present, a different mix of cooperation and competition has changed or it could have changed the course of events.
The course will be structured around specific words, many of which have a meaning that is not only or not predominantly economic (by way of example: "credit"; "exchange"; "travel"; "global public good", etc.). Ideally, a traditional lesson and in-depth work by students will be dedicated to each word.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
As always in history, the periods of crisis highlight an underlying contradiction between the temptation and the practice of closure (beggar-my-neighbor) on the one hand and, on the other, the awareness that the scale of the heavy challenges would require instead openness, collaboration, planning. Between the temptation of tough competition and the need for cooperation between peoples, countries and cultures, "cooperation", in its essence, means the extension of non-mercantile logics to a potentially ever wider space. It goes without saying that reaching such an outcome is difficult, it requires a long time, effort and awareness. In a word, it requires culture. The contribution that this course offer is precisely this: to provide some ideas for reflection, through the analysis of the "words of cooperation", on the many cases in which, in history and in the present, a different mix of cooperation and competition has changed or it could have changed the course of events. The course will be structured around specific words, many of which have a meaning that is not only or not predominantly economic (by way of example: "credit"; "exchange"; "travel"; "global public good", etc.). Ideally, a traditional lesson and in-depth work by	1-16

students will be dedicated to each word.	

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; an advanced theoretical and practical knowledge of the different situations of contact between European languages; an advanced theoretical and practical knowledge of the different situations of contact between European literatures, cultures and societies; an in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree; an advanced knowledge in the cultural and social issues connected to the chosen languages, in order to use the languages with awareness in the perspective of international communication; the linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

The course is based on a set of notes provided by the teacher presented as slides; these are supplemented by a selection of articles that will be provided during classes and made available on the KIRO platform.

COURSE : INTRODUZIONE ALLA STORIA DELLE RELAZIONI INTERNAZIONALI : LE FONTI ARCHIVISTICHE (UNIPV)

1. Title of course

Introduzione alla Storia delle Relazioni Internazionali: le fonti archivistiche

2. Scientific area

SPS/06 - HISTORY OF INTERNATIONAL RELATIONS

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)

Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 1

10. Course unit type

Research seminars and lectures

11. Semester

2nd

12. Responsible academic staff member(s)

Professor Ilaria Poggiolini

13. E-mail of the responsible academic staff member

ilaria.poggiolini@unipv.it

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Italian language at B2 level.

17. Language(s) of instruction

Italian

18. Other academic staff members involved in the curricular unit

19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies.
7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.
8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective.
9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
10. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
11. An advanced theoretical and practical knowledge of the different situations of contact between European literatures, cultures and societies.
12. An in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis.
13. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
14. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
15. An advanced knowledge in the cultural and social issues connected to the chosen languages, in order to use the languages with awareness in the perspective of international communication.

16. The linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

20. Syllabus

In collaboration with the Committee for the Publication of Italian Diplomatic Documents and the Italian Diplomatic Archive (MAECI- Rome), the course aims at introducing students within the area of the humanities to the meaning and purpose of international history over time. The course is designed to: 1) engage students with methodologies and historiographical schools within the area of international history; 2) allow students to access and evaluate relevant archival sources, from the origins of color books to progressive liberalisation of public access to diplomatic sources and finally to their digitalisation; 3) the final part of the course will be devoted to welcome students into the reality of working and researching in diplomatic archives, such as the Archivio Storico Diplomatico Italiano and others. Experts, practitioners and archivists will actively engage students in seminars and laboratories aimed at introducing them to the access, conservation and publication of diplomatic documents.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
In collaboration with the Committee for the Publication of Italian Diplomatic Documents and the Italian Diplomatic Archive (MAECI- Rome), the course aims at introducing students within the area of the humanities to the meaning and purpose of international history over time. The course is designed to: 1) engage students with methodologies and historiographical schools within the area of international history; 2) allow students to access and evaluate relevant archival sources, from the origins of color books to progressive liberalisation of public access to diplomatic sources and finally to their digitalisation; 3) the final part of the course will be devoted to welcome students into the reality of working and researching in diplomatic archives, such as the Archivio Storico Diplomatico Italiano and others. Experts, practitioners and archivists will actively engage students in seminars and	1-16.

laboratories aimed at introducing them to the access, conservation and publication of diplomatic documents.	

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; an advanced theoretical and practical knowledge of the different situations of contact between European languages; an advanced theoretical and practical knowledge of the different situations of contact between European literatures, cultures and societies; an in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree; an advanced knowledge in the cultural and social issues connected to the chosen languages, in order to use the languages with awareness in the perspective of international communication; the linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of

cultures and societies and their cooperation.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

-Ennio DI Nolfo, Prima Lezione di Storia delle Relazioni Internazionali, Bari, Laterza 2006
-Keith Hamilton, Richard Langhorne, The Practice of Diplomacy Its Evolution, Theory and Administration, London & New York, Routledge, 2011
-Enrico Serra, CONSISTENZA ED ORGANIZZAZIONE DELL'ARCHIVIO STORICO-DIPLOMATICO DEL MINISTERO DEGLI ESTERI ITALIANO, Il Politico
Vol. 55, No. 4 (156) (Ottobre-Dicembre 1990), pp. 657-672
-Amedeo Giannini, Il valore storico dei documenti diplomatici, Rivista di Studi Politici Internazionali, Vol. 16, No. 3 (Luglio-Settembre 1949), pp. 380-406

COURSE : LABORATORIO DI COMUNICAZIONE E STUDI CULTURALI (UNIPV)

1. Title of course

Laboratorio di comunicazione e studi culturali

2. Scientific area

SPS/08 - SOCIOLOGY OF CULTURE AND COMMUNICATION

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 1

10. Course unit type

Research seminars and lectures

11. Semester

2nd

12. Responsible academic staff member(s)

Professor Alessandro Caliandro

13. E-mail of the responsible academic staff member

alessandro.caliandro@unipv.it

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Italian language at B2 level.

17. Language(s) of instruction

Italian

18. Other academic staff members involved in the curricular unit

Professor Guido Bosticco – guido.bosticco@unipv.it

19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies
7. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
8. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
9. An advanced theoretical and practical knowledge of the different situations of contact between European literatures, cultures and societies.
10. An in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis.
11. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
12. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
13. A solid knowledge in the field of linguistic analysis and communication mechanisms.
14. The necessary skills to operate using information technology.
15. The linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation

20. Syllabus

By the end of this Laboratory students will be able to:
• Understand the strategic importance of digital technologies within contemporary communicative and cultural processes;
• Understand the connection between logics of digital media and logics of consumption;
• Use sociological theories to critically analyse the contemporary processes of digital communication;
• Identify the main opportunities and challenges posed by digital media;
• Critically evaluate the impact of digital media on contemporary society and culture.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
By the end of this Laboratory students will be able to: • Understand the strategic importance of digital technologies within contemporary communicative and cultural processes; • Understand the connection between logics of digital media and logics of consumption; • Use sociological theories to critically analyse the contemporary processes of digital communication; • Identify the main opportunities and challenges posed by digital media; • Critically evaluate the impact of digital media on contemporary society and culture.	1-15

22. Teaching methods

Face-to-face lectures and seminar activities.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their

knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; an advanced theoretical and practical knowledge of the different situations of contact between European languages; an advanced theoretical and practical knowledge of the different situations of contact between European literatures, cultures and societies; an in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the ~~philological~~ fields covered by the master's degree; a solid knowledge in the field of linguistic analysis and communication mechanisms; the necessary skills to operate using information technology; the linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Bibliography for students attending lectures: readings and learning materials will be provided by the teacher during the classes. Bibliography for students not attending lectures: to be agreed with the teacher.

COURSE : LINGUA ITALIANA CON LABORATORIO (UNIPV)

1. Title of course

Lingua Italiana con laboratorio

2. Scientific area

L-FIL-LET/12 - ITALIAN LINGUISTICS

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 1

10. Course unit type

HISTORICAL AND GENERAL LINGUISTICS

11. Semester

2nd

12. Responsible academic staff member(s)

Professor Giovanni Battista Boccardo
13. E-mail of the responsible academic staff member
giovannibattista.boccardo@unipv.it
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Italian language at B2 level.
17. Language(s) of instruction
Italian
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 5. Students will possess the learning skills that enable them to continue studying autonomously. 6. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective. 7. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies. 8. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.

9. The necessary skills to carry out original research work in one of the fields covered by the master's degree.

20. Syllabus

The course aims to illustrate the architecture of the Italian language and the many varieties of contemporary Italian, with particular reference to sectoral languages and the diaphasic variation in written Italian. Through exercises of analysis, rewriting and synthesis, students will be invited to reflect on the different communication strategies, to consolidate the awareness of their linguistic choices and the mastery of styles.

Goals: recognition of different text types, comprehension and text analysis. Introduction to the grammatical and stylistic reading of text. Mastery of writing and communicative skills.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The course aims to illustrate the architecture of the Italian language and the many varieties of contemporary Italian, with particular reference to sectoral languages and the diaphasic variation in written Italian. Through exercises of analysis, rewriting and synthesis, students will be invited to reflect on the different communication strategies, to consolidate the awareness of their linguistic choices and the mastery of styles. Goals: recognition of different text types, comprehension and text analysis. Introduction to the grammatical and stylistic reading of text. Mastery of writing and communicative skills.	1-9

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand

knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Handbook for attending students:
Luca Serianni, Italiani scritti, Bologna, il Mulino, 2012.

Other bibliographical references will be given during the course. Slides and supplementary teaching materials will be available on KIRO platform.

Bibliography for non-attending students:
Paolo D'Achille, L'italiano contemporaneo, Bologna, il Mulino, 2010 [except ch. II, IV and IX].
Luca Serianni, Italiani scritti, Bologna, il Mulino, 2012 [except ch. X and XI].
Fabio Rossi-Fabio Ruggiano, Scrivere in italiano. Dalla pratica alla teoria, Roma, Carocci, 2013

[except ch. 9 and 10].

COURSE : MACHINE LEARNING PER LE SCIENZE UMANISTICHE E SOCIALI (UNIPV)

1. Title of course

Machine learning per le scienze umanistiche e sociali

2. Scientific area

ING-INF/05 - INFORMATION PROCESSING SYSTEMS

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 1

10. Course unit type

Research seminars and lectures

11. Semester

2nd
12. Responsible academic staff member(s)
Professoressa Elisabetta Jezek
13. E-mail of the responsible academic staff member
elisabetta.jezek@unipv.it
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
English language at B2 level.
17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
Professor Claudio Cusano, Professor Michele Piastra
19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies.

7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.
8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective.
9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
10. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
11. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
12. The necessary skills to operate using information technology.

20. Syllabus

At the end of the course students will be able to understand and discuss the principles of machine learning, particularly applied to the research and applications in the area of the Social Sciences and the Humanities, and to the automatic analysis of texts with literary and cultural content. They will be able to analyze a problem, and to design and implement a solution. They will be familiar with the most important techniques in the field of supervised and unsupervised machine learning, and will be able to use them to build machine learning systems by using the Python programming language.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
At the end of the course students will be able to understand and discuss the principles of machine learning, particularly applied to the research and applications in the area of the Social Sciences and the Humanities, and to the automatic analysis of texts with literary and cultural content. They will be able to analyze a problem, and to design and implement a solution. They will be familiar with the most important techniques in the field of supervised and unsupervised machine	1-12

learning, and will be able to use them to build machine learning systems by using the Python programming language.	

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree ; the necessary skills to operate using information technology.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

The course is based on a set of notes provided by the teachers and presented as slides; these are supplemented by a selection of articles that will be provided during classes and made available on the KIRO platform.

COURSE: SOCIOLOGY OF DEVELOPMENT (UNIPV)

1. Title of course

Sociology of Development

2. Scientific area

SPS/09 - ECONOMIC SOCIOLOGY AND SOCIOLOGY OF WORK AND ORGANIZATIONS

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			

TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 1

10. Course unit type

Research seminars and lectures

11. Semester

2nd

12. Responsible academic staff member(s)

Professor Michele Rostan

13. E-mail of the responsible academic staff member

michele.rostan@unipv.it

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

English language at B2 level

17. Language(s) of instruction

English

18. Other academic staff members involved in the curricular unit

19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies.
7. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
8. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
9. An advanced theoretical and practical knowledge of the different situations of contact between European literatures, cultures and societies.
10. An in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis.
11. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
12. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
13. The linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

20. Syllabus

The world economy has grown at an unprecedented pace in the last half-a-century pushed and sustained by the diffusion and strengthening of socio-economic forces such as entrepreneurship and innovation, human capital formation and mobility, science and technology. The course aims at offering a sociological view on these "engines of development" looking at relevant institutions, cultural elements and social relations associated with them, providing students with references to different theoretical approaches and empirical evidence.

At the end of the course students should have a general understanding of economic development in the long run and in recent times and gain a more specific knowledge of some constituent elements of the "engines of development" such as entrepreneurship & innovation, work & occupations, science & technology. They also should be able to search for empirical evidence

describing these elements and to distinguish different theoretical approaches to the study of development. Finally, students should be able to detect relevant aspects connected to economic development in their immediate social context (e.g. city, region).

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The world economy has grown at an unprecedented pace in the last half-a-century pushed and sustained by the diffusion and strengthening of socio-economic forces such as entrepreneurship and innovation, human capital formation and mobility, science and technology. The course aims at offering a sociological view on these "engines of development" looking at relevant institutions, cultural elements and social relations associated with them, providing students with references to different theoretical approaches and empirical evidence. At the end of the course students should have a general understanding of economic development in the long run and in recent times and gain a more specific knowledge of some constituent elements of the "engines of development" such as entrepreneurship & innovation, work & occupations, science & technology. They also should be able to search for empirical evidence describing these elements and to distinguish different theoretical approaches to the study of development. Finally, students should be able to detect relevant aspects connected to economic development in their immediate social context (e.g. city, region).	1-13

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand

knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; an advanced theoretical and practical knowledge of the different situations of contact between European languages; an advanced theoretical and practical knowledge of the different situations of contact between European literatures, cultures and societies; an in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree; the linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

The general reference books for the course are:

Smelser, N.J. & Swedberg, R. (Eds.), The Handbook of Economic Sociology (1st and 2nd

editions), Princeton, Princeton University Press – New York, Russell Sage Foundation, 1994 and 2005.

Swedberg, R. (ed.), Entrepreneurship. The Social Science View, Oxford, Oxford University Press, 2000.

Fagerberg, J., David C. Mowery, D. C. and R. R. Nelson (eds.), The Oxford Handbook of Innovation, Oxford, Oxford University Press, 2006.

A complete reading list with other materials will be provided at the beginning of the course.

COURSE : ARTIFICIAL INTELLIGENCE (UNIPV)

1. Title of course
Artificial intelligence
2. Scientific area
ING-INF/05 - INFORMATION PROCESSING SYSTEMS
3. Duration
One semester
4. Study load
For 5 ECTS: 125 hours
5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations

8. Study cycle
Master in class LM-38
9. Year
Year 2
10. Course unit type
Research seminars and lectures
11. Semester
3rd
12. Responsible academic staff member(s)
Professor Piastra Marco
13. E-mail of the responsible academic staff member
marco.piastra@unipv.it
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
English language at B2 level.
17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include

reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.

4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.
7. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
8. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
9. The necessary skills to carry out original research work in one of the fields covered by the master's degree
10. The necessary skills to operate using information technology.

20. Syllabus

The course follows a conceptual pathway along the fundamental principles of the discipline. It is divided into two parts: the first part is an introduction to classical formal logic, both propositional and first order, with a special focus to the aspects of automatic calculus, while the second part is an introduction to the basic principles of machine learning and self-organizing systems.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The course follows a conceptual pathway along the fundamental principles of the discipline. It is divided into two parts: the first part is an introduction to classical formal logic, both propositional and first order, with a special focus to the aspects of automatic calculus, while the second part is an introduction to the basic principles of	1-10

machine learning and self-organizing systems.	

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

Students will possess: the learning skills that enable them to continue studying autonomously; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree; the necessary skills to operate using information technology.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography
See the homepage of the course (http://vision.unipv.it/AI) for lecture slides, suggested readings and software for the exercises.

COURSE: BIG DATA E MODELLI COMPUTAZIONALI PER IL MARKETING (UNIPV)

1. Title of course
Big Data e Modelli Computazionali per il Marketing
2. Scientific area
SECS-S/05- SOCIAL STATISTICS
3. Duration
One semester
4. Study load
For 5 ECTS: 125 hours
5. Contact hours
Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master in class LM-38
9. Year
Year 2
10. Course unit type
Research seminars and lectures

11. Semester
3rd
12. Responsible academic staff member(s)
Professor Silvia Figini Professor Simone Antonio Giuseppe Gerzoli Professor Sassi Alfredo
13. E-mail of the responsible academic staff member
silvia.figini@unipv.it simone.gerzeli@unipv.it alfredo.sassi@unipv.it
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Italian language at B2 level.
17. Language(s) of instruction
Italian
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.

4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies.
7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.
8. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
9. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
10. The necessary skills to carry out original research work in one of the fields covered by the master's degree.
11. The necessary skills to operate using information technology.
12. The linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation

20. Syllabus

The course provides the analytical tools to read and interpret research reports and analyses using complex computational techniques, to interact with experts in big data analysis. The main topics of the teaching are:
- Data sources: classification, collection methods and analysis tools
-Machine Learning, Deep Learning and Big Data Analytics
- Descriptive analysis techniques
- Local analysis techniques
- Unsupervised analysis techniques
- Supervised analysis techniques
-Best practices in machine learning
-Best practices in deep learning for social media analysts
The course includes case study discussions and data science laboratories.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The course provides the analytical tools to read and interpret research reports and analyses using complex computational techniques, to interact with experts in big data analysis. The main topics of the teaching are: - Data sources: classification, collection methods and analysis tools -Machine Learning, Deep Learning and Big Data Analytics - Descriptive analysis techniques - Local analysis techniques - Unsupervised analysis techniques - Supervised analysis techniques -Best practices in machine learning -Best practices in deep learning for social media analysts The course includes case study discussions and data science laboratories.	1-12

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated

into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree; the necessary skills to operate using information technology; the linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Reading materials on case studies presented by the teachers

COURSE : PROGRAMMAZIONE 1 (UNIPV)

1. Title of course

Programmazione 1

2. Scientific area

INF/01 - INFORMATICS

3. Duration

One semester

4. Study load

For 5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total

Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 2

10. Course unit type

Research seminars and lectures

11. Semester

3rd

12. Responsible academic staff member(s)

Professor Stefano Gualandi

13. E-mail of the responsible academic staff member

stefano.gualandi@unipv.it

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Italian language at B2 level.

17. Language(s) of instruction

Italian

18. Other academic staff members involved in the curricular unit

19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.
7. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
8. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.
9. The necessary skills to carry out original research work in one of the fields covered by the master's degree
10. The necessary skills to operate using information technology

20. Syllabus

At the end of the course the student will be able to focus the connection between mathematics and automatic computation. The student will be taught the python programming language, along with the fundamental idea of algorithms and data structure implementations.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
At the end of the course the student will be able to focus the connection between	1-10

mathematics and automatic computation. The student will be taught the python programming language, along with the fundamental idea of algorithms and data structure implementations.	

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
Students will possess: the learning skills that enable them to continue studying autonomously; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree; the necessary skills to operate using information technology.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Lecture notes available on the web page of the course in KIRO.
Recommended additional textbook:
- Introduction to Computation and Programming Using Python - With Application to Understanding Data, by John V. Guttag. MIT Press (second edition 2016)

F

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COURSE: PUBLIC DIPLOMACY IN THE DIGITAL ERA (UNIPV)

1. Title of course
Public Diplomacy in the digital era
2. Scientific area
SPS/06 - HISTORY OF INTERNATIONAL RELATIONS
3. Duration
One semester
4. Study load
For 5 ECTS: 125 hours
5. Contact hours
Calculated for 5 ECTS (seminars):

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master in class LM-38

9. Year

Year 2

10. Course unit type

Research seminars and lectures

11. Semester

3rd

12. Responsible academic staff member(s)

Professor Poggiolini Ilaria

13. E-mail of the responsible academic staff member

ilaria.poggiolini@unipv.it

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

English language at B2 level

17. Language(s) of instruction

English

18. Other academic staff members involved in the curricular unit
19. Learning outcomes

1. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2. Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies.
7. The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research.
8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective.
9. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies.
10. An advanced theoretical and practical knowledge of the different situations of contact between European languages.
11. An advanced theoretical and practical knowledge of the different situations of contact between European literatures, cultures and societies.
12. An in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis.
13. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies.

14. The necessary skills to carry out original research work in one of the fields covered by the master's degree
15. The linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

20. Syllabus

The course will allow students to understand the meaning of public diplomacy and the relationship between diplomacy and technological change; to create significant links between pre-digital traditional forms of diplomacy and the present digitalization of diplomatic practices; to assess whether digital diplomacy is introducing original and critical insights into the conditions that allow digitalization to inform foreign policy. Case studies of relevant digital tools and the analysis of platforms that are being currently used by embassies and foreign ministries in their work, would allow students to observe and reflect - in their course work - on concrete examples of the present transformation towards digital diplomacy.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
The course will allow students to understand the meaning of public diplomacy and the relationship between diplomacy and technological change; to create significant links between pre-digital traditional forms of diplomacy and the present digitalization of diplomatic practices; to assess whether digital diplomacy is introducing original and critical insights into the conditions that allow digitalization to inform foreign policy. Case studies of relevant digital tools and the analysis of platforms that are being currently used by embassies and foreign ministries in their work, would allow students to observe and reflect - in their course work - on concrete examples of the present transformation towards digital diplomacy.	1-15.

22. Teaching methods

Face-to-face lectures and seminar activities

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures and seminar activities will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Students will be able: to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements; to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

Students will possess: the learning skills that enable them to continue studying autonomously; an advanced knowledge of research methodology in contact linguistics, in the study of European literatures, cultures and societies; the ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality, intertextuality and social studies, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological and linguistic research; an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary, cultural and social perspective; the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary, cultural and social studies; an advanced theoretical and practical knowledge of the different situations of contact between European languages; an advanced theoretical and practical knowledge of the different situations of contact between European literatures, cultures and societies; an in-depth knowledge of the cultural and social elements of European nations and to develop their capacity for intercultural and interdisciplinary analysis; theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures, cultures, and societies; the necessary skills to carry out original research work in one of the fields covered by the master's degree; the linguistic, communicative and intercultural competences to work in international and multilingual settings, particularly organizations and institutions that promote the integration of cultures and societies and their cooperation.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Oral Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Bjola, Corneliu, and Marcus Holmes (eds). 2015. Digital diplomacy: theory and practice. Milton Park, Abingdon, Oxon ; New York: Routledge.

Bjola, Corneliu and R. Zaiotti (eds.), 2020. Digital Diplomacy and International Organisations. Milton Park, Abingdon; New York: Routledge.

Manor, Ilan, The Digitalization of Public Diplomacy (Palgrave, 2019)

Sandre, Andreas. 2015. Digital diplomacy: conversations on innovation in foreign policy. Lanham: Rowman & Littlefield.

UNIVERSITY OF JENA

European Modern Languages and Linguistics

COURSE : ÜBERSETZUNG, DEUTSCH-ITALIENISCH

COURSE (Universität Jena, "Traduzione Tedesco-italiano")

1. Title of course
Übersetzung Deutsch-Italienisch / Traduzione Tedesco-italiano
2. Scientific area
Linguistics/Language (Translation)

3. Duration

One semester

4. Study load

For 5 ECTS: 125-150 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Practical components	24-26	50	74
Presentations	2-4	15	19
Exams	2	30	32
TOTAL	28-30	95	125

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1 or 2

10. Course unit type

Language course

11. Semester

1st or 2nd

12. Responsible academic staff member(s)

Dr. Maria Sauna

13. E-mail of the responsible academic staff member

maria.sauna@uni-jena.de

14. Level

Master

15. Mode of delivery

Online / face-to-face

16. Recommended prerequisites
Good/very good knowledge of the Italian and German languages
17. Language(s) of instruction
Italian and German
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
Texts will be provided by the academic staff member
21. Demonstration of the syllabus coherence with the curricular unit's objectives
22. Teaching methods
Face-to-face and/or virtual language courses.
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face and/or virtual practical language tuition will allow the students to gain experience in the field of translating techniques.
24. Assessment method

	Contact hours
Exam	100%
TOTAL	100%

25. Bibliography

Will be provided by the academic staff member.

COURSE : THEORETICAL, APPLIED AND COMPARATIVE LINGUISTICS / THEORETISCHE, ANGEWANDTE UND VERGLEICHENDE LINGUISTIK

1. Title of course

Theoretical, applied and comparative linguistics / THEORETISCHE, ANGEWANDTE UND VERGLEICHENDE LINGUISTIK

2. Scientific area

Linguistics

3. Duration

two semesters

4. Study load

For 10 ECTS: 300 hours

5. Contact hours

	Contact hours	Student's work load including literature reading, presentations, discussions, exam preparation	Total

2 seminars	60	240	300(100%)
Exams			
TOTAL	60 (20%)	240 (80%)	300 (100%)

6. ECTS

10

7. Observations

-

8. Study cycle

Master

9. Year

2

10. Course unit type

Theory and research seminar

11. Semester

1st, 2nd or 3rd

12. Responsible academic staff member(s)

Prof. Dr. Christine Czinglar

13. E-mail of the responsible academic staff member

christine.czinglar@uni-jena.de

14. Level

Master

15. Mode of delivery

face-to-face

16. Recommended prerequisites

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17. Language(s) of instruction

German

18. Other academic staff members involved in the curricular unit

Jessica Neumann M.A.

19. Learning outcomes

- Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader contexts related to their field of study.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- Students will gain an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective.
- Students will develop the ability to apply the appropriate scientific methodology to cover the different types of linguistic studies.
- Student will gain knowledge about different linguistic description models and they can apply these exemplarily to features of the German and other languages and its communication.
- They can explain the significance and use of these linguistic models for foreign and second language didactics and apply them in a well-founded way in different learning contexts.
- Students know basic typological parameters for describing and comparing grammar, lexis, and pragmatic procedures in different languages to assess their significance for intercultural discourses.
- Students will be able to use the linguistic knowledge in university, non-university and further education.

20. Syllabus (currently)

Seminar 1:

- 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 acquistion
- Introducing in Contrastive linguistics
- Connectors in learner texts – Contrastive Interlanguage Analysis

Seminar 2:

- 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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Example:

Unit in the syllabus	Learning outcome
- Topological fields model - syntax of the German language - Topological fields model in textbooks or German as a foreign language	Students can explain the significance and use of linguistic models for foreign and second language didactics and apply them in a well-founded way in different learning contexts.

22. Teaching methods

Face-to-face seminars, online reading tasks, online discussions, online exercises

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The online self-study periods allow the students to read the research literature and watch onine lectures independently and understand autonomously linguistic models outside the seminar room and in contact with other students. The face-to-face seminars including different learning settings enable an in-depth exchange about the seminar contents. The reading materials, tasks and exercises are discussed in smaller seminar groups. Types of active learning such as peer-reviewing or project-based learning allow to develop higher-order thinking skills such as problem-finding, problem-solving and collaboration, which helps to construct knowledge together with peers and the lecturer.

24. Assessment method

Exams	Contact hours
Written exam	100 %
OR term paper	100 %
TOTAL	100%

25. Bibliography

Seminar 1:

Bußmann, Hadumod (2008): *Lexikon der Sprachwissenschaft*. 4. Auflage. Stuttgart: Kröner.

Fandrych, Christian; Thurmair, Maria (2018): *Grammatik im Fach Deutsch als Fremd- und Zweitsprache. Grundlagen und Vermittlung*. Berlin: ESV.

Glück, Helmut; Rödel, Michael (2016): *Metzler Lexikon Sprache*. 5., aktualisierte und überarb. Auflage. Stuttgart/Weimar: J.B. Metzler.

Helbig, Gerhard; Buscha, Joachim (2001): *Deutsche Grammatik: Ein Handbuch für den Ausländerunterricht*. Berlin et al.: Langenscheidt.

Horstmann Susanne; Settinieri, Julia; Freitag, Dagmar (2020): *Einführung in die Linguistik für DaF/DaZ*. Paderborn: Ferdinand Schöningh.

Krifka, M., Błaszczak, J., Leßmöllmann, A., Meinunger, A., Stiebels, B., Tracy, R., Truckenbrodt, H. (Hrsg.) (2014): *Das mehrsprachige Klassenzimmer. Über die Muttersprachen unserer Schüler*. Berlin/Heidelberg: Springer VS.

Oomen-Welke, Ingelore (2017): Didaktik der Sprachenvielfalt. In: Ahrenholz, Bernt; Oomen-Welke, Ingelore (Hrsg.): *Deutsch als Zweitsprache*. Baltmannsweiler: Schneider Hohengehren, 617-632.

Oomen-Welke, Ingelore (2013): Sprachvergleich und Sprachbewusstheit. In: Oomen-Welke, Ingelore; Ahrenholz, Bernt (Hrsg.): *Deutsch als Fremdsprache*. Baltmannsweiler: Schneider Hohengehren, 85-97.

Wöllstein, Angelika/Dudenredaktion (2016): *Duden Band 4. Die Grammatik*. Berlin: Dudenverlag.

Wöllstein-Leisten, Angelika; Heilmann, Axel; Stepan, Peter; Vikner, Sten (1997): *Deutsche Satzstruktur. Grundlagen der syntaktischen Analyse*. Tübingen: Stauffenberg.

Seminar 2:

Ahrenholz, Bernt; Wallner, Franziska (2013): Korpora für Deutsch als Fremdsprache. In: Oomen-Welke, Ingelore; Ahrenholz, Bernt (Hrsg.): *Deutsch als Fremdsprache*. Baltmannsweiler: Schneider Verlag Hohengehren, 261-286.

Auer, Peter (2000): On line-Syntax - Oder: was es bedeuten könnte, die Zeitlichkeit der mündlichen Sprache ernst zu nehmen. In: *Sprache und Literatur* (85), 43–56.

Günthner, Susanne (2000): Grammatik der gesprochenen Sprache – eine Herausforderung für Deutsch als Fremdsprache? In: *Informationen Deutsch als Fremdsprache* 27 (4), 352-366.

Handwerker, Brigitte; Bäuerle, Rainer; Sieberg, Bernd (Hrsg.) (2016): *Gesprochene Fremdsprache Deutsch*. 1. Auflage. Baltmannsweiler: Schneider Hohengehren (Perspektiven Deutsch als Fremdsprache, 32).

Hirschmann, Hagen (2019). *Korpuslinguistik. Eine Einführung*. Stuttgart: J.B. Metzler.

Imo, Wolfgang; Moraldo, Sandro M. (Hg.) (2015): *Interaktionale Sprache. Und ihre Didaktisierung im DaF-Unterricht*. Tübingen: Stauffenburg Verlag (Stauffenburg Deutschdidaktik, Band 4).

Imo, Wolfgang; Weidner, Beate (2018): Mündliche Korpora im DaF- und DaZ-Unterricht. In: Kupietz, Marc; Schmidt, Thomas (Hrsg.): *Korpuslinguistik*. Berlin/Boston: De Gruyter, 231-251.

Lemnitzer, Lothar; Zinsmeister, Heike (2015): *Korpuslinguistik. Eine Einführung*. 3., überarbeitete und erweiterte Auflage. Tübingen: Narr Francke Attempto.

Lüdeling, Anke; Walter, Maik (2009): Korpuslinguistik für Deutsch als Fremdsprache. Sprachvermittlung und Spracherwerbsforschung. Stark erweiterte Fassung von Lüdeling/Walter (2010) Korpuslinguistik im HSK 35 *Deutsch als Fremd- und Zweitsprache*. Online verfügbar unter https://www.linguistik.hu-berlin.de/de/institut/professuren/korpuslinguistik/mitarbeiter-innen/anke/pdf/LuedelingWalterDaF.pdf (letzter Abruf: 31.03.2021)

Reeg, Ulrike; Gallo, Pasquale; Moraldo, Sandro M. (Hrsg.) (2012): *Gesprochene Sprache im DaF-Unterricht. Zur Theorie und Praxis eines Lerngegenstandes*. Münster: Waxmann (Interkulturelle Perspektiven in der Sprachwissenschaft und ihrer Didaktik, 3).

Scherer, Carmen (2014): *Korpuslinguistik*. 2., aktualisierte Aufl. Heidelberg: Winter (Kurze Einführungen in die germanistische Linguistik, 2).

Schwitalla, Johannes (2012): *Gesprochenes Deutsch. Eine Einführung*. 4., neu bearb. und erw. Aufl. Berlin: Schmidt

(Grundlagen der Germanistik, 33).

Thurmair, Maria (2013): Gesprochene Sprache und Deutsch als Fremdsprache. In: Ingelore Oomen-Welke und Bernt Ahrenholz (Hrsg.): *Deutsch als Fremdsprache*. Baltmannsweiler: Schneider Hohengehren, 98–106.

COURSE: THEORIE UND EMPIRIE DER BEGEGNUNG VON KULTUREN (MA.DAF.P02)

1. Title of Module

Theoretical and Empirical Studies of the encounter of cultures (MA.DaF.P02)

2. Scientific area

Cultural Studies

3. Duration

One or two semesters

4. Study load

For 5 ECTS: 125-150 hours

For 10 ETCS: 250-300 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5 or 10

7. Observations

8. Study cycle

Master

9. Year

1 or 2
10. Course unit type
Research seminar
11. Semester
1st or 2nd
12. Responsible academic staff member(s)
Dr. Dirk Skiba, Dr. Eva Schmucker
13. E-mail of the responsible academic staff member
dirk.skiba@uni-jena.de
14. Level
Master
15. Mode of delivery
Blended learning
16. Recommended prerequisites
None
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
eva.schmucker@uni-jena.de
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies.

- Theoretical and practical knowledge that will enable the study of heritage cultures to be incorporated into contrastive and comparative research into European cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus (academic content)

1. Core areas, categories and discourses of cultural anthropology/German cultural studies
2. Scientific concepts and empirical findings of cultural studies and Intercultural research
3. Research competence in the field of teaching German as a foreign or a second language

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes:

Unit in the syllabus	Learning outcome
Research competence in the field of teaching German as a foreign or a second language	Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies.

22. Teaching methods

Blended Learning research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Blended Learning research will allow the students to gain necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

COURSE : (CONTRASTIVE LANGUAGE OBSERVATION PORTUGUESE – SPANISH - GERMAN)

1. Title of course

Contrastive language observation Portuguese – Spanish - German

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

For 5 ECTS: 125-150 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)

Exams	+ 2	+ 13	+15
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1 or 2

10. Course unit type

Applied linguistic seminar

11. Semester

2nd

12. Responsible academic staff member(s)

13. E-mail of the responsible academic staff member

sabine.albrecht@uni-jena.de

14. Level

Master

15. Mode of delivery

face-to-face (online possible if required because of pandemic)

16. Recommended prerequisites

Basic knowledge in linguistics, language proficiency in, at least, two of the three languages involved: Portuguese (B1), Spanish (B1), German (B2)

17. Language(s) of instruction

Portuguese and/or German, Spanish possible

18. Other academic staff members involved in the curricular unit

none

19. Learning outcomes

Choose the relevant ones from:

- They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in contact linguistics, in the study of Portuguese, Spanish and German languages and interculturality.
- An advanced theoretical and practical knowledge of the different situations of contact between Portuguese, Spanish and German languages and cultures
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

20. Syllabus

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 (*False friends)*
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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Awareness raising of similarities and differences between Portuguese and Spanish for language acquisition and proficiency in intercultural context	Students will possess the learning skills that enable them to continue studying autonomously

22. Teaching methods

Face-to-face applied linguistic seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

- Face-to-face research will allow the students to gain, for example, an advanced theoretical and practical knowledge of the different situations of contact between Portuguese, Spanish and German languages and cultures

24. Assessment method

Applied linguistic seminar with parts of language course

	Contact hours
Exams	50%
Presentation	50%
Research seminar paper	
Other	
TOTAL	100%

25. Bibliography

Arntz, Reiner/Ré, Andrés, (2007), *Kontrastsprache Portugiesisch* – Ein neuer Weg zum Portugiesischen auf der Grundlage des Spanischen, Wilhelmsfeld, gottfried egert verlag.
Cartagena, Nelson/Gauger, Hans-Martin (1989), *Vergleichende Grammatik Spanisch – Deutsch*, 2 Bände, Mannheim/Wien/Zürich, Dudenverlag.
Martins, Cristina/ Pereira, Isabel/ Santos, Isabel (2015), *Territórios da língua portuguesa*, access with link https://estudogeral.sib.uc.pt/handle/10316/43740?mode=full
Moreno, Concha/ Eres Fernández, Gretel, *Gramática contrastiva del español para brasileños*, Madrid, SGEL, ²2012.
Real Academia Española, *Nueva gramática de la lengua española,* Madrid, 2010.
Schäfer- Prieß, Barbara / Schöntag, Roger, (2012), *Spanisch / Portugiesisch kontrastiv*, Berlin / Boston, de Gruyter
Wiedemann, Lyris/ Scaramucci, Matilde V.R. (2008), *Portuguese for Spanish speakers* Campinas, Pontes.

COURSE : LATINO-AMERIKANISCHE SPRACHWISSENSCHAFT / LINGÜÍSTICA LATINOAMERICANA

1. Title of course

Latino-amerikanische Sprachwissenschaft / Lingüística Latinoamericana

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

For 10 ECTS: 250 hours

5. Contact hours

Calculated for 10 ECTS (seminars) and 250 hours:

	Contact hours	Student's work load	Total
Lectures	28 (11,2%)	40 (16%)	68 (27,2%)
Practical components	10 (4%)	20 (8%)	30 (12%)
Presentations	10 (8%)	120 (48%)	140 (56%)
Personal coaching	12 (4,8%)		12 (4,8%)
Exams			
TOTAL	70 (28%)	180 (72%)	250 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

To be named

13. E-mail of the responsible academic staff member

To be named

14. Level

Master

15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German, Spanish
18. Other academic staff members involved in the curricular unit
19. Learning outcomes

- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in contact linguistics.
- The ability to locate and manage specialized bibliographic sources on contact linguistics, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialized philological research.
- An advanced knowledge of the different methods of analysis that allow for the interpretation of texts from a linguistic perspective.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.

20. Syllabus
Latinamerican Linguistics
21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus	Learning outcome
Latinamerican linguistics	• All quoted learning outcomes

22. Teaching methods
Face-to-face research seminar, preparation of presentations, research seminar paper
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face research: presentations and discussion in class > Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

Preparation of presentations > (1) Students will possess the learning skills that enable them to continue studying autonomously. (2) The ability to locate and manage specialised bibliographic sources on contact linguistics, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

Research seminar paper > An advanced knowledge of research methodology inlinguistics.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Selected Bibliography

COURSE : THEORIEN UND METHODEN DER KULTURANTHROPOLOGIE

1. Title of course
Theorien und Methoden der Kulturanthropologie
2. Scientific area
Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours

For 10 ECTS: 250-300 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1 or 2

r10. Course unit type

Lecture

11. Semester

2 semester

12. Responsible academic staff member(s)

Prof. Dr. Daniela Gröschke,
Prof. Dr. Stefan Strohschneider

13. E-mail of the responsible academic staff member

daniela.groeschke@uni-jena.de; stefan.strohschneider@uni-jena.de

14. Level

Master

15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
Successfully completed B.A. with intercultural focus (analogous to at least 30 ECTS credits)
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Graduates know essential cultural anthropological theories and methods. They will be able to apply these tools for analyzing cultural fields of actors.
20. Syllabus
The syllabus varies from semester to semester, according tot he composition oft he student body. Usually it contains at least the following topics: • History and basic concepts of cultural anthropology • Cultural ecology • Religion and Weltanschauung • Political and Economic Institutions • Psychological Anthropology • Peace, Conflicts, War • Theories of Globalization
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
European Nation in Contact	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The seminar is based on a combination of presentations, group discussions, and teamwork on specific sub-topics. This will allow students to gain an overview over the main topics in anthropological thinking and to apply anthropological theorizing on questions of intercultural human resource management.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Introductory Readings include:

Andreatta, S. & Ferraro, G.P. (ed.) (2014[10]). *Cultural Anthropology: An applied perspective*. Standford, CT: Cengage.

Assmann, A., Gaier, U. & Trommsdorff, G. (Hrsg.) (2004). *Positionen der Kulturanthropologie*. Frankfurt a.M.: Suhrkamp.

Barnard, Alan (2000): History and Theory in Anthropology. Cambridge: Cambridge University Press.

Barth, Fredrik; Gingrich, Andre; Parkin, Robert; Silverman, Sydel (2005): One discipline, four ways: British, German, French, and American Anthropology. Chicago: University of Chicago Press.

Girtler, R. (2006). *Kulturanthropologie: Eine Einführung*. Wien: Lit.

Hahn, Hans Peter (2013): Ethnologie. Eine Einführung. Berlin: Suhrkamp Verlag.

Harris, M. (1989). *Kulturanthropologie: Ein Lehrbuch*. Frankfurt a.M.: Campus.

Marschall, W. (Hrsg.) (1990). *Klassiker der Kulturanthropologie: Von Montaigne bis Margaret Mead*. München. Beck.

COURSE : CULTURAL HISTORY OF SPECIFIC REGIONS / HISTORIA CULTURAL DE REGIONES ESPECIFICS / HISTOIRE CULTURELLE DES REGIONS SPECIFIQUES)

1. Title of course
In German: Kulturspezifisches Wissen und Handeln / Cultural Studies
2. Scientific area
Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours For 10 ECTS: 250-300 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type

Lecture
11. Semester
2 semester
12. Responsible academic staff member(s)
Prof. Dr. Stefan Strohschneider Dr. Yolanda López Dr. Luisa Conti PD Dr. Fergal Lenehan
13. E-mail of the responsible academic staff member
stefan.strohschneider@uni-jena.de Yolanda.lopez@uni-jena.de; luisa.conti@uni-jena.de; fergal.lenehan@uni-jena.de
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
Successfully completed B.A. with intercultural focus (analogous to at least 30 ECTS credits)
17. Language(s) of instruction
Depending on the region on which the course focuses: Spanish, French, English or otherwise German
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Graduates of the module • are able to describe cultural specificities of chosen regions and understand their origin from a cultural-historical perspective • develop an awareness of the internal diversity of a region, using examples • are able to implement suitable methodological designs to investigate research questions concerning the specific cultural region

20. Syllabus

The offer varies in winter and summer semester

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Economic-related cultural history of a chosen region	in-depth knowledge of cultural specificities of chosen regions and understand their origin from a cultural-historical perspective

22. Teaching methods

Interactive teaching methods which foster participation, collaboration and cooperation. Often small research or practical project, together with organisations in the studied region.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The students learn about peculiarity of the chosen region as well as its inner heterogeneity through reading and discussing scientific papers and through developing their own small research or practical projects.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	40%
Research seminar paper	60%
Other	
TOTAL	100%

25. Bibliography

It depends on the specific course.

COURSE: EINFÜHRUNG IN DIE SÜDOSTEUROPASTUDIEN

1. Title of course
Einführung in die Südosteuropastudien
2. Scientific area
Linguistics / Literature / Culture / History / Politics
3. Duration
One semester
4. Study load
For 5 ECTS: 150 hours For 10 ECTS: 300 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 150 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5 or 10
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type
Research seminar
11. Semester
1st / 2nd / 3
12. Responsible academic staff member(s)

Prof. Dr. Thede Kahl, Prof. Dr. von Puttkamer, JProf. Valeska Bopp-Filimonov
13. E-mail of the responsible academic staff member
Thede.kahl@uni-jena.de
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialized bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialized philological research. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.

- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

European Nation in Contact

Southeasteuropean languages, culture, politics and history in contact

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
European Nation in Contact	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
Southeasteuropean languages, culture, politics and history in contact	

22. Teaching methods

Face-to-face research seminars, virtual lectures, excursions.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain insight in the study area.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	Test and essay
Presentation	25%
Research seminar paper	75%
Other	-----
TOTAL	100%

25. Bibliography

COURSE : LITERATUR UND KULTUR IN RUSSLAND

1. Title of course

Literatur und Kultur in Russland

2. Scientific area

Literature / Culture

3. Duration

One semester

4. Study load

For 5 ECTS: 150 hours

For 10 ECTS: 300 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 150 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)

Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5 or 10
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type
Research seminar
11. Semester
1st or 2nd
12. Responsible academic staff member(s)
Prof. Dr. Meyer-Fraatz
13. E-mail of the responsible academic staff member
Andrea.meyer-fraatz@uni-jena.de
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes

- They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
- The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

European Nations in Contact.

Russian literature in contact.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
European Nation in Contact	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
Russian literature in contact	Understanding of literature theory, different aspects, different periods

22. Teaching methods

Face-to-face research seminars, face-to-face language courses, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain … (+ learning outcome)

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	Seminar paper
Presentation	25%
Research seminar paper	75%
Other	------
TOTAL	100%

25. Bibliography

COURSE : MIGRATION UND MEHRSPRACHIGKEIT (MA.DAF.P04)

1. Title of course

Migration and Multilingualism (Ma.DaF.P04)

2. Scientific area

Linguistics / Cultural Studies

3. Duration

One or two semesters

4. Study load

For 5 ECTS: 125-150 hours

For 10 ECTS: 250-300 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5 or 10

7. Observations

8. Study cycle

Master

9. Year

1 or 2

10. Course unit type

Research seminar

11. Semester

1st or 2nd

12. Responsible academic staff member(s)

Prof. Dr. Christine Czinglar

13. E-mail of the responsible academic staff member

christine.czinglar@uni-jena.de

14. Level

Master

15. Mode of delivery
16. Recommended prerequisites
None
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
dirk.skiba@uni-jena.de
19. Learning outcomes

- Students will gain knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in contact linguistics and interculturality
- The ability to locate and manage specialized bibliographic sources on contact linguistics and interculturality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialized philological research.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between languages.
- An advanced theoretical and practical knowledge of the different situations of contact between cultures.
- An in-depth knowledge of the cultural elements to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into languages and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. Migration, Integration and aspects of Multilingualism
2. Scientific concepts and empirical findings of cultural studies and intercultural research

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus	Learning outcome
Scientific concepts and empirical findings of cultural studies and intercultural research	Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic and cultural studies.

22. Teaching methods

Blended Learning research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Blended Learning research will allow the students to gain an advanced theoretical and practical knowledge of the different situations of contact between cultures.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

European Modern Literatures, Cultures and Societies

COURSE : LATINO-AMERIKANISCHE LITERATUR UND KULTUR 1

1. Title of course
Latino-Amerikanische Literatur und Kultur 1
2. Scientific area
Latin-American Literature and Culture
3. Duration
1 semester
4. Study load
For 10 ECTS (5 ECTS +5 ECTS): 300 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
10
7. Observations
8. Study cycle
Master

9. Year
1 or 2
10. Course unit type
Research lecture / seminar
11. Semester
1st or 2nd
12. Responsible academic staff member(s)
Dr. Prof. Claudia Hammerschmidt
13. E-mail of the responsible academic staff member
Claudia.hammerschmidt@uni-jena.de
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German / Spanish
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in the study of Latin American and European literatures and their interculturality.
- The ability to locate and manage specialized bibliographic sources on comparative literatures, interculturality and intertextuality.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between Latin American and European literatures and cultures.
- An in-depth knowledge of the cultural elements of Latin American and European nations and to develop their capacity for intercultural analysis.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

Different topics in Latin-American literature and culture.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Different topics in Latin-American literature and culture..

22. Teaching methods

Face-to-face research seminars, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face or online research will allow the students to gain profound knowledge of literary history in the field of Latin-American literatures, get to know perspectives, methods and concepts from the field of Latin American cultural and literary studies and enable them to process complex problems of literary or cultural studies within the context of current scientific discussions.
In addition, interdiscursive skills are developed in order to recognize connections and interweaving, analyze individual questions within overarching correlations and represent research results appropriately.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	50%
Presentation	
Research seminar paper	50%
Other	
TOTAL	100%

25. Bibliography

Full bibliography will be provided at the start of the semester in the first lecture.

COURSE : ROMANISCHE LITERATURWISSENSCHAFT SPRACHE 1

1. Title of course

MRom-ROS1: Romanische Literaturwissenschaft Sprache 1 / Romance Literatures Language 1

2. Scientific area

Linguistics / Literature / Culture

3. Duration

One semester

4. Study load

For 5 ECTS: 125-150 hours

For 10 ECTS: 250-300 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)

Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5 or 10

7. Observations

8. Study cycle

Master

9. Year

1 or 2

10. Course unit type

Research seminar / language course, etc.

11. Semester

1st or 2nd

12. Responsible academic staff member(s)

Prof. Dr. Edoardo Costadura

13. E-mail of the responsible academic staff member

edoardo.costadura@uni-jena.de

14. Level

Master

15. Mode of delivery

Online / face-to-face

16. Recommended prerequisites

B2-level language skills in the romance language concerned

17. Language(s) of instruction

German or French / Italian / Rumanian / Spanish

18. Other academic staff members involved in the curricular unit

Prof. Dr. Claudia Hammerschmidt; Jun.-Prof. Dr. Valeska Bopp-Filimonov

19. Learning outcomes

Choose the relevant ones from:

- They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
- The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

Literary history, literary theory, literary hermeneutics; interpretation and analysis of specific literary works

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Literary history, literary theory, literary hermeneutics; interpretation and analysis of specific literary works	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain … (+ learning outcome)

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Hess, Rainer et al.: *Literaturwissenschaftliches Wörterbuch für Romanisten* (LWR), 4., überarbeitete und erweiterte Auflage, Tübingen; Basel: Francke, 2003.

COURSE : LITERATUR UND LANDESKUNDE (MA.DAF.K04)

1. Title of course

Literatur und Landeskunde

2. Scientific area

Literature / Cultural Studies

3. Duration

One or two semesters

4. Study load

For 5 ECTS: 125-150 hours

For 10 ECTS: 250-300 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5 or 10

7. Observations

8. Study cycle

Master

9. Year

1 or 2

10. Course unit type

Research seminar

11. Semester

1st or 2nd

12. Responsible academic staff member(s)

Dr. Dirk Skiba

13. E-mail of the responsible academic staff member

dirk.skiba@uni-jena.de

14. Level

Master

15. Mode of delivery

Blended Learning
16. Recommended prerequisites
None
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
▪ Students will gain knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in the study of German migrant literatures and their interculturality. ▪ The ability to locate and manage specialized bibliographic sources on comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialized philological research. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies. ▪ The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes:

Unit in the syllabus	Learning outcome
Methods of Intercultural Literary Studies	An advanced knowledge of research methodology in the study of German migrant literatures and their interculturality.

22. Teaching methods

Blended Learning research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Blended Learning research will allow the students to gain advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

COURSE : ROMANISCHE SPRACHWISSENSCHAFT SPRACHE 1: KONTAKTLINGUISTIK (FRANZÖSISCH UND ITALIENISCH)

1. Title of course
Romanische Sprachwissenschaft Sprache 1: Kontaktlinguistik (Französisch und Italienisch)
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type

Research seminar
11. Semester
1st or 2nd
12. Responsible academic staff member(s)
Prof. Dr. Thomas Scharinger
13. E-mail of the responsible academic staff member
thomas.scharinger@uni-jena.de
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
A good command of French and Italian
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
Laura Ulrike Rimmele (laura.ulrike.rimmele@uni-jena.de)
19. Learning outcomes
▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics. ▪ The ability to locate and manage specialized bibliographic sources on contact linguistics, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialized philological research. ▪ An advanced knowledge of the different methods of analysis that allow for the interpretation of texts from a linguistic perspective. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages.
20. Syllabus
French and Italian in contact with other languages in the past and present:

- 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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus	Learning outcome
• minority languages, immigrant languages	• an in-depth theoretical knowledge of different language contact scenarios (e.g. language conflict) => sociolinguistic analysis
• the language of French and Italian emigrants: first language attrition, analysis of their writings	• an advanced knowledge of the different methods of analysis that allow for the interpretation of texts from a linguistic perspective => language contact phenomena
• French and Italian as foreign languages in early modern Europe and beyond	• an advanced theoretical and practical knowledge of the different situations of contact between European languages in the past (16th-18th c.) => French and Italian as prestigious vehicular languages and their impact on other European languages

22. Teaching methods

Face-to-face research seminar, preparation of presentations, research seminar paper

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research: presentations and discussion in class > Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

Preparation of presentations > (1) Students will possess the learning skills that enable them to continue studying autonomously. (2) The ability to locate and manage specialised bibliographic sources on contact linguistics, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

Research seminar paper > An advanced knowledge of research methodology in contact linguistics.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Selected Bibliography

- Baglioni, Daniele (2016): „L'italiano fuori d'Italia: dal Medioevo all'Unità", in: *Manuale di linguistica italiana*, Sergio Lubello (Hrsg.). Berlin: de Gruyter, 125-145.
- Banfi, Emanuele (2014): *Lingue d'Italia fuori d'Italia. Europa, Mediterraneo e Levante dal Medioevo all'età moderna*. Bologna: Il Mulino.
- Fumaroli, Marc (2001): *Quand l'Europe parlait français*. Paris: Éd. de Fallois.
- Hagège, Claude (1987): *Le français et les siècles*. Paris: Jacob.
- Kremnitz, Georg (Hrsg.) (2013): *Histoire sociale des langues de France*. Rennes: Presses Universitaires de Rennes.
- Matras, Yaron (2009): *Language Contact*. Cambridge: Cambridge University Press.
- Myers-Scotton, Carol (2002): *Contact Linguistics: Bilingual Encounters and Grammatical Outcomes*. Oxford: Oxford University Press.
- Reutner, Ursula (Hrsg.) (2017): *Manuel des francophonies*. Berlin: de Gruyter.
- Stammerjohann, Harro (2013): *La lingua degli angeli: italianismo, italianismi e giudizi sulla lingua italiana*. Florenz: Accademia della Crusca.
- Thomason, Sarah Grey/Kaufman, Terrence (1988): *Language Contact, Creolization, and Genetic Linguistics*. Berkeley: University of California Press.
- Toso, Fiorenzo (2008): *Le minoranze linguistiche in Italia*. Bologna: il Mulino.

COURSE : LATINO-AMERIKANISCHE LITERATUR UND KULTUR 2

1. Title of course

Latino-Amerikanische Literatur und Kultur 2

2. Scientific area

Latin-American Literature and Culture

3. Duration

1 or 2 semesters

4. Study load

For 10 ECTS (5 ECTS +5 ECTS): 300 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1 or 2

10. Course unit type

Research lecture / seminar

11. Semester

1st or 2nd

12. Responsible academic staff member(s)

Dr. Prof. Claudia Hammerschmidt
13. E-mail of the responsible academic staff member
Claudia.hammerschmidt@uni-jena.de
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German / Spanish
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in the study of Latin American and European literatures and their interculturality. ▪ The ability to locate and manage specialized bibliographic sources on comparative literatures, interculturality and intertextuality. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies. ▪ An advanced theoretical and practical knowledge of the different situations of contact between Latin American and European literatures and cultures.

- An in-depth knowledge of the cultural elements of Latin American and European nations and to develop their capacity for intercultural analysis.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Different topics related to Latin-American literature and culture

22. Teaching methods

Face-to-face research seminars, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face or online research will allow the students to deepen their knowledge of selected research areas, methods and techniques of Latin American studies, develop skills for networking and the elaboration and independent handling of scientific questions.
They will be able to analyze Latin American texts and their contexts autonomously, yielding in results that are methodologically profound and reflective, and to assess these results adequately by putting them in larger, transdisciplinary contexts.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	50%
Presentation	
Research seminar paper	50%
Other	
TOTAL	100%

25. Bibliography

Full bibliography will be provided at the start of the semester in the first lecture.

COURSE FREMDSPRACHENUNTERRICHT IM DIGITALEN ZEITALTER (FOREIGN LANGUAGE LEARNING AND TEACHING IN THE DIGITAL AGE)

1. Title of course

Fremdsprachenunterricht im digitalen Zeitalter (Foreign language learning and teaching in the digital age)

2. Scientific area

Linguistics / Didactics

3. Duration

One semester

4. Study load

For 5 ECTS: 125-150 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Staatsexamen (Master)

9. Year

1 or 2

10. Course unit type

Research seminar

11. Semester

1st or 2nd

12. Responsible academic staff member(s)
Jun.-Prof. Dr. Lukas Eibensteiner
13. E-mail of the responsible academic staff member
Lukas.eibensteiner@uni-jena.de
14. Level
Staatsexamen (Master)
15. Mode of delivery
Online
16. Recommended prerequisites
Knowledge in German, Basic knowledge about language acquisition and didactics
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, didactics, literary and cultural studies. ▪ Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus
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.
21. Demonstration of the syllabus coherence with the curricular unit's objectives
22. Teaching methods
Research seminar with blended learning elements including presentations of the participants.
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
24. Assessment method
25. Bibliography
Auswahlbibliographie • Brocca, Nicola. 2020. „Social Media in education and foreign language teaching. An introduction". In: *heiEDUCATION Journal 5*, 9–23. • Burwitz-Melzer, Eva/Riemer, Claudia/Schmelter, Lars (eds.). 2019. *Das Lehren und Lernen von Fremd- und Zweitsprachen im digitalen Wandel. Arbeitspapiere der 39. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts*. Tübingen: Narr Francke Attempto. • Falk, Simone. 2019. *Mobile-Assisted Language Learning. Eine empirische Untersuchung zum Einsatz digitaler mobile Endgeräte im Kontext des Fremdsprachenunterrichts*. Tübingen: Narr Francke Attempto.

COURSE : GRUNDLAGEN DER INTERKULTURELLEN WIRTSCHAFTSKOMMUNIKATION

1. Title of course
Grundlagen der Interkulturellen Wirtschaftskommunikation
2. Scientific area
Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours For 10 ECTS: 250-300 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type
Lecture

11. Semester
3 semester
12. Responsible academic staff member(s)
Prof. Dr. Daniela Gröschke, Dr. Yolanda López Dr. Luisa Conti Dr. Fergal Lenehan
13. E-mail of the responsible academic staff member
daniela.groeschke@uni-jena.de; Yolanda.lopez@uni-jena.de; luisa.conti@uni-jena.de; fergal.lenehan@uni-jena.de
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
none
17. Language(s) of instruction
Mostly German and less English
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Graduates - know current discourses of intercultural communication and action research - are familiar with theories and methods of intercultural communication research; are familiar with important business-related areas of application of intercultural action processes
20. Syllabus
Current discourses of intercultural communication and action research. Methods of intercultural communication research. Business-related areas of application of intercultural action processes.
21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
European Nation in Contact	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain … (+ learning outcome)

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

COURSE : CULTURAL HISTORY OF SPECIFIC REGIONS /HISTORIA CULTURAL DE REGIONES ESPECIFICS / HISTOIRE CULTURELLE DES REGIONS SPECIFIQUES

1. Title of course
In German: Kulturspezifisches Wissen und Handeln / Cultural Studies
2. Scientific area
Culture

3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours For 10 ECTS: 250-300 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type
Lecture
11. Semester
2 semester
12. Responsible academic staff member(s)
Prof. Dr. Stefan Strohschneider Dr. Yolanda López

Dr. Luisa Conti PD Dr. Fergal Lenehan
13. E-mail of the responsible academic staff member
stefan.strohschneider@uni-jena.de Yolanda.lopez@uni-jena.de; luisa.conti@uni-jena.de; fergal.lenehan@uni-jena.de
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
Successfully completed B.A. with intercultural focus (analogous to at least 30 ECTS credits)
17. Language(s) of instruction
Depending on the region on which the course focuses: Spanish, French, English or otherwise German
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Graduates of the module • are able to describe cultural specificities of chosen regions and understand their origin from a cultural-historical perspective • develop an awareness of the internal diversity of a region, using examples • are able to implement suitable methodological designs to investigate research questions concerning the specific cultural region
20. Syllabus
The offer varies in winter and summer semester
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Economic-related cultural history of a chosen	in-depth knowledge of cultural specificities

	region	of chosen regions and understand their origin from a cultural-historical perspective

22. Teaching methods

Interactive teaching methods which foster participation, collaboration and cooperation. Often small research or practical project, together with organisations in the studied region.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The students learn about peculiarity of the chosen region as well as its inner heterogeneity through reading and discussing scientific papers and through developing their own small research or practical projects.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	40%
Research seminar paper	60%
Other	
TOTAL	100%

25. Bibliography

It depends on the specific course.

COURSE : OSTEUROPÄISCHE GESCHICHTE – FOKUS AUF SÜDOSTEUROPÄISCHER POLITIK

1. Title of course
Osteuropäische Geschichte – Fokus auf Südosteuropäischer Politik (HiSO 862)
2. Scientific area
History
3. Duration
One semester

4. Study load

250-300 hours

5. Contact hours

Calculated for 10 ECTS (seminars) and 300hours:

	Contact hours	Student's work load	Total
Lectures/Seminar	30 (10 %)	120 (40%)	150 (50 %)
Practical components	-	-	-
Presentations	-	-	-
Personal coaching	2 (0,67 %)		2 (0,67 %)
Exams (research paper)	2 (0,67 %)	146 (48,67)	148 (49,3 %)
TOTAL	34 (11,3%)	266 (88,67%)	300 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar.

11. Semester

1st, 2nd or 3rd

12. Responsible academic staff member(s)

Prof. Dr. Joachim von Puttkamer

13. E-mail of the responsible academic staff member

Joachim.puttkamer@uni-jena.de

14. Level

Master

15. Mode of delivery

Online / face-to-face

16. Recommended prerequisites
Reading skills in German, English and one regional language
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in Southeast European history ▪ The ability to locate and manage specialised bibliographic sources on history, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a historical perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of historical studies. ▪ An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis. ▪ The necessary skills to carry out original research work in one of the historical fields covered by the master's degree.
20. Syllabus
Southeastern Europe. Politics of Southeastern Europe.
21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
European Nation in Contact	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

22. Teaching methods

Face-to-face research seminars, guided and autonomous reading.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Seminar discussions will support students in structuring their own reading, develop a historical research question and discuss their methods, findings and argumentation.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	-
Presentation	-
Research seminar paper	100%
Other	
TOTAL	100%

25. Bibliography

COURSE : DIGITAL HUMANITIES IN DER PRAXIS

1. Title of course

Digital Humanities in der Praxis

2. Scientific area

Linguistics / Literature / Culture

3. Duration
One semester
4. Study load
10 ECTS
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
10
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type
Research seminar
11. Semester
1st and 2nd
12. Responsible academic staff member(s)
J.Prof. Sander Münster
13. E-mail of the responsible academic staff member
Sander.muenster@uni-jena.de
14. Level

Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
None
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures. ▪ Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus
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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
European Nation in Contact	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain … (+ learning outcome)

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

Assessment is pass/fail; form of examination: oral presentation of project results or written paper; the form of examination is determined at the beginning of the semester

25. Bibliography

COURSE : DIGITAL HUMANITIES- METHODEN

1. Title of course

Digital Humanities - Methoden

2. Scientific area

Linguistics / Literature / Culture

3. Duration

One semester

4. Study load

5 ECTS

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1 or 2

10. Course unit type

Research seminar

11. Semester

1st and 2nd

12. Responsible academic staff member(s)

J.Prof. Sander Münster

13. E-mail of the responsible academic staff member
Sander.muenster@uni-jena.de
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
None
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures. ▪ Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus
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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
European Nation in Contact	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain … (+ learning outcome)

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

Assessment is pass/fail; form of examination: oral presentation of project results or written paper; the form of examination is determined at the beginning of the semester

25. Bibliography

UNIVERSITY OF POITIERS

Contacts de langues et bilinguisme

1. Title of course
Contacts de langues et bilinguisme
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	18 (81,8%)	36 (35%)	54 (43,2%)
Practical components		36 (35%)	36 (28,8%)
Presentations		18 (17,5%)	18 (14,4%)
Personal coaching			
Exams	4 (18,2%)	13 (12,5%)	17 (13,6%)
TOTAL	22 (17,6%)	103 (82,4%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type
Research seminar
11. Semester
1st or 3rd

12. Responsible academic staff member(s)
Stéphanie Gobet, Assistant Professor
13. E-mail of the responsible academic staff member
stephanie.gobet@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
french
18. Other academic staff members involved in the curricular unit
Pierre-Don Giancarli, Assistant Professor
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ **Students will possess the learning skills that enable them to continue studying autonomously.** ▪ **An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.** ▪ **The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.**

- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.**
- **An advanced theoretical and practical knowledge of the different situations of contact between European languages.**
- **An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.**
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

- 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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Languages and Linguistics	This seminar focuses on the notion of language contact in the context of bilingualism and examines language policies in a context of minority. - To understand bilingualism through case studies: lexicon, syntax, phonetics; - To understand the different learning situations such as linguistic minority; - To reflect on language contact and the impact on different areas of expertise.

22. Teaching methods

Face-to-face research seminars
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.
24. Assessment method

	Contact hours
Exams	100%
Presentation	
Research seminar paper	
Other	
TOTAL	100%

25. Bibliography
BIALYSTOK Ellen, *Bilingualism in development language, literacy and cognition*, Cambridge: Cambridge University Press, 2001, 288 p. HAGEGE Claude, *L'enfant aux deux langues*, Paris : Odile Jacob, 1996, 298 p. LÜDI Georges, PY Bernard, *Être bilingue*, Berne : Peter Lang, 2002, 203 p.

Politiques linguistiques en contexte de minorisation

1. Title of course
Politiques linguistiques en contexte de minorisation
2. Scientific area
Linguistics
3. Duration

One semester

4. Study load

For 5 ECTS: 125-150 hours

5. Contact hours

	Contact hours	Student's work load	Total
Lectures	14 (63,6%)	36 (35%)	50 (40%)
Practical components		36 (35%)	36 (28,8%)
Presentations	4 (18,2%)	18 (17,5%)	18 (17,6%)
Personal coaching			
Exams	4 (18,2%)	13 (12,5%)	17 (13,6%)
TOTAL	22 (17,6%)	103 (82,4%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1st

10. Course unit type

Research seminar

11. Semester

1st

12. Responsible academic staff member(s)

Freiderikos Valetopoulos, Professor

13. E-mail of the responsible academic staff member

freiderikos.valetopoulos@univ-poitiers.fr

14. Level

Master

15. Mode of delivery

Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
André Magord, Professor
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ **Students will possess the learning skills that enable them to continue studying autonomously.** ▪ **An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.** ▪ **The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.** ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.** ▪ **An advanced theoretical and practical knowledge of the different situations of contact between European languages.** ▪ **An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.** ▪ An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

- 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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Languages and Linguistics	This seminar focuses on the notion of language contact in the context of bilingualism and examines language policies in a context of minority. - Understand bilingualism through case studies: lexicon, syntax, phonetics; - Understand the different learning situations such as linguistic minority; - Reflect on language contact and the impact on different areas of expertise.

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	
Presentation	50%
Research seminar paper	50%
Other	
TOTAL	100%

25. Bibliography

Magord, A., Une Minorité Francophone hors Québec: les Franco-Terreneuviens. Niemeyer, Tübingen, collection Canadiana Romanica, 1995, 234 p.
Magord, A., The Quest for autonomy in Acadia. Coll. Etudes canadiennes/Canadian Studies, P.I.E. Peter Lang, Bruxelles, 2008, 186 p.

Morpholexicologie plurilingue

1. Title of course
Morpholexicologie plurilingue
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	18 (81,8%)	36 (35%)	54 (43,2%)
Practical components		36 (35%)	36 (28,8%)
Presentations		18 (17,5%)	18 (14,4%)
Personal coaching			
Exams	4 (18,2%)	13 (12,5%)	17 (13,6%)
TOTAL	22 (17,6%)	103 (82,4%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type
Research seminar / language course, etc.
11. Semester
1st or 3rd

12. Responsible academic staff member(s)
Raluca Nita, Assistant Professor
13. E-mail of the responsible academic staff member
raluca.nita@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French and English
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ **Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.** ▪ **Students will possess the learning skills that enable them to continue studying autonomously.** ▪ **An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.** ▪ **The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying**

information and communication technologies to the field of specialised philological research.

- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.**
- **An advanced theoretical and practical knowledge of the different situations of contact between European languages.**
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Languages and Linguistics	This course will focus on lexicon, word-formation processes and phraseology (collocations, idioms) across languages and will point out syntactic, phonological and translational aspects underlying lexical devices as well as differences and similarities between languages in the construction of meaning and the conception of reality through lexicon.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	
Presentation	
Research seminar paper	100%
Other	
TOTAL	100%

25. Bibliography

Specific references are provided during the seminar.

Corpus et méthodologie pour la recherche en linguistique

1. Title of course
Corpus et méthodologie pour la recherche en linguistique
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	24 (70,6%)	12 (13,2%)	36 (28,8%)
Practical components		36 (39,6%)	36 (28,8%)
Presentations		18 (19,7%)	18 (14,4%)
Personal coaching			
Exams	10 (29,4%)	25 (27,5%)	35 (28%)
TOTAL	34 (27,2%)	91 (72,8%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1 or 2
10. Course unit type
Research seminar and practice
11. Semester
1st or 3rd
12. Responsible academic staff member(s)

Sylvie Hanote, Professor
13. E-mail of the responsible academic staff member
sylvie.hanote@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
Marie-Hélène Lay, Professor
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ **They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.** ▪ **Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.** ▪ **Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.** ▪ **Students will possess the learning skills that enable them to continue studying autonomously.** ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.**
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

- 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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Languages and Linguistics	- knowledge and methodological reflections concerning corpus linguistics. - constitution and annotation of corpora.

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	
Presentation	
Research seminar paper	100%
Other	
TOTAL	100%

25. Bibliography

- Aston, Guy, (2001), « Learning with corpora: an overview », *in* G. Aston (éd), *Learning with Corpora*, Houston/Texas, Athelstan, 4-45.
- Aston, Guy, (2002), « The learner as corpus designer », *in* B. Kettemann & G. Marko (dir.), *Teaching and Learning by Doing Corpus Analysis*, Amsterdam, Éditions Rodopi, 9-26.
- Chuquet, Hélène, Cappeau, Paul & Valetopoulos, Freiderikos, (2010), (eds), *L'Exemple et le corpus : quel statut ?*, Travaux linguistiques du Cercle Linguistique du Centre et de l'Ouest 23, Rennes, PUR.
- Granger, Sylviane, (2002), « A bird's eye view of learner corpus research », *in* S Granger, J. Hung & S. Petch-Tyson (éds), *Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching*, Amsterdam, John Benjamins, 3-33.
- Sinclair, John, (2004), (éd.), *How to Use Corpora in Language Teaching*, Amsterdam, John Benjamins.

Transferts culturels et linguistiques

1. Title of course
Transferts culturels et linguistiques
2. Scientific area
Linguistics / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	18 (81,8%)	36 (35%)	54 (43,2%)
Practical components		36 (35%)	36 (28,8%)
Presentations		18 (17,5%)	18 (14,4%)
Personal coaching			
Exams	4 (18,2%)	13 (12,5%)	17 (13,6%)
TOTAL	22 (17,6%)	103 (82,4%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Research seminar
11. Semester
2nd

12. Responsible academic staff member(s)
Elvire Diaz, Professor
13. E-mail of the responsible academic staff member
elvire.diaz@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French, Spanish
18. Other academic staff members involved in the curricular unit
Rania Talbi, Assistant Professor
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ **They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.** ▪ **Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.** ▪ **Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.** ▪ **Students will possess the learning skills that enable them to continue studying autonomously.** ▪ **An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.** ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- **An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.**
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- **Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.**
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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 -.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Languages and Linguistics	Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and

real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	50%
Presentation	
Research seminar paper	
Other	50%
TOTAL	100%

25. Bibliography

Betti, Silvia y Enric Serra Alegre, eds. *Una investigación polifónica. Nuevas voces sobre el spanglish*, New York, Valencia, Academia Norteamericana de la Lengua Española (ANLE) y Universitat de València-Estudi General (UVEG), 2016.
Stavans, Ilan. *Spanglish: The Making of a New American Language*. Harper Perennial. 2004.

Normes et variation : variation du français parlé & Contacts de langues et emprunts

1. Title of course
Normes et variation : variation du français parlé & Contacts de langues et emprunts
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
For 10 ECTS: 250-300 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	36 (81,8%)	72 (35%)	108(43,2%)
Practical components		72 (35%)	72 (28,8%)
Presentations		36 (17,5%)	36 (14,4%)
Personal coaching			
Exams	8 (18,2%)	26 (12,5%)	34 (13,6%)
TOTAL	44 (17,6%)	206 (82,4%)	250 (100%)

6. ECTS
10
7. Observations
8. Study cycle
Master
9. Year
1st
10. Course unit type
Research seminar
11. Semester
2nd

12. Responsible academic staff member(s)
Sylvie Hanote, Professor Freiderikos Valetopoulos, Professor
13. E-mail of the responsible academic staff member
freiderikos.valetopoulos@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
Pierre-Don Giancarli, Assistant Professor
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ **They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.** ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ **Students will possess the learning skills that enable them to continue studying autonomously.** ▪ **An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.** ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- **An advanced theoretical and practical knowledge of the different situations of contact between European languages.**
- **An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.**
- **An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.**
- **Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.**
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

- The factors involved in language contact

- The Balkan Sprachbund

- Birth and death of languages: Creoles, a priori and a posteriori languages

- 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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus > European Modern Languages and Linguistics	Learning outcome - Reflect on language contact and on the impact on different areas of expertise; - Reflect on interlanguage as a case of language contact; - Understand the principle of borrowing through different situations.

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	100%
Presentation	
Research seminar paper	
Other	
TOTAL	100%

25. Bibliography

- Baider, Fabienne, 2007, *Emprunts linguistiques, empreintes culturelles*, Paris : L'Harmattan.
- Calvet, Jean-Louis, 1993, *La sociolinguistique*, Paris : PUR, pp. 17-41.
- Caravolas, Jean Antoine, 2018, « Comenius (1592-1670) et le plurilinguisme », Documents pour l'histoire du français langue étrangère ou seconde [En ligne], 43 | 2009, mis en ligne le 16 janvier 2011. URL : http://journals.openedition.org/dhfles/826
- Holm, John, 2005, *Languages in contact: the partial restructuring of vernaculars*, Cambridge: Cambridge University Press.
- Dal Negro, Silvia, 2004, Language contact and dying languages, *Revue française de linguistique appliquée*, IX/2, pp. 47-58.
- Sandfeld, Kristian, 1930, *Linguistique Balkanique : problèmes et résultats*, Paris : Librairie ancienne Honoré Champion.
- Thomason, Sarah, 2001, *Language Contact: An Introduction,* Washington: Georgetown University Press.
- Yaron, Matras, 2009, *Language Contact*, Cambridge: Cambridge University Press.
- Weinreich, Uriel, 1979[9], *Languages in Contact: Findings and Problems*, The Hague: Mouton de Gruyter.

Analyse contrastive

1. Title of course
Analyse contrastive
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	18 (81,8%)	36 (35%)	54 (43,2%)
Practical components		36 (35%)	36 (28,8%)
Presentations		18 (17,5%)	18 (14,4%)
Personal coaching			
Exams	4 (18,2%)	13 (12,5%)	17 (13,6%)
TOTAL	22 (17,6%)	103 (82,4%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Research seminar
11. Semester
2nd

12. Responsible academic staff member(s)
Raluca Nita, Assistant Professor
13. E-mail of the responsible academic staff member
raluca.nita@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French and English
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ **They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.** ▪ **Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.** ▪ **Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.** ▪ **Students will possess the learning skills that enable them to continue studying autonomously.** ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.**
- **An advanced theoretical and practical knowledge of the different situations of contact between European languages.**
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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.
Languages studied: Mainly French and English. Other languages may be introduced according to students' interests.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Languages and Linguistics	- Acquire the specificities of French contrastive analysis as compared to other fields dealing with translation and language comparison (translation studies,

	language typologies) - Acquire an integrated approach to language comparison : associate linguistic, contextual and discursive constraints in assessing the differences between languages - Acquire the capacity of assessing research articles and of connecting theoretical models to language analysis

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	
Presentation	
Research seminar paper	100%
Other	
TOTAL	100%

25. Bibliography

CULIOLI, A., 1987, « Un point de vue énonciatif sur la traduction », *Le Français dans le monde*, N° spécial août-septembre, *Retour à la* traduction. 4-10.
GRANGER, S., J. LEROT & S. PETCH-TYSON, (dir.), 2003, Corpus-based Approaches to Contrastive Linguistics and Translation Studies. Amsterdam-New York : Rodopi.
GUILLEMIN-FLESCHER, J., 1981, *Syntaxe comparée du français et de l'anglais*, Ophrys
GUILLEMIN-FLESCHER, J., 1986, « Le linguiste devant la traduction », Fabula n°7, Traduire, Lille, Presses Universitaires, Lille III, p. 59-68.
GUILLEMIN-FLESCHER, J., 1991, « Recurrent Patterns in Language and Translation », Terminologie et Traduction n°3 – Commission des Communautés européennes, Luxembourg, p.

45-54.
JOHANSSON, S., 2007, *Seeing through Multilingual Corpora. On the use of corpora in contrastive studies*. Amsterdam : John Benjamins.
JOHANSSON, S., 1998, "On the role of corpora in cross-linguistic research" in S. Johansson & S. Oksefjell (eds) *Corpora and Cross-Linguistic Research: Theory, Method and Case Studies*. Rodopi. 3-24.

Analyse du discours politique et médiatique

1. Title of course

Analyse du discours politique et médiatique

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

For 5 ECTS: 125-150 hours

5. Contact hours

	Contact hours	Student's work load	Total
Lectures	18 (81,8%)	36 (35%)	54 (43,2%)
Practical components		36 (35%)	36 (28,8%)
Presentations		18 (17,5%)	18 (14,4%)
Personal coaching			
Exams	4 (18,2%)	13 (12,5%)	17 (13,6%)
TOTAL	22 (17,6%)	103 (82,4%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1
10. Course unit type
Research seminar
11. Semester
2nd
12. Responsible academic staff member(s)
Freiderikos Valetopoulos, Professor
13. E-mail of the responsible academic staff member
freiderikos.valetopoulos@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
Stéphane Bikialo, Professor Pascale Brunner, Assistant Professor
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ **They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.** ▪ **Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.** ▪ **Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.**

- **Students will possess the learning skills that enable them to continue studying autonomously.**
- An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
- The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

Introduction to the methods and tools of discourse analysis in linguistics and semiology, on a body of political and media statements.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Languages and Linguistics	This seminar will introduce a reflection on the interaction between the social contextualization of discourse, its generic dimension, and linguistic actualization. Different types and genres of discourse (political, journalistic, etc.) will be studied to understand their function, to identify their linguistic properties at the textual level and to develop interpretations.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses, virtual lectures, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	
Presentation	
Research seminar paper	100%
Other	
TOTAL	100%

25. Bibliography

Gilles Col, Charlotte Danino, Stéphane Bikialo. Polysémie, usages et fonctions de « voilà ». Beihefte zur Zeitschrift für romanische Philologie, Volume: 427. De Gruyter, 2020.

Questions de didactique du FLE (Typologie des langues et didactique)

1. Title of course
Questions de didactique du FLE (Typologie des langues et didactique)
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	18 (81,8%)	36 (35%)	54 (43,2%)
Practical components		36 (35%)	36 (28,8%)
Presentations		18 (17,5%)	18 (14,4%)
Personal coaching			
Exams	4 (18,2%)	13 (12,5%)	17 (13,6%)
TOTAL	22 (17,6%)	103 (82,4%)	125 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
2
10. Course unit type
Research seminar
11. Semester
3rd
12. Responsible academic staff member(s)

Freiderikos Valetopoulos, Professor
13. E-mail of the responsible academic staff member
freiderikos.valetopoulos@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
Jérémy Pasquereau, Assistant Professor
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ **They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.** ▪ **Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.** ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- **An advanced theoretical and practical knowledge of the different situations of contact between European languages.**
- **An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.**
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- **Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.**
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

The principles of a typological analysis of languages

The principles of a contrastive analysis of languages

Compare the learners' languages and French

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Nation in Contact	The objective of this seminar is to present the specificities of different European languages in a typological approach and to reflect on the difficulties of learning a foreign language.

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	
Presentation	
Research seminar paper	100%
Other	
TOTAL	100%

25. Bibliography

Jae Jung Song (ed), 2012, *The Oxford Handbook of Linguistic Typology*, Oxford University Press.

Mise en situation: Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)

1. Title of course

Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)

2. Scientific area

Culture

3. Duration

One semester

4. Study load

For 10 ECTS: 250-300 hours

5. Contact hours

	Contact hours	Student's work load	Total
Lectures	24 (49%)	72 (35,8%)	96 (38,4%)

Practical components	25 (51%)	72 (35,8%)	97 (38,8%)
Presentations		36 (17,9%)	36 (14,4%)
Personal coaching			
Exams		21 (10,5%)	21 (8,4%)
TOTAL	49 (19,6%)	201 (80,4%)	250 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1 or 2

10. Course unit type

Research seminar / language course

11. Semester

1st or 3rd

12. Responsible academic staff member(s)

Sanja Boskovic, Assistant Professor (HDR)

13. E-mail of the responsible academic staff member

Sanja.boskovic@univ-poitiers.fr

14. Level

Master

15. Mode of delivery

Online / face-to-face

16. Recommended prerequisites

French, English, German, Spanish, Italian, Portuguese, Russian

17. Language(s) of instruction

French, English, German, Spanish, Italian, Portuguese, Russian

18. Other academic staff members involved in the curricular unit

English : Isabelle Millon Zumstein, Assistant Professor (PRAG)
German : Sylvaine Faure-Godbert, Professor

Russian : Galina Subbotina, Assistant Professor
Portuguese : Sandra Teixeira, Assistant Professor
Spanish : Elvire Diaz, Professor
Italian : Licia Bagini, Assistant Professor
Intercultural approach : Isabelle Lucas, Assistant Professor (Professional)

19. Learning outcomes

Choose the relevant ones from:

- **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.**
- **They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.**
- **Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.**
- **Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.**
- **Students will possess the learning skills that enable them to continue studying autonomously.**
- **An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.**
- The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- **An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.**
- **Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.**

- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

- 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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Literatures, Cultures and Societies	Reflection from the same text and the same theme from an intercultural perspective. Translation and translation issues

22. Teaching methods

Face-to-face research seminars, face-to-face language courses

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	50%
Presentation	
Research seminar paper	
Other	50%
TOTAL	100%

25. Bibliography

Bibliography according to the language

Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)

1. Title of course

Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)

2. Scientific area

Culture

3. Duration

One semester

4. Study load

For 10 ECTS: 250-300 hours

5. Contact hours

	Contact hours	Student's work load	Total
Lectures	44 (51%)	60 (36,6%)	104

			(41,6%)
Practical components	42 (49%)	60 (36,6%)	102 (40,8%)
Presentations		20 (12,2%)	20 (8%)
Personal coaching			
Exams		24 (14,6%)	24 (9,6%)
TOTAL	86 (34,4%)	164 (65,6%)	250 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar / language course, etc.

11. Semester

1st

12. Responsible academic staff member(s)

Licia Bagini, Assistant Professor

13. E-mail of the responsible academic staff member

licia.bagini@univ-poitiers.fr

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Anglais, Allemand, Espagnol, Italien, Portugais, Russe

17. Language(s) of instruction

Anglais, Allemand, Espagnol, Italien, Portugais, Russe

18. Other academic staff members involved in the curricular unit

English : Isabelle Millon Zumstein, , Assistant Professor (PRAG)

German : Sylvaine Faure-Godbert, Professor

Russian : Galina Subbotina, Assistant Professor

Portuguese : Sandra Teixeira, Assistant Professor

Spanish : Elvire Diaz, Professor

Italian : Licia Bagini, Assistant Professor

19. Learning outcomes

Choose the relevant ones from:

- They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
- The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.**
- **An advanced theoretical and practical knowledge of the different situations of contact between European languages.**
- **An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.**
- **An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.**

- **Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.**
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

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).

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Literatures, Cultures and Societies	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	50%
Presentation	
Research seminar paper	
Other	50%
TOTAL	100%

25. Bibliography

Bibliography according to the language

Littérature et cinéma et Pratiques et expériences de lecture

1. Title of course
Littérature et cinéma et Pratiques et expériences de lecture
2. Scientific area
Literature
3. Duration
One semester
4. Study load
For 10 ECTS: 250-300 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	28 (58,3%)	84 (41,5%)	104 (41,6%)
Practical components		29 (14,4%)	29 (11,6%)
Presentations	20 (41,7%)	60 (29,7%)	80 (32%)
Personal coaching			

Exams		29 (14,4%)	29 (11,6%)
TOTAL	48 (19,2%)	202 (80,8%)	250 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar

11. Semester

1st

12. Responsible academic staff member(s)

Anne-Cécile Guilbard, Associate professor

13. E-mail of the responsible academic staff member

anne.cecile.guilbard@univ-poitiers.fr

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

17. Language(s) of instruction

French

18. Other academic staff members involved in the curricular unit

Denis Mellier, Professor

Emilie Pézard, Assistant Professor

19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ **An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.** ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ **An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.** ▪ **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.** ▪ **An advanced theoretical and practical knowledge of the different situations of contact between European languages.** ▪ **An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.** ▪ **An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.** ▪ Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures. ▪ **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**
20. Syllabus
- 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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Literatures, Cultures and Societies	An advanced knowledge of research methodology in European literatures and their interculturality.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	50%
Presentation	
Research seminar paper	
Other	50%
TOTAL	100%

25. Bibliography

Specific references are provided during the seminar.

Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)

1. Title of course

Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)

2. Scientific area

Culture

3. Duration

One semester

4. Study load

For 5 ECTS: 125-150 hours

5. Contact hours

	Contact hours	Student's work load	Total
Lectures	16 (57%)	80 (36%)	96 (38,4%)
Practical components	12 (43%)	80 (36%)	92 (36,8%)
Presentations		40 (18%)	40 (16%)
Personal coaching			
Exams		22 (10%)	22 (8,8%)
TOTAL	28 (11,2%)	222 (88,8%)	250 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar / language course, etc.

11. Semester

2nd

12. Responsible academic staff member(s)

Licia Bagini, Assistant Professor
13. E-mail of the responsible academic staff member
licia.bagini@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Anglais, Allemand, Espagnol, Italien, Portugais, Russe
17. Language(s) of instruction
Anglais, Allemand, Espagnol, Italien, Portugais, Russe
18. Other academic staff members involved in the curricular unit
English : Isabelle Millon Zumstein, Assistant Professor(PRAG) German : Sylvaine Faure-Godbert, Professor Russian : Galina Subbotina, Assistant Professor Portuguese : Sandra Teixeira, Assistant Professor Spanish : Elvire Diaz, Professor Italian : Licia Bagini, Assistant Professor
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.

- The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.**
- **An advanced theoretical and practical knowledge of the different situations of contact between European languages.**
- **An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.**
- **An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.**
- **Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.**
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

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).

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Literatures, Cultures and Societies	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

22. Teaching methods

Face-to-face research seminars, face-to-face language courses

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-

world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	50%
Presentation	
Research seminar paper	
Other	50%
TOTAL	100%

25. Bibliography

Bibliography according to the language

Frontières littéraires et culturelles

1. Title of course
Frontières littéraires et culturelles
2. Scientific area
Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 125-150 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar / language course

11. Semester

2nd

12. Responsible academic staff member(s)

Elvire Diaz, Professor

13. E-mail of the responsible academic staff member

elvire.diaz@univ-poitiers.fr

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

17. Language(s) of instruction

French, Spanish

18. Other academic staff members involved in the curricular unit
Cécile Quintana, Professor
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ **An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.** ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ **An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.** ▪ **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.** ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures. ▪ **An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.** ▪ **Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.** ▪ **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**
20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Literatures, Cultures and Societies	An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a literary and cultural perspective.

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	
Research seminar paper	100%
Other	
TOTAL	100%

25. Bibliography

Specific references are provided during the seminar.

Roman graphique et Réceptions et usages du littéraire

1. Title of course
Roman graphique et Réceptions et usages du littéraire
2. Scientific area
Literature
3. Duration
One semester
4. Study load
For 10 ECTS: 250-300 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	36 (75%)	84 (41,5%)	104 (41,6%)
Practical components		29 (14,4%)	29 (11,6%)
Presentations	12 (25%)	60 (29,7%)	80 (32%)
Personal coaching			
Exams		29 (14,4%)	29 (11,6%)
TOTAL	48 (19,2%)	202 (80,8%)	250 (100%)

6. ECTS
10
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Research seminar
11. Semester
2nd

12. Responsible academic staff member(s)
Anne-Cécile Guilbard, Associate Professor
13. E-mail of the responsible academic staff member
anne.cecile.guilbard@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
Raphaël Guidée, Assistant Professor Lambert Barthélemy, Assistant Professor
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ **Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.** ▪ **Students will possess the learning skills that enable them to continue studying autonomously.** ▪ **An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.** ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to

locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

- **An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.**
- **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.**
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

1. Graphic romance

2. Analysing graphic romances

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Literatures, Cultures and Societies	An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a literary perspective.

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	
Research seminar paper	100%
Other	
TOTAL	100%

25. Bibliography

Specific references are provided during the seminar.

Enseignement de la littérature francophone

1. Title of course

Enseignement de la littérature francophone

2. Scientific area

Linguistics / Literature

3. Duration

One semester

4. Study load

For 5 ECTS: 125-150 hours

5. Contact hours

	Contact hours	Student's work load	Total
Lectures	18 (81,8%)	36 (35%)	54 (43,2%)
Practical components		36 (35%)	36 (28,8%)
Presentations		18 (17,5%)	18 (14,4%)

Personal coaching			
Exams	4 (18,2%)	13 (12,5%)	17 (13,6%)
TOTAL	22 (17,6%)	103 (82,4%)	125 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Laurie Dekhissi, Associate professor

13. E-mail of the responsible academic staff member

Laurie.dekhissi@univ-poitiers.fr

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

17. Language(s) of instruction

French

18. Other academic staff members involved in the curricular unit

Melanie Albertelli, Assistant Professor (PRCE)

19. Learning outcomes

Choose the relevant ones from:

- **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.**
- **They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.**
- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- **An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.**
- The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- **Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.**
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

- 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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Literatures, Cultures and Societies	An in-depth knowledge of teaching a foreign language using the French-speaking literature.

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	
Research seminar paper	100%
Other	
TOTAL	100%

25. Bibliography

Abdallah-Pretceille, M., Porcher, L.1996. Éducation et communication interculturelle. Paris : PUF.
Collès, L. 2007. L'interculturel, des questions vives pour le temps présent. Louvain: E.M.E.
Condei, C., Dufays, J.L., Lebrun, M.. 2006. L'interculturel en francophonie. Louvain: E.M.E.
Le Bris, M. et al., 2007. Pour une littérature –monde, Paris: NRF. Lebrun, M., Collès, L. 2007. La littérature migrante dans l'espace francophone. Louvain: E.M.E.

Trans-cultural translation and distort

1. Title of course
Transatlantic dialogue in popular culture & Shakespeare on screen: Trans-cultural translation and distort
2. Scientific area
Literature
3. Duration
One semester
4. Study load
For 10 ECTS: 250-300 hours
5. Contact hours

	Contact hours	Student's work load	Total
Lectures	36 (75%)	84 (41,5%)	104 (41,6%)
Practical components		29 (14,4%)	29 (11,6%)
Presentations	12 (25%)	60 (29,7%)	80 (32%)
Personal coaching			
Exams		29 (14,4%)	29 (11,6%)
TOTAL	48 (19,2%)	202 (80,8%)	250 (100%)

6. ECTS
10
7. Observations
8. Study cycle
Master
9. Year
2nd
10. Course unit type
Research seminar
11. Semester
2nd

12. Responsible academic staff member(s)
Elvire Diaz, Professor
13. E-mail of the responsible academic staff member
elvire.diaz@univ-poitiers.fr
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
Pascale Drouet, Professor Jeremy Price, Assistant Professor (HDR)
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ **They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.** ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ **Students will possess the learning skills that enable them to continue studying autonomously.** ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.

- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.**
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- **An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.**
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- **Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.**
- **The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.**

20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Literatures, Cultures and Societies	An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

22. Teaching methods
Face-to-face research seminars
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.
24. Assessment method

	Contact hours
Exams	
Presentation	
Research seminar paper	100%
Other	
TOTAL	100%

25. Bibliography
Pascale Drouet. Shakespeare et le spectaculaire + L'Œil du spectateur. CR de la saison théâtrale 2007-2008. *Shakespeare en devenir*, Les cahiers de la Licorne, 2008, Shakespeare et le spectaculaire.

Patrimoine et institutions gestion nationales et régionales & Écrire sur l'art & Projet tuteuré et Médiation

1. Title of course
Patrimoine et institutions gestion nationales et régionales & Écrire sur l'art & Projet tuteuré et Médiation
2. Scientific area
Culture

3. Duration

One semester

4. Study load

For 10 ECTS: 250-300 hours

5. Contact hours

	Contact hours	Student's work load	Total
Lectures	24 (50%)	96 (47,5%)	120 (48%)
Practical components	24 (50%)	72 (35,7%)	96 (38,4%)
Presentations		17 (8,4%)	17 (6,8%)
Personal coaching			
Exams		17 (8,4)	17 (6,8%)
TOTAL	48 (19,2%)	202 (72%)	250 (100%)

6. ECTS

10

7. Observations

8. Study cycle

Master

9. Year

2

10. Course unit type

Research seminar

11. Semester

1st or 2nd

12. Responsible academic staff member(s)

Véronique Meyer, Professor

13. E-mail of the responsible academic staff member

veronique.meyer@univ-poitiers.fr

14. Level

Master

15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
Marie-Luce Pujalte-Fraysse, Assistant Professor
19. Learning outcomes
Choose the relevant ones from: ▪ **They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.** ▪ **They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.** ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ **An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.** ▪ **Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.** ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages. ▪ **An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.**

- **An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.**
- **Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.**
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

Museums: missions, functions, and legislation

Management of heritage projects

History of heritage institutions and practices in France

Write on art

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
European Modern Literatures, Cultures and Societies	Theoretical and practical knowledge that will enable the study of heritage cultures to be incorporated into contrastive and comparative research into European cultures.

22. Teaching methods

Face-to-face research seminars

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research will allow the students to gain greater understanding, stories and real-world examples from teachers and other students. They will also connect with, problem-solve, and network with other students from a wide range of backgrounds.

24. Assessment method

	Contact hours
Exams	
Presentation	
Research seminar paper	
Other	100%
TOTAL	100%

25. Bibliography

Specific references are provided during the seminar.

UNIVERSITY OF SALAMANCA (USAL)

COURSE : EL ALEMAN Y EL ESPAÑOL EN CONTACTO

1. Title of course

El alemán y el español en contacto

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

5 ECTS: 125 hours

5. Contact hours

5 ECTS (seminar) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)

Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

It is recommended to have at least some knowledge of German.

8. Study cycle

Master

9. Year

Year 1 and 2

10. Course unit type

Research seminar

11. Semester

1st and 3rd

12. Responsible academic staff member(s)

Prof. Dr. M. Mar Soliño Pazó: solino@usal.es

Prof. Dr. Nely Iglesias Iglesias: nely@usal.es

13. E-mail of the responsible academic staff member

Prof. Dr. M. Mar Soliño Pazó: solino@usal.es

Prof. Dr. Nely Iglesias Iglesias: nely@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Spanish language at a B2 level, interest in German and Spanish linguistics linguistics

17. Language(s) of instruction

Spanish

18. Other academic staff members involved in the curricular unit

-

19. Learning outcomes

1) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2) Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4) Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5) Students will possess the learning skills that enable them to continue studying autonomously.
6) An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
7) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
8) An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
9) Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
10) An advanced theoretical and practical knowledge of the different situations of contact between European languages.
11) The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1) Introducción a la lingüística contrastiva español-alemán
2) Lexicografía bilingüe
3) Fraseología contrastiva español-alemán
4) Interferencias. Análisis de errores
5) Semántica cognitiva

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome

1) Introducción a la lingüística contrastiva español-alemán 1-11
2) Lexicografía bilingüe
3) Fraseología contrastiva español-alemán
4) Interferencias. Análisis de errores
5) Semántica cognitive

22. Teaching methods

Face-to-face research seminars with presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in German-Spanish contact linguistics.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Schemann, Hans / Mellado Blanco, Carmen / Buján, Patricia / Iglesias, Nely / Larreta, Juan P. Mansilla Ana (2013): Idiomatik Deutsch-Spanisch. Hamburg: Buske Verlag.

Torrent i Alamany-Lenzen, Aina / Uría Fernández, Lucía (2020): Spanisch-deutsches

Wörterbuch der Redewendungen. Hamburg: Buske Verlag. (2 Bände)

COURSE: Lengua de herencia: arameo moderno

1. Title of course
Lengua de herencia: arameo moderno
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
5 ECTS: 125 hours
5. Contact hours
5 ECTS

	Contact hours	Student's work load	Total
Lectures	12 (9,6%)	20 (16%)	32 (25,6%)
Practical components	15 (12%)	60 (48%)	75 (60%)
Presentations and exams	4 (3,2%)	11 (8,8%)	15 (12%)
Personal coaching	3 (2,4%)		3 (2,4%)
TOTAL	34 (27,2%)	91 (72,8%)	125 (100%)

6. ECTS
5
7. Observations
No previous knowledge of Aramaic or Semitic languages is required.
8. Study cycle
Master
9. Year
Year 1
10. Course unit type
Language seminar
11. Semester

1st
12. Responsible academic staff member(s)
Prof. Dr. Efrem Yildiz: efremy@usal.es
13. E-mail of the responsible academic staff member
Prof. Dr. Efrem Yildiz: efremy@usal.es
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Spanish language at a B2 level, interest in heritage languages
17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
12) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 13) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 14) Students will possess the learning skills that enable them to continue studying autonomously. 15) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 16) An advanced theoretical and practical knowledge of the different situations of contact between European languages. 17) Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus

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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
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	1-6

22. Teaching methods

Face-to-face language seminar with exercises and presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research language seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the master. They will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, study autonomously and develop and advanced theoretical and practical knowledge of the different situations of contact between European heritage languages. This theoretical and practical knowledge will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

24. Assessment method

	Contact hours
Exams	75%
Presentation	25%
Research seminar paper	
Other	
TOTAL	100%

25. Bibliography

- T. Audo, Assyrian Dictionary, Mosul 1897 (reimprimido 1978).
- A.J. Maclean, Dictionary of the Dialects of Vernacular Syriac as spoken by the Eastern Syrians of Kurdistan, North-West Persia and the Plain of Mousul, Oxford 1901 (reimprimido en 1972).
- G. Khan, A Grammar of Neo-Aramaic: The Dialect of the Jews of Arbel, Leiden 1999.
- H. Ritter, Turoyo. Die Volkssprache der syrischen Christen des Tur 'Abdin, 4 vols., Beirut-Wiesbaden 1967-79.
- E. Yildiz, Gramática de arameo moderno, Córdoba 2015.

COURSE : CULTURA DE HERENCIA: DIASPORAS CRISTIANAS Y JUDIAS EN EUROPA

1. Title of course
Cultura de herencia: diásporas cristianas y judías en Europa
2. Scientific area
Culture
3. Duration
One semester
4. Study load
5 ECTS: 125 hours
5. Contact hours
5 ECTS

	Contact hours	Student's work load	Total
Lectures	12 (9,6%)	20 (16%)	32 (25,6%)
Practical components	15 (12%)	60 (48%)	75 (60%)
Presentations and exams	4 (3,2%)	11 (8,8%)	15 (12%)
Personal coaching	3 (2,4%)		3 (2,4%)
TOTAL	34 (27,2%)	91 (72,8%)	125 (100%)

6. ECTS

5

7. Observations

No previous knowledge of Aramaic, Hebrew or Semitic culture is required.

8. Study cycle

Master

9. Year

Year 1 and 2

10. Course unit type

Research seminar

11. Semester

1st and 3rd

12. Responsible academic staff member(s)

Prof. Dr. Efrem Yildiz: efremy@usal.es

13. E-mail of the responsible academic staff member

Prof. Dr. Efrem Yildiz: efremy@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Spanish language at a B2 level, interest in heritage cultures

17. Language(s) of instruction

Spanish

18. Other academic staff members involved in the curricular unit

-

19. Learning outcomes

18) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
19) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
20) Students will possess the learning skills that enable them to continue studying autonomously.
21) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
22) An advanced theoretical and practical knowledge of the different situations of contact between European languages.
23) Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

20. Syllabus

1. Diásporas cristianas en Europa
2. Diásporas judías en Europa

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
1. Diásporas cristianas en Europa	1-6
2. Diásporas judías en Europa	

22. Teaching methods

Face-to-face language seminar with exercises and presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research language seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of

research covered by the master. They will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, study autonomously and develop and advanced theoretical and practical knowledge of the different situations of contact between European heritage languages. This theoretical and practical knowledge will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Yildiz, E. (2000): "Los Arameos: sus orígenes, su ubicación geográfica y su lengua", en Helmantica 51.
Dawson, C. (1997): Historia de la cultura Cristiana. México.
Vital, D. (2001): A People Apart: A Political History of the Jews in Europe. Oxford.

COURSE : EL FRANCES Y EL ESPAÑOL EN CONTACTO

1. Title of course
El francés y el español en contacto
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
5 ECTS: 125

5. Contact hours

5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

It is recommended to have at least some knowledge of French.

8. Study cycle

Master

9. Year

Year 1

10. Course unit type

Research seminar

11. Semester

1st

12. Responsible academic staff member(s)

Profª Dra. Elena Llamas Pombo

13. E-mail of the responsible academic staff member

pombo@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Spanish language at a B2 level, interest in French and Spanish linguistics

17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes

24) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
25) Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
26) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
27) Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
28) Students will possess the learning skills that enable them to continue studying autonomously.
29) An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
30) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
31) An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
32) Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
33) An advanced theoretical and practical knowledge of the different situations of contact between European languages.
34) The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

6) Fonética contrastiva francés-español.
7) Ortotipografía comparada francés-español en la escritura electrónica.
8) Gramática contrastiva francés-español (problemáticas de género gramatical, interferencias sintácticas y usos comparados de conectores).

9) Lexicología: galicismos del español e hispanismos en el francés.
10) Pragmática y cortesía verbal: aspectos contrastivos.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
1) Fonética contrastiva francés-español. 2) Ortotipografía comparada francés-español en la escritura electrónica. 3) Gramática contrastiva francés-español (problemáticas de género gramatical, interferencias sintácticas y usos comparados de conectores). 4) Lexicología: galicismos del español e hispanismos en el francés. 5) Pragmática y cortesía verbal: aspectos contrastivos.	1-11

22. Teaching methods

Face-to-face research seminars with presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in French-Spanish contact linguistics.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

ALLOA, Hugo y Silvia MIRANDA DE TORRES (1995[2]). *Hacia una lingüística contrastiva francés-español*. Córdoba (Argentina): ComunicARTE Editorial.

DI PIETRO, Robert J. (1986[1]) *Estructuras lingüísticas en contraste*, Versión española de Felisa M. Puszkin de Siegel. Madrid, Gredos.

NARJOUX, Cécile (2018). *Le Grevisse de l'étudiant. Grammaire graduelle du français*. Paris, De Boeck Supérieur.

SANTOS GARGALLO, Isabel (1993[1]). *Análisis contrastivo, análisis de errores e interlengua en el marco de la lingüística contrastiva*. Madrid: Síntesis.

RAE Y ASALE = Real Academia Española y Asociación de Academias de la lengua española (2009). *Nueva gramática de la lengua española,* Vol. 1. *Morfología y sintaxis I*; Vol. 2. *Sintaxis II*. Madrid, Espasa.
(2010). *Nueva Gramática de la lengua española. Fonética y Fonología*. Madrid, Espasa.
(2010). *Ortografía de la lengua española*, Madrid, Espasa.

F

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COURSE Modelos de intertextualidad en las literaturas europeas

1. Title of course
Modelos de intertextualidad en las literaturas europeas
2. Scientific area
Literature and Culture
3. Duration
One semester
4. Study load
5 ECTS: 125 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

Year 1 or 2

10. Course unit type

Research seminar

11. Semester

1st or 3rd

12. Responsible academic staff member(s)

Prof. Dr. Patricia Cifre Wibrow
Prof. Dr. Carmen García Cela

13. E-mail of the responsible academic staff member

Patricia Cifre Wibrow: wibrow@usal.es
Carmen García Cela: cela@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Spanish language at a B2 level, interest in literature and culture.

17. Language(s) of instruction

Spanish

18. Other academic staff members involved in the curricular unit

-

19. Learning outcomes

1. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

2. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
5. Students will possess the learning skills that enable them to continue studying autonomously.
6. An advanced knowledge of research methodology in the study of European literatures and their interculturality.
7. The ability to locate and manage specialised bibliographic sources on comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
8. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a literary and cultural perspective.
9. Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies.
10. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
11. Theoretical and practical knowledge that will enable the study of comparative research into European literatures and cultures.
12. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. El juego con la tradición literaria en tanto que almacén de materiales reciclables

2. Literaturas francesa y francófona: reescritura e hibridación

RESUMEN

Unit in the syllabus >	Learning outcome
1. El juego con la tradición literaria en tanto que almacén de materiales reciclables	1-12. Como observó Harold Bloom, las obras literarias nacen en buena medida como respuesta a obras anteriores, respuesta que depende de actos de lectura e interpretación que imprimen su huella en el propio texto a través de citas y alusiones de todo tipo. En el marco de esta asignatura, se analizarán las distintas formas de citación usadas en textos modernos, premodernos y postmodernos, prestando especial atención a relación

2. Literaturas francesa y francófona: reescritura e hibridación	entablada en cada momento con la tradición literaria, cuestión íntimamente relacionada con el valor concedido a la categoría de la originalidad en tanto que criterio de valoración estética. La reflexión teórica sobre tales cuestiones y sobre los criterios a los que cabe recurrir para la medición del grado y tipo de relación intertextual (tales como la referencialidad, la autoreferencialidad, la dialogicidad, selectividad etc.) va a tener un carácter eminentemente práctico, siendo desarrollada a partir de la lectura y la interpretación de textos literarios provenientes de diferentes países europeos. 1-12. Babelización: el texto como contexto . Intertextualidad: paradigmas teóricos . Hibridación: semiótica textual, isotopía y heterotopía. . Reescritura de mitos: hipotexto e hipertexto. . Retórica de la cita: figuras de la intertextualidad . Análisis de textos (poesía, narrativa y teatro en lengua francesa).

22. Teaching methods

Face-to-face research seminars, presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in intertextuality and textual semiotics.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

- Bloom, Harold, *The Anxiety of Influence: A Theory of Poetry*, New York, Oxford University Press, 1973.
- Griffig, Thomas. *Intertextualität in linguistischen Fachaufsätzen des Englischen und Deutschen*, Frankfurt a.M., Lang, 2006.
- Kristeva, Julia, *Semiótica 1 y 2*, Madrid, Fundamentos, 1978.
- Navarro, Desiderio, ed., *Intertextualité. Francia en el origen de un término y el desarrollo de un concepto*, La Habana, UNEAC, 1997.

COURSE LITERATURAS EUROPEAS, PROCESOS SOCIALES E IDENTIDADES : GENERO, CLASE, ETHNOS

1. Title of course
Literaturas europeas, procesos sociales e identidades: género, clase, *ethnos*
2. Scientific area
Literature and Culture
3. Duration
One semester
4. Study load
5 ECTS: 125 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

Year 1 and 2

10. Course unit type

Research seminar

11. Semester

1st or 3rd

12. Responsible academic staff member(s)

Prof. Dr. Milagro Martín Clavijo

Prof. Dr. Rebeca Hernández Alonso

13. E-mail of the responsible academic staff member

Milagro Martín Clavijo: mclavijo@usal.es

Rebeca Hernández Alonso: rebecahernandez@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Spanish language at a B2 level, interest in literature and culture
17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
13. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 14. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 15. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 16. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 17. Students will possess the learning skills that enable them to continue studying autonomously. 18. An advanced knowledge of research methodology in the study of European literatures and their interculturality. 19. The ability to locate and manage specialised bibliographic sources on comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 20. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a literary and cultural perspective. 21. Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies. 22. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis. 23. Theoretical and practical knowledge that will enable the study of comparative research into European literatures and cultures. 24. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
1. Canon literario y escritura femenina 2. Postcolonialismo y género: narrativas de la migración y el retorno en las literaturas en lengua portuguesa

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
1. Canon literario y escritura femenina	1-12. El canon literario "es una lista o elenco de obras consideradas valiosas y dignas por ello de ser estudiadas y comentadas". Durante mucho tiempo fue posible el acuerdo que sustentaba el canon, pero ahora esto ya no es posible: el canon se presenta como un sistema variable, que se puede aceptar, rechazar o alterar. De esta manera, desde la sociedad se reclama la ampliación del canon para dejar hueco a textos producidos por grupos discriminados y, entre ellos, los que proponen una perspectiva de género. Se trata, con palabras de Iris Zavala, de "descolonizar el canon del patriarcado", partiendo de la base de la sistemática ausencia de la experiencia de las mujeres en el canon literario y la lectura distorsionada de las pocas escritoras reconocidas. Este curso se centrará en analizar las razones de esta exclusión de la mujer del canon literario, se trabajará sobre textos fundamentalmente italianos, desde la Edad Media hasta hoy que ilustren cómo se ha llevado a cabo dicha exclusión o presenten estrategias para su inclusión en el canon.
2. Postcolonialismo y género: narrativas de la migración y el retorno en las literaturas en lengua portuguesa	1-12. Los contenidos se fundamentarán en el posicionamiento crítico y teórico que proporcionan los estudios postcoloniales y los estudios de género. A partir de la lectura y la consideración de una serie de textos teóricos clave, se realizará un recorrido por diferentes narrativas que contemplan situaciones de migración o de retorno en los años que sucedieron al 25 de abril de 1974 y que ocupan el corredor geográfico África-Portugal. Estas lecturas serán abordadas dando especial

	relevancia a cuestiones de género y de *ethnos*, analizando los discursos en los que sujetos marginados y silenciados toman la voz para asumir su identidad en una sociedad cambiante, a la vez que buscan subvertir el eurocentrismo y el androcentrismo dominantes, así como los discursos hegemónicamente convencionales. Una aproximación teórica y práctica a la literatura como espacio de superación de la invisibilización y la violencia simbólica ejercidas contra una parte significativa de la sociedad.

22. Teaching methods

Face-to-face research seminars with presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in gender revision of the European literary canons, postcolonial and decolonial studies.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography
• Braidotti, Rosi, "A Critical Cartography of Feminist Post-postmodernism," *Australian Feminist Studies* 20.47 (2005): 169-180. • Davis, Angela, Women, Race, and Class. New York: Random House, 1981. • Spivak, Gayatri Chakravorty, *A Critique of Postcolonial Reason: Towards a History of the Vanishing Present*, Harvard, Harvard UP, 1999.

COURSE : MODELOS DE HISTORIA COMPARADA DE LAS LITERATURAS EUROPEAS

1. Title of course
Modelos de historia comparada de las literaturas europeas
2. Scientific area
Literature and Culture
3. Duration
One semester
4. Study load
5 ECTS: 125 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS
5
7. Observations
-
8. Study cycle
Master

9. Year
Year 1 and 2
10. Course unit type
Research seminar
11. Semester
1st or 3rd
12. Responsible academic staff member(s)
Prof. Dr. Tomás González Santos Prof. Dr. Vicente González Martín
13. E-mail of the responsible academic staff member
Tomás González Santos: tgonzalo@usal.es Vicente González Martín: vgm@usal.es
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Spanish language at a B2 level, interest in literature and culture
17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
25. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 26. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 27. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.

28. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
29. Students will possess the learning skills that enable them to continue studying autonomously.
30. An advanced knowledge of research methodology in the study of European literatures and their interculturality.
31. The ability to locate and manage specialised bibliographic sources on comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
32. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a literary and cultural perspective.
33. Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies.
34. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
35. Theoretical and practical knowledge that will enable the study of comparative research into European literatures and cultures.
36. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. Génesis y desarrollo del comparatismo literario
2. Historia de las interrelaciones literarias italo-españolas

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. Génesis y desarrollo del comparatismo literario	1-12. La escuela comparatista francesa *vs* comparatismo norteamericano Conflictos con otras disciplinas u orientaciones La "Nueva Crítica" francesa ante el comparatismo Recepción de la obra literaria Nuevas perspectivas comparatistas
2. Historia de las interrelaciones literarias italo-españolas	1-12. El contenido de la signatura partirá del conocimiento de los momentos más relevantes de las interrelaciones entre las literaturas italiana y española, especialmente los períodos de los siglos XVI-XVII y XIX-XX para llegar a investigaciones puntuales y relevantes de la intertextualidad que se manifiesta en

	ambas literaturas a lo largo de la historia. Para llevar a cabo las investigaciones se seleccionaran textos italianos y españoles en cuya génesis, configuración y resultados se deben los unos a los otros, hasta tal punto que, en algunas ocasiones, es una especie de palimpsesto o reescritura del texto original, como, por ejemplo, sucede con diversas obras de Jorge Luis Borges respecto a la *Divina Comedia* de Dante. El objetivo principal, por tanto, es dilucidar qué elementos claves comunes permiten a las literaturas italiana y española incidir una sobre otra, generando con ello nuevas obras o modelos literarios y mostrar cómo se manifiestan de forma concreta en ambas literaturas.
22. Teaching methods	
Face-to-face research seminars, presentations and research papers.	
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes	
Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in comparative literary studies and European comparative literatures.	
24. Assessment method	

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

- Guillén, Claudio, *Entre lo uno y lo diverso. Introducción a la literature comparada*, Barcelona, Editorial Crítica, 1985.
- Marino, Adrien, *Comparatisme et théorie de la littérature*, Paris, PUF, 1992.
- Martín, Vicente González, Ensayos de literatura comparada italo-española, Salamanca, Universidad de Salamanca, 1979.

COURSE: PLURILINGÜISMO Y CONTACTO LINGÜISTICO EN EL SUR DE EUROPA

1. Title of course

Plurilingüísmo y contacto lingüístico en el Sur de Europa

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

5 ECTS: 125 hours

5. Contact hours

5 ECTS

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)

Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

Year 1 and 2

10. Course unit type

Research seminar

11. Semester

1st and 3rd

12. Responsible academic staff member(s)

Prof. Dr. Yolanda Romano: yromano@usal.es

Dr. Sofia Raquel Oliveira Dias: sofiadias@usal.es

13. E-mail of the responsible academic staff member

Prof. Dr. Yolanda Romano: yromano@usal.es

Dr. Sofia Raquel Oliveira Dias: sofiadias@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Spanish language at a B2 level, interest in European linguistics

17. Language(s) of instruction

Spanish

18. Other academic staff members involved in the curricular unit

-

19. Learning outcomes

35) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
36) Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
37) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
38) Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
39) Students will possess the learning skills that enable them to continue studying autonomously.
40) An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
41) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
42) An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
43) Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
44) An advanced theoretical and practical knowledge of the different situations of contact between European languages.
45) The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

A

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.

B

1. El portugués como lengua de valor global

2. Fenómenos de contacto de lenguas en situación de frontera, bilingüismo y aprendizaje de segundas lenguas
3. El portugués en contacto con otras lenguas europeas (el caso franco-portugués): estudio de casos
4. El contacto lingüístico en la frontera luso-española
5. El contacto de lenguas y el préstamo léxico

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
A 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.	1-11
B 1. El portugués como lengua de valor global 2. Fenómenos de contacto de lenguas en situación de frontera, bilingüismo y aprendizaje de segundas lenguas 3. El portugués en contacto con otras lenguas europeas (el caso franco-portugués): estudio de casos 4. El contacto lingüístico en la frontera luso-española 5. El contacto de lenguas y el préstamo léxico	1-11

22. Teaching methods

Face-to-face research seminars with presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and

manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in contact linguistics.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

- Berruto, G. Cerruti, M. (2019) Manuale di sociolinguistica, UTET Università.
- D'Agostino, M. (2012) Sociolinguistica dell'Italia contemporanea, Il mulino Editore
- Pizzolli, L. (2018) La politica linguistica in Italia. Dall'unificazione nazionale al dibattito sull'internazionalizzazione, Carocci editore.
- Flores, C. (org.). (2008). Temas em Bilinguismo. Braga: Hespérides/Linguística 7.
- Reis, C. (2010). "La internalización de la lengua portuguesa- contextos, confrontaciones y prioridades". En Ciclo de Conferencias 2010 "El espacio ibérico de las lenguas". Madrid:
- Teixeira, J. (org.) (2016). O Português como Língua num mundo global Problemas e potencialidades. Famalicão: Edições Húmus.

COURSE : LENGUA DE HERENCIA : ARABE

1. Title of course

Lengua de herencia: árabe

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

5 ECTS: 125 hours

5. Contact hours

5 ECTS

	Contact hours	Student's work load	Total
Lectures	12 (9,6%)	20 (16%)	32 (25,6%)
Practical components	15 (12%)	60 (48%)	75 (60%)
Presentations and exams	4 (3,2%)	11 (8,8%)	15 (12%)
Personal coaching	3 (2,4%)		3 (2,4%)
TOTAL	34 (27,2%)	91 (72,8%)	125 (100%)

6. ECTS

5

7. Observations

No previous knowledge of Arabic is required.

8. Study cycle

Master

9. Year

Year 2

10. Course unit type

Language seminar

11. Semester

3rd

12. Responsible academic staff member(s)

Dr. Jaime Coullaut Cordero: jaimecc@usal.es

13. E-mail of the responsible academic staff member

Dr. Jaime Coullaut Cordero: jaimecc@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites
Spanish language at a B2 level, interest in heritage languages
17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
1) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 3) Students will possess the learning skills that enable them to continue studying autonomously. 4) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 5) An advanced theoretical and practical knowledge of the different situations of contact between European languages. 6) Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus
1. Parte teórica - El alfabeto árabe o alifato: escritura y lectura. - Morfología básica - Sintaxis básica - Vocabulario básico. 2. Parte práctica - Escritura y lectura de palabras y oraciones simples. - Ejercicios escritos y orales sobre los contenidos gramaticales expuestos. - Audiciones y ejercicios de comprensión oral.
21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
1. Parte teórica 2. Parte práctica	1-6

22. Teaching methods

Face-to-face language seminar with exercises and presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research language seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the master. They will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, study autonomously and develop and advanced theoretical and practical knowledge of the different situations of contact between European heritage languages. This theoretical and practical knowledge will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

24. Assessment method

	Contact hours
Exams	75%
Presentation	25%
Research seminar paper	
Other	
TOTAL	100%

25. Bibliography

- Aguilar, V. et al., Alatul – Iniciación a la lengua árabe (A1.1), Barcelona: Herder, 2010.
- Aguilar, V. et al., Mabruk (A2.1), Murcia: Diego Marín, 2014.
- Aguilar Cobos, J. David, et al., An-nafura A1, Lengua Árabe, Almería: Albujayra, 20082.
- Cortés, J., Diccionario de Árabe culto moderno, Madrid: Gredos, 1996.
- Ferrando, I., Diccionario POCKET Árabe, Barcelona: Herder, 2006.
- Thomas de Antonio, Clara Mª., Lengua Árabe I – Apuntes para seguir el E. M. S. A.: Textos y gramática, Universidad de Sevilla, 2001.

COURSE : CULTURA DE HERENCIA: PENSAMIENTO Y CULTURA IRANIOS

1. Title of course

Cultura de herencia : pensamiento y cultura iranios

2. Scientific area

Culture

3. Duration

One semester

4. Study load

5 ECTS: 125 hours

5. Contact hours

5 ECTS

	Contact hours	Student's work load	Total
Lectures	12 (9,6%)	20 (16%)	32 (25,6%)
Practical components	15 (12%)	60 (48%)	75 (60%)
Presentations and exams	4 (3,2%)	11 (8,8%)	15 (12%)
Personal coaching	3 (2,4%)		3 (2,4%)
TOTAL	34 (27,2%)	91 (72,8%)	125 (100%)

6. ECTS

5

7. Observations

No previous knowledge of Persian or Persian culture is required.

8. Study cycle

Master

9. Year

Year 2

10. Course unit type

Research seminar

11. Semester

3rd

12. Responsible academic staff member(s)

Dr. Nazia Barani: nazia@usal.es
13. E-mail of the responsible academic staff member
Dr. Nazia Barani: nazia@usal.es
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Spanish language at a B2 level, interest in heritage cultures
17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
7) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 8) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 9) Students will possess the learning skills that enable them to continue studying autonomously. 10) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 11) An advanced theoretical and practical knowledge of the different situations of contact between European languages. 12) Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus
• 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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
1. Contenidos teóricos	1-6
2. Contenidos prácticos	
3. Exposiciones	

22. Teaching methods

Face-to-face language seminar with exercises and presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research language seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the master. They will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, study autonomously and develop and advanced theoretical and practical knowledge of the different situations of contact between European heritage languages. This theoretical and practical knowledge will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

-A. Khezri. & J. Rodríguez & J. M. Blázquez & J. A. Antón. (2011). *Persia: Cuna de civilización y cultura*. Córdoba: Almuzara.
-N. Barani. "Cultura Persa", disponible en: https://ipsisalamanca.com/cultura persa/.
-N. Barani. "Lengua y Cultura Persas", disponible en: https://diarium.usal.es/nazia.
-Roa, N. (2017). *El aliado persa*. Segovia: Mandala.

COURSE : LENGUA DE HERENCIA: RUMANO

1. Title of course
Lengua de herencia: rumano
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
5 ECTS: 125 hours
5. Contact hours

5 ECTS

	Contact hours	Student's work load	Total
Lectures	12 (9,6%)	20 (16%)	32 (25,6%)
Practical components	15 (12%)	60 (48%)	75 (60%)
Presentations and exams	4 (3,2%)	11 (8,8%)	15 (12%)
Personal coaching	3 (2,4%)		3 (2,4%)
TOTAL	34 (27,2%)	91 (72,8%)	125 (100%)

6. ECTS

5

7. Observations

No previous knowledge of Rumanian is required.

8. Study cycle

Master

9. Year

Year 2

10. Course unit type

Language seminar

11. Semester

3rd

12. Responsible academic staff member(s)

Dr. Luminita Anca Marcu: lmarcu@usal.es

13. E-mail of the responsible academic staff member

Dr. Luminita Anca Marcu: lmarcu@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Spanish language at a B2 level, interest in heritage languages

17. Language(s) of instruction

Spanish

18. Other academic staff members involved in the curricular unit

-

19. Learning outcomes

1) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
2) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
3) Students will possess the learning skills that enable them to continue studying autonomously.
4) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
5) An advanced theoretical and practical knowledge of the different situations of contact between European languages.
6) Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

20. Syllabus

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).

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
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.	1-6

22. Teaching methods

Face-to-face language seminar with exercises and presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research language seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the master. They will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, study autonomously and develop

and advanced theoretical and practical knowledge of the different situations of contact between European heritage languages. This theoretical and practical knowledge will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

24. Assessment method

	Contact hours
Exams	75%
Presentation	25%
Research seminar paper	
Other	
TOTAL	100%

25. Bibliography

- Iolanda Sterpu, *Limba româna˘ pentru străini, Gramatica˘ şi exerciţii*, Editura Universităţii Alexandru Ioan Cuza, Iaşi, 2012 (in Romanian)
- Dana Cojocaru, You Can Speak Romanian?, Editura Compania, București, 2008. (in English).
- *Gramatica de baza˘ a limbii române*, Ediția a II-a, Gabriela Pana˘ Dindelegan (coord), Academia Româna˘, Ed. Univers enciclopedic Gold, București, 2016
- Al. Rosetti, *Istoria limbii române*, Editura Pentru Literatura˘, 1968
- Constantin Teodorovici, Rafael Pisot, *Dicționar român-spaniol de expresii şi locuțiuni*, Editura Polirom, 2005
- Alberto Madrona Fernández, Rafael Pisot, *Diferencias de usos gramaticales entre el español y el rumano*, Editorial Edinumen, 2009 (Temas de español, Gramática contrastiva)

COURSE : CULTURAS EUROPEAS : TRADUCCIONES, TRANSDUCCIONES, RELACIONES INTERDISCURSIVAS

1. Title of course

Culturas europeas: traducciones, transducciones, relaciones interdiscursivas

2. Scientific area

Literature and Culture

3. Duration

One semester

4. Study load

5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

Year 1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Prof. Dr. Amelia Gamoneda Lanza
Dr. Alba Rozas Arceo

13. E-mail of the responsible academic staff member

Amelia Gamoneda Lanza: gamoneda@usal.es
Alba Rozas Arceo: albarozas@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face
16. Recommended prerequisites
Spanish language at a B2 level, interest in literature and culture
17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
37. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 38. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 39. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 40. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 41. Students will possess the learning skills that enable them to continue studying autonomously. 42. An advanced knowledge of research methodology in the study of European literatures and their interculturality. 43. The ability to locate and manage specialised bibliographic sources on comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 44. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a literary and cultural perspective. 45. Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies. 46. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis. 47. Theoretical and practical knowledge that will enable the study of comparative research into European literatures and cultures. 48. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
1. Literatura francesa y ciencias cognitivas 2. Cartografía y obras literarias
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Unit in the syllabus > Learning outcome

1. Literatura francesa y ciencias cognitivas	1-12. Cultura humanística y cultura científica. Estudios literarios y ciencias cognitivas: interdiscursos y convergencia. Principios teóricos de los estudios literario-cognitivos. Instrumentos cognitivos para el análisis literario. Análisis poético-cognitivos (narración y poesía francesas).
2. Cartografía y obras literarias	1-12. Este contenido curricular se centra en el estudio del espacio de los textos literarios desde la perspectiva de la cartografía literaria, proporcionando una introducción al campo, al alcance y a las potencialidades que ofrece esta disciplina a la hora de examinar las características del espacio ficcional y sus relaciones con la geografía real. Con este propósito, se tomará como *corpus* una selección de novelas contrafactuales, esto es, aquellas basadas en la alteración de un hecho histórico que implica, comúnmente, la generación de espacios reconocibles, aunque diferenciados de la geografía empírica. A partir de dicha selección, se llevará a cabo el análisis de los datos espaciales de acuerdo con su funcionalidad y las conexiones establecidas tanto entre ellos como con sus potenciales referentes empíricos. Asimismo, se explorarán las posibilidades y limitaciones a la hora de catalogar y representar esta información en mapas estáticos y digitales. Por último, se estudiará la idoneidad de las representaciones cartográficas para determinar las singularidades de los espacios analizados.

22. Teaching methods
Face-to-face research seminars, presentations and research papers.
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face research seminars will allow the students to gain all learning outcomes stated

before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in cognitive sciences and literature, and literature and cartography.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

- Engberg-Pedersen, Anders et alii, Literature and Cartography: Theories, Histories, Genres, The MIT Press, *2017*.
- Snow, Charles Percy,Las dos culturas, trad. de H. Pons, Buenos Aires, Ediciones Nueva Visión, 2000.
- Soja, Edward W., *Postmodern Geographies. The Reassertion of Space in Critical Social Theory*, Londres/Nueva York, Verso, 1989.
- Stockwell, Peter, *Cognitive poetics: An Introduction*, Routledge, 2002.

COURSE : EL ITALIANO Y EL ESPAÑOL EN CONTACTO

1. Title of course

El italiano y el español en contacto

2. Scientific area

Linguistics

3. Duration

One semester

4. Study load

5 ECTS: 125 hours

5. Contact hours

5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

It is recommended to have at least some knowledge of Italian.

8. Study cycle

Master

9. Year

Year 1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Prof. Dr. Manuel Heras García: mh@usal.es

13. E-mail of the responsible academic staff member

Prof. Dr. Manuel Heras García: mh@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face
16. Recommended prerequisites
Spanish language at a B2 level, interest in Italian and Spanish linguistics linguistics
17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
13) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 14) Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 15) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 16) Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 17) Students will possess the learning skills that enable them to continue studying autonomously. 18) An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 19) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 20) An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 21) Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 22) An advanced theoretical and practical knowledge of the different situations of contact between European languages. 23) The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus

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:

1. Aspectos fonético-fonológicos,
2. Aspectos morfológicos
3. Aspectos sintácticos
4. Aspectos léxicos
5. Aspectos pragmáticos

Se realizarán investigaciones puntuales y relevantes fundamentalmente sobre las divergencias existentes en ambas lenguas y los posibles motivos que las han provocado.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
6) Aspectos fonético-fonológicos, 7) Aspectos morfológicos 8) Aspectos sintácticos 9) Aspectos léxicos 10) Aspectos pragmáticos	1-11

22. Teaching methods

Face-to-face research seminars with presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in Italian-Spanish contact linguistics.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Valero Gisbert, María (2004): Lengua y cultura: contactos entre el español y el italiano, Domenico Antonio Cusato et al., La memoria delle lingue, la didattica e lo studio delle lingue della penisola iberica in Italia, Associazione Ispanisti Italiani, Atti del XXI Convegno, II. Messina: Andrea Lippolis, 251-262.

Calvi, Maria Vittoria (1984): Il problema della traduzione nella didattica dello spagnolo;, Sergio Cigada (ed.), La traduzione nell insegnamento delle lingue straniere, Brescia: La Scuola, 455-472.

González Martín, Vicente (2005): Teoría y praxis de la literatura comparada italo-española;,
Mercedes Arriaga Flórez et al. (eds.), Italia-España-Europa. Literaturas Comparadas. Tradiciones y Traducciones. Sevilla: Arcibel, I, 376-384.

Barbero Bernal, Juan Carlos (2015): Catálogo y estudio de las gramáticas de italiano para hispanohablantes: siglos XVIII y XIX. Bologna: Università di Bologna.

Lombardini, Hugo Edgardo; San Vicente, Félix (2015): Gramáticas de español para italófonos
(siglos XVI-XVIII). Catálogo y estudio crítico. Münster: Nodus Publikationen.

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COURSE : CULTURA DE HERENCIA : LA COMUNIDAD MAGREBI

1. Title of course

Cultura de Herencia : la comunidad magrebí

2. Scientific area

Culture

3. Duration

One semester

4. Study load

5 ECTS: 125 hours

5. Contact hours

5 ECTS

	Contact hours	Student's work load	Total
Lectures	12 (9,6%)	20 (16%)	32 (25,6%)
Practical components	15 (12%)	60 (48%)	75 (60%)
Presentations and exams	4 (3,2%)	11 (8,8%)	15 (12%)
Personal coaching	3 (2,4%)		3 (2,4%)
TOTAL	34 (27,2%)	91 (72,8%)	125 (100%)

6. ECTS

5

7. Observations

No previous knowledge of Arabic or Maghrebi culture is required.

8. Study cycle

Master

9. Year

Year 1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Prof. Dr. Rachid El Hour: raelhour@usal.es

13. E-mail of the responsible academic staff member

Prof. Dr. Rachid El Hour: raelhour@usal.es

14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Spanish language at a B2 level, interest in heritage cultures
17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
1) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 2) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 3) Students will possess the learning skills that enable them to continue studying autonomously. 4) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 5) An advanced theoretical and practical knowledge of the different situations of contact between European languages. 6) Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus
1. Islam, proyecto religioso, político y socio-económico. 2. Proceso de Islamización y arabización el islam, Magreb al-Andalus 3. Al-Andalus, presente y la tergiversación del pasado 4. Estatus de ḏimma o dimníes (Gente del libro), Mosaico étnico y religioso del mundo árabe: islam, cristiano y judaísmo magrebí 5. Bereberes y la identidad lingüística, cultural y religiosa del Magreb (enseñanza, prácticas religiosas, ribāṭs y zāwiyas, etc…). 6. Religiosidad magrebí: literatura hagiográfica magrebí y cuestiones de género,

modelos y grupos religiosos, tradiciones culinarias
21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
1. Islam, proyecto religioso, político y socio-económico. 2. Proceso de Islamización y arabización el islam, Magreb al-Andalus 3. Al-Andalus, presente y la tergiversación del pasado 4. Estatus de ḏimma o dimníes (Gente del libro), Mosaico étnico y religioso del mundo árabe: islam, cristiano y judaísmo magrebí 5. Bereberes y la identidad lingüística, cultural y religiosa del Magreb (enseñanza, prácticas religiosas, ribāṭs y zāwiyas, etc…). 6. Religiosidad magrebí: literatura hagiográfica magrebí y cuestiones de género, modelos y grupos religiosos, tradiciones culinarias	1-6

22. Teaching methods
Face-to-face language seminar with exercises and presentations.
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face research language seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the master. They will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, study autonomously and develop and advanced theoretical and practical knowledge of the different situations of contact between European heritage languages. This theoretical and practical knowledge will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

- Bramón, Dolors, Una introducción al islam: religión, historia y cultura. Traducción de Rosa Lluch Bramon, Barcelona: Crítica, 2009.
- Corcos, David, "The Jews of Morocco under the Merinides", The Jewish Quarterly Review 54 (1964), pp. 271–287
- El Hour, Rachid, "Moroccan female saints in written and oral traditions: Lallā Mennāna, patron saint of Larache", Journal on North African Studies, 2020
- El Hour, Rachid, "Sainctity, Orality and Questions about Cultural and Religious Identity in Norte of Moroccco. The case of Lalla `Aisha al-Khadra, Saint of Alcazarquivir", Jounal of Sufi Studies (Brill). 8 (2019), pp. 79 – 100.
- El Hour, Rachid, "Some reflections about the use of the Berber language in the Medieval and Early Modern Maghrib: data from hagiographic sources", Al-Masāq 26.3 (2014), pp. 288–298.

COURSE MODELOS DE LITERATURAS Y OTRAS ARTES EN LAS CULTURAS EUROPEAS

1. Title of course

Modelos de literaturas y otras artes en las culturas europeas

2. Scientific area

Literature and Culture

3. Duration

One semester

4. Study load

5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total

Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

Year 1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Dr. Juan Manuel Martín Martín

Dr. Sara Velázquez García

13. E-mail of the responsible academic staff member

Juan Manuel Martín Martín: jm.mm@usal.es

Sara Velázquez García: svelazquez@usal.es

14. Level

Master.

15. Mode of delivery

Face-to-face.

16. Recommended prerequisites

Spanish language at a B2 level, interest in literature and culture.

17. Language(s) of instruction

Spanish.

18. Other academic staff members involved in the curricular unit

-

19. Learning outcomes

49. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

50. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
51. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
52. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
53. Students will possess the learning skills that enable them to continue studying autonomously.
54. An advanced knowledge of research methodology in the study of European literatures and their interculturality.
55. The ability to locate and manage specialised bibliographic sources on comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
56. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a literary and cultural perspective.
57. Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies.
58. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
59. Theoretical and practical knowledge that will enable the study of comparative research into European literatures and cultures.
60. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

1. Memoria e identidad: representaciones artísticas de los traumas del siglo XX: narrativa, novela gráfica, pintura y cine

2. Adaptación cinematográfica y sociedad

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. Memoria e identidad: representaciones artísticas de los traumas del siglo XX: narrativa, novela gráfica, pintura y cine	Partiendo de la metáfora "culture as text" que plantea Clifford Geertz en *The Interpretation of Cultures* (1973), se pretende hacer una lectura de diversas prácticas culturales en analogía con los textos. El objetivo es el análisis e interpretación tanto de textos narrativos representativos como de otras manifestaciones que han contribuido a la

2. Adaptación cinematográfica y sociedad	conformación de una memoria transnacional centrada en la traumática historia europea del siglo XX. A partir de un análisis comparativo que integre expresiones artísticas diferentes se tratarán de establecer vínculos que pongan de manifiesto la relevancia de aquellas, primero para la reflexión sobre el pasado y, en segundo lugar, para la construcción de una memoria que articula la identidad colectiva. Asimismo, se incidirá en que novelas, cómics, películas, pinturas representan en un mundo interconectado, dinámico y globalizado puntos de anclaje de identidades transnacionales y transculturales. En le marco de este proceso, experiencias traumáticas inicialmente más locales o restringidas a determinados grupos se extrapolan a otros contextos constituyendo lo que Michael Rothberg denomina "multidirectional memory" (2009). 1-12. El contenido curricular está dirigido a profundizar en el estudio de las relaciones entre la literatura y el cine, centrándose en una variante muy específica de estas relaciones como es la adaptación cinematográfica de textos literarios. La adaptación hay que entenderla como un proceso por el cual un relato, expresado en forma de texto literario, se transforma, mediante sucesivas modificaciones o alteraciones de la estructura, el contenido narrativo y la puesta en imágenes, en otro relato muy similar pero expresado en forma de texto fílmico. El estudio de las adaptaciones se llevará a cabo tanto desde un punto de vista teórico-metodológico como a través del análisis de casos específicos, partiendo de un corpus de film italianos ejemplares extraídos de textos escritos, que integren una relevante variedad de horizontes temáticos e ideológicos, pero privilegiando especialmente aquellos relatos en donde aparezca una inteligente

	y acertada representación de la historia, de la sociedad y de la cultura italiana desde mediados del siglo veinte hasta nuestros días.

22. Teaching methods

Face-to-face research seminars, presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in literary fiction, graphic novels and cinema narrative.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

- Clüver, Claus, *Interart Studies: An Introduction*, Indiana University, 1996.
- McFarlane, Brian, *Novel to Film: An Introduction to the Theory of Adaptation*, Clarendon Press, 1996.

COURSE : MODELOS MEDIALES E INTERMEDIALES EN LAS CULTURAS EUROPEAS

1. Title of course

Modelos mediales e intermediales en las culturas europeas

2. Scientific area

Literature and Culture

3. Duration

One semester

4. Study load

5 ECTS: 125 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master.

9. Year

Year 1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Prof. Dr. Pedro Emanuel Rosa Grincho Serra
Prof. Dr. Patricia Cifre Wibrow

13. E-mail of the responsible academic staff member

Pedro Emanuel Rosa Grincho Serra: pergs@usal.es
Patrícia Cifre Wibrow: wibrow@usal.es

14. Level

Master.
15. Mode of delivery
Face-to-face.
16. Recommended prerequisites
Spanish language at a B2 level, interest in literature, cinema and the media.
17. Language(s) of instruction
Spanish.
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
61. They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 62. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 63. Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 64. Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 65. Students will possess the learning skills that enable them to continue studying autonomously. 66. An advanced knowledge of research methodology in the study of European literatures and their interculturality. 67. The ability to locate and manage specialised bibliographic sources on comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 68. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a literary and cultural perspective. 69. Development of the ability to apply the appropriate scientific methodology to cover the different types of literary and cultural studies. 70. An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis. 71. Theoretical and practical knowledge that will enable the study of comparative research into European literatures and cultures. 72. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
1. Escrituras del cine: de lo analógico a lo digital 2. Diálogos entre literatura y cine

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1. Escrituras del cine: de lo analógico a lo digital	1-12. Este contenido curricular se centra en la escritura crítica de las teorías del cine, en el lenguaje del cine y sus soportes materiales, proporcionando una introducción al campo de los estudios de los medios, su conceptualización y teorización. Tomando como *corpus* una selección de textos críticos de los cineastas elegidos y una muestra de sus películas, el contenido de la asignatura focaliza el modo cómo en ellos se valora el impacto de lo digital en el ámbito de la reproductibilidad técnica de la imagen-movimiento. Se estimulará, asimismo, la investigación sobre el *corpus* seleccionado desde diferentes prismas proporcionados por los estudios mediales e inter-mediales. La formulación de problemas de investigación, y la reflexión crítica sobre la literatura correspondiente, tendrá como recorte principal la siguiente cuestión: ¿cómo se plantea la 'relación' entre el cinematógrafo y el cine digital en la escritura crítica de los cineastas escogidos?
2. Diálogos entre literatura y cine	1-12. Como muy bien mostró Walter Benjamin, la fotografía empujó la pintura por la pendiente de la abstracción, forzándola a apartarse de las formas de representación propias del realismo tradicional. Algo similar sucedió con la literatura a raíz de la aparición del cine. En el marco de este seminario se analizará la contribución del cine a la modernización de los lenguajes literarios y también se reflexionará sobre el giro que actualmente está teniendo lugar desde la "Galaxia Gutenberg" hacia una cultura cada vez más visual. El corpus sobre el que se trabajará está conformado por textos literarios y por adaptaciones, trasposiciones, recreaciones, versiones, comentarios y variaciones fílmicas. La

	teoría narratológica será la herramienta de trabajo usada para analizar el fructífero diálogo entablado entre los lenguajes narrativos propios de cada medio.

22. Teaching methods

Face-to-face research seminars, presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in cinema theory, media studies and materialities of communication.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

- Bolter, Jay David y Grusin, Richard, *Remediation. Understanding New Media*. Cambridge, Mass.: MIT Press, 1998.
- Kittler, Friedrich A., *Gramophone, Film, Typewriter*, trad. y intro. de Greoffrey Winthrop-Young y Michael Wutz, Stanford, Stanford University Press, 1999.
- McLuhan, Marshall, *The Gutenberg Galaxy: The Making of Typographic Man* Routledge & Kegan Paul, 1962.

COURSE : LENGUA DE HERENCIA : PERSA MODERNO

1. Title of course
Lengua de herencia: hebreo y arameo
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
5 ECTS: 125 hours
5. Contact hours
5 ECTS

	Contact hours	Student's work load	Total
Lectures	12 (9,6%)	20 (16%)	32 (25,6%)
Practical components	15 (12%)	60 (48%)	75 (60%)
Presentations and exams	4 (3,2%)	11 (8,8%)	15 (12%)
Personal coaching	3 (2,4%)		3 (2,4%)
TOTAL	34 (27,2%)	91 (72,8%)	125 (100%)

6. ECTS
5
7. Observations
No previous knowledge of Persian is required.
8. Study cycle
Master
9. Year
Year 1
10. Course unit type
Language seminar
11. Semester
2nd

12. Responsible academic staff member(s)
Dr. Nazia Barani: nazia@usal.es
13. E-mail of the responsible academic staff member
Dr. Nazia Barani: nazia@usal.es
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
Spanish language at a B2 level, interest in heritage languages
17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
7) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 8) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 9) Students will possess the learning skills that enable them to continue studying autonomously. 10) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 11) An advanced theoretical and practical knowledge of the different situations of contact between European languages. 12) Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus

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:
   -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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
4. Contenidos teóricos	1-6
5. Contenidos prácticos	

22. Teaching methods

Face-to-face language seminar with exercises and presentations.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research language seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the master. They will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, study autonomously and develop and advanced theoretical and practical knowledge of the different situations of contact between European heritage languages. This theoretical and practical knowledge will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

24. Assessment method

	Contact hours
Exams	75%
Presentation	25%
Research seminar paper	
Other	
TOTAL	100%

25. Bibliography

- Barani, N. (2020). Lengua y cultura persas para principiantes. Universidad de Salamanca.
- Farzad, N. (2004). Modern Persian. Teach Yourself. London: Hodder and Stoughton.
- Farzamnia, N. (2004). Iniciación a la lengua persa. Madrid: Universidad Autónoma de Madrid.
- Hooshangi, S. (2002). Persa para Españoles. Madrid: Ediciones Clásicas.
- Rodríguez Vargas, J. (2011). Gramática general del persa moderno. Córdoba: Almuzara.

COURSE : PLURILINGÜISMO Y CONTACTO LINGÜISTICO EN EUROPA OCCIDENTAL

1. Title of course
Plurilingüísmo y contacto lingüístico en Europa Occidental
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
5 ECTS: 125 hours
5. Contact hours
5 ECTS

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

-

8. Study cycle

Master

9. Year

Year 1

10. Course unit type

Research seminar

11. Semester

1st

12. Responsible academic staff member(s)

Prof. Dr. Raúl Sánchez Prieto: raulsanchez@usal.es

Profª. Dra. María Josefa Marcos García : mjosem@usal.es

13. E-mail of the responsible academic staff member

Prof. Dr. Raúl Sánchez Prieto: raulsanchez@usal.es

Profª. Dra. María Josefa Marcos García : mjosem@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites

Spanish language at a B2 level, interest in European linguistics

17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes

30) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
31) Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
32) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
33) Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
34) Students will possess the learning skills that enable them to continue studying autonomously.
35) An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
36) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
37) An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
38) Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
39) An advanced theoretical and practical knowledge of the different situations of contact between European languages.
40) The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

A

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

4. Plurilingüismo en el sistema educativo centroeuropeo

B

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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
A	1-11
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	
4. Plurilingüismo en el sistema educativo centroeuropeo.	
B	1-11
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	

22. Teaching methods

Face-to-face research seminars with presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in contact linguistics.

24. Assessment method	
	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

- Thomason, S. (2001): Language Contact - An Introduction. Edinburgh University Press.
- Riehl, C. M. (2018): Sprachkontaktforschung. Narr.
- Treffers-Daller, J. et al. (2002) Language Contact at the Romance-Germanic Language Border. Multilingual Matters.
- Gajo, L.*et al.* (éd.) (2004): *Un parcours au contact des langues.* Paris, Didier.
- Borel, S. (2012): *Langues en contact-Langues en contraste. Typologie, plurilinguisme et apprentissages.* Peter Lang.
- Simonin, J. et Wharton S. (dir.) (2013): *Sociolinguistique du contact.* Lyon, ENS Éditions.

COURSE : EL PORTUGUES Y EL ESPAÑOL EN CONTACTO

1. Title of course
El portugués y el español en contacto
2. Scientific area
Linguistics
3. Duration
One semester
4. Study load
5 ECTS: 125 hours

5. Contact hours

5 ECTS (seminars) and 125 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11,2%)	20 (16%)	34 (27,2%)
Practical components	5 (4%)	10 (8%)	15 (12%)
Presentations	10 (8%)	60 (48%)	70 (56%)
Personal coaching	6 (4,8%)		6 (4,8%)
Exams			
TOTAL	35 (28%)	90 (72%)	125 (100%)

6. ECTS

5

7. Observations

It is recommended to have at least some knowledge of Portuguese.

8. Study cycle

Master

9. Year

Year 1

10. Course unit type

Research seminar

11. Semester

2nd

12. Responsible academic staff member(s)

Prof. Dr. Ana María García Martín: amgm@usal.es

Dr. M. Rocío Alonso Rey: rocioalonsorey@usal.es

13. E-mail of the responsible academic staff member

Prof. Dr. Ana María García Martín: amgm@usal.es

Prof. Dr. M. Rocío Alonso Rey: rocioalonsorey@usal.es

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites
Spanish language at a B2 level, at least intermediate knowledge of Portuguese, interest in Portuguese and Spanish linguistics
17. Language(s) of instruction
Spanish
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
13) Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. 14) Students will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. 15) Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. 16) Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. 17) Students will possess the learning skills that enable them to continue studying autonomously. 18) An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. 19) The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. 20) An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. 21) Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. 22) An advanced theoretical and practical knowledge of the different situations of contact between European languages. 23) The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus

1) Contraste lingüístico de las lenguas española y portuguesa: historia y estado de la disciplina.
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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit >	Learning outcome
24) Aspectos fonético-fonológicos, 25) Aspectos morfológicos 26) Aspectos sintácticos 27) Aspectos léxicos 28) Aspectos pragmáticos	1-11

22. Teaching methods

Face-to-face research seminars with presentations and research papers.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face research seminars will allow the students to gain all learning outcomes stated before. Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas regarding the fields of research covered by the seminar. They will be able to apply the knowledge acquired in a presentation related to their field of study, integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information. Students will have to locate and manage specialised bibliographic sources, have an advanced knowledge about the different methods of analysis, develop the ability to apply the appropriate scientific methodology, study autonomously and communicate the conclusions of their research in presentations, gaining an advanced knowledge of research methodology in Portuguese-Spanish contact linguistics.

24. Assessment method

	Contact hours
Exams	
Presentation	25%
Research seminar paper	75%
Other	
TOTAL	100%

25. Bibliography

Ana M. García Martín (2014), "Análisis contrastivo de lenguas próximas: buscando diferencias más allá de las semejanzas", en A. Marcos de Dios (ed.), La Lengua Portuguesa. Vol. II: Estudios Lingüísticos, Salamanca, Universidad de Salamanca, pp. 399-406.

Paulo Osório y Ana M. García Martín (2020), "Proximidad lingüística del español y el portugués", en L. Reto y R. Gutiérrez Revilla (coord.), A projeção internacional do espanhol e do português: o potencial da proximidade linguística / La proyección internacional del español y el portugués: el potencial de la proximidad lingüística, Lisboa, Imprensa Nacional-Casa da Moeda, pp. 56-79.

María Aparicio Viñambres y Ana M. García Martín (2018), "El enfoque contrastivo en los métodos de portugués como lengua extranjera para hispanohablantes", Linguarum Arena. Revista de Estudos em Didática de Línguas da Universidade do Porto, vol. 9, Porto, Universidade do Porto, pp. 11-31.

Alonso Rey, R. (2014) Portugués para hispanohablantes: aspectos teóricos y prácticos. Estudios Portugueses y Brasileños, 12, pp. 9-26.

Jarvis, S.; Pavlenko, A. (2008). Cross-linguistic Influence in language and cognition. Routledge.

UNIVERSITY OF TURKU

COURSE : CORPUS LINGUISTICS AND LANGUAGE TECHNOLOGY

1. Title of course

Corpus Linguistics and Language Technology

2. Scientific area

Linguistics / Literature / Culture

3. Duration

One semester

4. Study load

For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	28 (20,7%)	28 (20,7%)	56 (41,4%)
Practical components		30 (22,2%)	30 (22,2%)
Independent reading		47 (34,8 %)	47 (34,8%)
Personal coaching			
Exams	2 (1,6%)		2 (1,6%)
TOTAL	30 (22,3%)	105 (77,7%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

2

10. Course unit type

Lecture course

11. Semester

1st

12. Responsible academic staff member(s)

Veronika Laippala

13. E-mail of the responsible academic staff member

veronika.laippala@utu.fi

14. Level

Master
15. Mode of delivery
face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from:. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
20. Syllabus
Basics of corpus linguistics methods and theories, NLP tools
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg. Unit in the syllabus > Basics of corpus linguistics methods and theories, NLP tools Learning outcome ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.

22. Teaching methods
Face-to-face lectures, small-scale projects, independent reading
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face lectures, small-scale projects, independent reading will help the student to gain an advanced knowledge about the different methods of analysis involved in the field and develop the ability to the appropriate scientific methodology.
24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	75%
Presentation	20%
Course activity	10%
Other	
TOTAL	100%

25. Bibliography
Douglas Biber and Susan Conrad. 2009. Register, genre, and style. Cambridge: Cambridge University Press

COURSE : HANDS-ON PROJECT ON DIGITAL LINGUISTICS

1. Title of course
Hands-on Project on Digital Linguistics
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	2 (1,4%)	2 (1,4%)	4 (2,8%)
Practical components		111 (82,2%)	111 (82,2%)
Presentations	6 (4,2%)	6 (4,2%)	12 (8,4%)
Personal / group coaching	4 (2,8%)	4 (2,8%)	8 (5,6%)
Exams			
TOTAL	37 (27%)	98 (73%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

2

10. Course unit type

independent project work

11. Semester

2nd

12. Responsible academic staff member(s)

Veronika Laippala

13. E-mail of the responsible academic staff member

veronika.laippala@utu.fi

14. Level

Master

15. Mode of delivery

Online or face-to-face, will be agreed upon at the starting of the course

16. Recommended prerequisites

17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
20. Syllabus
Independent project work on digital linguistics, with final presentations. The specific work topic can be chosen freely.
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg. Unit in the syllabus > independent course work Final presentations Learning outcome ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

22. Teaching methods
Face-to-face or virtual presentations, meetings and independent work.
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Presentations allow the students to improve on communicating their conclusions to others. Independent work allow the students to improve on studying autonomously and achieve advanced knowledge about methods in linguistics.
24. Assessment method

	Contact hours
Exams	
Presentation	15%
Project work	75%
Other	10%
TOTAL	100%

25. Bibliography
-

COURSE : INTRODUCTION TO FINNISH CULTURE AND SOCIETY

1. Title of course
Introduction to Finnish Culture and Society
2. Scientific area
History / **Culture** / Linguistics / Literature / Art
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	12 (44%)	36 (33%)	48 (36%)
Practical components	8 (27%)	12 (11%)	20 (15%)
Presentations	6 (22%)	30 (28%)	36 (27%)
Personal coaching	2 (7%)	5 (5%)	6 (4%)
Exams / Learning Diary	0 (0%)	24 (23%)	24 (18%)
TOTAL	28 (100%)	107 (100%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

2

10. Course unit type

Lecture course and seminar

11. Semester

1st

12. Responsible academic staff member(s)

Adjunct Professor, University Lecturer Pertti Grönholm

13. E-mail of the responsible academic staff member

pergro@utu.fi

14. Level

Master

15. Mode of delivery

Face-to-face

16. Recommended prerequisites
Basic knowledge on Finland.
17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis. ▪ Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus
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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Introduction to Finnish Culture and Society	An in-depth knowledge of the elements and history of Finnish society and culture.

22. Teaching methods

Lectures, course readings, group work, presentations, and seminar, learning diary.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The course examines through historical, theoretical, and conceptual approaches how the Finnish society and culture have evolved from the prehistoric times to modern day Finland. The emphasis of the course is on the development of the societal ideas, organizations, networks, self-image, and identities. Especially, the role of the Finnish language and literary culture, art, material culture and popular culture in the development will be examined. The lectures and related readings will strengthen students' knowledge on Finnish society and culture and provide with some conceptually and theoretically specialized accounts on the subject matters. The preparation and delivering a group presentation will strengthen student's abilities in recognizing and analyzing various phenomena related to the content of the course. The group work and presentation will practice the use of research literature and other relevant material, project managing skills, the use of presentation tools, peer feedback, critical discussion etc. Required personal learning diary develops students' abilities in reflecting their learning practices and outcomes in relation to their previous knowledge, the content of the course along with provided perspectives and approaches.

24. Assessment method

	Contact hours
Exams	
Presentation (group)	50%
Research seminar paper	0%
Other: learning diary	50%
TOTAL	100%

25. Bibliography

Henrik Meinander (2020): *History of Finland.* David Kirby (2006): *A Concise History of Finland.*

COURSE : SEA, NATURE AND FINNISH CULTURE

1. Title of course
Sea, Nature and Finnish Culture
2. Scientific area
Linguistics / Literature / **Culture**
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	15 (11,1%)	22 (16%)	37 (27,4%)
Practical components	5 (3,7%)	11 (8%)	16 (11,8%)
Presentations	11 (8%)	65 (48%)	76 (56%)
Personal coaching	6 (4,4%)		6 (4,4%)
Exams			
TOTAL	37 (27%)	98 (73%)	135 (100%)

6. ECTS
5
7. Observations
Course includes an excursion to the archipelago (either a concrete excursion or a virtual tour).
8. Study cycle
Master
9. Year
2
10. Course unit type

Lecture course
11. Semester
1st
12. Responsible academic staff member(s)
Otto Latva
13. E-mail of the responsible academic staff member
otto.latva@utu.fi
14. Level
Master
15. Mode of delivery
Online and face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
English
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
20. Syllabus

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.
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg. Unit in the syllabus > The course explores how sea and nature have interwoven with Finnish culture and the way of everyday life in the course of time. It reveals how the Baltic Sea, Finnish archipelago and the lakes and forests have inspired Finnish people. The course also demonstrates how the concrete relationship between human and non-human nature has altered in Finland. Learning outcome An in-depth knowledge of the cultural elements of the ways in which environment is perceived in Europe and to develop students' capacity for intercultural and more-than-human analysis.
22. Teaching methods
Face-to-face and/or virtual lectures, learning diaries, essay, and an excursion to the Finnish archipelago.
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
The lectures provide essential knowledge and understanding of the long-term relationship between human and non-human nature in Finnish society and culture. The assignments allow students to reflect their existing knowledge with the one they have learned during the course and advances their skills for critical thinking. As its learning outcomes, the students will broaden their knowledge of the long-term relationship between human and non-human nature in Europe and learn new ways of perceiving the past from the perspective of more-than-human history. The learned knowledge and skills can be applied in various fields of studies, from natural sciences to social sciences and humanities, and outside academia, for instance, concerning the themes of sustainable development and environmental problems.
24. Assessment method

	Contact hours
Exams	
Presentation	20%
Course Assignments	80%
Other	
TOTAL	100%

25. Bibliography

- See, e.g:
  - Frigren, Pirita. 'Finns as Mobile Maritime Labor in Coastal Ports of the United Kingdom, 1850–1930'. In *Migration and Multi-Ethnic Communities: Mobile People from the Late Middle Ages to the Present*, edited by Maija Ojala-Fulwood, 93–122. Berlin: De Gruyter Oldenbourg, 2018.
  - Kunnas, Jan, and Timo Myllyntaus. 'Lessons from the Past? A Survey of Finnish Forest Utilisation from the Mid-Eighteenth Century to the Present'. *Environment and History*, 2020.
  - Lahelma, Antti. 'Strange Swans and Odd Ducks: Interpreting the Ambiguous Waterfowl Imagery of Lake Onega'. In *Visualising the Neolithic: Abstraction, Figuration, Performance, Representation*, edited by Andrew Cochrane and Andy Jones, 15–33. Oxford: Oxbow Books, 2012.
  - Salmi, Pekka, and Kirsi Sonck-Rautio. 'Invisible Work, Ignored Knowledge? Changing Gender Roles, Division of Labor, and Household Strategies in Finnish Small-Scale Fisheries'. *Maritime Studies* 17, no. 2 (2018): 213–21.

COURSE : ANALYSE DES PRODUITS CULTURELS I

1. Title of course
Analyse des produits culturels I
2. Scientific area
Linguistics / Literature / **Culture**
3. Duration
One semester

4. Study load

For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	14	24	38
Practical components	28	48	76
Essays		21	21
Exams			
TOTAL	42 (31,10%)	93 (68,90%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Lecture course

11. Semester

2nd

12. Responsible academic staff member(s)

Ana-Maria Cozma

13. E-mail of the responsible academic staff member

anacoz@utu.fi

14. Level

Master

15. Mode of delivery

Online and face-to-face

16. Recommended prerequisites
Level of French: B2+-C1
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures. ▪
20. Syllabus
Seven broad topics are discussed in the course: 1) Norms, taboos, transgressions, censorship; *bienséance* and *vraisemblance*; 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, *mise en abyme* (reflexivity), stylistic devices (metonymy, metaphors etc.); new and traditional media in the French-speaking world.
21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
1) Norms, taboos, transgressions, censorship; *bienséance* and *vraisemblance*; political correctness and self-censorship. 2) Realism, effect of reality, imaginaries; fake news, fact-checking. 3) Semiotics, types of signs, motivated/arbitrary; semiotic channels	The students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

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, *mise en abyme* (reflexivity), stylistic devices (metonymy, metaphors etc.); new and traditional media in the French-speaking world.	They will possess the learning skills that enable them to continue studying autonomously. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

22. Teaching methods

(Virtual) lectures, flipped classroom, face-to-face practical courses, group discussion, oral presentations, essays, etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The lectures will allow the students to gain knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
The practical courses will provide students with advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
The presentations and essays will enhance skills that enable the students to continue studying autonomously.
The group discussions will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

24. Assessment method

Ongoing assessment

	Contact hours
Tasks related to lectures	25%
Essays	25%
Tasks related to practical courses	50%
TOTAL	100%

25. Bibliography

Marc ARABYAN, La mise en page des pages de publicité, Lambert-Lucas, 2006.
Roland BARTHES, *Mythologies*, Seuil, 1957.
Umberto ECO, *Le signe*, traduit en français par J-M Klinkenberg, 1988/1992.
Martine JOLY, *Introduction à l'analyse de l'image*, Armand Colin, 1993/2009.
Jean-Marie KLINKENBERG, *Précis de sémiotique générale*, De Boeck, 1996.

COURSE : ANALYSE DES PRODUITS CULTURELS II

1. Title of course

Analyse des produits culturels II

2. Scientific area

Linguistics / Literature / **Culture**

3. Duration

One semester

4. Study load

For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures			
Practical components			

Presentations	6 (4,4%)	104 (77%)	110 (81,5%)
Personal coaching	6 (4,4%)	6 (4,4%)	12 (8,9%)
Exams	3 (2,2%)	10 (7,4%)	13 (9,7%)
TOTAL	15 (11,1%)	120 (88,9%)	135 (100%)

6. ECTS

5

7. Observations

Possibility to do an individual project work. The book exam can also be done during the 2nd semester.

8. Study cycle

Master

9. Year

1

10. Course unit type

Independent book exam

11. Semester

1st

12. Responsible academic staff member(s)

Maarit Mutta

13. E-mail of the responsible academic staff member

maamut@utu.fi

14. Level

Master

15. Mode of delivery

16. Recommended prerequisites

17. Language(s) of instruction

French

18. Other academic staff members involved in the curricular unit

If you stated more than one name at 13: none

19. Learning outcomes

Choose the relevant ones from:

- They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.

20. Syllabus

Multimodality in Comics

Structure of Comics

Narrativity in Comics

Humour in Comics

Traductology and Comics

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
During the course, students will deepen their knowledge of certain cultural products of French society and will be able to analyze their importance and specificity. The student will understand how cultural meanings are constructed in their specific context. This course aims to familiarize students with different themes that vary from year to year (literature, cinema, photography, music, media, games, comics, etc.).	They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
Multimodality in Comics Structure of Comics Narrativity in Comics Humour in Comics Traductology and Comics	They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
	Students will possess the learning skills that enable them to continue studying autonomously.
	An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a

linguistic perspective as well as from a literary and cultural perspective.
22. Teaching methods
Book exam or individual project. Face-to-face and/or hybrid meetings, student presentation, Moodle platform.
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Book exam will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. Face-to-face and/or hybrid meetings will enable them to continue studying autonomously. Individual project work will also give them an advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
24. Assessment method
E.g. for a research seminar:

	Contact hours
Exams	
Presentation	75%
Research seminar paper	
Other	25%
TOTAL	100%

25. Bibliography
Book exam (Topic: Comics): 1) Groensteen, Thierry (2011). Bande dessinée et narration. Système de la bande dessinée 2. Paris : PUF. (English version available). 2) Daures, Pilau (2014). La répétition comme principe narratif en bande dessinée http://www.du9.org/dossier/la-repetition-comme-principe-narratif-en-bande-dessinee/ 3) Groensteen, Thierry (2006). Le rire de Tintin. Essai sur le comique hergéen. Editions Moulinsart. Thierry Groensteen : Chapitre 3. Les Dupondt, ou le comique surmultiplié. 4) Mutta, Maarit & Saksa, Silja (2000). L'interprétation multidimensionnelle des éléments de la bande dessinée: un aperçu traductologique. In Suomela-Salmi, E. (éd.) 2000. Curiosités

linguistiques. Turku : Publications du Département d'Etudes Françaises 3. pp. 241-269.

COURSE : APPRENTISSAGE DU VOCABULAIRE

1. Title of course
Apprentissage du vocabulaire
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	14 (10,5%)	11 (8,1%)	25 (28,9%)
Practical components		25 (8,9%)	25 (8,9%)
Presentations	12 (8,9%)	57 (42,2%)	69 (51,1%)
Personal coaching	2 (1,5%)	2 (1,5%)	4 (3%)
Exams	2 (1,5%)	10 (7,4%)	12 (8,9%)
TOTAL	30 (22%)	105 (78%)	135 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
2
10. Course unit type
Lecture course / independent book exam
11. Semester

1st
12. Responsible academic staff member(s)
Maarit Mutta
13. E-mail of the responsible academic staff member
maamut@utu.fi
14. Level
Master
15. Mode of delivery
Face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic studies.
20. Syllabus
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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus > Terminology	Learning outcome
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	They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. An advanced knowledge of research methodology in contact linguistics. The ability to locate and manage specialised bibliographic sources on contact linguistics, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic studies.

22. Teaching methods

Face-to-face lecture courses, eventual hybrid lectures, workshops, student presentations, Moodle platform.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face course will allow the students to gain basic terminology and review on methods used in the field. Workshops will allow students to put in practice the acquired methods and analytical tools presented. During the presentation, students will share their knowledge on a specific topic related to their group work.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	30 %
Presentation	40 %
Research seminar paper	
Other	30 %
TOTAL	100%

25. Bibliography

For book exam :
Articles:
1) Bogaards, Paul (1994). Le vocabulaire dans l'apprentissage des langues étrangères. Paris : Hatier/Didier, pp. 143-161 & pp. 225-234 (5. L'apprentissage du vocabulaire, 6.4. L'évaluation des connaissances lexicales)
2) Lindqvist, Christina (2010) : La richesse lexicale dans la production orale de l'apprenant avancé de français. The Canadian Modern Language Review / La revue canadienne des langues vivantes, 66 (3), 393-420.
3) Petitpas, Thierry (2018). Le français informel en classe de langue. Méthode pour l'enseignement du vocabulaire familier et populaire. Paris : L'Harmattan. Pages à lire : Introduction, pp. 9-41
4) Rivard, Léonard P., Minkala-Ntadi, Pierre, Roch-Gagné, Margaux & Gueye, Ndeye, R. (2017). Analyse des mots connecteurs dans les résumés produits par des élèves FL1 et FL2. The Canadian Modern Language Review / La revue canadienne des langues vivantes, 73 (1), 48-76.

And book:
Roussel, Stéphanie & Gaonac'h, Daniel (2017). L'apprentissage des langues. Paris : Éditions Retz.

COMMUNICATION ECRITE EN CONTEXTES PROFESSIONNELS

1. Title of course

Communication écrite en contextes professionnels (Professional Communication Skills)

2. Scientific area

Linguistics / Literature / Culture

3. Duration

One semester

4. Study load

For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	14 (11%)	22 (16%)	37 (27,4%)
Individual writing	5 (3,8%)	11 (8%)	16 (11,8%)
Collaborative (peer) work	11 (8%)	65 (48%)	76 (56%)
Presentations	6 (4,4%)		6 (4,4%)
Exams			
TOTAL	37 (27%)	98 (73%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type
Lecture course
11. Semester
2nd
12. Responsible academic staff member(s)
Christophe Leblay
13. E-mail of the responsible academic staff member
Christophe.leblay@utu.fi
14. Level
Master
15. Mode of delivery
Face-to-face, hybrid mode
16. Recommended prerequisites
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover

the different types of linguistic, literary and cultural studies.

- An advanced theoretical and practical knowledge of the different situations of contact between European languages.

20. Syllabus

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).

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Collaborative peer work allows for a distribution of the different roles encountered in various professional text production situations	They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
Reading of texts (French, English) containing various methodologies and main concepts	Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
Restitution of textual content in visual form (computer graphics). Global link between text and image. Vulgarization versus specialization.	Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.

22. Teaching methods

Face-to-face lecture courses, hybrid lectures, collaborative peer work

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The course is mainly based on collaborative peer work which will help the students to apply the knowledge acquired and their ability to solve problems in new or unfamiliar, professional environments within broader (or multidisciplinary)

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation (face-to-face)	25%
Writing (individual text)	25%
Project collaboration	50%
TOTAL	100%

25. Bibliography

BARTON, D., HAMILTON, M. & IVANIC, R. (2000). SITUATED LITERACIES. READING AND WRITING IN CONTEXT. LONDRES : ROUTLEDGE.

BEAUDET, C. (2013). « POSTFACE ». IN: LABORDE-MILAA, I., PLANE, S. RINCK, F. & SITRI, F. (COORDS), « LA FORMATION AUX ECRITS PROFESSIONNELS : DES ECRITS EN SITUATION DE TRAVAIL AUX DISPOSITIFS DE FORMATION ». LE DISCOURS ET LA LANGUE 5.2, P. 179-184.

BEAUDET, C., GRAVES, R. & LABASSE, B. (2012). « Writing under the influence (of the writing process) ». In: Virginia Berninger (ed.). Past, Present, and Future Contributions of Cognitive Writing Research to Cognitive Psychology. Milton Park : Psychology Press, chap. 5, p. 105-134.

CROS, F., LAFORTUNE, L. & MORISSE, M. (2009). Les écritures en situations professionnelles, Québec, Presses de l'Université du Québec.

KELLOGG, R. (2006). Professional Writing Expertise. In: Ericsson, K. A., Charness, N., Feltovitch, P. J. & Hoffman, R. R. (eds), The Cambridge Handbook of Expertise and Expert Performance. Cambridge University Press, chap. 22, p. 389-402.

MCCUTCHEN, D. (2011). « From Novice to Expert : Implications of Language Skills and Writing-Relevant Knowledge for Memory during the Development of Writing Skill ». Journal of Writing Research 3(1), p. 51-68.

YOUF, D. (2015). « Mutation des écrits et professionnalité ». Les Cahiers dynamiques. Revue professionnelle de la Protection judiciaire de la jeunesse, Dossier Écrire, p. 4-6.

COURSE : DISCOURS ET INTERACTION DANS LES SOCIETES

1. Title of course

Discours et interaction dans les sociétés

2. Scientific area

Linguistics / Literature / Culture

3. Duration

One semester

4. Study load

For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	28		28
Practical components		105	105
Presentations			
Personal coaching			
Exams	2		2
TOTAL	30 (22%)	105 (78%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Lecture course / independent book exam

11. Semester

2nd

12. Responsible academic staff member(s)

Marjut Johansson

13. E-mail of the responsible academic staff member

Marjut.johansson@utu.fi

14. Level

Master

15. Mode of delivery
Hybrid teaching and participation: face-to-face and Online
16. Recommended prerequisites
French B2/C1
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures. ▪ Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus
An in-depth to the research on interaction and discourse analyses, including multimodal and social AI.
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg.

Unit in the syllabus > European Modern Languages and Linguistics	Learning outcome Students will gain more profound understanding of interactions and discourses. Special themes and research problematics are in the center of learning. Societal and professional discourse genres as well as social media are being analyzed. Multimodal interaction and social artificial intelligence as regard communication will be approached as well.

22. Teaching methods

Hybrid teaching and participation (face-to-face, online)

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face course will allow the students to gain an understanding and competencies of analysis of different interactions and discourses.

24. Assessment method

	Contact hours
Exams	100%
Presentation	
Research seminar paper	
Other	
TOTAL	100%

25. Bibliography

-

COURSE : FRANCOPHONIE

1. Title of course

Francophonie

2. Scientific area

Linguistics / Literature / **Culture**

3. Duration

One semester

4. Study load

For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	14	14	28
Practical components	14	45	59
Reading		45	45
Exam	3		3
TOTAL	31 (23%)	104 (77%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Lecture course every other year / independent book exam every other year

11. Semester

2nd

12. Responsible academic staff member(s)

Ana-Maria Cozma

13. E-mail of the responsible academic staff member

anacoz@utu.fi

14. Level
Master
15. Mode of delivery
Online and face-to-face
16. Recommended prerequisites
Level of French: B2+-C1
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
none
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages. ▪ An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis. ▪ The necessary skills to carry out original research work in one of the philological fields covered by the master's degree. ▪ Students will possess the learning skills that enable them to continue studying autonomously.
20. Syllabus
PART I. DIVERSITY OF THE FRENCH-SPEAKING WORLD. GEOGRAPHY, HISTORY AND CURRENT SITUATION OF THE FRENCH-SPEAKING COUNTRIES/TERRITORIES. 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". PART II. THE PRESENT: DISCOURSES OF/ABOUT LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD. 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. PART III. THE FUTURE OF LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD. 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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
PART I. DIVERSITY OF THE FRENCH-SPEAKING WORLD. GEOGRAPHY, HISTORY AND CURRENT SITUATION OF THE FRENCH-SPEAKING COUNTRIES/TERRITORIES. 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". PART II. THE PRESENT: DISCOURSES OF/ABOUT LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD. 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. PART III. THE FUTURE OF LA FRANCOPHONIE AND THE FRENCH-SPEAKING WORLD. 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.	The students will gain knowledge that will provide a basis for originality in developing and applying ideas, often in the context of research. They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. They will have advanced theoretical and practical knowledge of the different situations of contact between European languages in a globalized world. They gain in-depth knowledge of the cultural elements of European nations in a globalized world and will develop their capacity for intercultural analysis. They will have necessary skills to carry out original research work in one of the philological fields covered by the master's degree. They will acquire learning skills that will enable them to continue studying autonomously.

22. Teaching methods

(Virtual) lectures, face-to-face practical courses, group discussions, discourse analysis, debates etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The lectures will allow students to gain knowledge that provides a basis for originality in developing and applying ideas, often in the context of research. – They will acquire advanced theoretical and practical knowledge of the different situations of contact between European languages in a globalized world.
The practical courses, group discussions and analyses will teach them to apply the knowledge acquired and enhance their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
The group discussions and debates will provide them with in-depth knowledge of the cultural elements of European nations in a globalized world and will develop their capacity for intercultural analysis.
The course as a whole will give them the necessary skills to carry out original research work in one of the philological fields covered by the master's degree. – They will also acquire learning skills that will enable them to continue studying autonomously.

24. Assessment method

	Contact hours
Participation and tasks	60%
Exam	40%
TOTAL	100%

25. Bibliography

Heller, M. 2002. Eléments d'une sociolinguistique critique. Paris: Didier

Oakes, L. & J. Warren 2007. Language, citizenship and identity in Quebec. Palgreve Macmillan.

Pöll, B. 2005. Le français langue pluricentrique. Etudes sur la variation diatopique d'une langue standard. Frankfurt am Main : Peter Lang. (Not chapter 3)

Sanaker, J.H. K. Holter & I. Skattum 2006. La francophonie – une introduction critique. Oslo Academic Press.

Galatanu, O., Cozma, A.-M., Marie, V. (eds.). 2013. Sens et signification dans les espaces francophones. La construction discursive du concept de francophonie. Bruxelles : Peter Lang.

COURSE : L'ANALYSE DU DISCOURS ET ANALYSE DES INTERACTIONS

1. Title of course

L'Analyse du discours et analyse des interactions

2. Scientific area

Linguistics / Literature / Culture

3. Duration

One semester

4. Study load

For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	28		28
Practical components		105	105
Presentations			
Personal coaching			
Exams	2		2
TOTAL	30 (22%)	105 (77%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Lecture course / independent book exam

11. Semester

1st

12. Responsible academic staff member(s)
Marjut Johansson
13. E-mail of the responsible academic staff member
Marjut.johansson@utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
French B2/C1
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.

- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

20. Syllabus

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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
European Modern Languages and Linguistics (10 ECTS)	Student will learn the basic notions of contemporary interactional analysis and discourse analysis. They will learn main theoretical and methodological approaches, knows how to collect data and how to transcribe. They will apply this to data and they will recognize basic turn-taking mechanism and meaning making in different discourse genres and distinguish differences in basic activity types. They will understand how identities are constructed, how intercultural and ideological factors are contextualized in interaction or discourses.

22. Teaching methods

Hybrid teaching, face-to-face lecture courses, virtual lectures and face to face and/or online participation.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face course will allow the students to gain knowledge on basic interactional and discursive modes.

24. Assessment method

	Contact hours
Exams	50%
Presentation	
Research seminar paper	
Other	50%
TOTAL	100%

25. Bibliography

Traverso, Véronique: La conversation familière: analyse pragmatique des interactions. Lyon: Presses Universitaires de Lyon.
Maingueneau, Dominique: Analyser les textes de communication. Paris: Nathan

COURSE : PRAGMATIQUE

1. Title of course

Pragmatique

2. Scientific area

Linguistics / Literature / Culture

3. Duration

One semester

4. Study load

For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures		14	14
Practical components	14	35	49
Essays		65	65

Exams	2	7	9
TOTAL	14 (10%)	121 (90%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Lecture course / independent book exam

11. Semester

1st

12. Responsible academic staff member(s)

Ana-Maria Cozma

13. E-mail of the responsible academic staff member

anacoz@utu.fi

14. Level

Master

15. Mode of delivery

Online and face-to-face

16. Recommended prerequisites

Level of French: B2+-C1

17. Language(s) of instruction

French

18. Other academic staff members involved in the curricular unit

none

19. Learning outcomes

- They will gain and understand knowledge that provides a basis or opportunity for

originality in developing and/or applying ideas, often in the context of research.

- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
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.	Students will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. They will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. Development of the ability to apply the appropriate scientific methodology to

	cover the different types of linguistic, literary and cultural studies. The necessary skills to carry out original research work in one of the philological fields covered by the master's degree. Students will possess the learning skills that enable them to continue studying autonomously.

22. Teaching methods

Virtual lectures, flipped classroom, face-to-face practical courses, group discussions, individual essay etc.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The lectures will allow the students to gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
The practical courses will provide advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.
The group discussions will give them the opportunity to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. – Il will also develop the students' ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
The essay will put a stress on the necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
Flipped classroom, group discussions and individual essay will give the students the learning skills that enable them to continue studying autonomously.

24. Assessment method

	Contact hours
Active participation	25%
Exam	25%
Essay	50%
Other	
TOTAL	100%

25. Bibliography

- Bracops Martine 2006. Introduction à la pragmatique. Bruxelles: De Boeck.
- Kerbrat-Orecchioni, Catherine 2006 (1999). L'énonciation. Paris: Armand Colin.

Additional reading:

- Östman, Jan-Ola & Blommaert, Jan 2004. Handbook of Pragmatics. Amsterdam/Philadelphia: John Benjamins.
- Blommaert, Jan 2005. Discourse. A critical introduction. New York: Cambridge University.
- D'hondt, Sigurd, Östman, Jan-Ola & Verschueren, Jef 2009. The pragmatics of interaction. Amsterdam/ Philadelphia: John Benjamins.
- Sarfati, Georges-Elia 2002. Précis de pragmatique. Paris: Nathan Université.
- Zienkowski, Jan, Östman, Jan-Ola & Verschueren, Jef 2011. Discursive Pragmatics. Amsterdam/ Philadelphia: John Benjamins.

Argumentation:

- Ruth Amossy 1999. Images de soi dans le discours : la construction de l'ethos. Genève : Delachaux et Niestlé.
- Ruth Amossy 2012. L'argumentation dans le discours. Paris : Armand Colin.
- Chaïm Perelman & Lucie Olbrechts-Tyteca 1958/1992. Traite? de l'argumentation : la nouvelle rhétorique. Bruxelles : Editions de l'Université de Bruxelles.
- Christian Plantin 2005. L'argumentation : histoire, théorie et perspectives. Paris : PUF.

COURSE : PROCESSUS D'APPRENTISSAGE

1. Title of course

Processus d'apprentissage

2. Scientific area

Linguistics / Literature / Culture

3. Duration

One semester

4. Study load

For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS and 135 hours:

	Contact hours	Student's work load	Total
Lectures	18	18	18
Data workshops	10	10	10
Reading literature		50	50
Literature reviews		20	20
Written assignments		35	35
Exam		2	2
TOTAL	28 (21%)	135 (100%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

2

10. Course unit type

Lecture course / independent book exam

11. Semester

2nd

12. Responsible academic staff member(s)

Outi Veivo, Maarit Mutta

13. E-mail of the responsible academic staff member
outi.veivo@utu.fi, maamut@utu.fi
14. Level
Master
15. Mode of delivery
Online and face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ The ability to locate and manage specialized bibliographic sources on language processing, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of language processing.
20. Syllabus
Presentation of different processes involved in foreign language learning and in foreign language use in multilingual learners.
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg. Unit in the syllabus > Learning outcome Different processes involved in foreign language learning. > An in-depth knowledge of the mechanisms underlying foreign language acquisition. Different processes involved in foreign language use. > An in-depth knowledge of the cognitive processes necessary to understand and to

Different aspects of multilingual learners.	produce written and spoken texts in a foreign language. An in-depth knowledge of the consequences of multilingualism for language learning and processing.

22. Teaching methods

Face-to-face lectures, virtual lectures, literature reviews, data workshops.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

The combination of different teaching methods will allow the students to gain an in-depth knowledge of the mechanisms underlying foreign language acquisition, the cognitive processes necessary to understand and to produce written and spoken texts in a foreign language and the consequences of multilingualism for language learning and processing.

24. Assessment method

	Contact hours
Exam	40 %
Literature reviews	20%
Written assignments	40%
TOTAL	100%

25. Bibliography

1) Kail, M. (2015). L'acquisition de plusieurs langues. Paris cedex 14, France: Presses Universitaires de France.

2) Spinelli, E. & Ferrand, L. (2005). Psychologie du langage – L'écrit et le parlé, du signal à la signification. Paris : Armand Colin.

COURSE : SEMINAIRE DE RECHERCHE ET DISCOURS ACADEMIQUE

1. Title of course

Séminaire de recherche et Discours académique

2. Scientific area
Linguistics / Literature / Culture
3. Duration
Two semesters
4. Study load
For 5 ECTS: 135 hours
5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	14		
Practical components	28	69	
Presentations	14		
Personal coaching	10		
Exams			
TOTAL	66 (49%)	69 (51%)	135 (100%)

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
2
10. Course unit type
Research seminar and academic writing
11. Semester
1st
12. Responsible academic staff member(s)
Marjut Johansson
13. E-mail of the responsible academic staff member
Marjut.johansson@utu.fi

14. Level
Master
15. Mode of delivery
Hybrid teaching and participation/Online / face-to-face
16. Recommended prerequisites
French B1/C1
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages. ▪ An advanced theoretical and practical knowledge of the different situations of contact

between European literatures and cultures.

- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Séminaire de recherche et Discours académique	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.

22. Teaching methods

Hybrid teaching: Face-to-face research seminars and online participation.

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face course will allow the students to learn the research process and its different phases. They will learn how to elaborate a research problematics, research question, collect research data and choose theoretical and methodological approaches and analyze the data, including references, taking notes, planning, scheduling etc.. In this process students will master academic writing and the genre of scientific text. In addition, they will learn on ethical and professional principles of scientific work. They will learn how to communicate in writing and speaking on scientific topics.

24. Assessment method

E.g. for a research seminar:

	Contact hours
Exams	
Presentation	
Research seminar paper	75%
Other	25%
TOTAL	100%

25. Bibliography

COURSE : SOCIOLINGUISTIQUE

1. Title of course

Sociolinguistique

2. Scientific area

Linguistics / Literature / Culture

3. Duration

One semester

4. Study load

For 5 ECTS: 135 hours

5. Contact hours

Calculated for 5 ECTS (seminars) and 135 hours:

	Contact hours	Student's work load	Total
Lectures	28		28
Practical components		103	103
Presentations		2	2
Personal coaching			
Exams		2	2
TOTAL	28 (21%)	107 (79%)	135 (100%)

6. ECTS

5

7. Observations

8. Study cycle

Master

9. Year

1

10. Course unit type

Lecture course / independent book exam

11. Semester

2nd

12. Responsible academic staff member(s)
Marjut Johansson
13. E-mail of the responsible academic staff member
marjut.johansson@utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face – hybrid teaching, both are possible
16. Recommended prerequisites
French B2/C1
17. Language(s) of instruction
French
18. Other academic staff members involved in the curricular unit
If you stated more than one name at 13: none
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective.

- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.

20. Syllabus

- central current theoretical and critical approaches of sociolinguistics as regards French
- topical notions and mehtodological approaches, such as community, public space, etc.
- current research objects and studies on French sociolinguistics, such as multilingualism, urban sociolinguistics, linguistic landscapes and transitional periodes (crises, migration etc.)

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
European Modern Languages and Linguistics (10 ECTS)	Student will master principal approaches to contemporary sociolinguistics, such as multilingualism and its relation to the position of French

22. Teaching methods

Hybrid teaching: face-to-face lecture courses, online lectures, exam

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face course will allow the students to gain an overview how the language situation changes due to various linguistic and non-linguistic factors and what is its impact on the community of speakers in the multilingual, global and mediatized Europe/world.

24. Assessment method

	Contact hours
Exams	100%
Presentation	
Research seminar paper	
Other	
TOTAL	100%

25. Bibliography

HELLER Monica, 2002: Éléments d'une sociolinguistique critique, Paris, Dider. pp. 1-44; 79-170.

CALVET Louis-Jean, 2017: Les langues; quel avenir? : les effets linguistiques de la mondialisation, Paris, Biblis.

COURSE : DEUTSCH IM SPRACHKONTAKT: LOKALE UND GLOBALE BLICKWINKEL

1. Title of course
Deutsch im Sprachkontakt: lokale und globale Blickwinkel
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 135 hours:

Contact hours (lectures) 20-29, independent student work (preparation of presentations and other course assignments) 107-115 hours.
6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Lecture course. (Alternatively: self study course according to course lecturer's instructions.)
11. Semester
1st
12. Responsible academic staff member(s)
Doris Wagner
13. E-mail of the responsible academic staff member
doris.wagner@utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for

originality in developing and/or applying ideas, often in the context of research.

- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
causes for the emergence of language and variety contacts	An advanced theoretical and practical knowledge of the different situations of contact between European languages.

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22. Teaching methods

Face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent homework with course assignments such as exercises, a project work, a paper, a poster etc. according to course lecturer's instructions.)

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures will allow the students to understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

24. Assessment method
Course assignments, exercises, and a project work (paper/poster etc.) and/or final exam.
25. Bibliography
Riehl, Claudia 2009: Sprachkontaktforschung – Eine Einführung. 2., überarb. Aufl. Tübingen: Narr. Riehl, Claudia Maria 2015: Mehrsprachigkeit. Eine Einführung. Darmstadt: WBG.

COURSE : DEUTSCHE SPRACHE IN DEN NORDISCHEN LÄNDERN: HISTORISCHE UND AKTUELLE PERSPEKTIVEN

1. Title of course
Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 135 hours: Contact hours (lectures) 20-28, independent student work (preparation of presentations and other course assignments) 107-115 hours.

6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Lecture course. (Alternatively: self-study course according to course lecturer's instructions.)
11. Semester
1st
12. Responsible academic staff member(s)
Minna Maijala
13. E-mail of the responsible academic staff member
minna.maijala(at)utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems

in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

- Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Significance of German in the Nordics in the past and present	They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

22. Teaching methods

Face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent home work with course assignments such as exercises, a project work, a paper, a poster etc. according to course lecturer's instructions.)

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures will allow the students to understand knowledge that provides a basis or

opportunity for originality in developing and/or applying ideas, often in the context of research.
24. Assessment method
Course assignments, exercises, and a project work (paper/poster/podcast etc.) and/or final exam.
25. Bibliography
E.g.: Grub, Frank Thomas. *Landeskunde Nord: Beiträge zur 1. Konferenz in Göteborg am 12. Mai 2012*. Peter Lang, 2013.

COURSE : MEHRSPRACHIGKEIT

1. Title of course
Mehrsprachigkeit
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 135 hours: Contact hours (lectures) 20-28, independent student work (preparation of presentations and other course assignments) 107-115 hours.
6. ECTS

5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Lecture course. (Alternatively: self-study course according to course lecturer's instructions.)
11. Semester
1st
12. Responsible academic staff member(s)
Franka Kermer
13. E-mail of the responsible academic staff member
franka.kermer@utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of

formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements.

- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
Multilingual settings in the society	An advanced theoretical and practical knowledge of the different situations of contact between European languages.

22. Teaching methods

Face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent home work with course assignments such as exercises, a project work, a paper, a poster etc. according to course lecturer's instructions.)

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures will allow the students to understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

24. Assessment method

Course assignments, exercises, and a project work (paper/poster etc.) and/or final exam.
25. Bibliography
E.g.: Ballis, Anja, and Nazli Hodaie. *Perspektiven auf Mehrsprachigkeit: Individuum – Bildung – Gesellschaft* . De Gruyter Mouton, 2018. Riehl, Claudia Maria. *Mehrsprachigkeit: Eine Einführung*. WBG, 2015.

COURSE : SPRACH- UND TRANSLATIONSPOLITIK

1. Title of course
Sprach- und Translationspolitik
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 135 hours: Contact hours (lectures) 20-28, independent student work (preparation of presentations and other course assignments) 107-115 hours.
6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Lecture course. (Alternatively: self study course according to course lecturer's instructions.)
11. Semester
1st
12. Responsible academic staff member(s)
Leena Kolehmainen
13. E-mail of the responsible academic staff member
leena.kolehmainen@utu.fi
14. Level
Master

15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages. ▪ An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis. ▪ Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures. ▪ The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
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
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg. Unit in the syllabus > Central approaches to language and translation policy Learning outcome: They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

22. Teaching methods

Face-to-face lecture course with possible virtual lectures. (Alternative options: book exam / independent home work with course assignments such as exercises, project work, paper, poster etc. according to course lecturer's instructions.)

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lecture course will allow the students to be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

24. Assessment method

Course assignments, exercises and a project work (paper/poster) and/or final exam.

25. Bibliography

E.g.:
Díaz Fouces, Oscar 2017: From language planning to translation policy. Looking for a conceptual framework". In: Oscar Diaz Fouces & Gabriel González Núñez & Reine Meylaerts (Hg.): *Translation and public policy. Interdisciplinary Perspectives and Case Studies*. London: Routledge, 58–82.

González Núñez, Gabriel 2016: On translation policy. In: *Target* 28:1, 87-109.

Kuusi, Päivi & Kolehmainen, Leena & Riionheimo, Helka 2017: Introduction. Multiple Roles of Translation in the Context of Minority Languages and Revitalisation. In: *trans-kom. Journal of Translation and Technical Communication Research* 10: 2, 138-163. http://www.trans-kom.eu/bd10nr02/trans-kom_10_02_02_Kuusi_Kolehmainen_Riionheimo_Introduction.20171206.pdf

Marten, Heiko F. 2016: *Sprach(en)politik: eine Einführung*. Tübingen: Narr.

Meylaerts, Reyne 2011: Translation policy. In: *Handbook of translation studies*, Vol. 2. Hg. von

Yves Gambier, Luc van Doorslaer. Amsterdam/Philadelphia: John Benjamins.

Sandrini, Peter 2019: *Translationspolitik für Regional- und Minderheitensprachen. Unter besonderer Berücksichtigung einer Strategie der Offenheit*. Berlin: Frank & Timme. (Für eine generelle Einführung s. insb. Kap. 1-4. S. 21-110.) https://www.frank-timme.de/fileadmin/docs/978-3-7329-0513-3.pdf

Spolsky, Bernard (Hg.) 2012: *The Cambridge handbook of language policy*. Cambridge: Cambridge University Press.

COURSE : MEHRSPRACHIGKEIT: LITERARISCHE UND/ODER FILMISCHE DARSTELLUNGEN

1. Title of course
Mehrsprachigkeit: literarische und/oder filmische Darstellungen
2. Scientific area
Linguistics / **Literature** / **Culture**
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 135 hours: Contact hours (lectures) 20-28, independent student work (preparation of presentations and other course assignments) 107-115 hours.
6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Lecture course. (Alternatively: self study course according to course lecturer's instructions.)
11. Semester

2nd
12. Responsible academic staff member(s)
Doris Wagner
13. E-mail of the responsible academic staff member
doris.wagner@utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality. ▪ An advanced knowledge about the different methods of analysis that allow for the interpretation of texts from a linguistic perspective as well as from a literary and cultural perspective. ▪ Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literatures and cultures.
20. Syllabus
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.
21. Demonstration of the syllabus coherence with the curricular unit's objectives

Join the syllabus with the learning outcomes, eg.

Unit in the syllabus >	Learning outcome
multilingualism in literature and film	Theoretical and practical knowledge that will enable the study of heritage languages and cultures to be incorporated into contrastive and comparative research into European languages, literature and cultures.

22. Teaching methods

Face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent home work with course assignments such as exercises, a project work, a paper, a poster etc. according to course lecturer's instructions.)

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures will allow the students to understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

24. Assessment method

Course assignments, exercises, and a project work (paper/poster etc.) and/or final exam.

25. Bibliography

E.g.:
Dembeck, Till & Parr, Rolf 2017: *Literatur und Mehrsprachigkeit: Ein Handbuch*. Tübingen: Narr.

Schwitalla, Johannes & Tiittula, Liisa 2009: *Mündlichkeit in literarischen Erzählungen: Sprach- und Dialoggestaltung in modernen deutschen und finnischen Romanen und deren Übersetzungen*. Tübingen: Stauffenburg.

COURSE : LITERATURAUSTAUSCH: AKTEURE UND LITERARISCHE SYSTEME

1. Title of course
Literaturaustausch: Akteure und literarische Systeme
2. Scientific area
Linguistics / **Literature** / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Contact hours (lectures) 20-28, independent student work (preparation of presentations and other course assignments) 107-115 hours.
6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Lecture course. (Alternatively: self study course according to course lecturer's instructions.)
11. Semester
2nd
12. Responsible academic staff member(s)
Leena Kolehmainen
13. E-mail of the responsible academic staff member
leena.kolehmainen@utu.fi
14. Level
Master
15. Mode of delivery

Online / face-to-face

16. Recommended prerequisites

17. Language(s) of instruction

German

18. Other academic staff members involved in the curricular unit

19. Learning outcomes

- They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
- Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies.
- An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

20. Syllabus

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)

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
Central multidisciplinary approaches to the study of literature exchange and its agents	An advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.

22. Teaching methods

Face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent home work with course assignments such as exercises, project work, paper, poster etc. according to course lecturer's instructions.)
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face lecture course will allow the students to gain an advanced theoretical and practical knowledge of the different situations of contact between European literatures and cultures.
24. Assessment method
Course assignments, exercises and a project work (paper/poster etc.) and/or final exam.
25. Bibliography
Selected chapters e.g. of following works: Delisle, Jean & Woodsworth, Judith (Hg.) 1995: *Translators through History*. Amsterdam/Philadelphia: Benjamins. Körkkö, Helmi-Nelli 2017: *FINNLAND.COOL: zwischen Literaturexport und Imagepflege. Eine Untersuchung von Finnlands Ehrengastauftritt auf der Frankfurter Buchmesse 2014*. Vaasa: Universität Vaasa. https://osuva.uwasa.fi/handle/10024/7431 Lutzeler, Paul Michael 2013: *Transatlantische Germanistik: Kontakt, Transfer, Dialogik*. Berlin: De Gruyter. Neuhaus, Stefan 2009: *Literaturvermittlung*. Stuttgart: UVK-Verlag. Wurm, Andrea 2007: *Translatorische Wirkung. Ein Beitrag zum Verständnis von Übersetzungsgeschichte als Kulturgeschichte am Beispiel deutscher Übersetzungen französischer Kochbücher in der Frühen Neuzeit*. Universität des Saarlandes. https://publikationen.sulb.uni-saarland.de/handle/20.500.11880/23558;jsessionid=34C86EE47BE6C9CEC0C68C4A4E5C1915

COURSE : BERUFLICHE TEXTFERTIGKEITEN

1. Title of course
Berufliche Textfertigkeiten
2. Scientific area
Linguistics / Literature / Culture

3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 135 hours: Contact hours (lectures) 20-28, independent student work (preparation of presentations and other course assignments) 107-115 hours.
6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Lecture course. (Alternatively: self study course according to course lecturer's instructions).
11. Semester
2nd
12. Responsible academic staff member(s)
Doris Wagner
13. E-mail of the responsible academic staff member
doris.wagner@utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent homework with course assignments such as exercises, a project work, a paper, a poster etc. according to course lecturer's instructions.)

16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages. ▪ An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis. ▪ The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
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).
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg. Unit in the syllabus > Learning outcome Overview of the job-related methods and tools and their specific application > Students will be able to communicate their conclusions (and their underlying

	knowledge and reasons) to specialists and non-specialists clearly and unambiguously.
22. Teaching methods	
Face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent homework with course assignments such as exercises, a project work, a paper, a poster etc. according to course lecturer's instructions.)	
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes	
Face-to-face lectures will allow the students to be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously.	
24. Assessment method	
Course assignments, exercises, and a project work (paper/poster etc.).	
25. Bibliography	
Jakobs, Eva-Maria (2008): Berufliches Schreiben. Ausbildung, Training, Coaching. Überblick zum Gegenstand. In: Coaching und berufliches Schreiben. Hgg. Jakobs, Eva-Maria/Lehnen, Katrin.	

COURSE : INTERKULTURELLE KOMMUNIKATION

1. Title of course
Interkulturelle Kommunikation
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Contact hours (lectures) 20-28, independent student work (preparation of presentations and other course assignments) 107-115 hours.
6. ECTS

5
7. Observations
8. Study cycle
Master
9. Year
1
10. Course unit type
Lecture course. (Alternatively: self study course according to course lecturer's instructions.)
11. Semester
2nd
12. Responsible academic staff member(s)
Franka Kermer
13. E-mail of the responsible academic staff member
franka.kermer@utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will possess the learning skills that enable them to continue studying

autonomously.

- An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
- An advanced theoretical and practical knowledge of the different situations of contact between European languages.
- An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

20. Syllabus

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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
Central approaches, terms and definitions of intercultural communication	An in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

22. Teaching methods

Face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent home work with course assignments such as exercises, project work, paper, poster etc. according to course lecturer's instructions.)

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lecture course will allow the students to gain an in-depth knowledge of the cultural elements of European nations and to develop their capacity for intercultural analysis.

24. Assessment method

Course assignments, exercises and a project work (paper/poster etc.) and/or final exam.

25. Bibliography
E.g.: Heringer, Hans Jürgen 2004: *Interkulturelle Kommunikation: Grundlagen und Konzepte.* Tübingen: Francke. Müller, Stefan & Gelbrich, Katja 2014: *Interkulturelle Kommunikation.* München: Verlag Franz Vahlen.

COURSE : DAF-WORKSHOP

1. Title of course
DaF-Workshop
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 135 hours: Contact hours (lectures) 20-28, independent student work (preparation of presentations and other course assignments) 107-115.
6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
2

10. Course unit type
Lecture course. (Alternatively: self-study course according to course lecturer's instructions.)
11. Semester
1st
12. Responsible academic staff member(s)
Minna Maijala
13. E-mail of the responsible academic staff member
minna.maijala(at)utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
Topical aspects of teaching German as a foreign language	They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

22. Teaching methods

Face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent home work with course assignments such as exercises, a project work, a paper, a poster, a podcast etc. according to course lecturer's instructions.)

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures will allow the students to understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

24. Assessment method

Course assignments, exercises, and a project work (paper/poster/podcast etc.) and/or final exam.

25. Bibliography
Oomen-Welke, Ingelore, and Bernt Ahrenholz. *Deutsch als Fremdsprache*. Schneider Hohengehren, 2013. Rösler, Dietmar. *Deutsch als Fremdsprache: Eine Einführung*. Springer-Verlag, 2012.

COURSE : DAF-LEHRWERKE ALS GEGENSTAND DER FORSCHUNG

1. Title of course
DaF-Lehrwerke als Gegenstand der Forschung
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 135 hours: Contact hours (lectures) 20-28, independent student work (preparation of presentations and other course assignments) 107-115 hours.
6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
2
10. Course unit type
Lecture course. (Alternatively: self-study course according to course lecturer's instructions.)
11. Semester

1st
12. Responsible academic staff member(s)
Minna Maijala
13. E-mail of the responsible academic staff member
minna.maijala(at)utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
-
19. Learning outcomes
Choose the relevant ones from: ▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ Development of the ability to apply the appropriate scientific methodology to cover the different types of linguistic, literary and cultural studies. ▪ The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
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

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
Textbooks for German as a foreign language: theory and practice	They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

22. Teaching methods

Face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent home work with course assignments such as exercises, a project work, a paper, a poster, a podcast etc. according to course lecturer's instructions.)

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures will allow the students to understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

24. Assessment method

Course assignments, exercises, and a project work (paper/poster/podcast etc.) and/or final exam.

25. Bibliography

E.g.:
Ciepielewska-Kaczmarek, Luiza, Sabine Jentges, and Marjon Tammenga-Helmantel. *Landeskunde im Kontext: Die Umsetzung von theoretischen Landeskundeansätzen in DaF-*

Lehrwerken. V&R unipress, 2020.

COURSE : Kognitive Ansätze zur Erforschung der deutschen Sprache

1. Title of course
Kognitive Ansätze zur Erforschung der deutschen Sprache
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 135 hours: Contact hours (lectures) 20-28, independent student work (preparation of presentations and other course assignments) 107-115 hours.
6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
2
10. Course unit type
Lecture course. (Alternatively: self study course according to course lecturer's instructions.)
11. Semester
Autumn
12. Responsible academic staff member(s)
Franka Kermer
13. E-mail of the responsible academic staff member

franka.kermer@utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face
16. Recommended prerequisites
17. Language(s) of instruction
German
18. Other academic staff members involved in the curricular unit
19. Learning outcomes
▪ They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research. ▪ They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. ▪ Students will be able to integrate knowledge and handle the complexity of formulating judgements based on incomplete or limited information that include reflecting on the social and ethical responsibilities linked to the application of their knowledge and judgements. ▪ Students will be able to communicate their conclusions (and their underlying knowledge and reasons) to specialists and non-specialists clearly and unambiguously. ▪ Students will possess the learning skills that enable them to continue studying autonomously. ▪ An advanced theoretical and practical knowledge of the different situations of contact between European languages. ▪ The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.
20. Syllabus
Language as a cognitive phenomenon, theoretical cognitive approaches to language (grammar, semantics, metaphors), empirical research methods in cognitive linguistics.
21. Demonstration of the syllabus coherence with the curricular unit's objectives
Join the syllabus with the learning outcomes, eg. Unit in the syllabus > Learning outcome

Empirical approaches to the cognitive linguistics	The necessary skills to carry out original research work in one of the philological fields covered by the master's degree

22. Teaching methods

Face-to-face lecture courses, with possible virtual lectures. (Alternative options: book exam / independent home work with course assignments such as exercises, project work, paper, poster etc. according to course lecturer's instructions.)

23. Demonstration of the coherence between the teaching methodologies and the learning outcomes

Face-to-face lectures will allow the students to gain knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.

24. Assessment method

Course assignments, exercises, and a project work (paper/poster etc.) and/or final exam.

25. Bibliography

E.g.:
Jessen, Moiken et al. 2018: *Kognitive Linguistik. Kompendium DaF/DaZ*. Tübingen: Narr.

Rickheit, Gert et al. 2010: *Kognitive Linguistik. Theorien, Modelle, Methoden*. Tübingen: Narr.

Schwarz-Friesel, Monika 2008: *Einführung in die kognitive Linguistik*. 3. Aufl. Tübingen: Narr.

Zima, Elisabeth 2021: *Einführung in die gebrauchsbasierte kognitive Linguistik*. Berlin: de Gruyter.

COURSE : MASTERSEMINAR DEUTSCH

1. Title of course

Masterseminar Deutsch
2. Scientific area
Linguistics / Literature / Culture
3. Duration
One semester
4. Study load
For 5 ECTS: 135 hours
5. Contact hours
Calculated for 5 ECTS (seminars) and 135 hours: Seminar group meetings 28 hours, independent work (preparation of presentations, research plan and other papers) 87-97 hours, individual supervision 10-20 hours.
6. ECTS
5
7. Observations
8. Study cycle
Master
9. Year
2
10. Course unit type
Research seminar
11. Semester
1st and 2nd
12. Responsible academic staff member(s)
Leena Kolehmainen, Minna Maijala
13. E-mail of the responsible academic staff member
leena.kolehmainen@utu.fi; minna.maijala@utu.fi
14. Level
Master
15. Mode of delivery
Online / face-to-face

16. Recommended prerequisites

17. Language(s) of instruction

German

18. Other academic staff members involved in the curricular unit

If you stated more than one name at 13: Minna Maijala <minna.maijala@utu.fi>

19. Learning outcomes

- They will gain and understand knowledge that provides a basis or opportunity for originality in developing and/or applying ideas, often in the context of research.
- They will be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students will possess the learning skills that enable them to continue studying autonomously.
- An advanced knowledge of research methodology in contact linguistics, in the study of European literatures and their interculturality.
- The ability to locate and manage specialised bibliographic sources on contact linguistics, comparative literatures, interculturality and intertextuality, knowing how to locate and manage on- and offline documentary collections and applying information and communication technologies to the field of specialised philological research.
- The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

20. Syllabus

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.

21. Demonstration of the syllabus coherence with the curricular unit's objectives

Unit in the syllabus >	Learning outcome
Guided processing of the own master's thesis	The necessary skills to carry out original research work in one of the philological fields covered by the master's degree.

22. Teaching methods

Face-to-face research seminar, virtual research seminar, independent learning, guided and

independent information seeking.
23. Demonstration of the coherence between the teaching methodologies and the learning outcomes
Face-to-face research seminar will allow the students to possess the learning skills that enable them to continue studying autonomously.
24. Assessment method
Active participation in the seminar, preparation and processing of the own master's thesis, written and oral reports on the progress of the own master's thesis (written research plan, parts of thesis manuscript, oral presentations), peer feedback, keeping the schedule.
25. Bibliography
E.g.: Bänsch, Axel, Dorothea Alewell, and Tobias Moll 2020: *Wissenschaftliches Arbeiten*. 12., überarbeitete Auflage. München : De Gruyter Oldenbourg. Michael K, Legutke et al. 2016: *Forschungsmethoden in der Fremdsprachendidaktik: Ein Handbuch*. Tübingen: Narr Francke Attempto. Mayring, Philipp 2015: *Qualitative Inhaltsanalyse: Grundlagen und Techniken*. 12., überarbeitete Auflage. Weinheim: Beltz. Meibauer, Jörg et al. 2015: *Einführung in die germanistische Linguistik*. Stuttgart: Metzler. Unger, Hella von et al. (Hg.) 2014: *Forschungsethik in der qualitativen Forschung. Reflexivität, Perspektiven, Positionen*. Wiesbaden: Springer.

ANNEX 2

TEACHING STAFF

University of Coimbra 2
University of Iasi 50
University of Pavia 101
University of Jena 164
University of Poitiers 208
University of Turku 236
University of Salamanca 273

Data collection Staff Master in European Languages and Cultures in Contact

UNIVERSITY OF COIMBRA

Data collection Master in European Languages and Cultures in Contact

Staff - University of Coimbra

Faculty and Departments involved:
Faculdade de Letras | School of Arts and Humanities
DHEEAA - Departamento de História, Estudos Europeus, Arqueologia e Artes
DEPGEOTUR - Departamento de Geografia e Turismo
DLLC - Departamento de Línguas, Literaturas e Culturas

Summary table

University	Position	Names	Area of knowledge	Course
University of Coimbra	Professors	Albano António Cabral de Figueiredo	Portuguese Studies - Literature	History and Periodization of Portuguese Literature I
		Ana Alexandra Ribeiro Luís;	Linguistics – English Lingusitics	Studies of Language and Culture
		Ana Maria e Silva Machado	Portuguese Studies - Literature	Literatures in the Portuguese Language
		António Apolinário Caetano da Silva Lourenço	Spanish Studies: Comparative Literature	Literature and Modernity
		Catarina Isabel Caldeira Martins	Literatura Alemã	Conteporary Cultures
University	**Position**	**Names**	**Area of knowledge**	**Course**
University of Coimbra		Cristina dos Santos Pereira Martins	Linguistics: Applied Linguistics	Aquisição e Aprendizagem de L2
		Fernando Matos de Oliveira	Arts Studies - Portuguese Literature and Theatre Studies	Portuguese Theatre

		Graça Maria Constantino Nunes de Oliveira Capinha	**American Studies: Literature**	**Poetry Workshop**
		Isabel Anunciação Ferraz Camisão	**Political Science and International Relations**	**Power and Politics in the EU**
		Isabel Maria de Almeida Santos	**Linguistics: Portuguese Linguistics**	**Structures of the Portuguese Language I**
		Jacinta Maria Cunha da Rosa Matos	**English Studies - Literature**	**English Culture**
		Maria Clara Bicudo de Azeredo Keating	**Linguistics: English and Sociolinguistics**	**Multilingualism and Intercultural Dialogue**
		Maria de Fátima Gil Rodrigues da Silva	**German Studies - Literature**	**Topics in Comparative Literature**
		Maria de Fátima Grilo Velez de Castro	**Geography**	**Popluation, Migrations and Development**
		Maria do Rosário Prata Ferreira dos Santos	**Portuguese Studies - Literature**	**History and Periodization of Portuguese Literature I**
		Maria Joana de Almeida Vieira dos Santos	**Linguistics: French and Portuguese Linguistics**	**Structures of the Portuguese Language II**
		Paulo Nuno Maia de Sousa Nossa	**Geography**	**Population, Migrations and Development**
		Rita Maria da Silva Marnoto	**Italian Studies - Literature**	**Literature and the Arts**
		Sérgio Emanuel Dias Branco	**Arts - Film Studies**	**Cinema and other Arts**

Personal data

ALBANO ANTÓNIO CABRAL FIGUEIREDO

Name - Surname ALBANO ANTÓNIO CABRAL FIGUEIREDO	
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA

	Largo da Porta Férrea 3004-530 Coimbra Portugal
Faculty-Department	Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro Interuniversitário de Estudos Camonianos Centro de Literatura Portuguesa
Category	Professor
Area of specializaiton	Portuguese Literature
Academic degree	PhD
PhD academic area	Literatura Portuguesa
– PhD year	2005
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1996	Mestre	Literatura Portuguesa	Faculdade de Letras da Universidade de Coimbra	Muito Bom (por unanimidade)
1990	Licenciatura	Línguas e Literaturas Modernas (Estudos Portugueses e Franceses)	Faculdade de Letras da Universidade de Coimbra	Bom (15 valores)

Scientific activity (publications) in the last five years

Figueiredo, A. (2019). Imágenes del espacio en las crónicas de los "fronteiros" de Ceuta de Gomes Eanes de Zurara, in Espacio y imaginario. Barcelona, 47-65
Figueiredo, A. (2020). Figuras e figuração na Crónica de D. Fernando de Fernão Lopes, in A. P. Arnaut & A. T. Peixinho (coord.), Revista de Estudos Literários (As palavras (in)visíveis. Estudos para Carlos Reis). Coimbra: Centro de Literatura Portuguesa / Imprensa da Universidade de Coimbra, 25-44.
Figueiredo, A. (2020). Figuras e figuração na Crónica de D. Fernando de Fernão Lopes, in A. P. Arnaut & A. T. Peixinho (coord.), Revista de Estudos Literários (As palavras (in)visíveis. Estudos para Carlos Reis). Coimbra: Centro de Literatura Portuguesa / Imprensa da Universidade de Coimbra, 25-44.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Avaliador de teses para publicação na FCT – Fundação para a Ciência e a Tecnologia / Fundação Calouste Gulbenkian. Perito/arbitragem de publicações da Imprensa da Universidade de Coimbra. Avaliador (Acreditação) de Manuais Escolares do 3.º Ciclo do Ensino Básico da FLUC (reconhecido e autorizado pelo Ministério da Educação) - 12 manuais para editoras do Grupo LeYa (2013-2014) Diretor do Mestrado em Literatura de Língua Portuguesa: Investigação e Ensino da Faculdade de Letras da Universidade de Coimbra (de 1 de setembro de 2011 a 31 de dezembro de 2016). Diretor do Doutoramento em Literatura de Língua Portuguesa da Faculdade de Letras da Universidade de Coimbra (de 1 de janeiro de 2016 a 18 de setembro de 2019).

Other publications (pedagogical)

Figueiredo, A. (2008). Literatura medieval, trabalho textual e programas de Português, in C. Martins, A. Figueiredo,I. Pereira e L. Azevedo (orgs.), Os Programas de Português dos Ensinos Básico e Secundário (Actas das III Jornadas Científico-Pedagógicas de Português). Coimbra: Instituto de Língua e Literatura Portuguesas/Faculdade de Letras - Universidade de Coimbra, 37-54 Figueiredo, A. (2011). Cancioneiro Geral de Garcia de Resende; A poesia peninsular do século XV e Camões, in V. Aguiar e Silva (coord.). Dicionário de Luís de Camões. Lisboa: Caminho, 201-205; 700-703. Figueiredo A. (2011). Reinventar os modelos de estudo da oratória barroca de Vieira na(s) escola(s) de hoje: o caso dos sermões de quarta-feira de cinza, in Navegações. Revista de Cultura e Literaturas de Língua Portuguesa. Porto Alegre: PUCRS/CLEPUL, 4 (1), 64-68.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Diretor do Mestrado em Literatura de Língua Portuguesa: Investigação e Ensino da Faculdade de Letras da Universidade de

Coimbra (de 1 de setembro de 2011 a 31 de dezembro de 2016).
Avaliador de teses para publicação na FCT – Fundação para a Ciência e a Tecnologia / Fundação Calouste Gulbenkian. // Perito/arbitragem de publicações da Imprensa da Universidade de Coimbra
Diretor do Doutoramento em Literatura de Língua Portuguesa da Faculdade de Letras da Universidade de Coimbra (de 1 de janeiro de 2016 a 18 de setembro de 2019).

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
História e Periodização da Literatura Portuguesa I	OPTIONAL	55 (for 10 ECTS)

ANA ALEXANDRA RIBEIRO LUIS

Name - Surname	Ana Alexandra Ribeiro Luís
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal aluis@fl.uc.pt
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro de Linguística Geral e Aplicada (CELGA-ILTEC) e Centro de Estudos Interdisciplinares (CEISXX) da Universidade de Coimbra
Category	Professor Associado
Area of specializaiton	Linguística
Academic degree	PhD
PhD academic area	Linguística
– PhD year	2004
– PhD institution	Universidade de Essex, Reino Unido

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2016	Pós-Doutoramento	Programa Doutoral em Ciências da Linguagem - Área: Didática das Línguas	Faculdade de Letras, Universidade do Porto	18 valores
1992	Licenciatura	Línguas e Literaturas Modernas, Inglês/Alemão	Faculdade de Letras, Universidade de Coimbra	17

Scientific activity (publications) in the last five years

Luís, Ana R. (2019). A formação contínua centrada na pesquisa da prática docente pós-graduação. Revista de Estudos Curriculares 10/1: 20-33. ISSN: 2183-8755
Luís, Ana R. (2019). A adaptação linguística de textos no ensino de Inglês: exemplos de simplificação e de elaboração. In Luís, A. et al. (eds.), A Formação Inicial de Professores nas Humanidades: Reflexões Didáticas, 187-204. Coimbra: Imprensa da Universidade de Coimbra
Luis, Ana R. (2018). Exploring an integrated approach to professional development for the enhancement of English language teaching and learning. Journal of Education Research and Perspectives 45: 25-40. ISSN 1446. ERIC Number: EJ1206068
Luís, Ana R. (2018). Perceptions of the Educational Benefits of Mobile Devices in Language Teaching and Learning. In Rocha Á. et al. (eds) Trends and Advances in Information Systems and Technologies, 1406-1415. Berlin: Springer. DOI.org/10.1007/978-3-319-77712-2_135
Luís, Ana R. (2017). ICT Training and Pre-service Teachers: Embracing the Challenge at Master's Level. In Rocha Á. et al. (eds.) Recent Advances in Information Systems and Technologies, 353-360. Berlin: Springer. DOI.org/10.1007/978-3-319-56541-5_36

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Avaliadora do manual Bridges 11 (Simões, C & Oliveira, H), Sebenta/Leya: Student Book. p.96.ISBN 9789727993796; Teacher's Book. p.96. ISBN 9788888902180
Organização de encontros/workshops nacionais e internacionais e de ações de formação (creditadas) no âmbito do Ensino e Didática do Inglês, Supervisão Pedagógica e Formação Inicial de Professores
Membro (nomeado pela FCT) da ação Cost "Network for Combining Languag domínio da produção de materiais para o ensino/aprendizagem de línguas

Coord. da equipa editorial do volume 'A Formação Inicial de Professores: Reflexões Didáticas', publicado em 2019, pela Imprensa da Universidade de Coimbra.

Other publications (pedagogical)

Luís, Ana R. (2019). Contributos didáticos para o ensino de Inglês: a observação assíncrona de aulas. Livro de Atas do 5º Congresso Nacional de Práticas Pedagógicas no Ensino Superior (CNAPPES 2018), 271-276. Braga: Universidade do Minho. ISBN 978-989-20-9477-9
Luís Ana R. (2017). Exploring Technologically-Enhanced Reading Materials in L2 Learning Contexts. In Álvaro Rocha et. al. (eds.) Proceedings of the 12th Iberian Conference on Information Systems and Technologies, IEEE, 563-565. DOI: 10.23919/CISTI.2017.7975796.
Luís, Ana R. (2017). Práticas reflexivas em didática do Inglês com recurso ao microensino. Livro de Atas do 3º Congresso Nacional de Práticas Pedagógicas no Ensino Superior (CNAPPES 2016), 411-416. Lisboa: Universidade de Lisboa. ISBN 978-989-98576-5-0
Luís, Ana R. (2016). MALL and Second Language Teaching: challenges for Initial Teacher Education. In Álvaro Rocha et. al. (eds.) Actas de la 11ª Conferencia Ibérica de Sistemas y Tecnologías de Información Gran Canaria (Vol. II). Associação Ibérica de Sistemas e Tecnologias de Informação, 235-238. ISBN 978-989-98434-6-2
] Luís, Ana R. (2016). A integração das tecnologias educativas na formação inicial de professores de Inglês". In Manuel Meirinhos et al. (eds.) IV Conferência Ibérica de Inovação na Educação vom TIC (ieTIC 2016). Bragança: Superior de Educação, 165-173. ISBN: 978-972-745-209-5

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Diretora do Mestrado em Ensino de Inglês no 3º ciclo do EB e no ES; Diretora do Mestrado em Ensino de Inglês/Língua Estrangeira no 3º ciclo do EB e no ES
Membro investigador dos seguintes organismos: Celga-Iltec, Núcleo de Estudos em Ensino (NEE-FLUC) e do Núcleo de Estudos sobre Pedagogia no Ensino Superior (NEPES-CEISXX).
Participação, com comunicação, em workshops e encontros (nacionais e internacionais) nas áreas do Ensino e Didática do Inglês e da Formação de Professores de Inglês (apps.uc.pt/mypage/faculty/aluis)
No âmbito dos Mestrados em Ensino de Inglês, de Inglês/LE e Português/Inglês: Orientação de 23 relatórios de estágio;Arguição de 20 relatórios de estágio;Presidência em júris de 51 provas de mestrado

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Estudos de Língua e Cultura	COMPULSORY - OPTIONAL	55 (for 10 ECTS)

ANA MARIA E SILVA MACHADO

Name - Surname	Ana Maria e Silva Machado
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal anamacha@fl.uc.pt
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro de Literatura Portuguesa
Category	Professor
Area of specializaiton	Literatura Portuguesa
Academic degree	PhD
PhD academic area	Literatura Portuguesa
– PhD year	2006
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1989	Mestrado	Literatura Portuguesa	Universidade de Coimbra	Muito Bom
1981	Licenciatura	Línguas e Literaturas Modernas	Universidade de Coimbra	17 valores

Scientific activity (publications) in the last five years

(2019) et al. (eds.) Arte poética e cortesania: o Cancioneiro Geral revisitado. Lisboa: Edições Colibri.

(2017) Literatura infantil e educação literária – a reescrita dos contos tradicionais, cap. de livro (a aguardar publicação no Brasil, pelo Centro de Letras e Comunicação e Artes da Universidade Estadual do Norte do Paraná).
(2017) "A literatura medieval nos novos programas de Português do Ensino Secundário: mudanças e permanências", in En Doiro antr'o Porto e Gaia. Estudos de Literatura medieval ibérica. Org de José Carlos Ribeiro Miranda. Porto, Estratégias criativas, 647-662
(2017) Cartas de Ruben A. em Coimbra – o outro lado do desterro. Revista do CEM. 8 Cultura, Espaço & Memória
(2017). O medievalismo nas Adivinhas de Pedro e Inês, de Agustina Bessa Luís. In T. Azevedo e M. F. Louro (eds.), Ler a Idade Média hoje. fontes, texto e tradução (pp. 21-35). V. N. Famalicão: Centro de Estudos Humanísticos da Universidade do Minho (CEHUM) - Edições Húmus, Lda.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Organização do Curso Breve "Combinatória e Geração Textual", destinado, entre outros, aos alunos do Mestrado em Ensino de Português. 14 de dezembro de 2018 a 4 de janeiro de 2019.
Conselho de Supervisão Externa da revista Tejuelo. Revista de Didáctica de la Lengua y la Literatura
Organização do ciclo de palestras "Literatura e outras artes no ensino" (2017-2018)
Ações de Formação: no âmbito do PNL - Literatura eletrónica em contexto educativo: práticas criativas, Cb e Lx, 2018-2019; Da compreensão à interpretação do texto literário. Cb e Figueira da Foz
Avaliação externa apresentada à Direção Geral de Educação do Ministério de Educação de Portugal do projeto Cursos PLNM da Ciberescola, destinado a alunos recém-chegados ao sistema de ensino público.

Other publications (pedagogical)

(2019) Com Anabela Fernandes, As retextualizações literárias no ensino de Português língua estrangeira: resultados de uma primeira experiência. Diacrítica 32.3. Confluências em Português Língua Segunda/Língua Estrangeira/Língua de Herança
(2019) Com Anabela Fernandes, PLE: fatores de legibilidade na retextualização literária. BELT - Brazilian English Language Teaching Journal (Porto Alegre) 10.
2019) Com Rui Torres et al. Literatura eletrónica para crianças: o caso do proje Contexto Educativo". Leitura: Teoria & Prática (Campinas, São Paulo). 37:75
(2018) com Ana Albuquerque et al. Inanimate Alice – the story of the series and its impact in Portugal. MATLIT: Materialidades da Literatura 6: 3.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Coord. do Conselho de Formação de Profs. (2009-2011); dir. do 2.º ciclo em Ensino de Português (2014-16); codir. dos 2.ºs ciclos em EPL e EPLE (201418); dir. dos 2.º ciclos em EP, EPL, EPLE (2018-20)
Orientação de trabalhos de pós-doutoramento: 4
Orientação de teses de doutoramento: 3 em curso.
Orientação de 15 núcleos de estágios e 4 teses de mestrado
Formadora certificada pelo Conselho Científico-Pedagógico de Formação Contínua na área de Literatura Portuguesa

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Literaturas de Língua Portuguesa		55 (10 ects)

ANTONIO APOLINARIO CAETANO DA SILVA LOURENÇO

Name – Surname	António Apolinário Caetano da Silva Lourenço
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal caetano@fl.uc.pt
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro de Literatura Portuguesa
Category	Professor Associado
Area of specializaiton	Línguas e Literaturas Modernas, especialidade de Literatura Comparada
Academic degree	PhD
PhD academic area	Línguas e Literaturas Modernas, especialidade de Literatura Comparada
– PhD year	2004
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1993	Mestrado	Literatura Portuguesa	Universidade de Coimbra	Muito Bom
1989	Licenciatura	Línguas e Literaturas Modernas (variante de Estudos Portugueses e Espanhóis)	Universidade de Coimbra	16 valores
1983	Licenciatura	História	Universidade de Coimbra	14 valores

Scientific activity (publications) in the last five years

Lourenço, A. A. (Ed.) (2020). Message, de Fernando Pessoa. Trad. Martin Earl. Lisbon Poets & Co. [Edição bilingue PortuguêsInglês]
Lourenço, A. A., D'Abreu, C., & Insúa, M. (Eds.) (2019). Francisco Botello de Moraes y Vasconcelos (1670-1747) y las Letras Ibéricas de su Tiempo. IDEA.
Lourenço, A. A. (2018). Menéndez Pelayo, la Literatura Portuguesa y los críticos portugueses. In J. P. Botrel, A. H. Clarke, S. García Castañeda, & A. A. Lourenço (Eds.). Menéndez Pelayo y las literaturas europeas (pp. 125-162). Sociedad Menéndez Pelayo
Lourenço, A. A. (2017). Eça de Queirós e o Naturalismo português. In J. Guinsburg, & J. R. Faria (Orgs.). O Naturalismo (pp. 145-168). Perspectiva
Lourenço, A. A. (2016). De Espronceda a Fernando Pessoa: El tema del doble en El estudiante de Salamanca. In L. Funes (Ed.), Hispanismos del Mundo. Diálogos y Debates en (y desde) el Sur (Anexo digital - Sección III) (pp. 255-265). Miño y Dávila.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Coordenador na Univ. de Coimbra do projeto TEMPUS "Innovation and Development in Spanish as a Second Language" (IDELE),coord. Uni. Salamanca, que desenvolveu um Master em Língua Espanhola no Egito
Coordenador na Universidade de Coimbra do Projeto «Red Europea: Autoridad y poder en el Siglo de Oro», coordenada por Ignacio Arellano (GRISO, Universidade de Navarra), de 2012 até ao presente.
Membro do Painel de Avaliação do Concurso para Atribuição de Bolsas de Doutoramento e Pós-Doutoramento (FCT). Estudos Literários – 2016. Conclusão em 5 de abril de 2017

Lecionação, com A.P. Arnaut, do "Mini-Curso sobre Pessoa, Lobo Antunes e Saramago". Programa de Pós-Graduação em Literatura Portuguesa, Universidade de São Paulo (Brasil). Março de 2012.
Coordenação da coleção "Biblioteca Lusitana", da editora Angelus Novus, desde 2008

Other publications (pedagogical)

Lourenço, A. A. (2020). Geração ou gerações de 70? Argumentos e contra-argumentos. Colóquio. Letras, 204, 81-106
Lourenço, A. A. (2020). Mulheres dominadoras na dramaturgia espanhola: de La Serrana de La Vera a La casa de Bernarda Alba. Revista de Estudos Literários, 10, 261-295. DOI: https://doi.org/10.14195/2183-847X_10_14
Lourenço, A. A. (2019). Eça Naturalista: O Crime do Padre Amaro e O Primo Basílio na Imprensa Coeva. Coimbra: Imprensa da Universidade de Coimbra
Lourenço, A. A. (2018). Lugares fictícios e protocolos realistas: Los Pazos de Ulloa, La Madre Naturaleza e A Ilustre Casa de Ramires. Limite, 12(1), 213-241. http://www.revistalimite.es/v12uno/15apolinario.pdf
Lourenço, A. A. (2016). Verosimilitud y ejemplaridad en El Licenciado Vidriera. In D. Thion Soriano-Mollà, N. François, & J. Albrespit (Eds.), Fabriques de Vérité(s). L'Œuvre Littéraire au Miroir de la Vérité (vol. 2, pp. 31-39). L'Harmattan

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

2014 até ao presente - Coordenador da Secção de Estudos Espanhóis
Diretor do curso de Mestrado em Estudos Literários e Culturais nos anos letivos de 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015 e 2015-2016.
Professor Convidado da Universidade de Salamanca, durante os anos letivos de 1992-93, 1993-94 e 1994-95, tendo lecionado as cadeiras de Português (Língua Estrangeira) e Literatura Portuguesa.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Literatura e Modernidade	optional	55 – 10 ECTS

CATARINA ISABEL CALDEIRA MARTINS

Name - Surname	Catarina Isabel Caldeira Martins
HEI	University of Coimbra

Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal catarina.martins@fl.uc.pt
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro de Estudos Sociais
Category	Professor Associado
Area of specializaiton	Literatura Alemã
Academic degree	PhD
PhD academic area	Literatura Alemã
– PhD year	2008
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1992	Licenciatura	Línguas e Literaturas Modernas	Universidade de Coimbra	18 valores

Scientific activity (publications) in the last five years

Martins, C. (2016). Gegen den deutschen Spiegel schreiben. Selbstbilder schwarzer Frauen in Deutschland. In D. von Hoff, S. Sanna, B. E. Jirku, & A. S. Ribeiro (Orgs.), Einschnitte - Signaturen der Gewalt in textorientierten Medien. Könnigshausen & Neumann
Martins, C. (2016). Nós e as Mulheres dos Outros. Feminismos entre o Norte e a África. In A. S. Ribeiro, & M. C. Ribeiro (Orgs.), Geometrias da Memória: configurações pós-coloniais (pp. 251-277). Afrontamento
Martins, C. (2019). Corpos nus de mulheres negras: eixos poéticos e políticos da escrita de mulheres africanas lusófonas. Revista de Estudos Feministas, 27(1), 1-12.
Martins, C. (2019). Desalinear abismos en el reverso de lo moderno: perspectivas feministas poscoloniales para un 'pensamiento alternativo de las alternativas'. In B. de S. Santos, & B. S. Martins (Orgs.), El Pluriverso de los Derechos Humanos: La diversid de las luchas por la dignidad. Akal (pp. 487-509). Lisboa: Edições 70 [Brasil: Ed. Autêntica].
Martins, C. (2019). Saberes de outros corpos. Escrita de mulheres e epistemologias feministas do sul. In P. C. Garcia, & I. Emerson (Orgs.),

Intersexualidades/interseccionalidades: Saberes e sentidos do corpo (pp. 385-418). O sexo da palavra

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Advisor no Programa de Doutoramento PhD-Comp - Centro de Estudos Comparatistas - Faculdade de Letras da Universidade de Lisboa
Presidente da Comissão organizadora do Gender Workshop - Ciclos anuais de seminários em estudos de género (decorre desde 2010)
Presidente da Comissão Organizadora do II Colóquio Internacional de Estudantes de Mestrado e Doutoramento em Estudos Feministas We must all be feminists, Coimbra, FLUC, 21 de Outubro de 2016.
Membro da Comissão organizadora do 14º Congresso Mundos de Mulheres, a realizar em Maputo, Moçambique em Setembro de 2020
Membro da Equipa redatorial da secção internacional da Revista de Estudos Feministas, Universidade ferderal de Santa Catarina, Brasil

Other publications (pedagogical)

Martins, C., & Duarte, M. (2018). Programa de Doutoramento em Estudos Feministas, Cabo dos Trabalhos, 17, https://cabodostrabalhos.ces.uc.pt/n17/index.php
Martins, C. (2019). Feminismos. In Dicionário Alice. https://alice.ces.uc.pt/dictionary/?id=23838&pag=23918&id_lingua=1&entry=24285
Martins, C., & Bebiano, A. (2018). Entrevista a Gayatri Spivak, 31-10-2018. http://saladeimprensa.ces.uc.pt/?col=canalces&id=21352#.XH_OGlj7S38
Martins, C. (2019). Ser objeto de opressão não é ser vítima: uma entrevista com Catarina Martins por Gabrielle Vivian Bittelbrun. Revista de Estudos Feministas, 27(2). DOI: 10.1590/1806-9584-2019v27n256164

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Orientação da tese de doutoramento: "Travestis brasileiras no sul da europa: subalternidade e reconhecimento nas fronteiras do gênero e sexualidade", da autoria de Fernanda Belizário.
Orientação da tese de doutoramento: "Não identidades que definem: para uma leitura contrapontual da antropofagia partir da literatura afro-brasileira" de Dea Merlini.
Orientação da tese de doutoramento: "Gênero e teatro na amazônia: As mulheres encenadoras da cidade de Belém do Pará nas décadas de 1950 a 2000.", de Iracy Vaz. Doutoramento em Estudos Artístico
"Corpo Feminino e Corpo da Escrita em Paulina Chiziane e Ama Ata Aidoo" de Marie Claire de Mattia. Doutoramento em Materialidades da Literatura

Advisor - especialista em Estudos de Género e Estudos Pós-Coloniais no programa PhD/Comp - FLUL

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Culturas Contemporâneas	Optional compulsory	55 – 10 ECTS

CRISTINA DOS SANTOS PEREIRA MARTINS

Name - Surname	Cristina dos Santos Pereira Martins
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal crismar@fl.uc.pt
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro de Estudos de Linguística Geral e Aplicada
Category	Professor Associado ou equivalente
Area of specializaiton	Linguística Aplicada
Academic degree	PhD
PhD academic area	Linguística Aplicada
– PhD year	2004
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1994	Mestrado	Linguística Portuguesa	Universidade de Coimbra	Muito Bom por unanimidade
1989	Licenciatura	Línguas e Literaturas Modernas (Estudos Portugueses e	Universidade de Coimbra	16 valores

		Ingleses)		

Scientific activity (publications) in the last five years

Martins, C. (aceite para publicação, 2020). Estudos sobre a aquisição/aprendizagem do género nominal por aprendentes de português língua não materna: valências pedagógicas. Quaderns de Filologia: Estudis Lingüístics, 25, 169-184
Martins, C. (aceite para publicação, 2020). Estudos sobre a aquisição/aprendizagem de preposições por aprendentes do português europeu como língua não materna: valências pedagógicas e limites descritivos. Portuguese Language Journal, 14.
Martins, C. (aceite para publicação, 2020). Da aquisição/aprendizagem ao ensino de Português Língua Não Materna. Pontes possíveis entre contributos teóricos e desenho instrutivo. Macau e a língua portuguesa: novas pontes a Oriente (pp. 201-224). Macau: Instituto Politécnico de Macau/Instituto Português do Oriente.
Martins, C., Carapinha, C. & Vieira, C. (2017). Lessons to Be Learned from the Portuguese as a Foreign Language Online Teaching and Learning Lab. Caracteres, 6 (2), 421-445.
Lopes, A. C. M. & Martins, C. (2017). Para o ensino dos usos dos artigos em PLE: por onde começar? Portuguese Language Journal, 11, 165-189

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Coordenação da equipa da Universidade de Coimbra no projeto internacional E-LENGUA. KA2 Erasmus+ Strategic Partnership (2014-1-ES01-KA203-003357) (2016-2018)
Coordenação da equipa da Universidade de Coimbra no projeto internacional XCELING. KA2 Erasmus+ Strategic Partnership (585996-EPP-1-2017-1-ES-EPPKA2-CBHE-JP) (2017-2021).
Criação e lecionação de 16 edições do curso à distância "Aprendizagem e Ensino de Português Língua Não Materna" (UC_D, em cooperação com o Instituto Camões, a partir da 3ª edição)
Avaliadora de relatórios científicos finais de projetos IC&DT | CA Línguas e Literaturas da FCT (2019-2022).
Membro da Comissão Interministerial de Acompanhamento do Fundo da Língua Portuguesa, criado pelo Decreto-Lei n.º 248/2008, em representação do Ministério da Ciência, Tecnologia e Ensino Superior.

Other publications (pedagogical)

Martins, C., Carapinha, C. & Vieira, C. (2019). Interações orais tutor-aprendente no curso a distância E-LENGUA - Português A1: fatores indutores de quebras de comunicação. In A. B. García Benito & I. Ogando González (Eds.), Tecnologias para o português. Actas del V Congreso Internacional de la Sociedad Extremeña de Estudios Portugueses y de la Lusofonía (SEEPLU) (pp. 93-97). Cáceres: Universidad de Extremadura

Martins, C., Vieira, C. & Santos, I. A. (2019). O impacto do Projeto E-LENGUA@UC nas práticas de formação de professores e de ensino do Português Língua Estrangeira. In S. Gonçalves & C. Fidalgo (Eds.), Pedagogia no Ensino Superior: Coletânea de Estudos (pp. 39-56). Coimbra: CINEP
Martins, C., Vieira, C. & Jerónimo, A. (2017a). E-LENGUA Português A1: um laboratório de ensino de Português como Língua Estrangeira (PLE), em formato de curso a distância. In Atas do CNaPPES17: Congresso Nacional de Práticas Pedagógicas no Ensino Superior (pp. 93-98). Setúbal: Instituto Politécnico de Setúbal
Martins, C., Vieira, C. & Jerónimo, A. (2017b). O ensino a distância de Português Língua Estrangeira: para uma avaliação dos perfis de participação no curso E-LENGUA Português A1. In Atas da Conferência XIX Simpósio Internacional de Informática Educativa / VIII Encontro do CIED / III Encontro Internacional do CIED (pp. 234-239). Lisboa: Escola Superior de Educação de Lisboa.
Martins, C. (2016). O papel diferenciado de subsistemas de memória de longo prazo nos processos de aquisição e de aprendizagem de uma L2. O modelo declarativo/procedimental e as suas consequências para o ensino de línguas não maternas. In J. N. Corrêa-Cardoso & M. C. Fialho (Eds.), A Linguagem na Pólis (pp. 99-120). Coimbra: Imprensa da Universidade de Coimbra.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Criação e direção do 2º ciclo em Português como Língua Estrangeira e Língua Segunda da FLUC (desde 2007)
Direção dos Cursos de Português para Estrangeiros da FLUC (2015-2018).
Coordenadora do projeto "Corpus de Produções Escritas de Aprendentes de PL2" (Corpus PEAPL2; subcorpora PLE; Timor; Guiné-Bissau). http://teitok2.iltec.pt/peapl2/#http://teitok.iltec.pt/peapl2/
Orientação de 5 teses de doutoramento, de 19 dissertações de mestrado, de 5 projetos de mestrado e de 1 estágio (mestrado).
Participação em júris de provas académicas (16 de doutoramento e 54 de mestrado) e de processos de equivalência (1 de doutoramento e 2 de mestrado).

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Aquisição e Aprendizagem de L2	Compulsory/optional	55 – 10 ECTS

FERNANDO MATOS DE OLIVEIRA

MISSING INFORMATION (TO BE COMPLETED)

Name - Surname	Fernando Matos de Oliveira
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DHEEAA
Research Centre / Research Lab	Centro Interuniversitário de Estudos Camonianos Centro de Literatura Portuguesa
Category	Professor Reader Lecturer Teaching assistant
Area of specializaiton	
Academic degree	PhD
PhD academic area	
– PhD year	
– PhD institution	

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
		70 (for 10 ECTS) 35 (for 5 ECTS)

GRAÇA MARIA CONSTANTINO NUNES DE OLIVEIRA CAPINHA

Name - Surname	Graça Maria Constantino Nunes de Oliveira Capinha
HEI	Universidade de Coimbra / University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	CES - Centro de Estudos Sociais / Centre for Social Studies
Category	Professor Auxiliar ou equivalente
Area of specializaiton	Literatura Norte-Americana
Academic degree	PhD
PhD academic area	Literatura Norte-Americana
– PhD year	2003
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1986	Mestrado / MA	Estudos Anglo-Americanos / Anglo-American Studies	Universidade de Coimbra / University of Coimbra	Muito Bom
1981	Licenciatura / BA	Línguas e Literaturas Modernas (Inglês/Alemão) / Modern Languages and Literatures (English/German)	Universidade de Coimbra / University of Coimbra	15

Scientific activity (publications) in the last five years

Lechner, Elsa, Capinha, Graça & Keating, Maria Clara (Orgs.). (2020). EM Migração EM português. Exílios, Retornos, Colonizações. Coimbra: Almedina/CES.
Ruivo, Maria da Conceição & Capinha, Graça (Orgs.). (2020) Aqui Não Temos Wi-Fi! Conversas Sobre Literatura Oral. Porto: Afrontamento
Caldeira, Isabel, Capinha, Graça & Matos, Jacinta (Orgs.). (2017). The Edge of One of Many Circles: Volume de Homenagem a Irene Ramalho Santos. Coimbra: Imprensa da Universidade de Coimbra (ISI Web of Science).
Capinha, Graça, Keating, Clara, Lechner, Elsa & Solovova, Olga. (2018). Tessituras: da poética e da política nos espaços das migrações, Portugal: um retrato ainda singular? 40 anos volvidos. Número especial de e-cadernos, nº 29, 99-123
Capinha, Graça. (2018). Prefácio a Dialéctica da Colonização. In Augusto Massi, Erwin Torralbo Gimenez, Marcus Vinicius Mazzari, Murilo Marcondes de Moura (Orgs.). Reflexão como resistência. Homenagem a Alfredo Bosi. S. Paulo: Edições Sesc—Companhia das Letras, 152-59

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

2020-Escrever mal para ler bem:a escrita criativa como exercício de leitura, VII Encontro Para além de Princesas e Dragões-Câmara Albergaria-a-Velha,Coord. Interconconcelhia Rede Bibliotecas Escolares
2006-2011 – Investigadora Responsável pelo Projecto de Investigação Colectivo "Novas Poéticas de Resistência: o Século XXI em Portugal" CES//FCT - PTDC/ELT/78664/2006 – FCOMP-01_0124-FEDER-007264)

2018-2019 - Membro do projecto internacional Na Ponta da Língua: Histórias, Memórias e Inovação na Emigração (CES, Paris X-Nanterre, Rutgers, Berkeley, Museu da Pessoa-S. Paulo) financ.F.C. Gulbenkian
2019 — Formadora — "Investigar e Escrever Criativamente", no Curso de Verão CreA(c)tivar o Fazer Científico nas Ciências Sociaisme nas Humanidades, Centro de Estudos Sociais, Coimbra
2019 — Palestra, seguida de Oficina de Escrita, "Des/i/emigrar a escrita?", Estágio Ciência Viva, que co-organizou, Dizer/falar a e/imigração: Representações, discursos e diálogos, CES, U. Coimbra

Other publications (pedagogical)

Capinha, Graça. (2020). O Inacabado Nascimento – ou o excesso mínimo da poesia de Ana Marques Gastão. In Ana Paula Arnaut (Org.). As Palavras Justas. Ensaios sobre Literatura e Direito. Coimbra: Minerva.
Capinha, Graça. (2019). Ramos Rosa — '(projéctil (percussivo (prospectivo': outras tradições, outras resistências. In Helena Costa Carvalho (org.), António Ramos Rosa: Escrever o Poema Universal, Lisboa, Centro de Literaturas e Culturas Lusófonas e Europeias (CLEPUL), 205-21
Capinha, Graça & Hannen, Gregory. (2018). Beau Fleuve. Literatura da Viagem. Coimbra: Palimage
Capinha, Graça. (2017). Ancoragens temporárias, hospitalidades e utopias trágicas: para um modelo agonista de linguagem. In Ana Paula Coutinho (org.). Exiliance au féminin dans le monde lusophone (XX-XXIe siècles). Paris: Éditions Hispaniques, 271-280
. Pessoa, Teresa Ribeiro, Capinha, Graça, Vieira, Celeste & Silva, João Costa e. (2016). O MOOC Escrita Criativa: 'a outra tradição': uma experiência pedagógica inovadora na Universidade de Coimbra. In Susana Gonçalves, et al. (orgs.). Ambientes Virtuais no Ensino Superior. Coimbra: CINEP/IPC, 69-90

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

1997-2015 - Criação e leccionação do Curso Livre "Oficina de Poesia", Faculdade de Letras e Centro de Estudos Sociais, Universidade de Coimbra.
2014 - Responsável Científica e Docência do MOOC (Massive Open Online Course) da Universidade de Coimbra: "Escrita Criativa: 'a Outra Tradição'"
2001-2020— Criação e leccionação da unidade curricular "Poética e Escrita Criativa", Faculdade de Letras da Universidade de Coimbra.
2004-07 – Criação e leccionação da unidade curricular "Escrita Criativa no Ensino" (Opção Psicopedagógica), Faculdade de Letras da Universidade de Coimbra
Desde 1997 — Responsável pela organização de mais de 8 dezenas de cursos de formação avançada em escrita criativa, dentro e fora da U. de Coimbra, nomeadamente para professores do ensino secundário

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Oficina de Pesia / Poetry Workshop	optional	55 (for 10 ECTS)
Linguagem e Escrita / Language and Writing	Optional/compulsory	55 (for 10 ECTS)

ISABEL ANUNCIAÇÃO FERRAZ CAMISÃO

Name - Surname	Isabel Anunciação Ferraz Camisão
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DHEEAA
Research Centre / Research Lab	Centro de Investigação em Ciência Política (CICP). [Unidade de I&D classificado como Excelente pela FCT].
Category	Professor Auxiliar
Area of specializaiton	Ciência Política e Relações internacionais
Academic degree	PhD
PhD academic area	Ciência Política e Relações internacionais
– PhD year	2010
– PhD institution	Universidade do Minho

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2004	Mestrado	Estudos Europeus	Universidade do Minho	Muito Bom
1996	Licenciatura	Relações Internacionais	Universidade do Minho	14

Scientific activity (publications) in the last five years

Brandão, A.P., & Camisão, I. (2021) Playing the market card: The Commission's strategy to shape EU cybersecurity policy. *Journal of Common Market Studies*, 1-21. https://doi.org/10.1111/jcms.13158

Vila Maior, P. & Camisão, I. (2021) Institutional Rebalancing in the Wake of the Covid-19 Pandemic. In J. Caetano, I. Vieira, & A. Caleiro (Eds.), *New challenges to the Eurozone governance: are there joint solutions for common threats* (pp.285-302). Springer.
Camisão, I., & Vila Maior, P. (2020). Failure or success: assessing the European Commission's new strategy to foster EU's economic recovery. *Journal of European Integration*, 42(2), 195-211.
Camisão, I. (2020). 'The Election of the Commission President: on the road to democratic politics?'. In R. Moldovan (Ed.), *The European Union: Politics, Perspectives and Policies* (pp. 113-130). Nova Science Publishers.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

2020 - Avaliadora do painel Ciências Políticas, Concurso Bolsas de Investigação de Doutoramento da Fundação para a Ciência e a Tecnologia (FCT)
2018 – presente: Coordenadora da Secção de Estudos Europeus, da Associação Portuguesa de Ciência Política
2019 – presente: Membro da equipa do Centro de Excelência Jean Monnet "Prone"
2019 – presente: Coordenadora portuguesa da rede UACES "Communicating Europe"
2015-2017: Membro da Comissão Directiva do Centro de Investigação em Ciência Política (Coordenadora de grupo de trabalho).

Other publications (pedagogical)

Camisão, I. (2020). "Comissão Europeia". In J.C. Abreu, & L. Reis (Eds.), *Instituições, órgãos e organismos da União Europeia* (pp.63-72). Almedina.
Camisão, I. (2020). O Parlamento Europeu e a "eleição" do Presidente da Comissão Europeia. In C. Ramos, I. Leite, & P. Vila Maior (Eds.), *O Parlamento Europeu e as eleições europeias: ensaios sobre a legitimidade democrática* (pp. 85-110). Aletheia Editores.
Camisão, I., & Brandão, A. P., (Eds.). (2019). *O Estado da União Europeia: Da(s) Crise(s) à Mudança?* Petrony.
Camisão, I. (2019). 'A União Europeia e os Direitos Humanos: da omissão à protecção efectiva?'. In S. Rocha-Cunha, M.B. Martins, & R. M. Vasques (Eds.), *Os Direitos Humanos por um Fio? Perspectivas Transdisciplinares em Torno dos Direitos Humanos em Tempos Difíceis* (pp. 165-186). Edições Humus
Brandão, A. P., Coutinho, F. P., Camisão, I., & Abreu, J. C. (Eds.). (2017). *Enciclopédia da União Europeia*. Petrony.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Julho 2019 – presente: Subdiretora da Faculdade de Letras da Universidade de Coimbra
2011 – presente: Membro do júri de 21 Provas de Mestrado e 11 Provas de Doutoramento

2015- 2016 e 2018 – presente: Coordenadora da Licenciatura em Estudos Europeus, Universidade de Coimbra
2016-2018: Diretora do Mestrado em Relações Internacionais e Estudos Europeus, Universidade de Évora
2006 – presente: Docente do Ensino Superior em Cursos de 1°, 2° e 3° Ciclo (Universidade do Minho; Universidade de Évora; Universidade de Coimbra)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Poder e Política na União Europeia	optional	55 – 10 ECTS

ISABEL MARIA DE ALMEIDA SANTOS

Name - Surname	Isabel Maria de Almeida Santos
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal imas@fl.uc.pt
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro de Estudos de Linguística Geral e Aplicada
Category	Professor Auxiliar ou equivalente [14]
Area of specializaiton	Linguística Portuguesa
Academic degree	PhD
PhD academic area	Linguística Portuguesa
– PhD year	2006
– PhD institution	

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1995	Mestre	Linguística Portuguesa	Universidade de Coimbra	Muito Bom
1985	Licenciada	Línguas e Literaturas Modernas-	Universidade de Coimbra	17 valores

		Estudos Portugueses e Franceses		

Scientific activity (publications) in the last five years

Martins, C., Santos, I. & Pereira, I. (aceite para publicação, 2020). Desenho instrutivo para a aprendizagem e o ensino do português como língua não materna (PLNM). Na mediação entre assunções teóricas e o real pedagógico. In C. Castro & A. Madeira (eds.), Desenvolvimento de materiais didáticos para Português como Língua Não Materna: experiências e desafios. Lisboa: Lidel.
Carapinha, C., Santos, I. A. & Garcia, C. (aceite para publicação, 2019). Português língua não materna (PLNM): estruturas concessivas. In Trabajos sobre la fenomenología cultural. Madrid: Ediciones Pirámide.
Santos, I. A. (2019). Codificação e intervenção do homem sobre a língua: com que autoridade? In C. Maia & I. A. Santos (Eds.), Estudos de linguística histórica - mudança e estandardização (pp. 275-299). Coimbra: Imprensa da Universidade de Coimbra.
Pereira, I., Santos, I. A. & Martins, C. (2019). Da tradição à modernidade: ensino, formação e investigação em português L2 na Universidade de Coimbra. In L. Cabrera Kfouri Kaneoya (Eds.), Português língua estrangeira em contextos universitários. Experiências de ensino e de formação docente (pp. 95-120). Campinas, SP: Mercado das Letras.
Santos, I. A. (2015). Rumos e ritmos da mudança linguística: alternância vocálica e flexão de número em português. Estudos e linguística galega, 7, 125-141.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Lecionação de unidades curriculares de 1°, 2° e 3° ciclos no domínio da Linguística Portuguesa.
Lecionação de unidades curriculares de Língua Portuguesa, Linguística Portuguesa e Comunicação Oral no âmbitos dos Cursos de Português para Estrangeiros.
Coordenação da equipa responsável pela elaboração do manual Em Português, B2
Membro da equipa da FLUC de certificação de manuais de Língua Portuguesa para o Ensino Secundário.
Coordenadora do projeto "Corpus Oral de PL2 Coimbra" (CoralCo).

Other publications (pedagogical)

Santos, I. A., Martins, C. & Pereira, I. (2019). Padrões de formação de palavras em mirandês: processos derivacionais na

formação de nomes eventivos e de qualidade na escrita de tipo académico. Labor Histórico, 5, 192-209.
Santos, I. A., Martins, C. & Pereira, I. (2019). Línguas e história(s) de fronteiras. Iberografias. Revista de Estudos Ibéricos, 15, 79-98.
Santos, I. A., Martins, C. & Pereira, I. (2018). Número e género nominais no desenvolvimento do Português de Timor-Leste. Diacrítica, 32(2),
Santos, I. A.; Pereira, I.; Martins, C.; Lopes, Ana Cristina M.; Carapinha, C.; Silva, A. (2015). Corp-Oral: PL2 - Um novo recurso para o estudo do português língua não materna. In A. Moreno, F. Silva & J.Veloso (eds), Textos Selecionados do XXX Encontro Nacional da Associação Portuguesa de Linguística (Porto, 22, 23 e 24 de outubro de 2014) (pp. 103-112). Braga: Associação Portuguesa de Ling

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Participação no projeto internacionais E-LENGUA (E-Learning Novelties in Foreign and Second Language Acquisition).
Participação no projeto internacional XCELING (Towards Excellence in Applied Linguistics. Innovative Second Language Education in Egypt).
Orientação de teses (doutoramento e mestrado) e de Projetos no âmbito do PLELS.
Direção dos Cursos de Português para Estrangeiros da FLUC (2016-2018)
Subdiretora do 2º ciclo em Português como Língua Estrangeira e Língua Segunda (desde 2017).

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Structures of the Portuguese Language I	optional	55 (for 10 ECTS)

JACINTA MARIA CUNHA DA ROSA MATOS

Name - Surname	Jacinta Maria Cunha da Rosa Matos
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra

	Portugal
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro de Estudos Comparatistas da FLUL
Category	Professor Associado ou equivalente [12]
Area of specializaiton	Literatura Inglesa
Academic degree	PhD
PhD academic area	Literatura Inglesa
– PhD year	1996
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1983	Master of Arts	English Literature	University of Birmingham, UK	n.a.

Scientific activity (publications) in the last five years

Matos, J. (2017). Edward Said, V. S. Naipaul and the Condition of the Exile. In I. Caldeira, G. Capinha, & J. Matos (Orgs.), The Edge of One of Many Circles. Homenagem a Irene Ramalho Santos. Imprensa da Universidade de Coimbra.
Caldeira., I, Matos, J., & Capinha, G. (Orgs.) (2017). (Orgs.). The Edge of One of Many Circles. Homenagem a Irene Ramalho Santos. Imprensa da Universidade de Coimbra.
atos, J. (2019). George Orwell. Biografia Intelectual de um Guerrilheiro Indesejado. Lisboa: Edições 70.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

2019- Comunicação (por convite) "1984 e a Narrativa Distópica na Era de Trump", no Colóquio O que podem Ensinar-nos as Distopias? Nos 70 anos de 1984 de George Orwell, Biblioteca Nacional
2014 - Membro da Comissão Organizadora do Colóquio "Cem anos depois: A Primeira Guerra Mundial – olhares contemporâneos", FLUC.
2013 – Membro da Comissão Organizadora do Congresso "Salman Rushdie in the 21st century: 'Swallowing a World'", Centro de Estudos Anglísticos, FLUL.
2011- Palestra sobre George Orwell no "Ciclo Vidas e Vozes- Orwell e Camus", organizado pelo CES, Coimbra, Galeria St. Clara.

Other publications (pedagogical)

Matos, J. (2013). De 'Rule Britannia a 'Cool Britannia': questões identitárias na Grã-Bretanha contemporânea. In A. R. Luís (Org.), O cruzamento de Saberes na Aula de Inglês. Contributos para uma prática Multidisciplinar. Imprensa da Universidade de Coimbra
Matos, J. (2009). A 'Trotskyiste with big feet' goes to War: George Orwell's Homage to Catalonia as Political Journey. In Transversalidades/Viagens/Literatura/Cinema. Centro de Estudos Humanísticos, Universidade do Minho.
Matos, J. (2008). A Cidade e o Campo do século XVIII ao século XX. Seminário de Literatura Inglesa. Programa, Conteúdos e Métodos de Ensino. Relatório apresentado a concurso para Professora Associada do 3.º Grupo (Estudos Anglo-Americanos), Faculdade de Letras, Universidade de Coimbra.
Matos, J. (2005). 'The Road from Mandalay': Orwell e o imperialismo. In George Orwell. Perspectivas Contemporâneas. Colecção FLUPe-DITA, FL
Matos, J. (2003). A educação (pós)imperial de V.S. Naipaul. Revista Crítica de Ciências Sociais, 65.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

20013/15 - Docente e Subdiretora do Mestrado em Estudos Ingleses e Estudos Americanos
2013/17 - Membro da Comissão Científica do Departamento de Línguas, Literaturas e Culturas.
2009/2011 - Diretora de Curso de Línguas Modernas
2001/2004 - Presidente da Comissão Científica do Grupo de Estudos Anglo-Americanos.
Orientação de doze teses de Mestrado em Literatura e /ou Cultura Inglesa, e/ou Tradução, todas concluídas, e co-orientação de uma tese de Doutoramento em Literatura Americana, também concluída

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
English Culture	optional	55 – 10 ECTS

MARIA CLARA BICUDO DE AZEREDO KEATING

Name - Surname	Maria Clara Bicudo de Azeredo Keating
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA

	Largo da Porta Férrea 3004-530 Coimbra Portugal maria.keating@fl.uc.pt
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro de Estudos Sociais
Category	Professor Associado ou equivalente [12]
Area of specializaiton	Linguística Inglesa
Academic degree	PhD
PhD academic area	Linguística Inglesa
– PhD year	2001
– PhD institution	Universidade de Lancaster, Reino Unido

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1990	M.Phil.	Linguística	Universidade de Cambridge, Reino Unido	
1986	Licenciatura	Linguas e Literaturas Modernas - Estudos Ingleses e Alemães	Universidade de Coimbra	15

Scientific activity (publications) in the last five years

Lechner, E., Capinha, G., & Keating, M. C. (Eds.) (2020). EM migração EM português: exílios, retornos e colonizações. Almedina.
Keating, C. (2019). Biographizing migrant experience. International Journal of the Sociology of Language, 257, 49-75.
Keating, C. (2019). Discourses about language and literacy education in Portugal: past and present. International Journal of the Sociology of Language, 259, 15-38.
Keating, M. C. (2019). Coloniality of knowledge, Ch'ixinakax utxiwa, and intercultural translation. The (im)pertinence of language and discourse studies. Language, Culture and Society, 1(1), 141-146.
Capinha, G., Keating, C., Lechner, E., & Solovova, O. (2018). Tessituras: da poética e da política nos espaços das migrações, ecadernos CES, 29.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

[desde 2019] PRONE - Peace Relations, Ontologies and Narratives in Europe: EU and its Eastern Neighbours, 1.0. Membro da equipa do Centro de Excelência Jean Monnet, FEUC.
[2017 – 2020] Programme CODES (Communication, Cultural diversity, solidarity).Erasmus + 2017-1-FR01-KA203-037348. PI Université Lumière Lyon 2. Membro da equipa. Coordenador da UC: João André
[2017 – 2018] Na Ponta da Língua: Histórias, Memórias e Inovação na Emigração", coord. Elsa Lechner, financiado por Fundação Calouste Gulbenkian
[desde 2020] Preparação de projeto de formação avançada em Línguas e Culturas Europeias no âmbito da aliança demuniversidades europeias EC2U. https://ec2u.eu/
[2014 – 2018]-Delegada nacional da rede de investigação - "New Speakers in a Multilingual Europe", coordenado por Bernardette O'Rourke & Joan Pujolar, financiamento COST; http://www.nspk.org.uk

Other publications (pedagogical)

Keating, C. (2017). Do sofá para fora do armário: linguística ao lado. In I. Caldeira, G. Capinha, & J. Matos (Orgs.), The edge of many circles. Homenagem a Irene Ramalho Santos (vol. 1, pp. 203-207). Imprensa da Universidade de Coimbra.
Keating, C., Solovova, O. & Barradas, O. (2013). Políticas de língua, multilinguismos e migrações: para uma reflexão policêntrica sobre os valores do português no espaço europeu. In L. P. M. Lopes (Org.), Português no século XXI: ideologias linguísticas (pp. 219-238). Parábola Editorial.
Keating, C., Solovova, O., & Barradas, O. (2014). Language Policies, Multilingualism and Migrations:Towards a Polycentric Approach to the Values of Portuguese in European Space. In L. P. M. Lopes (Org.), Global Portuguese: Linguistic Ideologies in Late Modernity. Routledge.
Keating, M. C., & Solovova, O. (2011). Multilingual dynamics among Portuguese-based migrant contexts in Europe. Journal of Pragmatics, 43(5), 1251-1263.
Keating, C., Guilherme, M., & Daniel, H. (2009). Diversity Management: negotiating representations in multicultural contexts. In M. Guilherme, E. Glaser, & M. C. Mendez-Garcia (Orgs.), Intercultural Dynamics in Multicultural Groups. Multilingual Matters.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

desde 2017- Diretora e Subdiretora da Licenciatura em Línguas Modernas, FLUC
[Editorial] Coimbra Business Review; [Peer-review] Language in Society, Pragmatics and Society, Journal of Multilingualism and Multilingual Development, RCCSAnnual Review, Palgrave Communications
[2017-2019] Presidente da Associação Internacional Estudos do Discurso e Sociedade (EDiSo); Organização de 2º Simposium em Coimbra, 2015 e 3º simpósio em Barcelona (2017), encontro anual em Vigo, 2018
Membro de painéis de avaliação de projetos de Doutoramento na área da Linguística para a FCT (2019 - 2021). Membro externo de painéis de avaliação de projetos internacionais - COST e Nordfosk.

Orientação de 2 dissertações de mestrado, 1 pós- doutoramento e 4 doutoramento (UC e Brasil); Júris de mestrado e doutoramento no último triénio: Mestrado: 3; Doutoramento:5.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Multilingualism and Intercultural Dialogue	Optional/compulsory	55 (for 10 ECTS)

MARIA DE FATIMA GIL RODRIGUES DA SILVA

Name - Surname	Maria de Fátima Gil Rodrigues da Silva
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal mfgil@fl.uc.pt
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	CITCEM (Centro de Investigação Transdisciplinar «Cultura, Espaço e Memória»)
Category	Professor Auxiliar ou equivalente [14]
Area of specializaiton	Literatura Alemã
Academic degree	PhD
PhD academic area	Literatura Alemã
– PhD year	2005
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1993	Mestre	Literatura Alemã e Comparada	Universidade de Coimbra	Muito Bom
1983	Licenciada	Línguas e Literaturas Modernas (Inglês	Universidade de Coimbra	16 valores

		e Alemão)		

Scientific activity (publications) in the last five years

Gil, M. F. (2018). Magellan. Der Mann und seine Tat. In A. Larcati, K. Renoldner, & M. Wörgötter (Hg.), Stefan-Zweig-Handbuch (pp. 432-437). de Gruyter.
Gil, M. F. (2018). O (ex-)casal Zweig: momentos portugueses de exílios distintos. In T. M. Oliveira, & M. A. G. Teixeira (Eds.), De Passagem: Artistas de Língua Alemã no Exílio Português (pp. 77-110). Edições Afrontamento e Instituto de Literatura Comparada Margarida Losa
Gil, M. F. (2020). Identidades híbridas: interculturalidade ou transculturalidade? A propósito da imagologia. In M. J. Simões (Coord.), Cruzamentos representados. Imagologia e figurações da alteridade (pp.163-177). Imprensa da Universidade de Coimbra.
Gil, M. F. (2016). Nos Passos de Magalhães de Gonçalo Cadilhe: viagem, evocação histórica e diálogo intercultural num tempo de globalização. Cadernos de Literatura Comparada, 34, 173-189. http://ilccadernos.com/index.php/cadernos/issue/view/27/showToc
Gil, M. F. (2019). Stefan Zweig, Romain Rolland e a Grande Guerra, Biblos. Revista da Faculdade de Letras da Universidade de Coimbra (3.ª s.), 5, 125-146.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Conferência "Uma portuguesa em vários mundos: a protagonista do romance Gegenspiel de Stephan Thome". Colóquio "Textualidade(s) & Memória(s)". Porto, 2015.
Conferência "Stefan Zweig: O Mundo de Ontem no mundo de hoje". Congresso Internacional "Arca de Noé: Catástrofe e Redenção". Aveiro, 2018.
Conferência "Identidades híbridas: interculturalidade ou transculturalidade?". Colóquio "Imagologia, identidade e espacialidade". Coimbra, 2018.
Conferência "Memória e representação da Primeira Guerra Mundial em três romances alemães do final dos anos 20". Colóquio "VIII Encontro CITCEM", Porto, 2019
Actividades de gestão da Fundação Marion Ehrhardt: Vice-presidente do Conselho de Administração (2017-2019); Vicepresidente do Conselho Executivo (desde 2019)

Other publications (pedagogical)

Gil, M. F. (2008). Uma Biografia 'Moderna' dos Anos 30. 'Magellan. Der Mann und seine Tat' de Stefan Zweig. Coimbra: MinervaCoimbra e Centro Interuniversitário de Estudos Germanísticos [Colecção Minerva-CIEG, n.º 15].
Gil, M. F. (2012). Cartas de Inglaterra. Correspondência de Stefan Zweig para Armando Cortesão. Coimbra: MinervaCoimbra e Centro Interuniversitário de Estudos Germanísticos [cadernos do cieg, n.º 32].

Gil, M. F. (2014). Biografia 'moderna': Literatura ou História? 'Wilhelm der Zweite' de Emil Ludwig. In R. P. Madeira, & M. A. Hörster (Coords.), O CIEG abre as suas Portas (pp. 83-112). CIEG (cadernos do cieg, n.º 33
Gil, M. F. (2014). 'Pigafetta' de Felicitas Hoppe: Viagem à Volta do Mundo na Pós-Modernidade. Cadernos de Literatura Comparada, 2014/30-6, 423-438. http://ilc-cadernos.com/index.php/cadernos/article/view/316
Gil, M. F. (2020). Entre Portugal e a Alemanha: Maria, a protagonista do romance 'Gegenspiel 'de Stephan Thome. REL – Revista de Estudos Literários. As palavras (in)visíveis. Estudos para Carlos Reis (coord. A. P. Arnaut & A. T. Peixinho), 2020/10, 335-361 (DOI: https://doi.org/10.14195/2183-847X_10_17)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Presidente do júri de Doutoramento em "Culturas e Literaturas Modernas". Faculdade de Letras da Universidade de Coimbra, 2015.
Vogal e arguente principal do júri de Doutoramento em "Estudos Literários, Culturais e Interartísticos, Ramo de Literatura e Cultura", Faculdade de Letras da Universidade do Porto, 2016
Presidente de 2 júris de Mestrado em "Estudos de Cultura, Literatura e Línguas Modernas". Faculdade de Letras da Universidade de Coimbra, 2018; 2019.
Subdirectora da Faculdade de Letras da Universidade de Coimbra (2009-2011) e do Departamento de Línguas, Literaturas e Culturas da mesma Faculdade (2014-2017).
Subdirectora do 2.º Ciclo em "Estudos de Cultura, Literatura e Línguas Modernas". Faculdade de Letras da Universidade de Coimbra (desde 2015)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Topics in Comparative Literature	Optional/compulsory	55 (for 10 ECTS)

MARIA DE FATIMA GRILO VELEZ DE CASTRO

Name - Surname	Maria de Fátima Grilo Velez de Castro
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal
Faculty-Department	FLUC – Faculdade de Letras - DEPGEOTUR
Research Centre / Research Lab	Centro de Estudos de Geografia e

	Ordenamento do Território (CEGOT) Centro de Investigação de Riscos e Sustentabilidade na Construção (RISCOS) Núcleo de Investigação Científica de Incêndios Florestais (NICIF)
Category	Professora Auxiliar
Area of specializaiton	Geografia
Academic degree	PhD
PhD academic area	Geografia
– PhD year	2012
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2020	Pós-Doutoramento	Literatura	Faculdade de Artes e Humanidades da Universidade da Madeira	Aprovada
2005	Mestre	Estudos sobre a Europa	Faculdade de Letras da Universidade de Coimbra	Muito Bom, por unanimidade
2002	Licenciada	Geografia (especialização em ensino)	Faculdade de Letras da Universidade de Coimbra	17/20

Scientific activity (publications) in the last five years

Velez de Castro, F. (2021). A construção de territórios literários a partir de experiências migratórias de reterritorialização. O encontro entre a Geografia e a Literatura na obra de autoras(es) brasileiras(os). Málaga: Eumed. (LIVRO) https://www.researchgate.net/publication/351461406_A_construcao_de_territorios_literarios_a_partir_de_experiencias_migratorias_de_reterritorializacao_O_encontro_entre_a_Geografia_e_a_Literatura_na_obra_de_autorases_brasileirasos
Velez de Castro, F., & Santos, J. C. (2018). Riscos sociais e migrações: o Cinema como promoção da educação para a multi/interculturalidade. In: L. Lourenço, & A. Amaro (Eds.), Educação para a redução dos riscos (pp. 69-94). Riscos, Estudos Cindínicos. (CAPÍTULO)
Velez de Castro, F. (2018). Changes in mobility and migrations: on the possibility of new intra-European migration networks. Méditerranée - Révue Geographique des Pays

Méditerranées, 130, 16 pp. (ARTIGO) Doi: http://journals.openedition.org/mediterranee/10657
Velez de Casto, F. (2017). O Cinema e a História: compreensão da dinâmica cronotópica das migrações contemporâneas a partir do filme "The Immigrant", de Charlie Chaplin (1917). Revista Portuguesa de História, 48, 227-239. Doi: 10.14195/0870-4147_48_10 (ARTIGO)
Velez de Castro, F. (2016). A crise migratória do mediterrâneo e os riscos antropossociais. Territorium, 23, 103-111. Doi:10.14195/1647-7723_23_8 (ARTIGO)

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Participação em atividades de transferência de conhecimento para a sociedade na área das migrações e diversidade cultural na Europa, incluindo palestras e seminários para alunos do ensino básico e secundário, e para séniores (2017; 2018; 2019; 2020).
Lecionação em cursos de formação contínua, incluindo formação para professores do ensino básico e secundário, na área da Geografia das Migrações (2017; 2019).
Lecionação em cursos de formação avançada nacionais, no âmbito do Mestrado de Geografia Humana, Planeamento e Territórios Saudáveis (2019).
Participação em cursos de formação avançada internacionais, incluindo palestras na Universidade Autónoma de Barcelona (Maio 2016).
Desde 2015 – Membro do Conselho Científico da revista Análise Europeia (Associação Portuguesa de Estudos Europeus, Lisboa, Portugal)

Other publications (pedagogical)

Velez de Castro, F., Nunes, A., & Nossa, P. (Eds.). (2019). Ensinar Geografia. Formação inicial de professores e propostas de aplicações didático-pedagógicas. Eumed-Universidade de Málaga. https://www.researchgate.net/publication/333632001_Ensinar_Geografia_Formacao_inicial_de_professores_e_propostas_de_aplicacoes_didatico-pedagogicas (LIVRO)
Silva, T., Lopes, S., & Velez de Castro, F. (2019). Abordagem concetual do estatuto de "refugiado". Uma proposta a partir da Geografia no ensino básico e secundário. In F. Velez de Castro, A. Nunes, & P. Nossa (Eds.), Ensinar Geografia. Propostas de formação inicial de professores e aplicações didático-pedagógicas (pp. 275-296). Eumed-Universidade de Málaga. (CAPÍTULO) https://www.researchgate.net/publication/333632371_Abordagem_concetual_do_estatuto_de_refugiado_Uma_proposta_a_partir_da_Geografia_no_ensino_basico_e_secundario/citations
☐ Mendes, Paulo Castro; Velez de Castro, Fátima (2019) – "Abordar os riscos sociais em Geografia. Uma proposta de e para alunos do ensino secundário". In: Velez de Castro, Fátima; Nunes, Adélia; Nossa, Paulo (2019) (Coords). Ensinar Geografia. Propostas de formação inicial de professores e aplicações didático-pedagógicas. Eumed-Universidade de Málaga, pp.297-325. (CAPÍTULO) https://www.researchgate.net/publication/333632549_Abordar_os_riscos_sociais_em_Geografia_Uma_proposta_de_e_para_alunos_do_ensino_secundario

Velez de Castro, F., & Martins, B. (2018). Mobilidade, riscos naturais e educação geográfica. Proposta de desconstrução didática das "imagens" da última erupção vulcânica dos Capelinhos (Açores, Portugal). Atas do XVI Colóquio Ibérico de Geografia "Península Ibérica no Mundo: problemas e desafios para uma intervenção ativa da Geografia" (pp. 271- 280). CEG-UL. (ARTIGO
Vieira, R., & Velez de Castro, F. (2016). O contributo do Cinema para a Educação Geográfica. Um estudo de caso em Geografia das Migrações. GOT-Revista de Geografia e Ordenamento do Território, 9, 307-322. Doi: 10.17127/got/2016.9.014 (ARTIGO

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Desde 2012 – Professora Auxiliar do Departamento de Geografia e Turismo da Faculdade de Letras da Universidade de Coimbra
De 2006 a 2012 – Assistente no Departamento de Geografia e Turismo da Faculdade de Letras da Universidade de Coimbra
Desde 2017 – Diretora do Mestrado em Ensino da Geografia no 3º Ciclo e Ensino Secundário da Faculdade de Letras da Universidade de Coimbra
De 2017 a 210 - Coordenadora do Conselho de Formação de Professores da Faculdade de Letras da Universidade de Coimbra
Desde 2019 – Membro da Comissão de Ética da Faculdade de Ciências do Desporto e Educação Física da Universidade de Coimbra

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
População, migrações e desenvolvimento	optional	55 – 10 ECTS

MARIA DO ROSARIO FERREIRA

Name - Surname	Maria do Rosário Ferreira
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro Interuniversitário de Estudos

	Camonianos Centro de Literatura Portuguesa
Category	Professora Associada
Area of specializaiton	Literatura Portuguesa
Academic degree	PhD
PhD academic area	Literatura Portuguesa
– PhD year	2006
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1991	Licenciatura	Línguas e Literaturas Modernas, variante Português/Francês	Universidade Clássica de Lisboa	17
	Mestrado (ou Provas de Aptidão Pedagógica)	Literatura Comparada Portuguesa e Francesa, variante Medieval	Universidade Nova de Lisboa	Muito Bom

Scientific activity (publications) in the last five years

Ferreira, M.R. (2019) Pedro de Barcelos e a Escrita da História. Porto: Estratégias Criativas, 2019, 298p. ISBN 978-989-8459-62-6.
Ferreira, M.R. (2017). La plume en tant qu'épée: les lettres de Leonor Teles dans la Crónica de D. João I de Fernão Lopes, In J.P.Jardin, et all, (org), Cartas de mujeres en la Europa medieval (s. XI-XV), (pp. 299-310). Madrid: La Ergástula
Ferreira, M.R. (2014). Inês de Castro et la Juive de Tolède: un cas de reception active chez Fernão Lopes, e-Spania [En ligne], 17. DOI: 10.4000/espania.23958.
Ferreira, M. R. (2012). Amor e amizade antre os nobres fidalgos da Espanha. Apontamentos sobre o prólogo do Livro de Linhagens do Conde D. Pedro, Cahiers d'Études Hispaniques Médiévales, 35, 93-122.
Águas Doces, Aguas Salgadas. Da funcionalidade dos motivos aquáticos na "Cantiga de Amigo", Porto: Granito, 1999. 214p. ISBN 972-8594-02-X.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Orientação: teses Dout. (Carla Correia, Joana Gomes, concl.; Rute Russo, Miguel Rodrigues, em curso) e projs. pós-Doc em Lit. (Filipe Moreira, concl.; Mariana Leite, em curso), com bolsa FCT (IF/UP)
Publicação de livros científicos: 2 (autora), 7 (editora/directora); coordenação de 3 números de revista científica (1 internacional) com revisão por pares.
Organização de Accão de Formação acreditada pelo Cons. Cient. Pedag. Form. Cont. (Port,; Lit. Port.; Hist.), Pedro de Barcelos e a escrita do seu Tempo, 6 sessões, Fev/Dez 2020 (colab. Prj. MELE/CM Lamego)
Autoria da expo D. Pedro Afonso, Conde de Barcelos e Senhor de Lalim, Out/Nov, 2019, Galeria de Arte do Castelo de Lamego, itinerante em escolas do concelho (colab. Prj. MELE/CM Lamego)
Consultoria cientifica para vídeolyric sobre a cantiga de amigo "Levou s'a louçana…" de Pero Meogo, produzido na Galiza pelo Prj. GEOARPAD: https://www.youtube.com/watch?v=kgd7PZhElBU
Orientação: teses Dout. (Carla Correia, Joana Gomes, concl.; Rute Russo, Miguel Rodrigues, em curso) e projs. pós-Doc em Lit. (Filipe Moreira, concl.; Mariana Leite, em curso), com bolsa FCT (IF/UP)

Other publications (pedagogical)

Ferreira, M.R. (2016). Pedro de Barcelos y la estrutura de la redacción original de la Crónica de 1344. In S. Finchi, C. Carta e D. Mancheva (org.), Antes se agotan la mano y la pluma que su historia, Homenaje a Carlos Alvar, vol.1 (pp. 103-120). San Millán de la Cogolla: Cilengua.
Ferreira, M. R. (2010). Aqui, alá, alhur: reflexões sobre poética do espaço e coordenadas do poder na Cantiga de Amigo. In M. Brea & S. López (org.), Aproximacións ao estudo do Vocabulario Trobadoresco (pp. 209-225). Santiago do Compostela: Centro Ramón Piñeiro
Ferreira, M.R (org) (2010). O Contexto Hispânico da Historiografia Portuguesa nos Séculos XIII e XIV. Em memória de Diego Catalán (Cadernos de Literatura Medieval – CLP). Coimbra: Imprensa da Universidade, 106p. ISBN 978-989-26-0405-3
Ferreira, M.R. (2009). "Terra de Espanha": A Medieval Iberian Utopia, Portuguese Studies, 25 (2), 182-198
Ferreira, M.R. (2000). «Naturmotivik und Symbolik in cantigas de amigo». In T. Cramer, J. Greenfield, I. Kastenl & E. Koller. (org.), Frauenlieder/Cantigas de Amigo (pp. 237-245). Stuttgart: S. Hirzel Verlag

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

IP proj. FCT Edição e estudo da parte final inédita da Crónica de 1344 (EXPL/CPC-ELT/1300/2013)
IP proj. FCT/2020 MELE: Da Memória Escrita à Leitura do Espaço (POCI-01-0145-FEDER-032673)
Dir..proj. internac.. "MISSIVA": Lettres de femmes dans l'Europe médiévale (fin. Casa de Velazquez)
Inv. proj. internac.AILP, GDRE 671/CNRS, http://ailp.ens-lyon.fr/?lang=fr

Inv. proj. internac. 0358_GEOARPAD_1_EGalicia-Norte de Portugal: INTERREG VA Espanha-Portugal(POCTEP)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
História e Periodologia da Literatura Portuguesa I	optional	55 – 10 ECTS

MARIA JOANA DE ALMEIDA VIEIRA DOS SANTOS

Name - Surname	Maria Joana de Almeida Vieira dos Santos
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro de Estudos de Linguística Geral e Aplicada
Category	Professor Associado ou equivalente [12]
Area of specializaiton	Linguística Portuguesa
Academic degree	PhD
PhD academic area	Linguística Portuguesa
– PhD year	2000
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1985	Licenciatura	Línguas e Literaturas Modernas (Est. Portugueses e Franceses)	Universidade de Coimbra	17 valores
1990	Provas de aptidão pedagógica	Linguística Francesa	Universidade de Coimbra	Muito Bom por unanimidade

Scientific activity (publications) in the last five years

Silva, P.N.; Santos, J.V. (2020). In my ending is my beginning: as estruturas argumentativas das secções finais em teses de doutoramento. In Aquino, Z. G. O. et al. (Org.). Argumentação e discurso: fronteiras e desafios. São Paulo: FFLCH – USP
Caels, F.; Barbeiro, L. F.; Santos, J.V. (Eds.), (2019). Discurso Académico – Uma Área Disciplinar em Construção. Coimbra / Leiria: CELGA-ILTEC & ESEC
Solovova, O.; Santos, J.V.; Veríssimo, J. (2018). Publish in English or Perish in Portuguese: struggles and constraints from the semiperiphery. Publications 6, 25, doi:10.3390/publications6020025
Santos, J.V.; Silva, P.N. (2016a). Issues with Publishing Abstracts in English: Challenges for Portuguese Linguists' Authorial Voices. Publications, 4 (2), 12, 1-17. doi:10.3390/publications4020012.
Santos, J.V.; Silva, P.N.(2016b). Issues of textual hybridity in a major academic genre: PhD dissertations vs. Research Articles. REDIS Revista de Estudos do Discurso, 5, 171-194

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

2017-2019 - Coordenação do projeto de recolha do Corpus de Português Académico, em formato etiquetado, disponível em(http://teitok2.iltec.pt/cpa/index.php?action=home)
2015-2019 - Vogal da Direção Executiva do CELGA-ILTEC (Unidade de I&D com classificação de "Excelente")
2015-2019 - Vogal de 5 júris de avaliação de bolsas de investigação FCT (licenciado/Mestre / doutor), arguente de 8 júris de Mestrado
2012-2020 - Cursos a distância de Escrita Académica em Português, com o apoio UC_D (9 edições)
2018-2020 - Workshops Português Académico, integrados no projeto Publicar sem Perecer: sobreviver ao turbilhão – CES, Centro de Estudos Sociais (3 edições)
2017-2019 - Coordenação do projeto de recolha do Corpus de Português Académico, em formato etiquetado, disponível em(http://teitok2.iltec.pt/cpa/index.php?action=home)

Other publications (pedagogical)

Santos, Joana. (2011). Linguagem e Comunicação. Coimbra: Almedina / CELGA
Silva, P.N.; Santos, J.V. (2019). Entre texto, género e discurso – um projeto de investigação no universo académico português. In I.R. Seabra, I. Sebastião e I. S. Marques (Ed.), Discurso(s) de Cumplicidade – Homenagem a Maria Fernanda Menéndez. Lisboa: Editora HÚMUS/CLUNL
Santos, Joana Vieira; Soares, Rute. (2017). Literacia Académica: a experiência de Linguagem e Comunicação. In Remião, Fernando; Oliveira, José F.; Castro, Luís;

Ferreira, M. Amélia; Pinto, Patrícia R.; Cadima, Rita (Ed.), Atas do CNaPPES 2016 – 3.º Congresso de Práticas Pedagógicas no Ensino Superior. Lisboa: Universidade de Lisboa, pp. 279-286. ISBN 978-989-98576-5-0
Santos, J.V. (2018). Plágio e construção da voz autoral: integração no ensino-aprendizagem da escrita académica, in Pinto, P.R. (Coord.); Almeida, F.; Remião, F.; Oliveira, J.F. et alii, Atas do CNaPPES 2017 – Congresso Nacional de Práticas Pedagógicas no Ensino Superior. Setúbal: Instituto Politécnico de Setúbal, 1-7.
FSantos, J.V.; Silva, P.N. (2018). Polifonia na voz autoral: resumos e agradecimentos na tese de doutoramento. In Veloso, J.; Guimarães, J.; Silvano, P.; Silva, R. A linguística em diálogo. Volume comemorativo dos 40 anos do Centro de Linguística da Universidade do Porto, 395-413. Porto: FLUP/CLUP.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

2009-2011 - Diretora do Curso de Línguas Modernas; 2013 - 2020 - Subdiretora do mesmo curso.
2018 - Coorientação da tese de doutoramento em Linguística Portuguesa de Olga Kosaryga de Lemos: Proficiência na produção de estruturas argumentais preposicionais por aprendentes de PLNM
2018 – Orientação de 2 dissertações de mestrado em PLELS: Marta Sitoe, Aplicação Pedagógica do Resumo na Universidade em Moçambique; Lu Gao: Colocação de adjetivos por aprendentes chineses de PLNM
2017-2020 – Participação em 4 júris de Doutoramento nas Universidades de Lisboa, Évora, Coimbra e Nova de Lisboa (2 como arguente) e em 8 júris de Mestrado (arguente)
2019-2020 - Orientação do projeto de pós-doutoramento de Maria da Luz Oliveira Santos sobre o resumo nas produções de alunos brasileiros e portugueses.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Estrutura da Língua Portuguesa II	Optional - compulsory	55 (for 10 ECTS)

PAULO NUNO MAIA DE SOUSA NOSSA

Name - Surname	Paulo Nuno Maia de Sousa Nossa
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese

Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal
Faculty-Department	FLUC – Faculdade de Letras - DEPGEOTUR
Research Centre / Research Lab	Centro de Estudos de Geografia e Ordenamento do Território (CEGOT)
Category	Professor Auxiliar
Area of specializaiton	Geografia
Academic degree	PhD
PhD academic area	Geografia
– PhD year	2005
– PhD institution	Universidade do Minho

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1996	Mestre	Geografia Humana	Faculdade de Letras da Universidade de Coimbra	Muito Bom, por unanimidade
1991	Licenciada	Geografia	Faculdade de Letras da Universidade de Coimbra	15

Scientific activity (publications) in the last five years

Nossa, Paulo Nuno. (2020). Aging, financing, and innovation in the health care system: a necessary discussion to maintain the right to health. Saúde e Sociedade, 29(2), e200081. Epub July 29, 2020. https://doi.org/10.1590/s0104-12902020200081
Nossa, P.; Custódio, L. (2019) A Segunda Transição Demográfica (STD): contributos para a compreensão de tendências populacionais relevantes no ensino da Geografia (3º ciclo). In Castro, F. V.; Nunes, A.; Nossa, P. (Org.; 2018) Ensinar geografia: formação inicial de professores e propostas de aplicações didático-pedagógicas. Eumed - Universidade de Málaga. ISBN Digital 978-84-16399-9837 (p. 227-248).
Nossa, P; Mota-Pinto, A. (2020). "Mobilidade e segurança em contexto urbano: contributos para a redução do risco em populações idosas". In Cidade & Campo. Olhares de Brasil e Portugal.p.281-313. Rio de Janeiro, Brasil: Editora da Universidade do Estado do Rio de Janeiro, Brasil. ISBN 978-65-87949-05-5. http://hdl.handle.net/10316/91323
Nossa, P. N. M. S. (2020). PREPARAÇÃO E COOPERAÇÃO INTERNACIONAL EM CENÁRIOS DE EMERGÊNCIA SANITÁRIA: FRAGILIDADES ANUNCIADAS NUM CONTEXTO DE ECONOMIA GLOBAL. Hygeia - Revista Brasileira De Geografia Médica E Da Saúde, 321 - 335. https://doi.org/10.14393/Hygeia0054631

Pereira, M; Nogueira, H; Nossa, P. (2018) A relação entre a urbanização e a epidemia da obesidade a nível mundial e em Portugal. Revista Geonorte. UFA, Brasil; V. 9, nº 32; p. 06-23. https://doi.org/10.21170/geonorte.2018.V.9.N.32.06.23

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Membro da equipa de investigação do projecto: Shaping EUROpean policies to promote Health Equity. SEP-210164036 (Euro- Healthy). UE - Horizon 2020; (2014 - 2017);
Formador no âmbito do acordo de prestação de serviços EPIS/FLUC: Estratégias Transversais de Compromisso com a Escola e com a Aprendizagem (CCPRC/AAC/8269/15; 14h; (2016...);
Membro do Conselho Científico da Associação EPIS (Empresários pela Inclusão Social) (2020...);
Por convite da na Universidade Pedagógica de Maputo; República de Moçambique e com acordo da FLUC, leciona a UC Introdução à Geografia da Saúde (40h, Mestrado de Geografia; 2016);
Por convite da Escola Superior de Enfermagem de Coimbra, com acordo da FLUC, leciona o módulo – Demografia e Saúde (10h) à pós-graduação Enfermagem Comunitária (2017,2019)

Other publications (pedagogical)

Vaz, G.; Nossa, P. (2019). O Museu de Lanifícios da Universidade da Beira Interior: a transformação do património industrial como oportunidade de aprendizagem em contexto não formal. In Castro, F. V.; Nunes, A.; Nossa, P. (Org.; 2018) Ensinar Geografia: formação inicial de professores e propostas de aplicações didático-pedagógicas. Eumed - Universidade de Málaga. ISBN Digital 978-84-16399-9837 (p. 329-350).
Cravidão; F; Nossa; P; Santos, N; Casellas, M; Aulet, S; Dallari, F (2018). Tourism at World Heritage Sites: Opportunities and Challenges. In Ascaniis, S; Gravari-Barbas, M; Cantoni, L: (Edit.2018) Tourism Management at UNESCO World Heritage Sites. UNESCO/UNITWIN; Universitá della Svizzera Italiana. CH-Lugano. (pp. 23-29); ISBN 978-88-6101-018-5
Silva, C. F.; Bem-Haja, P. & Nossa, P. N. (2019). Processos psicológicos básicos e insucesso escolar. In F. H. Veiga (Coord.), Psicologia da Educação: temas de Aprofundamento Científico para a Educação XXI, Cap. 7. Forte da Casa: Climepsi Editores. ISBN: 978-972-796-374-4. (pp. 247-284).
Nossa, P. (2018) A Paisagem Enquanto Símbolo: contributos para uma abordagem subjetiva de contexto humanista. In Cunha, L; Yomaki, H. (Org.) Paisagem e Território. U.E. Londrina. Brasil. (p. 119-126). ISBN 978-85-7846-534
Nossa, P; Teles, V; Rijo; D. (2019) Paroxismos climáticos: ondas de calor e eventos correlativos, impactes em saúde mental. In Ribeiros, E; Miranda, M; Catão de Castro, R. (Org; 2019) Mudanças ambientais e vulnerabilidade social. Instituto Federal Catarinense. Brasil. (p. 17-26). ISBN: 978-85-5644-036-5; DOI: http://dx.doi.org/10.21166/9788556440365

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Coorientou 3 teses de Doutoramento nos domínios da Geografia Humana e Saúde Mental (2012; 2019). Orientou 25 dissertações Mestrado;
Director do Departamento de Geografia da Universidade do Minho (10 de outubro de 2007 e outubro de 2011) e Coordenador do Processo de Adequação a Bolonha do 1° e 2° ciclos (2007 - 2011);
Membro do Conselho Científico do Departamento de Geografia (2011....); Membro do Conselho Científico da FLUC (2017...) e Director de Curso do 1° Ciclo em Geografia(2017...);
Coordenador da Unidade de Prevenção da Comissão Nacional de Luta Contra a SIDA (set. 2003 – 2005). Ministério da Saúde; Lisboa, Portugal; por autorização do Reitor da Universidade do Minho

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
População, migrações e desenvolvimento	Optional compulsory	55 – 10 ECTS

RITA MARIA DA SILVA MARNOTO

Name - Surname	Rita Maria da Silva Marnoto
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DLLC
Research Centre / Research Lab	Centro de Literatura Portuguesa
Category	Professor Catedrático ou equivalente [16]
Area of specializaiton	Literatura Italiana
Academic degree	PhD
PhD academic area	Literatura Italiana
– PhD year	1994
– PhD institution	Universidade de Coimbra

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1978	Bacharel	Filologia Românica	Universidade de Coimbra	17/20
1979	Licenciatura	Línguas e Literaturas Modernas. Português-Francês	Universidade de Coimbra	17/20
2005	Agregação	Estudos Românicos	Universidade de Coimbra	Louv. e Dist. por unanimidade

Scientific activity (publications) in the last five years

Vasconcelos, C. M. de (2019 [2020]). La saudade portoghese. A cura di R. Marnoto. Trad. S. Brambilla, & R. Marnoto. Roma: Lithos. http://hdl.handle.net/10316/90481
Marnoto, R. (2018). Picari e fantasmi, Arnovit. Archivio Novellistico Italiano, 3, 20-36 [Dal «Novellino» a Basile]. http://hdl.handle.net/10316/88668
Marnoto, R. (2017). Cortegiano e cortesão. Baldassarre Castiglione e D. Miguel da Silva (Préf. M. Perugi). Genève: Centre International d'Études Portugaises. http://hdl.handle.net/10316/47909
Marnoto, R. (2016). Sá de Miranda e a introdução de novas formas métricas. Lisboa: Fundação Calouste Gulbenkian [anexo de Colóquio. Letras, 191, 2016]. http://hdl.handle.net/10316/30346
Marnoto, R. (2015). O petrarquismo português do 'Cancioneiro Geral' a Camões. Lisboa: Imprensa Nacional–Casa da Moeda. http://hdl.handle.net/10316/30345

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Membro do Conselho Editorial da Fundação Calouste Gulbenkian. 2020--
Membro do júri do Prémio Strega. Itália. 2019.
Vicediretora do «Centre International d'Études Portugaises». Genève. 2017-
Avaliadora de bolsas de investigação do estado italiano (CINECA) e do estado português (FCT), vv. anos.
Membro/Presidente do júri do Prémio Camões. 2014/2015.

Other publications (pedagogical)

Marnoto, R. (2020). A forma Cancioneiro petrarquiana como arquétipo. Biblos. Revista da Faculdade de Letras da Universidade de Coimbra (3.ª s.), 6, 71-92. https://doi.org/10.14195/0870-4112_3_6_4
Marnoto, R. (2017). Para a edição crítica da poesia lírica de Camões. Colóquio. Letras, 197, 52-60 [Entrevista a M. Perugi]. http://hdl.handle.net/10316/47747

Marnoto, R. (2016). A viagem de Itália de Sá de Miranda e a introdução do soneto. In M. Graziani, O. Abbati, & B. Gori (Eds.), La spugna è la mia anima. Omaggio a Piero Ceccucci (pp. 85-98). Firenze University Press. http://hdl.handle.net/10316/43441
Marnoto, R. (Ed.) (2016). L. de Camões. Os Lusíadas. Coimbra: Almedina/CAUC http://hdl.handle.net/10316/30917
Marnoto, R. (Coord.) (2012-2016). Comentário a Camões. Vols. 1-4. Lisboa/Genève/Coimbra: Cotovia/ Centre d'Études Lusophones/Ciec. http://hdl.handle.net/10316/43412 | http://hdl.handle.net/10316/43485 | http://hdl.handle.net/10316/43442 | http://hdl.handle.net/10316/43443

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Diretora do curso de Doutoramento em Línguas Modernas. 2014-
Subdiretora do Colégio das Artes da Universidade de Coimbra. 2015-2017.
Diretora do Departamento de Línguas, Literaturas e Culturas. 2011-2013.
Coordenadora da Secção de Estudos Italianos. 1994-
Diretora Executiva de Biblos. Revista da Faculdade de Letras da Universidade de Coimbra.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Literatura e Artes	Optional - compulsory	55 (10 ects)

SERGIO EMANUEL DIAS BRANCO

Name - Surname	Sérgio Emanuel Dias Branco
HEI	University of Coimbra
Date and place of birth (and Country)	
Nationality	Portuguese
Fiscal code (only for Italy)	
Address	FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA Largo da Porta Férrea 3004-530 Coimbra Portugal
Faculty-Department	FLUC - Faculdade de Letras da Universidade de Coimbra - DHEEAA
Research Centre / Research Lab	CEIS20 - Centro de Estudos Interdisciplinares do Século XX
Category	Professor Auxiliar
Area of specializaiton	Estudos Fílmicos (Film Studies)
Academic degree	PhD

PhD academic area	Estudos Fílmicos (Film Studies)
– PhD year	2010
– PhD institution	University of Kent

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2005	Mestre	Estudos Fílmicos	University of Kent	Distinção (class. máxima)

Scientific activity (publications) in the last five years

Dias Branco, S. (2020). "Spectres of Today: The Fractures of History in Horse Money (2014)". Observatorio (OBS*) 14, n.º 4, "Intermedialidades em Imagens (Pós)Coloniais", ed. Maria do Carmo Piçarra: 39-51. http://obs.obercom.pt/index.php/obs/article/view/1811/pdf.
Dias Branco, S. (2019). "Descobertas do Cinemático". Paralaxe: Revista de Estética e Filosofia da Arte, 6, n.º 1, "Perspectivas Estéticas Entre Brasil e Kenya", ed. Alice Lino Lecci, Lydia Waithira Muthuma, e Sônia Campaner: 121-43. https://revistas.pucsp.br/paralaxe/article/view/46608/30965.
Dias Branco, S. (2019) Dossiê "O Visionamento e a Crítica de Séries de Televisão". Aniki: Revista Portuguesa da Imagem em Movimento, 6, n.º 1. Lisboa: AIM. http://aim.org.pt/ojs/index.php/revista/issue/view/20.
Dias Branco, S. (2018) "The Urban and the Domestic: Spaces of American Film Noir". In New Approaches to Cinematic Spaces, ed. Filipa Rosário e Iván Villarmea Álvarez, 85-96. Londres: Routledge.
Dias Branco, S. (2017) "The Past Tense of Our Selves: Um Adeus Português in 1980s Portugal". Journal of Lusophone Studies, 2, n.º 1, "Dossier Especial sobre Cinema Português", ed. Clara Rowland e Estela Vieira: 41-58. https://jls.apsa.us/index.php/jls/article/view/154.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

(2021-) Coordenador da rede FID: Film and Interreligious Dialogue. https://filminterreligiousdialogue.blogspot.com.
(2017-) Coordenador do Laboratório de Investigação e Práticas Artísticas (LIPA). Faculdade de Letras - Universidade de Coimbra.
(2014-, presidente desde 2017) Membro da Direção da Associação de Investigadores da Imagem em Movimento (AIM).
Membro da Comissão Científica de Screen Narratives: Order and Chaos - 12th Screenwriting Research Network International Conference (Universidade Católica Portuguesa, Porto) e de várias edições dos Encontros no ANIM (Cinemateca Portuguesa), Jornadas de Cinema em Português (Universidade da Beira Interior), e Simpósio "Fusões no Cinema" (Caminhos do Cinema Português), Encontro Anual da AIM (AIM), entre outros.

Revisor científico para as revistas Aniki: Revista Portuguesa da Imagem em Movimento (AIM), Cinema: Revista de Filosofia e da Imagem em Movimento (IFILNOVA), CITARJ: Revista de Ciência e Tecnologia das Artes (CITAR - UCP, Porto), Comparative Cinema (Universidade Pompeu Fabra), Critical Studies in Television, Estrema: Revista Interdisciplinar de Humanidades (CEC - UL), MATLIT: Revista do Programa de Doutoramento em Materialidades da Literatura (UC), Revista de História das Ideias (UC), SERIES: International Journal of TV Serial Narratives (Universidade Politécnica de Valência e Universidade de Bolonha).

Other publications (pedagogical)

(2019-21) Co-coordenador do grupo de investigação "Correntes Artísticas e Movimentos Intelectuais" do CEIS20. Universidade de Coimbra.
(2017-) Coordenador do Laboratório de Investigação e Práticas Artísticas (LIPA). Faculdade de Letras - Universidade de Coimbra.
(2014-, presidente desde 2017) Membro da Direção da Associação de Investigadores da Imagem em Movimento (AIM).
Membro da Comissão Científica de Screen Narratives: Order and Chaos - 12th Screenwriting Research Network International Conference (Universidade Católica Portuguesa, Porto) e de várias edições dos Encontros no ANIM (Cinemateca Portuguesa), Jornadas de Cinema em Português (Universidade da Beira Interior), e Simpósio "Fusões no Cinema" (Caminhos do Cinema Português), Encontro Anual da AIM (AIM), entre outros.
Dias Branco, S. (2015) "Entendimentos do Cinema: A Linguagem Analítica e Crítica para Daniel Frampton e David Bordwell". Vértice, 174: 58-70.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

(2016-) Professor Auxiliar de Estudos Fílmicos. Faculdade de Letras - Universidade de Coimbra.
(2015-16) Professor Associado Convidado de Estudos Fílmicos, tempo parcial. Faculdade de Letras - Universidade de Coimbra.
(2011-15) Professor Auxiliar Convidado de Estudos Fílmicos, tempo inteiro. Faculdade de Letras - Universidade de Coimbra.
(2011) Assistente Convidado de Estudos Fílmicos, tempo parcial. Faculdade de Ciências Sociais e Humanas - Universidade Nova de Lisboa.
(2010-11) Bolseiro de investigação do projecto de investigação "Cinema e Filosofia: Mapa de um Encontro" (PTDC/FIL - FIL/098143/2008). Instituto de Filosofia da Linguagem - Universidade Nova de Lisboa.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Cinema e Outras Artes	Optional compulsory	55 – 10 ECTS

Data collection Master in European Languages and Cultures in Contact

UNIVERSITY OF IASI

Staff – Alexandru Ioan Cuza University of Iasi

Faculty and Departments involved:
Faculty of Letters
Department of Romanian Studies, Journalism – Communication Sciences and Comparative Literature
Department of Foreign Languages and Literatures – Classical Philology (Latin - Ancient Greek)

Summary table

University	Position	Names	Area of knowledge	Course
Alexandru Ioan Cuza University of Iasi	Professors	Alexandru Gafton	Philology	Lingvistică diacronică/ Diachronic linguistics
				Istoria limbii române/ The History of the Romanian language
		Bogdan Crețu	Philology	Idei și atitudini românești în istoria culturii/ Romanian ideas and attitudes in the history of culture
		Felicia Dumas	Philology	Education and plurilingualism
		Andrei Hoișie	Philology	German Literature from a Comparatist Perspective
	Readers	Iolanda Sterpu	Philology	Limba română ca limbă străină/ Romanian as Foreign Language
		Cătălin Constantinescu	Philology	Realismul magic în literatură și în film/ Magic Realism in Literature and Film
University	Position	Names	Area of knowledge	Course

Alexandru Ioan Cuza University of Iasi	Readers	Ludmila E. Bejenaru	Philology	Russian language
		Ioan Lihaciu	Philology	German culture in Central Europe
		Monica Frunza	Philology	Rhetoric and argumentation: the discourse of advertising
		Mihaela Lupu	Philology	Specialized Discourses
		Ileana Oana Macari	Philology	Language acquisition and learning
		Ileana Oana Macari	Philology	Directions in Applied linguistics
		Ileana Oana Macari	Philology	Translation in Society
		Cristina Petraș	Philology	The French Language in the Francophone Area: Variation, Society, Language Policies
		Adina-Lucia Nistor	Philology	German culture in the Romanian-speaking area
	Lecturers	Adrian Crupa	Philology	Literatură și mentalități/ Literature and Mentalities
		Livia Iacob	Philology	Modernismul. Direcții și reprezentanți în lirica europeană/ Modernism. Directions and Representatives in the European Poetry
				Genuri în literatura exilului/ Genres in the Literature of Exile
		Sorin Mocanu	Philology	Decadentismul în literatură și în artele plastice/ Decadentism in Literatures and the Visual Arts
		Sorin Mocanu	Philology	Literatură, arte vizuale, arte ale spectacolului/Literature, visual arts and theater
		Simona Muraru	Philology	Romanistică/ Romance Linguistics
		Mircea Păduraru	Philology	Etnologie și putere. Teme și concepte actuale în studiul culturii populare/ Ethnology and Power. Themes and Concepts in the Contemporary Study of Popular Culture

Alexandru Ioan Cuza University of Iasi		**Roxana Vieru**	**Philology**	**Tehnica editării textelor vechi/ The technique of editing old texts**
		Ana-Maria Gînsac	**Philology**	**Old Greek biblical and patristic language**
		Veronica Tatiana Popescu	**Philology**	**Multicultural perspectives**
	Teaching assistants	**-**	**-**	**-**
	Administrative staff	**-**	**-**	**-**

NAME OF TEACHER : PROF. DR. GAFTON ALEXANDRU

Personal data

Name – Surname	Gafton Alexandru
HEI	UAIC
Date and place of birth (and Country)	17.VII, 1966, Cavnic, Romania
Nationality	Romanian
Fiscal code (only for Italy)	
Address	str. Mircea Eliade, nr. 25, Valea Adanca
Faculty-Department	Letters
Research Centre / Research Lab	Romanian
Category	Professor
Area of specialization	Philology, Evolutionary Linguistics
Academic degree	PhD
PhD academic area	Philology
– PhD year	2000
– PhD institution	UAIC

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2016, 2017, 2020	Doctor Honoris Causa	Higher Education	University Valahia, Tirgoviste, University of Pitesti, University of Craiova	Philology

Scientific activity (publications) in the last five years

Translations

- *Teoriile evoluției*, Casa Editorială Demiurg, Iași, 2016 (Yves Delage și Marie Goldsmith, *Les theories de l'evolution*, Flammarion, Paris, 1920) (co-traducător Nicoleta Dănilă).
- *Darwinismul astăzi*, Casa Editorială Demiurg, Iași, 2017 (Vernon Lyman Kellogg, *Darwinism to-day*, London, New York, 1907) (co-traducător Adina Chirilă).
- *Către originile limbajului. O istorie naturală a vorbirii*, Editura Universității Alexandru Ioan Cuza, Iași, 2017 (Jean-Louis Dessalles, *Aux origines du langage. Une histoire naturelle de la parole*, Hermes, Paris, 2000).
- *Sacrificiul. Eseu diacronic*, Editura Demiurg, Iași, 2018 (Alfred Loisy, *Essai historique sur le sacrifice*, Naurry, Paris, 1920) (co-traducător Adina Chirilă).
- *Patru dimensiuni ale evoluției. Variație genetică, epigenetică, simbolică și comportamentală*, Editura Demiurg, Iași, 2019 (Eva Jablonka, Marion J. Lamb, *Evolution in Four dimensions Genetic, Epigenetic, Behavioral, and Symbolic Variation in the History of Life*, MIT Press, 2005) (co-traducător Adina Chirilă).
- *Instruirea imaginației: limba **ca** o tehnologie socială a comunicării*, Editura Universitaria, Craiova, 2019 (Daniel Dor, *Instruction of Imagination. Language as a social communication technology*, Oxford University Press, 2015) (co-traducător Vlad Preda).

Papers

- *inamica traducerilor biblice în raport cu ambiguitatea contextuală a termenilor. Studiu de caz: **Levitic**, 11, 22*, în *Omagiu prof. univ. dr. Petre Gheorghe Bârlea la 65 de ani*, „Analele Științifice ale Universității «Ovidius» Constanța", seria filologie, tom XXVII, nr. 2, 2016, p. 169-178 (coautor Adina Chirilă).
- *Știința și mizele autorității*, în „Diacronia", nr. 4, 1 aug., 2016, p. 1-4.
- *Considerații asupra teoriei bazei de articulație (I)*, în „Diacronia", nr. 4, 1 aug., 2016, p. 1-16 (coautor Enikö Pál).
- *Principiul diacronic în edificarea normei literare*, în „Analele Universității «Alexandru Ioan Cuza», din Iași", *In Honorem Constantin Frâncu*, seria III.e, Lingvistică, LXI (2015) (coautor Adina Chirilă), p. 81-107.
- *Reflecții asupra argoului*, în *Magistri et alumini amore scribendi. Studia. In Honorem Professoris Nicolae Felecan*, Editura Mega, Editura Argonaut, Cluj-Napoca, 2016, p. 188-195 (coautor Adina Chirilă).
- *Reflecții asupra principiilor de transcriere a vechilor texte românești*, în „Studii de filologie In Honorem Ștefan Găitănaru", Editura Universității din Pitești, 2016, p. 185-194.
- *About authority in science*, în „The Proceedings of the International Conference «Comunication, Context, Interdisciplinarity»", Section: Language and Discourse", 4, Tîrgu Mureș, 2016, p. 11-15.
- *„O.K.?". Nuanțe ale funcției disimulatoare a întrebării*, în *Sintaxa ca mod de a fi. Omagiu Gabrielei Pană Dindelegan, la aniversare*, (coautor Adina Chirilă), Editura Universității din București, 2017, p. 97-101.
- *Realitate, știință, metodă*, în „The Proceedings of the International Conference «Globalization and intercultural dialogue: multidisciplinary perspectives»", IV, Arhipelag XXI Press, Tîrgu Mureș, 2017, p. 9-24.

- *Știința colaborativă*, în „Qvaestiones Romanicae", V, Szeged, Timișoara, 2017, p. 56-63.
- *Nume și cunoaștere*, în *Omul de cuvînt – In honorem Gheorghe Chivu*, Editura Universității „Alexandru Ioan Cuza", Iași, 2017, p. 257-262.
- *Arvinte Vasile*, în *Enciclopedia literaturii române vechi*, Fundația Națională pentru Știință și Artă, Muzeul Național al Literaturii Române, București, 2018, p. 73a-74a.
- *Ioan Caproșu*, în *Enciclopedia literaturii române vechi*, Fundația Națională pentru Știință și Artă, Muzeul Național al Literaturii Române, București, 2018, p. 180a-181a.
- *Decalog*, în *Enciclopedia literaturii române vechi*, Fundația Națională pentru Știință și Artă, Muzeul Național al Literaturii Române, București, 2018, p. 308b-309b.
- *Șapte taine*, în *Enciclopedia literaturii române vechi*, Fundația Națională pentru Știință și Artă, Muzeul Național al Literaturii Române, București, 2018, p. 859a-860a.
- *Aparenta contrarietate*, în „Diacronia", nr. 7, 2018, A97, p. 1-8.
- *Entre reductionnisme et antipozitivisme*, în „Diversité et identité culturelle en Europe", 15/1, 2018, p. 11-16.
- *The Namer*, în *Onomastics between Sacred and Profane*, O. Felecan (ed.), Wilmington, Malaga, 2019, p. 59-74 (coautor Adina Chirilă).
- *Fonetismele poruncii*, în *Omagiu Profesorului Grigore Brâncuș*, Chivu, Gh., Vătășescu, C. (ed.), București, 2019, p. 143-152 (coautor Adina Chirilă).
- *Le lieu d'articulation et les habiletes articulatoires dans une perspective evolutive*, în „Diversité et identité culturelle en Europe", 15/2, 2018, p. 7-110, republicat în „Revue Roumaine de Linguistique", 1/2019 (LXIV)
- *Ideologia neodarwinistă*, „Diacronia", 9, 2019, A129, p. 1-21 (coautor Adina Chirilă).
- *Traducere și limbă*, „Atelier de traduction", *Cent ans de traduction en langue roumaine*, no. hors série, 2019, p. 345-349.
- *Translation. Confines and Limitations*, Boldea, I., Sigmirean, C. (ed.) (2019). *Identity and Dialogue in the Era of Globalization: Language and discours*, Tîrgu-Mureș, p. 11-15.
- *Evoluționismul Parabolelor*, David, I. (ed.) (2019). *In Honorem Magistri Alexandru Ruja 75*, Timișoara, 384-394 (coautor Adina Chirilă).
- *Bilingualism – to Term through Concept*, în „Diversité et identité culturelle en Europe", 16/2, 2019, p. 7-46.
- *Evoluționismul Parabolelor*, „Diacronia", 10, 2019, A147, p. 1-9 (coautor Adina Chirilă).
- *Știința dogmatizată și știința sinergizată*, „Journal of Romanian Literary Studies", 19, 2019, p. 41-46.
- *The Stories of Favouring. Genesis 4, 4-5*, „Belas Infiéis, 9, 3, p. 89-101, 2020 (coautor Adina Chirilă).

Conferences

- *The authority in science*, conferință de plen susținută la International Conference „Beliefs and Behaviours in Education and Culture", Timișoara, 23-25 iunie, 2016, http://www.dppd.uvt.ro/bbec/.
- *Colaborarea în știință*, conferință de plen susținută la Colocviul Internațional „Comunicare și cultură în Romania europeană", ediția a V-a, Imaginarul cultural și lingvistic în Romania europeană, 24-25 iunie, 2016, Timișoara.

- *Gheorghe Chivu – filologul cumpănit*, discurs rostit cu prilejul acordării titlului **Doctor Honoris Causa**, Profesorului Gheorghe Chivu, Universitatea „Valahia", din Tîrgoviște, martie, 2017.
- *Lingvistica – parte sau întreg?*, conferință de plen susținută la Conferința Internațională de Științe umaniste și sociale „Creativitate, Imaginar, Limbaj", ediția a IV-a, Craiova, 19-20 mai, 2017.
- *Între reducționism și antipozitivism*, conferință de plen susținută la Colocviul Internațional „Latinitate - Romanitate - Românitate", Ediția a XVI-a, Universitatea „Valahia", Tîrgoviște, 25-29 mai, 2017.
- *Perspectivă și metodă*, conferință de plen susținută la Conferința Internațională „Limbajul științelor și știința limbajului", Universitatea „Ovidius", din Constanța, 10-11 iunie, 2017.
- ***Baza de articulație*** *– un concept necesar, dar neclar*, conferință susținută la Centrul de Lingvistică teoretică și Aplicată al Facultății de Litere a Universității din București, 16 XI, 2017.
- *Un arbitru al spiritului*, discurs rostit cu prilejul acordării titlului **Doctor Honoris Causa**, Profesorului Petre Gheorghe Bârlea, Universitatea „Valahia", din Tîrgoviște, noiembrie, 2017.
- *Traducere și exegeză*, comunicare susținută la Conferința Națională „Text și discurs religios", ediția IX, Rodna, Bistrița-Năsăud, 10-12 mai, 2018, http://cntdr.ro.
- *Baza de articulație*, conferință de plen susținută la Colocviul Internațional „Latinitate - Romanitate - Românitate", Ediția a XVII-a, Universitatea „Valahia", Tîrgoviște, 24-28 mai, 2018.
- *Limba ca produs al evoluției*, conferință de plen susținută la Conferința Internațională „Text, Context, Pretext", Craiova, 17-18 mai, 2019.
- *Hipercorectitudinea ca exercițiu lingvistic*, conferință de plan susținută la Colocviul internațional „Latinitate – Romanitate – Românitate", ediția a XVIII, Tîrgoviște, 23-27 mai, 2019.
- *Știința dogmatizată și știința sinergizată*, comunicare susținută la Conferința Internațională de Studii Românești, ediția a IV-a, Iași, 3-5 oct., 2019.
- *Exigențele științei*, conferință susținută la Workshop-ul despre teoria lingvistică, organizat de Facultatea de Litere a Universității din București, 21 noe., 2019.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Doctoral supervision
Higher Education National Assessment panels (CNATDCU, ARACIS)
Examination boards (PhD, Professor, Habilitation)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Elective / Mandatory	Contact hours with the students
Lingvistică diacronică/ Diachronic linguistics	Elective	35 (for 5 ECTS)

Name of teacher: Prof. Dr. Bogdan Crețu

Personal data

Name – Surname	Bogdan Cretu
HEI	UAIC
Date and place of birth (and Country)	21.01.1978
Nationality	Romanian
Fiscal code (only for Italy)	-
Address	Bld. Carol I no. 3, Romania
Faculty-Department	Litere, Românistică
Research Centre / Research Lab	
Category	Professor
Area of specialization	Romanian Literature
Academic degree	PhD
PhD academic area	Philology
– PhD year	2006
– PhD institution	University „Alexandru Ioan Cuza" Iași

Other academic degress or titles

Year	Degree	Area	HEI	Classification
-	-	-	-	-

Scientific activity (publications) in the last five years

Selection
Co-author volume *Romanian Literature as World Literature*, coord. Mircea Martin, Christian Moraru, Andrei, Terian, New York, Bloomsbury Academic, 2018, ISBN Hardback 9781501327919, , colecția "Literatures as World Literature, Chapter: *Aux portes de l'Orient, and Through: Nicolae Milescu, Dimitrie Cantemir, and the 'Oriental' Legacy of Early Romanian Literature*, pp. 24-46

Viață și text. Biobibliografie Marin Mincu [Life and text. Bio-Bibliography of Marin Mincu] (co-author with George Popescu), Editura Paralela 45, Pitești, 2017, 232 pagini, ISBN 978-973-47-2554-0

Co-author volume *La Bible dans les littératures du monde* , tomes I-II, sous la direction de Sylvie Parizet, Éditions du Cerf, Paris, 2016, ISBN 9782204113885, p. 1894-1901, titlul capitolului:. *La Bible dans la littérature roumaine*

Co-author volume *La vie de l'esprit en Europe centrale et orientale depuis 1945*, eds. Chantal Delsol & Joanna Nowicki, la Editions du CERF, Paris, 2021

Co-autor for the following volumes [General Dictionary of Romanian Literature]:

- *Dicționarul general al literaturii române*, **vol. II, litera C** , Editor: Eugen Simion; 2nd Edition, București: Editura Muzeul Literaturii Române, 2016- ISBN 978-973-167-382-0
- *Dicționarul general al literaturii române* , **vol. III, literele D-G**, Editor: Eugen Simion, București: Editura Muzeul Literaturii Române, 2017, ISBN 978-973-167-429-2
- Dicționarul *general al literaturii române* , **vol. IV, literele H-L**, Editor: Eugen Simion, București: Editura Muzeul Literaturii Române, 2017, ISBN 978-973-167-380-6
- *Enciclopedia literaturii române vechi [The Ecyclopedia of Old Romanian Literature]*, Editor Eugen Simion, Academia Română, Editura Muzeul Literaturii Române, Fundația Națională pentru Știință și Artă, București, 2018, ISBN 978-973-167-442-8
- *Dicționarul general al literaturii române*, **vol. V, literele M-O**, Editor: Eugen Simion, București: Editura Muzeul Literaturii Române, 2019, ISBN 978-973-167-380-6

Antologies, editions

- Mihai Ursachi, *Instauratio noctis*, antology, introductory study and notes Bogdan Crețu, Editura Junimea, Iași, 2016, ISBN 978-973-37-1987
- Cezar Ivănescu, *Copilăria lui Ario Paradis*, antology, introductory study and notes Bogdan Crețu, Editura Junimea, Iași, 2016, 978-973-37-1989-5
- Daniel Dimitriu, *Bacovia și Bacovia*, introductory study and notes Bogdan Crețu, Editura Junimea, Iași, 2017,ISBN 978-973-37-2056-0
- Ioanid Romanescu, *Vă rog să revizuiți statutul meu de poet!* antology, introductory study and notes Bogdan Crețu, Editura Junimea, Iași, 2017, ISBN 978-973-37-2080-5
- Emil Brumaru, *80 de nimfe-ntr-un dulap*, introductory study and notes Bogdan Crețu, Editura Junimea, Iași, 2018, ISBN 978-973-37-2194-9
- Emil Brumaru, *Opere VI. Ne-ndepărtăm din ce în ce de viață. Opera postumă*, Forward Bogdan Crețu, Editura Polirom, Iași, 2019, ISBN: 978-973-46-8011-5
- Emil Brumaru, *Opere VII. La ruinurile galanteriei. Opera postumă*, Forward Bogdan Crețu Bogdan Crețu, Editura Polirom, Iași, 2019, ISBN: 978-973-46-8017-7

Journal Papers & Book Chapters

- *Antim Ivireanul – un temperamental în amvon [Antim Ivireanul – a temperamental in the pulpit]*, „Transilvania", nr. 12/ 2016, p. 1-4, SCOPUS.
- *Literatura română în rețeaua literaturii lumii [Romanian Literature in the World Literatures]*, co-author with Mircea Martin, Andrei Hoisie, Andrei Terian, Doris Mironescu, în „Philologica Jassiensia", nr. 2 (28)/ 2018 pp. 277-294, Indexed Clarivate Analytics, Emerging Sources Citation Index
- *Povestea poveștilor sau desacralizarea sacrului [Storytelling or desecration of the sacred]*, „Transilvania", nr. 1/ 2019, p. 34- 39 SCOPUS
- *Cum citim culorile. De la texte alb-negru la texte colour [How we read colors. From texts in blck and white to coloured texts]*, „Analele Științifice ale Universității " Alexandru Ioan Cuza" din Iași (seria nouă). Istorie, Tom LXV, 2019, p. 151-160, EBSCO, CEEOL, *ERIH* Nat. și Index Copernicus.
- *Literatura sub comunism [Literature in the communism]*, in *Panorama comunismului din România*, editor Liliana Corobca, Editura Polirom, Iași, 2020, ISBN: 978-973-46-8261-4, p. 726-741
- *Facebook a înlocuit trupul, [Facebook replaced the body]*, in *Viața pe facebook. Dau like, deci exist*, Editura Polirom, Iași, 2020, ISBN 978-973-46-8070-2, p. 289-295
- *Poezie și identitate națională în R.S.S. Moldovenească. Cazul Grigore Vieru [Poetry and national identity in the Soviet Moldavia. The case Grogore Vieru]*, in *„Caiete critice", nr. 2/ 2020 (ERIH+), p. 44-53*
- *Nichita Stănescu. Poezia începuturilor [Nichita Stanescu. The beginning of the poetry]*, in *„Caiete critice", nr. 3-4/ 2020 (ERIH+), p. 79-87*
- *Nichita Stănescu. Lupta poetului cu realul [Nichita Stanescu. Fighting reality]*, in *„Caiete critice", nr. 5/ 2020 (ERIH+), p. 42-51*
- *Literatură și Zeitgeist. Silogismul operei lui Marin Preda [Literature and Zeitgeist. The sylogism of Marin Preda's writing]*, in *„Caiete critice", nr. 6-7/ 2020 (ERIH+), p. 50-61*
- *Concepte ale temporalității în critica română [Concepts of temporality in Romanian critique]*, in *„Caiete critice", nr. 8-9/ 2020 (ERIH+), p. 49-59*

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

-

Curricular Unit (Course)	Electives / Mandatory	Contact hours with the students
Idei şi atitudini româneşti în istoria culturii/ Romanian ideas and attitudes in the history of culture	Elective	35 (for 5 ECTS)

NAME OF TEACHER : FELICIA DUMAS

Personal data

Name – Surname	Prof. Dr. Felicia DUMAS
HEI	UAIC
Date and place of birth (and Country)	02.06.1970, Pitesti, Romania
Nationality	Romanian
Fiscal code (only for Italy)	-
Address	Iasi, Str. N.Gane nr. 32 A, Bloc C2, ap.5, Iasi, Romania
Faculty-Department	Letters, French
Research Centre / Research Lab	
Category	Professor
Area of specializaiton	Lingustics, French
Academic degree	PhD
PhD academic area	Philology
– PhD year	1998
– PhD institution	Alexandru Ioan Cuza University of Iasi

Other academic degress or titles

Year	Degree	Area	HEI	Classification
-	-	-	-	-

Scientific activity (publications) in the last five years

- *Felicia Dumas, Dicționar bilingv de termeni creștin-ortodocși român-francez, francez-român, ediția a doua revizuită și îmbogățită, Iași, Editura Doxologia, 2020, 634 pagini. ISBN 978-606-666-949-8.*
- *Felicia Dumas, Rencontrer discursivement le divin en langue française. Réflexions et analyses traductologiques, lexicales et sémiologiques,* București, Editura Pro Universitaria, 2019, 225 pagini. ISBN : 978-606-26-1100-2.

- *Felicia Dumas, Le Discours religieux orthodoxe en langue française. Approches linguistique, traductologique et anthropologique*, București, Editura Pro Universitaria, 2018, 264 pagini (B5 Academic), ISBN : 978-606-26-0924-5.
- « *La langue maternelle, c'est la langue de mon pays* : imaginaire linguistique et construction identitaire d'un enfant bilingue franco-roumain », in *Studia in honorem professeur des universités Lelia Trocan,* Craiova, editura SITECH, 2016, p. 77-86. ISBN978-606-11-5580-4.
- « La spiritualité orthodoxe roumaine en France et ses représentations », in *Philologica Jassyensia*, anul VI, nr. 1 (31), 2020, p. 119-129, București, Editura Tracus Arte, ISSN 1841-5377.
- « L'emploi de quelques marqueurs discursifs par un enfant bilingue franco-roumain: affichage identitaire et désir d'intégration », in *Philologica Jassyensia*, anul XII, nr 1 (23), 2016, p. 295-309, București, Editura Tracus Arte, ISSN 1841-5377.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

-

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Electives / Mandatory	Contact hours with the students
Education and plurilingualism	Elective	35 (for 5 ECTS)

A. Name of teacher: Andrei Corbea-Hoișie

Personal data

Name – Surname	Prof. dr. Andrei Hoișie
HEI	UAIC
Date and place of birth (and Country)	15 December 1951, Iasi, Romania
Nationality	Romanian
Fiscal code (only for Italy)	-
Address	Bld. Carol I no. 3, Iasi
Faculty-Department	Letters, Foreign Language – German

Research Centre / Research Lab	-
Category	Professor
Area of specializaiton	Literature, German
Academic degree	PhD
PhD academic area	Philology
– PhD year	1988
– PhD institution	Alexandru Ioan Cuza University of Iasi

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2001	Doctor Honoris Causa	-	University of Konstanz	-

Scientific activity (publications) in the last five years

- Andrei Corbea-Hoișie: "Das Ende eines grossen Reiches". Die Nachkriegsaussage des vormals k.k. Universitätsprofessors Eugen Ehrlich. În: "Kakanien oder ka Kakanien? Österreichs Geschick 1918-2018 im Spiegel der Literaturen". Hrsg. von Arthur R. Boelderl. Innsbruck: Studien Verlag, 2020. (ISBN: 9783706560795).
- Andrei Corbea-Hoișie: Deutschsprachige Kulturfelder in Grossrumänien: Peripherisierung, Autonomie, Metropolenträume und Sehnsüchte. În: "Zusammenbruch, Trauma, Triumph. Das Epochenjahr 1918 und sein Nachleben in Zentral-, Ostmittel- und Südosteuropa". Hrsg. von Steffen Höhne. Wiesbaden: Otto Harrasowitz Verlag 2020. (ISBN: 978-3447115353).
- Andrei Corbea-Hoișie: București – capitală a literaturii Diasporei germanofone bucovinene (1945-1947). In: "Migrații, politici de stat și identități culturale în spațiul românesc și european". Editor Victor Spinei. București: Ed. Academiei Române, 2019 (ISBN: 978-973-27-3141-3).
- Andrei Corbea Hoișie: The poetry of Paul Celan and the Bukovinian Exceptionalism. In: „Transylvanian Review" 2020.
- Andrei Corbea Hoișie: Czernowitzer deutschsprachige Presse vor und nach dem 1. Weltkrieg. In: „Journal of Austrian Studies" 2020.
- Andrei Corbea-Hoișie: Între „perdanții" Unirii Bucovinei cu România: profesorul Eugen Ehrlich. In: „Historia Universitatis Iassiensis" 2020.
- Andrei Corbea Hoișie: Evreii bucovineni la 1918: opțiuni și constrîngeri identitare. In; „Arhiva Moldovei" 2020.
- Andrei Corbea-Hoișie: "Im Besitz des Propagandaministeriums". "Czernowitzer Deutsche Tagespost" im Jahre 1937, în "ME.dok.Media-History-Communication", ISSNȘ 2601-503X
- Review - Andrei Corbea Hoisie: Moritz Csakz: Das gedächtnis Zentraleuropas. Kulturelle und literarische Projektionen auf eine Region. In: "ARCADIA" 2020.
- Review - Andrei Corbea Hoisie: Mariana Hausleitner: "Viel Mischmasch mitgenommen". Die Umsiedlungen aus der Bukowina 1940-1941. In: "Spiegelungen" 2020.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Doctoral supervision in Romanian and European universities (double degrees) Member in academic commities for doctoral defences and university titles Coordinator of several research projects funded by national and international research agencies: • The return of the cities? Functions of the memory culture in Central and South-eastern Europe in the 20th century ("Volkswagen" Foundation) – Project manager (with prof. Walter Schmitz) • Cernauti papers: result and motor of modernization. The relation between public space and urban development in Czernowitz at the turn of the century 1890-1914 („Erste Bank" Foundation, Science Academy of Austria) - Project Manager. • Dictionary of the German newspapers from the historical Bucovina 1848-1950 (CNCSIS). Project Manager • The beginnings of Romanian cultural modernization process and its alignment to the West through translations (CNCS). Project Manager • Impulsul iluminismului în unele traduceri românești din secolul al XVIII-lea (ERC-like). Project Manager • German Language and Culture in Romania (1918-1933). „Post-Imperial" Realities, Public Doscourse and Cultural Fields (CNCS), Project Manager

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Electives / Mandatory	Contact hours with the students
German Literature from a Comparatist Perspective	Elective	35 (for 5 ECTS)

NAME OF TEACHER: CONF. DR. IOLANDA STERPU

Personal data

Name – Surname	Iolanda STERPU
HEI	UAIC

Date and place of birth (and Country)	26 / 04/ 1964, Iași (România)
Nationality	Romanian
Fiscal code (only for Italy)	
Address	Bulevardul Carol I, Nr.11, 700506, Iași, România
Faculty-Department	Faculty of Letters, Department of Romanian Language and Literature, Comparative Literature and Journalism
Research Centre / Research Lab	-
Category	Reader
Area of specialization	Applied linguistics and language learning / teaching (research on language transfer, linguistic interference, interlanguage, interlingual and intralingual errors, error analysis and interlanguage); Teaching Romanian as a foreign language (theory and practice); Teaching Romanian culture and civilization.
Academic degree	PhD
PhD academic area	Philology – Romanian Language
– PhD year	1999
– PhD institution	"Alexandru Ioan Cuza University" of Iasi

Other academic degress or titles

Year	Degree	Area	HEI	Classification
-	-	-	-	-

Scientific activity (publications) in the last five years

Iolanda STERPU, *Limba română pentru străini. Gramatică și exerciții* (ediția a doua, revizuită și îmbunătățită) [Romanian as a foreign language], Editura Universității „Alexandru Ioan Cuza" din Iași, 2019, 381 pagini, ISBN 978-606-714-557-1.
Iolanda STERPU, *Să învățăm limba română! Manual pentru studenții străini (A1 – A1+) [Let's learn Romanian! Textbook for foreign students]*, Editura Universității „Alexandru Ioan Cuza" din Iași, 2018, ISBN 978-606-714-483-3
Iolanda STERPU, *L'hypercorrection dans l'apprentissage du roumain langue étrangère / On Hypercorrectness in Learning Romanian as a Foreign Language*, în Philologica Jassyensia", an XIII, nr. 1 (25), 2017, p. 243-250, Editura Tracus Arte, București, 2017, ISSN 1841-5377, ISSN online 2247-8353, ISSN-L 1841-5377, indexed Clarivate/IS Thomson Reuters, Emerging Sources Citation Index (ESCI)

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

-

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Electives / Mandatory	Contact hours with the students
Limba română ca limbă străină/ Romanian as Foreign Language	Elective	35 (for 5 ECTS)

NAME OF TEACHER: ASSOC. PROF. DR. CATALIN CONSTANTINESCU

Personal data

Name – Surname	
HEI	UAIC
Date and place of birth (and Country)	2.10.1973, Bălan, Romania
Nationality	Romanian
Fiscal code (only for Italy)	-
Address	Carol I Blvd. 11, Iasi
Faculty-Department	Romanian Studies, Journalism and Communications Studies and Comparative Literature
Research Centre / Research Lab	-
Category	Associate Professor/reader
Area of specialization	Comparative literature
Academic degree	PhD
PhD academic area	Comparative literature
– PhD year	2001
– PhD institution	„Alexandru Ioan Cuza“ University, Iasi

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1997	Bachelor of Arts	Philology	UAIC	-

Scientific activity (publications) in the last five years

The Role of Translations in Comparative Literature. Conjectures and Solutions, in „Finnish Journal of Romanian Studies", No. 3, 2017, pp. 11-23
Postmodernist Readings of the Relationship between Space and Identity, in „Metacritic Journal for Comparative Studies and Theory", volume 2, issue 1, July 2016, pp. 73-90
Intermedialität *and Literature. What is Filmic Rewriting?*, in „Philologica Jassyensia", An XI, Nr.1 (21), 2015, pp. 165-174

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

2016, *Vermittlung wissenschaftlicher Arbeitstechniken*, Modul Unterstützung bei Themenfindung, -eingrenzung und -strukturierung, Zentrum für Qualitatssicherung und –entwicklung, Johannes Gutenberg-Universität Mainz - 2015-2016, *Paradigmen der Weltliteratur* Ringvorlesungen – Institut für Allgemeine und Vergleichende Literaturwissenschaft, Johannes Gutenberg-Universität Mainz - 2015, *Vermittlung wissenschaftlicher Arbeitstechniken*, Modul 2.5 *Argumentationstechniken*, Zentrum für Qualitatssicherung und –entwicklung, Johannes Gutenberg-Universität Mainz 2015, KSLL *Ergänzungsverantaltung Praxisworkshop Methodentraining*, 20150058, Zentrum für Wissenschatfliche Weiterbildung, Johannes Gutenberg-Universität Mainz

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

2014-2016, Visiting lecturer, "Johannes Gutenberg"-Universität Mainz, Germany
2007-2008, Visiting lecturer, University of Konstanz, Konstanz, Germany

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Electives / Mandatory	Contact hours with the students
Realismul magic în literatură şi în film/ Magic Realism in Literature and Film	Elective	35 (for 5 ECTS)

NAME OF TEACHER : LUDMILA E. BEJENARU

Personal data

Name – Surname	**BEJENARU E. LUDMILA**
HEI	University „Al.I. Cuzall of Iasi, Romania (UAIC).

Date and place of birth (and Country)	20.08.1959, Republic of Moldova
Nationality	Romanian
Fiscal code (only for Italy)	---
Address	Tomești, str. Garoafei, 3, bl.19,sc.B,et.III, ap.13, Tomești, jud. Iași, 707515
Faculty-Department	The Department of Foreign Languages and Literatures, Faculty of Letters,
Research Centre / Research Lab	-
Category	Associate Professor at the Slavistic Chair „Petru Caraman"
Area of specializaiton	Philology; Russian Literature;
Academic degree	PhD; Dr.Hab.
PhD academic area	Philology
– PhD year	1999
– PhD institution	University "Al.I.Cuza" of Iasi
Dr.Hab. academic area (DHS)	Doctor of Science, (DHS), Sofia University „St. Kliment Ohridski", in the field 2.1 Philology (Russian Literature)
– DHS year	2016
– DHS institution	Sofia University „St. Kliment Ohridski"

SCIENTIFIC ACTIVITY(publications) in the last five years

INDIVIDUAL VOLUMES

Books published at acknowledged publishing houses:

1. **Људмила Беженару**, УТИЦАЈ ВИЗАНТИЈЕ НА КУЛТУРУ СРЕДЊЕ И ИСТОЧНЕ ЕВРОПЕ, Izdavačka knjižarnica Zorana Stojanovića (IKZS), Novi Sad-Sremski Karlovci, Prevod: Daniela Popov, Jezik: srpski / b.c.h.s., ISBN: 978-86-7543-369-9, Br. str.: 243, 2019, (monografiea „Reflexe bizantine în cultura central și est europeană", ISBN 978-973-167-125-3,tradusă în sârbă).
2. **Ludmila Bejenaru**, „MOȘIA TOMEȘTI A LUI TOMA". O monografie a comunei Tomești din județul Iași, ISBN 978-606-687-250-8, Editura Tehnopress, Iași, 2016, 184 pag.

Chapters in books:

1.БОРСУК Н.Н., **БЕЖЕНАРУ Л.Е.**, ЖИГАЛОВА М. П. и др. АЛЕКСАНДР СЕРГЕЕВИЧ ПУШКИН И МИРОВАЯ КУЛЬТУРА. Коллективная монография под ред. М. П. Жигаловой. – Брест: БрГТУ, 2020. – 246 с., ISBN 978-985-493-483-9, глава «Татьяны милый идеал», стр. 66-81;
2. **Беженару Л.Е.**, «КАМАЛ АБДУЛЛА: ЖИЗНЬ-СЛОВО», Türkiyədə "MIFOLOGIYA ELÇISI KAMAL ABDULLA ƏRMAĞANI", cap. volum omagial: scriitorul Kamal Abdulla - 70 ani, Turcia, 2020;
3.**Беженару Л.Е.** ДИАЛОГ МЕЖДУ СЛАВЯНСКИМИ И НЕСЛАВЯНСКИМИ ЛИТЕРАТУРАМИ НА УРОВНЕ ЖАНРА «ДЕРЕВЕНСКОЙ ПРОЗЫ». В кн.: Этносы и

судьбы в современном социуме: теория и практика : коллективная монография / под ред. М.П. Жигаловой. – Брест: БрГТУ, 2020 – 204с. — **С**. 9 – 19;

Translations

1. Kamal Abdulla, „Câmpia vrăjitorilor", **roman-fantezie**, translation from Russian (co-author), Editura Princeps Multimedia, Iași, 2018;
2. Kamal Abdulla, **dramaturgie**, „El și Ea sau Unu, doi, trei, patru...", translation from Russian, Revista lunară de experiment literar FEED BACK, Iași, ISSN 1584-9295, anul XVI, nr. 3-4, noiembrie-decembrie, 2019,

ARTICLES (selective 2015-2020):

1. **Беженару Л. Е.** ВСЕ ТЕЧЕТ, ВСЕ МЕНЯЕТСЯ: НОВЫЕ СЛОВА И УСТОЙЧИВЫЕ СЛОВЕСНЫЕ КОМПЛЕКСЫ COVID-НОЙ ТЕМАТИКИ (на материале русскоязычных сми), Славянская фразеология и паремиология: традиционные и новаторские решения проблем : К 80-летию со дня рождения профессора В. М. Мокиенко / редкол.: Е. В. Ничипорчик (отв. ред.) [и др.] ; М-во образования РБ, Гом. гос. ун-т им. Ф. Скорины. – Гомель: ГГУ им. Ф. Скорины, 2020. – 264 с., ISBN 978-985-577-686-5, стр. 52-59,
2. **Беженару Л.Е.** КОНЦЕПТ «МАЛАЯ РОДИНА» КАК МЕНТАЛЬНОЕ И СМЫСЛОВОЕ ПРОСТРАНСТВО, Социально-психологические проблемы ментальности / менталитета: сборник научных статей / под ред. К.Е. Кузьминой, И.В. Морозиковой, Н.П. Сенченкова; Смоленский государственный университет. – Смоленск: Изд-во СмолГУ, 2020. – Вып.16. – 187 с., ISBN 978-5-88018-646-4, стр.16 -27,
3. .**Людмила Беженару**, ШАНХАЙ КАК ГОРОДСКОЙ ТЕКСТ. К ПОСТАНОВКЕ ПРОБЛЕМЫ, Intercultural Communications, Tbilisi, ISBN 1512-4363, nr.33/2020, стр. 82-88,
1. **Людмила Беженару**, ГУРАМ ОДИШАРИЯ О ЛОМКЕ СТЕРЕОТИПОВ, КОНЦЕПЦИИ ЧЕЛОВЕКОЛЮБИЯ И СУХУМСКИХ СУМАСШЕДШИХ, Intercultural Communications,Tbilisi,ISBN 1512-4363,nr.33/2020, стр. 41 – 51,
2. **Людмила Беженару**, БЕЛОВСКИЙ НАЦИОНАЛЬНЫЙ ТИП РУССКОЙ ЛИТЕРАТУРЫ XX ВЕКА, Беловский сборник. Выпуск 6 / Администрация города Вологды [и др.]; под общей редакцией С. Ю. Баранова ; [составители Баранов С. Ю, Дьякова Н. С.]. - Вологда: ВОУНБ, 2020. - 213 с.: ил., табл. - 12+ ISBN 978-5-904318-74-1, стр.15-19,
3. **Людмила Беженару**, ЭТНОМУЗЫКАЛЬНЫЕ КАРТИНЫ МИРА ДЖЕОРДЖЕ ЭНЕСКУ И КАРА КАРАЕВА: ОТ ЛЮБВИ К РОДНОЙ ЗЕМЛЕ ДО РАСШИРЕНИЯ ГРАНИЦ НАЦИОНАЛЬНОЙ МУЗЫКИ, HEYDAR ALİYEV: Multikulturalizm və tolerantlıq ideologiyası. III Beynəlxalq elmi konfrans. Bakı: "Mütərcim", 2020. – 148 səh, стр. 16-20,
4. **Л Беженару**, ФИЛОСОФСКАЯ ЛИРИКА НИКОЛАЯ РУБЦОВА, ДУХОВНЫЕ ОСНОВЫ ОТНОШЕНИЙ ЧЕЛОВЕК-ПРИРОДА, 2020, стр. 207-214
5. **Л Беженару**, МНОГОГРАННОСТЬ ТВОРЧЕСТВА КЯМАЛА АБДУЛЛЫ В КОНТЕКСТЕ МИРОВОЙ ЛИТЕРАТУРЫ. РАЗМЫШЛЕНИЕ, https://kaspiy.az/news.php?id=105085#.X8EpjGgzZPY, 2020,

6. **Людмила Беженару**, Фигура Владимира Высоцкого в мемуарах Ю.П. Любимова Владимир Высоцкий: поэт, актёр, певец : сб. науч. ст. / ГрГУ им. Я. Купалы ; под ред. Т. Е. Автухович. – Гродно : ГрГУ, 2019. – 346 с. ISBN 978-985-582-277-7, стр.81-89,
7. **Людмила Беженару**, РЕГИОН КАК СУБКУЛЬТУРНЫЙ ЛОКУС КУЛЬТУРНОЙ РЕГИОНАЛИСТИКИ И РЕГИОНАЛЬНОЙ ПОЭТИКИ, Historia Provinciae – журнал региональной истории, 2019, Т.3, № 3, стр. 975-1026;
8. **Л.Е. Беженару**, «МИКРОМОДЕЛЬ «МАЛОЙ РОДИНЫ» КАК ГЕОПОЭТИЧЕСКАЯ РЕАЛЬНОСТЬ», в сборнике Текст. Язык. Человек : сб. науч. тр. / УО МГПУ им. И. П. Шамякина ; редкол.:С. Б. Кураш (отв. ред.) [и др.]. – Мозырь, 2019. – 302 с., ISBN 978-985-477-676-7, стр.13-16;
9. **Ludmila Bejenaru**, «РУМЫНО-АЗЕРБАЙДЖАНСКИЕ КУЛЬТУРНЫЕ И ОБРАЗОВАТЕЛЬНЫЕ СВЯЗИ В КОНТЕКСТЕ ПОЗНАНИЯ ДРУГОГО», II International Scientific conference „Heydar Aliyev: the ideology of multiculturalism and tolerance", Book of abstracts, Baku-2019, pp.200-209, ADU 2019;
10. **Ludmila Bejenaru**, REALISMUL MAGIC AL LUI KAMAL ABDULLA ÎN CONTEXTUL CUNOAȘTERII CELUILALT, Revista lunară de experiment literar FEED BACK, Iași, ISSN 1584-9295, anul XVI, nr. 1-2, ianuarie-februarie 2019, pag.135 -141,
11. **Людмила Беженару**, ПАМЯТЬ-ПРАВДА-СВОБОДА В ПОНИМАНИИ А.И.СОЛЖЕНИЦЫНА, в сборнике «А. СОЛЖЕНИЦЫН НА ПОСТСОВЕТСКОМ ПРОСТРАНСТВЕ:ИСТОРИЯ И СОВРЕМЕННОСТЬ», 2018, Брест, стр.5-11,
12. **Людмила Беженару**, «ФРАЗЕОЛОГИЯ В МЕТАМОРФОЗАХ ЭМАНСИПАЦИИ ЖЕНЩИН» в сборнике Славянская фразеология в свете современных лингвистических парадигм: сборник научных статей / редкол. : В. И. Коваль (отв. ред.) [и др.] ; Гомельский гос. ун-т им. Ф. Скорины; Представительство Россотрудничества в Республике Беларусь, Рос. центр науки и культуры в Гомеле. – Гомель : ГГУ им. Ф. Скорины, 2018, стр.41-44,
13. **Людмила Беженару**, ДЕРЕВЕНСКАЯ ПРОЗА В ДИАЛОГЕ НАЦИОНАЛЬНЫХ ЛИТЕРАТУР, Беловский сборник. Вып. 4 / Союз писателей России; Администрация г. Вологды; Вологодский гос. университет; Вологодский научный центр РАН. – Вологда: ВолНЦ РАН, 2018. – 432 с.,ISBN 978-5-93299-405-4, стр. 28-40;
14. **Людмила Беженару**, HOMO SOVIETICUS И ЯЗЫК ТОТАЛИТАРНОЙ СИСТЕМЫ, в сборнике Международной научно-практической конференции «ЯЗЫК КАК ЗЕРКАЛО ЭПОХИ К 100-летию революций в России», Язык как зеркало эпохи: К 100-летию революций в России : сборник научных статей / редкол.: В. И. Коваль; М-во образования Республики Беларусь, Гомельский гос. ун-т им. Ф. Скорины. – Гомель: ГГУ им. Ф. Скорины, 2017. – 207 с. – ISBN 978-985-577-374-1, стр 13 -18
15. **Ludmila Bejenaru**, «Терминологический экскурс понятия *малая родина*», în revista Studii de limbă, literatură și metodică, Universitatea Babeș-Bolyai, Cluj Napoca, Editura Napoca Star, XIV, 2017,pp.62-70,
16. **Беженару Л.Е.** СОВЕТСКОЕ ВРЕМЯ И ВОЗВЫШЕНИЕ ЖЕРТВЕННОСТИ В ГОСУДАРСТВЕННУЮ ПОЛИТИКУ, Материалы Всероссийского (с международным участием) научного семинара (г. Череповец, 19–21 октября 2017 г.): Сборник научных работ / Отв. ред. А.Н. Егоров, А.Е. Новиков, О.Ю. Солодянкина. Череповец: Череповец. гос. ун-т, 2017. 303 с. ISBN 978–5–85341–766–3, , стр 290-299,

17. **Беженару Людмила**, ПАТРИАРХ ЮСТИНИАН — «КРАСНЫЙ ПАТРИАРХ» ДИАЛОГА И КОМПРОМИССА., în volumul XIII Международная научная конференция «Икона в русской словесности и культуре», 26–28 января 2017 года, Москва. pp.393-399,
18. **Беженару Людмила Ефимовна**, Терминологический экскурс понятия «малая родина» в аспекте художественной литературы и литературоведения, IV Международная научно-практическая конференция, 24-25 мая 2016 года, Череповец,
19. **Беженару Л.Е.** Традиции семьи, рода и материнства в восточной культуре. В.В. Верещагин и Восток: В предчувствии евразийства: Материалы Международной научной конференции (г. Череповец, 26–28 октября 2016 г.): Сборник научных работ / Отв. ред. А.Н. Егоров, А.Е. Новиков, О.Ю. Солодянкина. Череповец: ЧГУ, 2016. 353 с. ISBN 978-5-85341-712-0224
20. **Ludmila Bejenaru**, Maral Nurtazina, Maira Kazdeeva, Janat Bekturova, Janat Ermekova, «Репрезентация кодекса вежливости в контексте межличностных отношений полиадресованности в научном дискурсе», în Sience and life of Kazakhstan, №5-41/2016, pag. 168- 172, Astana, Kazahstan,
21. **Ludmila Bejenaru**, Maral Nurtazina, Maira Kazdeeva, Janat Bekturova, «Глотодидактичекие особенности реализации межкультурной компетенции при обучении языку», Sience and life of Kazakhstan №5-41/2016, pag. 173-176, Astana, Kazahstan,
22. **Людмила Беженару**, «Деревенские чудики – разновидность русского национального характера в XX-XXI веков / Rustic crank - type of russian national character in thexx-xxi centuries», volume at the International Conference Communication, Culture, and Creation: new scientific paradigms, Editors:Virginia Popović, Ivana Janjić, Speranța Milancovici, Eugen Gagea, Arad: "Vasile Goldiș" University Press ; Novi Sad : Fondatia Europa, 2015, ISBN 978-973-664-779-6, ISBN 978-86-87879-14-0, стр.107-116,
23. **Беженару, Людмила**, «Лад» В.И. Белова как русская модель мира», в сборнике «Проблемы толерантности: история и современность: I Международная научно-практическая конференция (г. Череповец, 16 – 18 апреля 2015 г.) / Отв. ред. А.Н. Егоров, А.Е. Новиков, О.Ю. Солодянкина. – Череповец: ЧГУ, 2015, стр.106 – 109;
24. **Людмила Беженару**, «Сорокская степь как образ национальной идентификации локуса в знаковом пространстве «малой родины» / Soroca steppe as an image of national identity locus in symbolic space "homeland"», volume at the International Conference Communication, Culture, and Creation: new scientific paradigms, Editors:Virginia Popović, Ivana Janjić, Speranța Milancovici, Eugen Gagea Arad : "Vasile Goldiș" University Press ; Novi Sad : Fondatia Europa, 2015, ISBN 978-973-664-779-6, ISBN 978-86-87879-14-0, стр.116 -123,

* Author of scientific works, including 8 monographs, seven textbooks, 4 collections of translations. The research portfolio includes more than 120 scientific articles in Russian, English, French and Romanian, published in academic journals in Romania, Russia (Moscow, St. Petersburg, Saratov, Penza, Samara), Azerbaijan, Armenia, Belarus, Bulgaria, Georgia, China, Kazakhstan, Kyrgyzstan, Latvia, Moldova, Turkey, Ukraine, and Uzbekistan.

** Participant of more than 100 scientific conferences and symposiums, including 57 international ones abroad. Participant of the XII MAPRYAL Congress in Shanghai (2011). Winner of the competition "The best teacher of the Russian language abroad" (2014), held by MAPRYAL and Rossotrudnichestvo.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

TECHNOLOGICAL DEVELOPMENT

1. ADDITIONAL EDUCATIONAL 36 HOURS PROGRAM „Modern approaches to teaching Russian as a foreign language and subjects in Russian in the digital educational environment", the Pushkin Institute of Russian Language, December 13-19, 2020, certificate;
2. INTERNSHIPS Online educational and educational events "December at the Pushkin Institute", the Pushkin Institute of Russian Language December 2020, certificate;

OTHER ADVANCED TRAINING ACTIVITY

1. POSDRU project "Teaching staff from the pre-university and state university education system-promoter of lifelong learning", beneficiary-Ministry of National Education. (Target group member, 2014-2015)
2. INTERNSHIPS at Lomonosov Moscow State University, the Pushkin Institute of Russian Language (10), and the Sofia University. Klement Ohridsky (2), at the University of Riga, at the Baku Slavic University, at the Kutais University. Akaki Tsereteli, Sukhumi (Tbilisi) University of Georgia.

TEACHING AND TRAINING ACTIVITIES

STAFF MOBILITY FOR TEACHING:

- *Staff mobility* Erasmus Mundus Emerge, University Yuri Fedkovici, Cernăuți, Ukraina, Department of Slavistic and Comparative Literature Catedra de Slavistică și Literatură comparată; 01-30 noiembrie, **2012**,
- *Staff mobility Erasmus + project and partner countries:* „M. Lomonosov" University, Moskova; 13-19 May **2018;** Eurasian University „Lev Gumiliov", Astana, Kazakhstan, April 9-15, **2018;** Tadjik National Universiti, Tadjikistan, 23-27 mai **2016**, Kirgizstan, Talas University, **2016**

Staff mobility (STA) Erasmus: Szeged, Hungary, **2015, 2017, 2018,** Krakow, PO, **2014, 2015,**

- University of Tartu, 14-18 septembrie **2015**, Latvia University of Agriculture, Faculty of Social Sciences, Departament of Languages, LV Yelgava University 20 -25 mai **2013**, University of Riga, Letonia, Centrul de Slavistică și Rusistică, septembrie **2012**

Other publications (pedagogical)

University textbooks. Course materials

- **Ludmila Bejenaru**, Course materials «Elaborarea și expertizarea materialelor didactice în studierea limbii ruse ca limbă nematernă/străină / **Разработка и**

экспертизация дидактических материалов при изучении русского языка как неродного/иностранного», Master I, 2021;

- **Ludmila Bejenaru**, Course materials «Teoria și practica educației lingvistice /**Теория и практика лингвистического образования»**, Master I, 2021;
- **Русский язык:** учебное пособие для практических занятий /Под общ. редакцией Нургали К.Р., Марина Врачу - Астана-Яссы, **2017**. – **250 стр**. *Составители:* д.ф.н., профессор Нургали К.Р., к.ф.н., проф. Мукажанова Л.Г., к.п.н., доц. Рахимжанова Г.Р., к.ф.н., доц. Акишева А.Т. (Казахстан), К.ф.н., профессор Леонте Иванов, д.ф.н., **доц. Людмила Беженару**, к.ф.н., доц. Марина Врачу, к.ф.н., ст.преп. Наташа Маноле (Румыния);
- **Русский язык для студентов филологических и педагогических специальностей:** учебное пособие для практических занятий /Под общ. редакцией **Беженару Л .Е.** Нургали К.Р., - Астана-Яссы, **2017**. - **177 стр**. *Составители:* д.ф.н., профессор Нургали К.Р., к.ф.н., проф. Мукажанова Л.Г., к.п.н., доц. Рахимжанова Г.Р., к.ф.н., доц. Акишева А.Т. (Казахстан), к.ф.н., профессор Леонте Иванов, д.ф.н., доц. **Людмила Беженару**, к.ф.н., доц. Марина Врачу, к.ф.н., ст.преп. Наташа Маноле (Румыния), **(coordonator);**
- **Профессиональный русский язык для студентов экономических специальностей:** учебное пособие для практических занятий /Под общ. редакцией Нургали К.Р., Марина врачу- Астана-Яссы, **2017.** - **175 стр**.*Составители:* д.ф.н., профессор Нургали К.Р., к.п.н., доц. Нуржанова З.М., к.ф.н. Канафина М.А., к.п.н. Ауезова А.Т., маг. филол. Асан А.К. к.ф.н., профессор Леонте Иванов, д.ф.н., доц. **Людмила Беженару**, к.ф.н., доц. Марина Врачу, к.ф.н., ст.преп. Наташа Маноле (Румыния);
- Русский язык для студентов специальности «Юриспруденция»: **учебное пособие для практических занятий /Под общ. редакцией .**, Беженару Л.Е. **Нургали К.Р- Астана-Яссы**, 2017. **-** 200 стр**.*, Составители:* д.ф.н., профессор Нургали К.Р., к.п.н., доц. Токсанова С.К., к.ф.н., доц. Хамидова А.Х., м.п.н., ст.преп. Жиеналина Б.Т. к.ф.н., профессор Леонте Иванов, д.ф.н., доц.** Людмила Беженару, **к.ф.н., доц. Марина Врачу, к.ф.н., ст.преп. Наташа Маноле (Румыния)** (coordonator);

Other pedagogical resources

Bejenaru Ludmila, Личность и деятельность учителя в контексте владения навыками XXI века/The personality and activities of the teacher in the context of mastering the skills of the 21st century, in "Modern problems of high school pedagogy and ways to solve them", the conference is dedicated to the 90th anniversary of academician Natela Vasadze, Tbilisi, 2020, стр.166-172,

Беженару, Людмила, «Болонские» альтернативные механизмы гармонизации национальных образовательных систем высшего образования», в сборнике Осенней школы - 2015 «Взаимодействие лингвоэкологии и языкового поведения этносов в казахстанском полиэтническом обществе» Кафедры теоретической и прикладной лингвистики Евразийского национального университета им. Л.Н. Гумилева, Астана, Казахстан, 2015;

Беженару, Людмила, «Болонская модель образования и коммуникативная функция русского языка», в сборнике II Международной научно-практической конференции «Культура русской речи в условиях многоязычия»,18-19 мая 2015 года, Махачкала, Дагестан;

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

a. Posts

- **Associate Professor** at the Slavistic Chair „Petru Caraman"
- **Visiting professor:** at universities in Kazakhstan, Belarus, and the Republic of Moldova. Experience of teaching at a Russian university (MFUA).

b. doctoral supervision:

Doctoral supervision of "Lev Gumiliov " University of Astana, Kazakhstan, ENU rector's order № 1214 din 27.10.2017

c. project coordination

Director of project No. 129 Gr / 529-08 "Translation of lyrics by Nikolai Rubtsov into Romanian" with financial support from the Russian World Charitable Foundation. Grant (scholarship) of the Romanian Academy of Sciences Sectoral Operational Program Human Resources Development SOP HRD/89/1.5/S/59758, research topic " Reflexe bizantine în cultura central qui est-europeană/Reflection and influence of Byzantium on central and South-eastern culture", based on the study of Greek, Romanian, Bulgarian, Serbian, Russian, Ukrainian, Belarusian cultures, the cultures of Macedonia and Montenegro (2011-2013). Participant and partner of seven international projects in the field of education and culture (EMERGE, IANUS in Azerbaijan) and 7 national and regional projects. Multiple participant of Erasmus+ projects in Poland, Hungary, Estonia, Latvia, Russia, Kazakhstan, Kyrgyzstan, Tajikistan, and Belarus.

d. assessment panels

Executive editor of the series "Slavic languages and Literatures in the European space" of the Iasi publishing house Technopress. Founder and editor-in-chief of the journals "Scientific Dialogue" and "Student Readings", member of the editorial boards of 7 scientific journals from Serbia, Romania, Kazakhstan, Ukraine, Azerbaijan, and Russia. Member of the organizing committee of the International Week "Russian-Speaking Europe" - 2010.

e. examinations boards

- Member of promotion committees on post, (2016, 2020) at the University „Al.I.Cuza" of Iași,
- Member of licentiate and dissertation committees at the University „Al.I.Cuza" of Iași, (2010-2020),
- Member of the commission for the granting of teaching Grade I (Special Inspection), Prof.Peter Istrate; decision 572/05.04.2008;
- President at the baccalaureate exam (2008, 2009),

- Reviewer for PhD papers (Peter Istrate, Radostina Stojanova, Pushkin Institute of Russian Language, Moskow; Angela Popovici, Irina Tzvik, "Ion Creanga" State Pedagogical University of Chisinau; Olha Grinevici, Grodno University, Republic of Belarus),
- International expert for Grodno University, Republic of Belarus,
- International expert for "Lev Gumiliov " University of Astana, Kazakhstan

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Electives / Mandatory	Contact hours with the students
Russian language	Elective	35 (for 5 ECTS)

NAME OF TEACHER: IOAN CONSTANTIN LIHACIU

Name – Surname	Ioan Constantin Lihaciu
HEI	Alexandru Ioan Cuza University of Iasi
Date and place of birth (and Country)	12. 07. 1972, Codlea, Brașov
Nationality	Romanian
Fiscal code (only for Italy)	-
Address	Bvd. Carol I 11, Iasi
Faculty-Department	Faculty of Letters – German Studies
Research Centre / Research Lab	
Category	Associate professor/reader
Area of specializaiton	German Studies
Academic degree	PhD
PhD academic area	Philology, German Studies
– PhD year	2005
– PhD institution	Alexandru Ioan Cuza University of Iasi

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1995	Bacheor of Arts	Philology, German and English Studies	Alexandru Ioan Cuza University of Iasi	BA

Scientific activity (publications) in the last five years

- Ion Lihaciu, Alexander Rubel (Hgg.): «Jassy liegt am Meer» Expeditionen in die deutschsprachige Literatur zwischen Czernowitz und Lübeck zu Ehren von Andrei Corbea-Hoișie, Editura Hartung-Gorre Konstanz, 2016

- Andrei Corbea-Hoisie u. Ion Lihaciu (Hrsg.): Toposforschung (...) im Lichte der Utopie":.Literarische Er-örterungen in/aus MittelOsteuropa. Editura Universității «Alexandru Ioan Cuza», Hartung-Gorre Verlag, Iași / Konstanz 2017
- Ioan Piuariu-Molnar, Deutsch-walachische Sprachlehre / Gramatică germanoromână. Viena, 1788. Volumul I. Ediție critică, studiu introductiv, traducere și note de AnaMaria Minuț și Ion Lihaciu. Editura Universității „Alexandru Ioan Cuza" din Iași, 2018
- Ioan Piuariu-Molnar, Deutsch-walachische Sprachlehre / Gramatică germanoromână. Viena, 1788. Volumul II. Ediție critică, studiu introductiv, traducere și note de Ana-Maria Minuț și Ion Lihaciu. Editura Universității „Alexandru Ioan Cuza" din Iași, 2018, 561 pagini.
- Co-author with Ana-Maria Minuț, Das Zeitalter der Aufklärung und der Einfluss des Deutschen auf das Rumänische, in: Victor Borrero Zapata/ José Javier Martos Ramos (eds.), Miradas híbridas sobre la lengua y la literatura alemanas / Hybride Blicke auf die deutsche Sprache und Literatur, Editura Frank& Timme, Berlin 2016
- Czernowitz in der Bukowina. Meilensteine eines deutschsprachigen Kultur– und Literaturfeldes, in: Ion Lihaciu, Alexander Rubel (Hgg.): «Jassy liegt am Meer» Expeditionen in die deutschsprachige Literatur zwischen Czernowitz und Lübeck zu Ehren von Andrei Corbea-Hoișie, Editura Hartung-Gorre Konstanz, 2016, p.141-159.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Teaching activities in European universities
Teaching mission with Prof. dr. Andrei Corbea-Hoișie and Dr. Ana-Maria Pălimariu, the seminar „…,wo Menschen und Bücher lebten" (Paul Celan). Deutschsprachige Literatur der Bukowina. Responsable for two teaching units 1) Nationalitäten und Glaubensgemeinschaften in der Habsburgermonarchie. Status der Juden și 2) Deutschsprachige Öffentlichkeit in Czernowitz, 7 - 10 April 2015, University of Konstanz Geschichte des Pressewesens in der Bukowina, Doctoral School „Austrian Studies", Nov. 2017, University of Innsbruck, Austria.

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

- October 1995 – January 1999, associate teaching assistant Department of German Studies, „Alexandru Ioan Cuza" University of Iași
- February 1999 – January 2003, teaching assistant Department of German Studies, „Alexandru Ioan Cuza" University of Iași

- January 2003 - january 2013, lecturer Department of German Studies, „Alexandru Ioan Cuza" University of Iași
- From February 2013, associate profesor Department of German Studies, „Alexandru Ioan Cuza" University of Iași
- Director of the Research Center of the Faculty of Letters (2007-2012)
- Memeber in the University REsearch Council (2008-2012)
- Member in the National Evaluation Committee CEEPUS University Network from 2009

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Electives / Mandatory	Contact hours with the students
German culture in Central Europe	Elective	35 (for 5 ECTS)

NAME OF TEACHER: MONICA FRUNZA

Personal data

Name – Surname	Frunza Monica
HEI	UAIC
Date and place of birth (and Country)	27 02 1961, Iasi, Romania
Nationality	Romanian
Fiscal code (only for Italy)	
Address	Bd Carol I, nr 11, Iasi
Faculty-Department	Foreign Languages and Literatures
Research Centre / Research Lab	-
Category	Reader
Area of specializaiton	French Linguistics, discourse analysis, terminology
Academic degree	PhD Reader
PhD academic area	Philology/French Linguistics/ Discourse analysis
– PhD year	2005
– PhD institution	"Al. I. Cuza" University of Iasi

Other academic degrees or titles

Year	Degree	Area	HEI	Classification
1994-1995	MA (French DESS)	Ingenierie pedagogique multimedia	"Sciences and Technologies" University of Lille, France	French Master

Scientific activity (publications) in the last five years

• « Le diktat de l'émetteur dans la communication publicitaire », in *Constructions identitaires. Réverbérations du modèle culturel français en contexte européen et universel* vol. 3, *Linguistique et Didactique*, Editura Presa universitară bălțeană, Bălți, ISBN : 978-9975-50-131-6 & Editura Vasiliana'98 Iași, ISBN: 978-973-116-365-9, 2014. https://www.ceeol.com/search/chapter-detail?id=515469
• «Etre ou paraitre naturel? Le stéréotype du naturel dans le discours publicitaire français», in *Relatia identitate - alteritate si Stereotipurile socio-culturale*, pp.21-29, Performantica, Iasi, 2015, ISBN-978-606-685-278-4
• «Hétérogénéité énonciative dans le discours publicitaire » in *Discourse and communicative interaction*, Editura Politehnium, 2016, pp 319-334, ISBN: 978-973-621-455-4
• « Le corps en kit»: le nouvel imaginaire du corps dans le discours publicitaire français» in *Les cahiers Linguatek*, nr 1-2/2017, *Corps et langage*: http://limbistraine.tuiasi.ro/images/8.%20Centrul%20de%20limbi%20moderne/RevueLesCahiersLinguatek.pdf
• « Le temps – allié ou ennemi ? Sur les fonctions des stéréotypes du temps et de la qualité dans le discours publicitaire »: in *Les cahiers Linguatek*, nr 7-8/2020, *Temps et langage* : http://limbistraine.tuiasi.ro/images/8.%20Centrul%20de%20limbi%20moderne/0.Cahiers%20Linguatek%207-8_2020.pdf

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Introduction à la terminologie, Editura Tehnică Științifică și Didactică Cermi, Iași, 2007, (ISBN 978-973-667-278-1)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

BA and Ma graduation supervision
Member of examination boards in graduation exams BA/MA level – Faculty of Letters
Member of examination boards in secondary education
French language assessment for PhD Candidate and other categories

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Elective / Mandatory	Contact hours with the students
Retorica si argumentare: discursul publicitar/ Rhétorique et argumentation: le discours publicitaire	Elective	35 (for 5 ECTS)

NAME OF TEACHER: MIHAELA LUPU

Personal data

Name – Surname	LUPU Mihaela
HEI	Alexandru Ioan Cuza University of Iasi, Romania
Date and place of birth (and Country)	08.11.1974, Husi, Vaslui (Romania)
Nationality	Romanian
Fiscal code (only for Italy)	-
Address	Bd. Carol I nr. 11, Iasi, 700506, jud. Iasi, Romania
Faculty-Department	Letters / Foreign Languages and Literatures
Research Centre / Research Lab	-
Category	Teaching Staff
Area of specialization	Philology / French Linguistics
Academic degree	PhD Reader
PhD academic area	Philology / French Linguistics / Lexicology
– PhD year	2005
– PhD institution	Alexandru Ioan Cuza University of Iasi, Romania

Other academic degrees or titles

Year	Degree	Area	HEI	Classification
1997-1998	MA	French Literature	Alexandru Ioan Cuza University of Iasi, Romania	Master
1993-1997	BA	French Language and Literature / English Language and Literature	Alexandru Ioan Cuza University of Iasi, Romania	Bachelor

Scientific activity (publications) in the last five years

Mihaela Lupu, « L'expressivité humoristique des formules gnomiques et des constructions figées comparatives », in Felicia Dumas (éd.), *Petit éloge de l'ironie. Actes du colloque international Journées de la Francophonie*, XXIVe édition, Iași, 29-30 mars 2019, Iași, Ed. Junimea, 2019, pp. 362-374.

Mihaela Lupu, *Présence, rôles et intégration des anglicismes en français contemporain,* București, Editura Pro Universitaria, 2017.
Mihaela Lupu, *Perspectives croisées sur la langue française,* Iași, Editura Vasiliana'98, 2017.
Mihaela Lupu, « Valorile, între ideal și realitate: studiu de caz privind reprezentările unui grup țintă de studenți și masteranzi », in E. Ilie si C. Tarnauceanu (coord.), *Valorile educației – educația valorilor, din Antichitate până azi: abordări teoretice, soluții practice*. Actele Simpozionului național *Valorile educației – educația valorilor, din Antichitate până azi : abordări teoretice, soluții practice*, ediția I, Iași, 29 octombrie 2014, Editura Universității « Alexandru Ioan Cuza » Iași, 2016, pp. 199-216.
Mihaela Lupu, « Le français et l'anglais entre intercompréhension et incompréhension », in F. Dumas (éd.), *Les imaginaires de la francophonie. Actes du Colloque international Journées de la Francophonie, XXème édition, Iasi, 27-28 mars 2015*, Ed. Junimea, Iasi, 2016, pp. 249-261.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Mihaela Lupu, « Mistakes made by overgeneralization when learning French as a foreign language: typology and analysis », in Iulian Boldea (coord.) *Globalization and national identity. Studies on the strategies of intercultural dialogue. LANGUAGE AND DISCOURSE SECTION*, Proceedings of the International Conference Globalization, Intercultural Dialogue and National Identity – 3rd Edition, 2016, Arhipelag XXI Press, Tîrgu Mureș, 2016, pp. 174-185.
Mihaela Lupu, « L'exploitation didactique de l'erreur en classe de FLE », in F. Dumas (éd.), *Le français de la Francophonie : altérité intime, identité plurielle. Actes du Colloque international Journées de la Francophonie*, XIXème édition, Iasi, 28-29 mars 2014, Ed. Junimea, Iași, 2015, pp. 279-294

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

BA and MA graduation paper supervision
Member of examination boards in graduation exams (BA / MA level – Faculty of Letters)
Member of examination boards in secondary education
Project Manager: *COMPVERB* / Brancusi (Integrated Actions Programme Brâncuși / Hubert Curien Partnership, Romania-France, 2011-2012), financed through *Capacities* Programme, PN II, IIIrd module, ANCS and UEFISCDI (Romania), Ministère français des Affaires Etrangères, Ministère de l'Education nationale, de l'Enseignement supérieur et de la Recherche (France). Academic Partners: Alexandru Ioan Cuza University of Iasi, Romania, and Université d'Avignon et des Pays de Vaucluse, France.

Assessment panel for the Romanian language in Erasmus+ *EVAL-IC* Project n° 2016-1-RF01–KA203- 024155; Université de La Réunion (FR) = coordination, Paris-Lodron-Universität Salzburg (AT), Ecole sup. de navigation d'Anvers (BE), Universität des Saarlandes (DE), Universität Hamburg (DE), Université de Salamanca (ES), Université Aix-Marseille (FR), Università Roma 3 (IT), Università di Macerata (IT), Università Ca'Foscari – Venezia (IT), Università degli studi di Cassino (IT), Universidade de Aveiro (PT), Universidade Católica Portuguesa (PT), Universitatea « Alexandru Ioan Cuza » Iași (RO).

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Specialized Discourses	Optative	35 (for 5 ECTS)

NAME OF TEACHER : ILEANA OANA MACARI

Personal data

Name – Surname	Macari Ileana Oana
HEI	UAIC
Date and place of birth (and Country)	Suceava, Romania
Nationality	Romanian
Fiscal code (only for Italy)	
Address	Iasi
Faculty-Department	Letters, Foreign languages and literatures
Research Centre / Research Lab	
Category	Professor Reader X Lecturer Teaching assistant
Area of specialization	Philology
Academic degree	PhD
PhD academic area	Discourse analysis, literature
– PhD year	2003
– PhD institution	UAIC

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1992	BA	Philology	UAIC	

Scientific activity (publications) in the last five years

Macari, Ileana Oana, British Travellers Stick Together – Olivia Manning's Gulliver in the Balkans, **ACTA IASSYENSIA COMPARATIONIS - CĂLĂTORII ŞI CĂLĂTORI / VOYAGES ET VOYAGEURS / TRAVELS AND TRAVELLERS 18** (2/2016), pp. 89-96, http://www.literaturacomparata.ro/Site_Acta/current_issue.html

In Bakay, Gönül and Mihaela Mudure (eds.), Trading Women, Traded Women, A Historical Scrutiny of Gendered Trading, ISBN:9783631714133, DOI: http://dx.doi.org/10.3726/b10713, Peter Lang (Frankfurt am Main, Bern, Bruxelles, New York, Oxford, Warszawa, Wien), 2017. 392 pp., 8 b/w ill, *The Propagandistic Pill and Its Gilded Coat – Cicely Mary Hamilton on Women, Marriage and Free Choice* (Ileana Oana Macari / Iulia Andreea Milică), pp 169-200
Macari, Ileana Oana, Considerations on the Translation of Shakespeare's Titles into Romanian, **ACTA IASSYENSIA COMPARATIONIS, SPECIAL ISSUE - 400 Years with Shakespeare & Cervantes (2017), pp 11-24,** http://literaturacomparata.ro/aic/?page_id=673&lang=en
Macari, Ileana Oana, In Balkan Eğitim Araştırmaları 2017 / Balkan Educational Studies 2017, Hikmet Asutay ed., ISBN: 9789753742139 9753742134, *Developing student-teachers' positive attitudes towards ICTs in teaching EFL - A case study in a Romanian university*, pp 336-343, Trakya University Press, 2017
Macari, Ileana Oana, Graduates' self-assessment of their oral presentations of group projects: An EFL case study in Romania. Issues in Educational Research, 27(3), 2017, 453-468. http://www.iier.org.au/iier27/macari.pdf
Macari, Ileana Oana, In Balkan Eğitim Araştırmaları 2018 / Balkan Educational Studies 2018, Hikmet Asutay ed., ISBN: 978-975-374-201-6, *Using guided self-reflection to foster learning engagement in 1st year students*, pp. 179-185, Trakya University Press, 2018
Macari, Ileana Oana, În Platon, Elena; Lavinia-Iunia Vasiu & Antonela Arieșan (eds.), Discurs polifonic în româna ca limbă străină (RLS), ISBN: 978-606-17-1388-2, Casa cărții de știință, 2018, *Manifestări ale atriției limbii române ca limbă maternă – o analiză de corpus din perspectiva erorilor*, pp. 223-232
Microteaching With Web 2.0 Tools – A Functional Model Of Preservice Teacher Training During The Pandemic, ***Journal of Romanian Literary Studies, 24/2021***, pp. 400-404, **Arhipelag XXI Press, ISSN: 2248-3004**, http://asociatia-alpha.ro/jrls/24-2021-Jrls-b.pdf

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Limbă și civilizație română, Curs pentru avansați, ed. Universității "Alexandru Ioan Cuza" Iași, 2005
Morpho-syntax – An introduction with a special focus on the Romanian speaker of English, ed. Universității "Alexandru Ioan Cuza" Iași, 2013
Româna pentru cei mai buni. Limbă și civilizație română pentru studenți străini, nivel C1, ed. Casa Editoriala Demiurg Plus, Iași, 2013, ISBN: 973-152-259-3

Professional experience (up to 5) – Posts, doctoral supervision, project coordination,

assessment panels, examinations boards, etc.

Vice-dean of Faculty of Letters
Project coordinator/manager
Adviser for 50+ BA and MA papers
Reviewer for **Journal of Languages for Specific Purposes (JLSP), http://jlsp.steconomiceuoradea.ro/**, Studia Philologia, UBB
Member of examination boards in graduation exams (BA / MA level – Faculty of Letters)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Language acquisition and learning	Elective	35 (for 5 ECTS)
Directions in Applied linguistics	Elective	35 (for 5 ECTS)

NAME OF TEACHER : CRISTINA PETRAȘ

Personal data

Name – Surname	Petraș Cristina
HEI	University Alexandru Ioan Cuza
Date and place of birth (and Country)	29.03.1978, Hârlău, Romania
Nationality	Romanian
Fiscal code (only for Italy)	
Address	Bd. Copou, 11, Iași
Faculty-Department	Letters-Foreign Languages and Literatures
Research Centre / Research Lab	Center for Canadian Studies
Category	Professor Reader X Lecturer Teaching assistant
Area of specializaiton	Linguistics
Academic degree	PhD
PhD academic area	Linguistics
– PhD year	2008
– PhD institution	University Alexandru Ioan Cuza of Iași / Université d'Avignon et des Pays de Vaucluse

Other academic degrees or titles

Year	Degree	Area	HEI	Classification

2001	MA	Romance Languages and Literatures	Université de Liège	
2001	MA	Francophone Studies	University Alexandru Ioan Cuza of Iași	
2000	BA	French Language and Literature - Romanian language and literature	University Alexandru Ioan Cuza of Iași	

Scientific activity (publications) in the last five years

Book

Cristina Petraș, *Contact de langues et changement linguistique en français acadien de la Nouvelle-Écosse. Les marqueurs discursifs*, 2016, Paris, L'Harmattan (coll. Sociolinguistique), 304 p., ISBN 978-2-343-08230-1.

Chapters in books

Cristina Petraș, « Nommer la fraude aux normes écologiques par rapport à la publicité en français et en roumain », in Sonia Berbinski et Anca Marina Velicu (éd.), *Terminologie(s) et traduction. Les termes de l'environnement et l'environnement des termes*, 2018, Berlin/Bern/Bruxelles/New York/Oxford/Warszawa/Wien, Peter Lang, pp. 137-158, ISBN 978-3-631-74643-1.
Cristina Petraș, « *Manière* (*de*) en français acadien, *façon* en français de Côte d'Ivoire au carrefour du lexique, de la grammaire et du discours », in Gaétane Dostie, Florence Lefeuvre (ed.), *Lexique, grammaire et discours. Les marqueurs discursifs*, 2017, Paris, Honoré Champion (coll. « Bibliothèque de grammaire et de linguistique »), pp. 127-146.
Cristina Petraș, « Les noms chiac et acadjonne chez les linguistes : lorsque le discours ordinaire en vient à investir le discours expert », in Laurence Arrighi, Annette Boudreau (ed.), *La construction discursive du locuteur francophone : Langue et légitimation*, 2016, Québec, Presses de l'Université Laval (coll. « Les voies du français »), pp. 43-62.

Guest editor – thematic issues

Cristina Petraș, *Revue Roumaine d'Etudes Francophones* (« Espaces francophones. Identités multiples »), 11/2019, http://arduf.ro/revue-roumaine-detudes-francophones/archive/rref-11 http://arduf.ro/revue-roumaine-detudes-francophones/archive/rref-11.
Cristina Petraș, *Studii de lingvistică* (« Les expressions métadiscursives dans les langues romanes : aspects syntaxiques, pragmatiques et sociolinguistiques »), 9-2/2019, http://studiidelingvistica.uoradea.ro/arhiva-ro-9-2-2019.html.
Cristina Petraș, *Revue Roumaine d'Etudes Francophones* (« Variations et contact dans l'espace francophone : perspectives linguistiques, littéraires et didactiques »), 9-10/2017-2018, http://arduf.ro/revue-roumaine-detudes-francophones/archive/rref-9-10.

Articles

Rodica Albu, Cristina Petraș, "Romanian Canadiana", Ad Americam, 21/2020, pp. 5-29, https://journals.akademicka.pl/adamericam/article/view/1454
Cristina Petraș, « Les expressions métadiscursives dans les contes acadiens de tradition orale », *Studii de lingvistică*, 9-2/2019, pp. 201-224, ISSN: 2248-2547 (http://studiidelingvistica.uoradea.ro/arhiva-fr-9-2-2019.html) (*Web of Science* Core Collection: Emerging Sources Citation Index)
Cristina Petraș, « De l'oral à l'écrit dans les contes de tradition orale : quelques considérations à partir d'un exemple acadien », in *Revue Roumaine d'Etudes Francophones* (număr tematic « Variations et contact dans l'espace francophone : perspectives linguistiques, littéraires et didactiques »), 9-10/2017-2018, pp. 205-217 (DOAJ, https://doaj.org/article/3aba47cb2a7f41b1b096c079422d1bed)
Cristina Petras, « Archaïsme, lexicalisation et variation sur le terrain acadien : autour des verbes en *re-/ré-/r-* et associés », *Revue de Sémantique et Pragmatique*, 41-42, 2017, pp. 59-78 (Openb Edition, https://journals.openedition.org/rsp/451; DOI : 10.4000/rsp.451)
Cristina, Petraș, « Rendre compte de la différence dans la transcription des corpus oraux : variation phonétique, formes dialectales/archaïques/populaires et lexicalisation », *Le français à l'université*, 22/3, 2017, consultable sur http://www.bulletin.auf.org/index.php?id=2517.

Papers in conference proceedings

Cristina Petraș, « Fait divers et circulation des discours : éclatement et recomposition d'un "genre" de presse », in Felicia Dumas (textes réunis par), *Polar-isations francophones. Cinquante nuances de noir* (Actes du colloque international Journées de la Francophonie XXIIe édition, Iaşi, 24-25 mars 2017), Éditions Junimea, Iaşi, 2018, pp. 241-255, ISBN 978-973-37-2123-9.
Cristina Petraș, « Bien [bjɛ̃], ben [bɛ̃], ben [bɔn] en français acadien : enjeux de la transcription d'un corpus oral », dans Felicia Dumas (textes réunis par), *Francophonie et curiosité(s)* (Actes du colloque international Journées de la francophonie, XXI édition, Iași, 25-26 mars 2016), Iași, Junimea, 2017, p. 325-339.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

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Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Project coordinator, grant from UEFISCDI, PN-III-P4-ID-PCE-2020-1505 (Metalinguistic markers between lexicon, grammar and discourse. A diachronic approach, 2021-2024)
UEFSICDI expert, TE and PD competition, 2019, https://uefiscdi.gov.ro/resource-821347-lista-experti-evaluatori-te-si-pd-2019_site.pdf
Member of the scientific committee of the symposium "Minorisation linguistique et inégalités sociales", organized by the Center for Research in Applied Linguistics of the University of Moncton, 4-8 October 2017
Reviewer for the collective volumes - Arrighi, Laurence, Gauvin, Karine (2018), *Regards croisés sur les français d'ici*, Québec, Presses de l'Université Laval (coll. « Les voies du français ») - Arrighi, Laurence, Boudreau, Annette (éd.) (2016), *Langue et légitimation : la construction discursive du locuteur francophone*, Québec, Presses de l'Université Laval (coll. « Les voies du français ») - Arrighi, Laurence, LeBlanc, Matthieu (dir.) (2014), *La francophonie en Acadie. Dynamiques sociales et langagières. Textes en hommage à Louise Péronnet*, Sudbury, Éditions Prise de parole (coll. Agora)
Qualification to the position of "maître de conferences" in France, section 7: language sciences (linguistics and phonetics), CNU, JORF no. 0008/10 January 2010/30

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Le français dans l'espace francophone: variation, société, politiques linguistiques		35 (for 5 ECTS)

NAME OF TEACHER : ADINA-LUCIA NISTOR

Personal data

Name– Surname	Nistor Adina-Lucia
HEI	UAIC
Date and place of birth (and Country)	25.6.1966, Sebes, Romania
Nationality	Romanians
Fiscal code (only for Italy)	
Address	B-dul Carol I. Nr. 11, Iasi
Faculty-Department	Litere, Departamentul de Limbi si Literaturi Straine
Research Centre / Research Lab	Seminarul Traian Bratu
Category	Professor
Area of specializaiton	Lingvistica, Germanistica
Academic degree	PhD
PhD academic area	Filologie
– PhD year	1998

– PhD institution	Universitatea Alexandru Ioan Cuza

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Von Aachmann bis Zillmann. Studien zu 73 Familiennamen auf -mann in Deutschland. Cluj-Napoca 2020, Editura Casa Cărții de Știință, ISBN: 978-606-17-1656-2, 303 p.
Lucian Blaga und das deutsche Gymnasium im siebenbürgischen Mühlbach (1902-1906). In: Germanistische Beiträge, Bd. 46, Editor: Maria Sass, Sibu 2020, ISSN 1454-5144, accesare sub: http://www.uniblaga.eu, p. 268-280.
Zum Namen Joachim Heinrich Wittstock. In volumul: *Gesehenes, Gehörtes, Erdachtes. Kulturelle, literarische und sprachliche Paradigmen und Strategien der (rumänien)deutschen Postmoderne. Festschrift für Joachim Wittstock*. Reihe Academica. Kronstädter Beiträge zur germanistischen Forschung. Vol. 20, Editor Carmen Elisabeth Puchianu, Editura Universitatii Transilvania si Editura Aldus, Brasov 2020, ISSN 1842-9564, p. 187-198. http://germanistik.unitbv.ro/kbgf.
Toponyme im siebenbürgischen Unterwald / Terra ante Silvanum. In: *Germanistische Beiträge.*, vol. 45 7 2019, Editor: Maria Sass, ISBN: 1454-5144, accesare sub: http://www.uniblaga.eu, p. 125-142.
Etymologie und Geografie des Familiennamens Kottler in Deutschland und im rumänischen Banat. In: *Deutsche Regionalsprachen in Mittel- und Südosteuropa*. Editori: Mihaela Sandor / Alwine Ivanescu, Editura Peter Lang, Berlin 2019, ISBN: 978-3-631-76853-2, p. 43-53.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

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Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
German culture in the Romanian-speaking area	Elective	35 (for 5 ECTS)

B. Name of teacher: ANA-MARIA GÎNSAC

Personal data

Name – Surname	ANA-MARIA GÎNSAC
HEI	UAIC
Date and place of birth (and Country)	11.10.1979, VATRA-DORNEI, SUCEAVA, RO
Nationality	ROMANIAN
Fiscal code (only for Italy)	
Address	B-dul Carol I, nr. 11, Iași, jud. Iași, code 700506
Faculty-Department	Faculty of Letters – Department of Foreign Languages and Literatures – Classical Philology (Latin - Ancient Greek)
Research Centre / Research Lab	Institute of Interdisciplinary Research, Social Sciences and Humanities Research Department
Category	Lecturer
Area of specialiazation	PHILOLOGY (ROMANIAN, CLASSICAL, BIBLICAL) ONOMASTICS DIGITAL HUMANITIES
Academic degree	PhD
PhD academic area	PHILOLOGY
– PhD year	2009
– PhD institution	ALEXANDRU IOAN CUZA UNIVERSITY OF IASI

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2016-present	senior researcher (CS II)	Philology	UAIC	

Scientific activity (publications) in the last five years

Eugen Munteanu (coord.), **Ana-Maria Gînsac**, Ana-Maria Minuț, Lucia-Gabriela Munteanu, Mădălina Ungureanu, *Vechiul Testament – Septuaginta. Versiunea lui Nicolae Spătarul Milescu (Ms. 45 de la Biblioteca Filialei din Cluj a Academiei Române)*, Iași, Editura Universității „Alexandru Ioan Cuza", colecția „Fontes Traditionis", 2016. 2610 p., ISBN: 978-606-714-293-8.

Ana-Maria Gînsac, „Les noms propres de la première traduction en roumain de la Septante. Observations sur la catégorie grammaticale du gendre", *Philologica Jassyensia* 24, 2016, p. 95-104. ISSN 1841-5377, ISSN online 2247-8353, ISSN-L 1841-5377.
Ana-Maria Gînsac (coord.), Iosif Camară, Dinu Moscal, Mădălina Ungureanu, *Practici de traducere a numelor proprii în scrisul românesc premodern (1780-1830)*, Iași, Editura Universității „Alexandru Ioan Cuza", 2017, 270 p., ISBN: 978-606-714-402-4.
Ana-Maria Gînsac, Mădălina Ungureanu, „Les premiers enregistrements lexicographiques des noms propres dans la langue roumaine: les dictionnaires slavons-roumains du XVIIe siècle", *Philologica Jassyensia* 26, 2017, ISSN 1841-5377, ISSN on-line 2247-8353.
Ana-Maria Gînsac, Mădălina Ungureanu, „Observații asupra transpunerii antroponimelor străine în limba română (perioada premodernă, 1780-1830)", în Oliviu Felecan (ed.), *Proceedings of the Fourth International Conference on Onomastics „Name and Naming". Sacred and Profane in Onomastics*, Cluj-Napoca, Editura Argonaut, 2017, ISSN: 2501-0727.
Ana-Maria Gînsac, Mădălina Ungureanu, „La lexicographie slavonne-roumaine au XVIIe siècle", *Zeitschrift für romanische Philologie* 134 (3), 2018, 845-876, doi:10.1515/zrp-2018-0055.
Ana-Maria Gînsac, Mădălina Ungureanu, „The formal adaptation of toponyms in Romanian translations from German between 1780 and 1830", *Diacronia 7*, 2018, A103 (1–14), doi:10.17684/i7A103ro.
Vladimir Agrigoroaei, **Ana-Maria Gînsac**, Ágnes Korondi, Catherine Mary MacRobert, Cinzia Pignatelli et al., „The Musical Instruments in the Early Vernacular Translations of the Psalms (collective research)", *Museikon. A Journal of Religious Art and Culture / Revue d'art et de culture religieuse* 3, 2019, 67-140.
Ana-Maria Gînsac, Mădălina Ungureanu, „Proper names in marginal notes to a 17th century Romanian translation of the Old Testament (ms. no. 4389 B.A.R.)", *Diacronia* 10, 2019, A145 (1-12), https://doi.org/10.17684/i10A145ro.
Ana-Maria Gînsac, Mria Moruz, Mihai Alex Moruz, Mădălina Ungureanu, „Semi-automatic Word Level Alignment for Rhotacising Psalters in Romanian", in *Proceedings of the 14th International Conference "Linguistic Resources and Tools for Natural Language Processing", Cluj-Napoca, 18-20 November 2019*, Editura Universității „Alexandru Ioan Cuza" din Iași, 2019.
Ana-Maria Gînsac, Mădălina Ungureanu, „Writing Foreign Toponyms in Premodern Romanian (1780-1830)", in Maria Löfdahl, Michelle Waldispühl, Lena Wenner (eds.), *Namn i skrift. Names in Writing. Handlingar från NORNAs 48:e symposium i Göteborg den 29-30 november 2018*, Meijerbergs institut för svensk etymologisk forskning Göteborgs universitet, Nordiska samarbetskommittén för namnforskning (NORNA), „Meijerbergs Arkiv För Svensk Ordforskning" 44, 2020, 79-96.
Ana-Maria Gînsac, Alin Suciu, Andrea Svobodová, Constanța Burlacu, Iosif Camară, Ileana Sasu, Jacopo Bisagni, Katarzyna Jasińska, Kateřina Voleková, Mădălina Ungureanu, Stephen Morrison, Vladimir Agrigoroaei, Vlad Bedros, „The Musical Instruments in the Early Vernacular Translations of the Psalms (2) (Collective

Research)", *Museikon, A Journal of Religious Art and Culture | Revue d'art et de culture religieuse* 4, 2020, 257-302.
Ana-Maria Gînsac, Mădălina Ungureanu, „Culture language and foreign names adaptation during the pre-modern Romanian", *Diacronia* 12, 2020, A171 (1-9), https://doi.org/10.17684/i12A171en.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- 2008-2010: „Nicolae Iorga" postgraduate research scholarship Istituto Romeno di Cultura e Ricerca Umanistica – Venezia (*Romanian Biblical Onomastics*). - 2009-2015: Editing the oldest Romanian Bibles translated from Greek, Latin and Church Slavonic as a member of the project *Monumenta linguae Dacoromanorum. Biblia 1688* (Eugen Munteanu coord.): Pars IX. Paralipomenon I, Paralipomenon II (2011), Pars VIII. Regum III, Regum IV (2012), Pars X.1. Esdrae I, Nehemiae (Esdrae II), Esther (2015), Pars XII. Proverbia, Ecclesiastes, Canticum Canticorum (2015), Pars XIV. Ieremias. Lamentationes Ieremiae (2014), Pars XIII. Isaias (2015), Pars XV. Ezechiel (2015), Pars XVII. Osee, Ioël, Amos, Abdias, Ionas, Michaeas (2015), Pars XIX. Libri apocryphi: [Psalmus 151], Tobias, Iudith, Baruch, Epistola Ieremiae, Laudes Trium Iuvenum, Esdrae III (2015), Pars XX. Sapientia. Sirach. Susanna. De Belo sive Dracone Babylonico (2014), Pars XXI. Machabaeorum I, Machabaeorum II, Machabaeorum III (2015), Pars XXII. Iosephus ad Machabaeos (2012), Pars XXIII. Novum Testamentum I: Evangelia (2015), Pars XXIV. Novum Testamentum II: Actus Apostolorum, Pauli Epistolae, Catholicae Epistolae, Iudae Apocalypsis Ioannis (2015), Iași, Editura Universității "Alexandru Ioan Cuza".

Other publications (pedagogical)

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Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

- 2009-2016: junior scientific researcher (Alexandru Ioan Cuza University of Iasi, Institute of Interdisciplinary Research, Social Sciences and Humanities Research Department, „Monumenta linguae Dacoromanorum" Unit). - 2016-present: senior scientific researcher (Alexandru Ioan Cuza University of Iasi, Institute of Interdisciplinary Research, Social Sciences and Humanities Research Department, „Monumenta linguae Dacoromanorum" unit); associate lecturer (Alexandru Ioan Cuza University of Iasi, Faculty of Letters, Classical Philology).
- 2015-2017: team leader of the „Young teams" research project no PN-II-RU-TE-2014-4-1108, 2015-2017, financed by UEFISCDI (Executive Unit for Financing Higher Education, Research, Development and Innovation): *Practici de traducere a numelor proprii în scrisul românesc premodern (1780-1830) / Proper Names in the Romanian Pre-modern Writing (1780-1830): Translation Practices* (roNAME).

- 2021-2024: team leader of the „Exploratory research project" no PN-III-P4-ID-PCE-2020-2939, 4.01.2021 – 31.12.2023, financed by UEFISCDI (Executive Unit for Financing Higher Education, Research, Development and Innovation): *O reevaluare a psaltirilor românești din secolul al XVI-lea. Corpus aliniat și studii comparative / Re-evaluating the Sixteenth-Century Romanian Psalters. Aligned Corpus and Comparative Studies (roPSALT).*
- 2020: member of a PhD in Philology degree committee: PhD thesis „*Mântuirea păcătoșilor (ms. BAR 2517; ms. BAR 494), traducere atribuită lui Nicolae Spătarul Milescu. Ediție critică și studiu filologico-lingvistic*" (drd. Bîrlădeanu C. Onuța Georgiana, prof. dr. Eugen Munteanu coord.).
- 2020: member in the assessment panel of scientific publications and publishing houses from Romania (UEFISCDI – Executive Unit for Financing Higher Education, Research, Development and Innovation).

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Old Greek biblical and patristic language	Optional course 2.1	35 (for 5 ECTS)

NAME OF TEACHER: VERONICA TATIANA POPESCU

Personal data

Name – Surname	**Veronica Tatiana Popescu**
HEI	Alexandru Ioan Cuza University of Iasi
Date and place of birth (and Country)	
Nationality	Romanian
Fiscal code (only for Italy)	
Address	B
Faculty-Department	Faculty of Letters – English Department
Research Centre / Research Lab	
Category	Lecturer
Area of specializaiton	Literary and cultural studies
Academic degree	PhD
PhD academic area	
– PhD year	2005
– PhD institution	Alexandru Ioan Cuza University of Iasi

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1998	BA	Philology	UAIC	

1999	MA equivalent (1 year)	American Studies	UAIC	

Scientific activity (publications) in the last five years

Popescu, Veronica. "The Dream of Absolute Belonging: A Dominican American Story", *(Im)migration Patterns: Displacement and Relocation in Contemporary America*, Adina Ciugureanu, Ludmila Martanovschi, Nicoleta Stanca (ed.). Iași: Institutul European, 2016, ISBN 978-606-24-0159-7, pp.185-202.
Popescu, Veronica. "Hyphenated Identities in Cristina García's *Dreaming in Cuban* and *The Agüero Sisters*", *Studia UBB Philologia*. LXII, 1/2017, pp. 155-72. (http://studia.ubbcluj.ro/download/pdf/1077.pdf), ISI
Popescu, Veronica. "Japanese *Romeo x Juliet* as Site of Cultural Cross-pollination", *Acta Iassyensia Comparationis. 400 Years with Shakespeare and Cervantes*),pp. ISSN (online) 2285-3871. (http://literaturacomparata.ro/aic/?page_id=157&lang=en) Fabula, Copernicus Journals Masters List.
Popescu, Veronica. "From (Self-)trading Moll to Traded Moll, or the Radical Transformation of Moll Flanders in Sentimental Hollywood", *Traded Women, Trading Women*, ed. Gonul Bakai, Michaela Mudure. Frankfurt am Main/Bern: Peter Lang GmbH, 2017, ISBN 978-3631-71411-8, pp. 253-279.
Popescu, Veronica. "Dictatorship, Machismo, and The Cuban Exile Drama in A Tragicomic Mode: Cristina García's *King Of Cuba*" , *Studia UBB Philologia*. 2/2021 (forthcoming)

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Use of Microsoft Teams, Google Classroom, Testportal, Turnitin for teaching and assessment activities

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Member of the Editorial Board of LINGUACULTURE Journal
Supervision of MA and BA level dissertations

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Multicultural perspectives	Elective	35 (for 5 ECTS)

Name of teacher: Lect. Dr. Roxana Vieru

Personal data

Name – Surname	Roxana Vieru
HEI	UAIC
Date and place of birth (and Country)	28.06.1980, Iași, Romania
Nationality	Romanian
Fiscal code (only for Italy)	
Address	Str. Basarabi 5A, bl. A2, ap. 37
Faculty-Department	Faculty of Letters, Department of Romanian Studies, Journalism and Communication and Comparative Literature
Research Centre / Research Lab	
Category	Lecturer
Area of specialization	Philology, Diachronic Linguistics
Academic degree	PhD
PhD academic area	
– PhD year	2008
– PhD institution	"Al.I. Cuza" University of Iași

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Iuliu A. Zanne, *Proverbele românilor din România, Basarabia, Bucovina, Ungaria, Istria și Macedonia. Proverbe, ziceri, povețe, cuvinte adevărate, asemănări, idiotisme și cimilituri*, ediție îngrijită de Roxana Vieru, prefață de Ioan Milică, Editura Vasiliana '98, Iași, 2019, vol. I, 984 p., vol. II, 988 p., vol. III, 811 p.
Garlanda, Federico, *FILOSOFIA CUVINTELOR. Introducere în științele limbii, pe înțelesul tuturor*, (traducere din limba engleză, cuvînt-înainte și note de Roxana Vieru), Editura Universității „Alexandru Ioan Cuza" din Iași, 2019, 236 p., ISBN 978-606-714-559-5
Vieru, Roxana, ***Draghicame*** *– un hapax legomenon în textele biblice românești?*, în *Omul de cuvînt. In honorem Gheorghe Chivu*, Editura Universității „Alexandru Ioan Cuza" din Iași, 2017, p. 563-569
Vieru, Roxana, *The Truth between the Lines*, în „Journal of Romanian Literary Studies", nr. 20, 2020, Arhipelag XXI Press, Tîrgu Mureș, 1483 p. (contribuție proprie: p. 588-594) – ISSN 2248-3004, ISBN 978-606-8624-00-6

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-cursuri de formare, dacă sînt

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

2018 – Promotion committee member to the rank of lecturer (decision no. 1361 / 15.12.2017)
2020 – Promotion committee member to the IIIrd rank research scientist (Research scientist – position no. 24) (decision no. 1464 / 19.12.2019)
2017, 2015 – Committee member for the entrance exams at the Faculty of Law, „Al. I. Cuza" University; 2014, 2016, 2019 – Appeal Board member for the entrance exams at the Faculty of Law, „Al. I. Cuza" University;
2020 – Committee member for the IInd Educational Degree Granting (Special Education Teachers for Kindergarten and Elementary Schools)
2020 – Committee member for the Ist Educational Degree Granting

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Tehnica editării textelor vechi/ The technique of editing old texts	Elective	35 (for 5 ECTS)

NAME OF TEACHER: LECT. DR. ADRIAN CRUPA

Personal data

Name – Surname	Adrian Crupa
HEI	UAIC
Date and place of birth (and Country)	27.08.1976
Nationality	Romanian
Fiscal code (only for Italy)	
Address	Iași, str. Mircea cel Bătrîn, nr. 1
Faculty-Department	Facultatea de Litere, Departamentul de Românistică, Jurnalism și științe ale comunicării și Literatură comparată
Research Centre / Research Lab	
Category	Lecturer
Area of specialization	World Literature, Comparative Literature, General Mythology
Academic degree	PhD
PhD academic area	Philology
– PhD year	2009
– PhD institution	UAIC

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Adrian Crupa, *Memorie – Mărturie – Martiriu. Cadre ale memorialisticii spațiului concentraționar* în volumul *Memorialistica românească: între documentul istoric și obiectul estetic* / volum coordonat și îngrijit de Bogdan Crețu, Ofelia Ichim, Marius-Radu Clim, Iași, Editura Universității „Alexandru Ioan Cuza", 2017, ISBN 978-606-714-407-9, pp. 21-30.
Adrian Crupa, Dulce bellum inexpertis: *Considerații despre sensurile memorialisticii prizonierilor români din Al Doilea Război Mondial* în volumul *Memorialistica românească: teorie și istorie literară*, Marius-Radu Clim, Ofelia Ichim, Doris Mironescu, Ioana Repciuc (editori), București, Editura Tracus Arte, 2020, ISBN 978-606-023-192-9, pp. 175-188.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

-

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Literatură și mentalități/ Literature and Mentalities	Elective	35 (for 5 ECTS)

NAME OF TEACHER: LECT. DR. IACOB LIVIA

Personal data

Name – Surname	Iacob Livia
HEI	UAIC
Date and place of birth (and Country)	26.06.1977
Nationality	Română
Fiscal code (only for Italy)	-
Address	Iași, strada Nicolae Gane, Bloc B1, ap. 1
Faculty-Department	Litere
Research Centre / Research Lab	-
Category	Lecturer
Area of specialization	Literatură comparată și universală / Filologie
Academic degree	PhD
PhD academic area	Poetică și naratologie
– PhD year	2007
– PhD institution	Universitatea ”Al.I. Cuza”, Iași

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Iacob, Livia, *Romancieri interbelici*, Editura Cartea Românească Educațional, Iași, 2019, cu o prefață de Bogdan Crețu, ediția a doua.
Iacob Livia, Catrinescu Laura, ***Fernando Pessoa. Alteritate și* abis**, Cartea Românească Educațional, Iași, 2019.
Kalidasa, *Norul mesager și alte poeme*, trad. de Viorica S. Constantinescu, ediție îngrijită, tabel cronologic și postfață de Livia Iacob, Editura Institutul European, Iași, 2016.
Oratorie politică românească, Editura Universității "Al.I. Cuza", Iași, ISBN978-606-714-237-2, antologie de texte politice din secolul al XIX-lea
Răzvan Theodorescu și Dana Galanton, *Trei Ierarhi. Despre o ipostază a fastului în civilizația românească*, ediție trilingvă tip album îngrijită de Livia Iacob.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Visiting Professor in Brno, with a lecture on *Balcanismul în literatura română [Balcanism in Romanian Literature]*, 2018
Editor in Chief *Cartea Românească Educațional*

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Modernismul. Direcții și reprezentanți în lirica europeană/ Modernism. Directions and Representatives in the European Poetry	Elective	35 (for 5 ECTS)
Genuri în literatura exilului/ Genres in the Literature of Exile	Elective	35 (for 5 ECTS)

NAME OF TEACHER: LECT. DR. SORIN MOCANU

Personal data

Name – Surname	Mocanu Sorin
HEI	UAIC
Date and place of birth (and Country)	27.02.1974, Salcea, România
Nationality	român
Fiscal code (only for Italy)	
Address	Str. Titu Maiorescu 24, H3, 7
Faculty-Department	Facultatea de Litere, Departamentul de Românistică, Jurnalism și
Research Centre / Research Lab	
Category	Lecturer
Area of specialization	Literatură comparată, antropologie culturală, istorie culturală
Academic degree	PhD
PhD academic area	Filologie
– PhD year	2007
– PhD institution	Universitatea ”Alexandru Ioan Cuza” din Iași

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

1. Romanul de război: reprezentări realist-pesimiste ale Primului Război Mondial la Henri Barbusse și Erich Maria Remarque" in Constantin Dram (coord.), *Istorie, ficțiune, istorii ficționale*, Editura Vasiliana`98, Iași, 2020, 171-191, 978-973-116-692-6.
2. Farmecul străvechi al sărbătorilor de primăvară", in Constantin Dram (coord.), *Conferințele de la Biblioteca Județeană Vaslui*, Editura A.T.U. Sibiu, 2020, pp. 213-245, ISBN 978-606-985-280-4.
3. "Grotescul alimentar în romanul *Liturghia neagră* (*Là-Bas*, 1891) de J.-K. Huysmans" în Constantin Dram (coord.), *Pentru o "cultură a râsului". Forme ale comicului*, Editura Vasiliana`98, Iași, 2019, pp. 177-195, ISBN 978-973-116-644-5.
4. "Semnificații culinare. Între natură și cultură: Brillat-Savarin și Al. O. Teodoreanu", in Constantin Dram (coord.), *Gastronomie și literatură*, Editura Tritonic, București, 2018, pp. 176-189, ISBN 978-606-749-337-5.
5. "Funcția alimentelor în romanul decadentist: *În răspăr*, J.-K. Huysmans. De la senzații și experimente estetice la artă poetică", in Cristina Bogdan, Silvia Marin Barutcieff (coord.), *Obiecte și urmele lor. Priviri istorice, povești antropologice*, Editura Universității din București, București, 2018, pp. 69-127, ISBN 978-606-16-0944-4.
6. "Sărbătoarea - între ritual, festivitate și divertisment", in Constantin Dram (coord.), *După-amiezi culturale la Vaslui*, Editura Limes, Cluj, 2018, pp. 220-234, ISBN 978-606-799-243-4.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

- Postdoctoral researcher Institute of History"A.D. Xenopol" Iași and Iasi Branch of Romanian Academy with the project *Modalități sărbătorești de construire și exprimare a identității la sfârșitul sec. al XIX-lea și începutul sec. al XX-lea. Contribuția sărbătorilor tradiționale [Ways to build and express identity in the late 19th and early 20th centuries. Contribution of traditional holidays]*, 2011-2012
- Research stage *Centre d`études byzantines, néo-helléniques et sud-est européennes, École de Hautes Études en Sciences Sociales*, Paris, 2011 (3 months)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Decadentismul în literatură și în artele plastice/ Decadentism in Literatures and the Visual Arts	Elective	35 (for 5 ECTS)

NAME OF TEACHER: LECT DR. SIMONA MURARU

Personal data

Name – Surname	Simona Muraru
HEI	UAIC
Date and place of birth (and Country)	20.XII.1977, Iași
Nationality	Română
Fiscal code (only for Italy)	-
Address	Str. Garabet Ibrăileanu, 10, bl. 5, sc. B, ap. 7
Faculty-Department	Letters
Research Centre / Research Lab	-
Category	Lecturer
Area of specialization	Romance Philology
Academic degree	PhD
PhD academic area	Romance Literature and Culture
– PhD year	2013
– PhD institution	University „Alexandru Ioan Cuza" of Iași and University of Porto, Portugal

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2008	*Associate teaching assitant*	Romance Philology	UAIC	
2012	Teaching Assistant	Romance Philology	UAIC	
2019	Lecturer	Romance Philology	UAIC	

Scientific activity (publications) in the last five years

Ailenii, Simona, *A tradução galego-portuguesa do romance arturiano. Os primeiros testemunhos*, Editora Estratégias Criativas, Porto, 2019, 499p., ISBN 978-989-8459-44-2.
Ailenii, Simona, „Das particularidades de tradução das versões ibéricas de *Merlin* e da sua *suite*", *Revista Galega de Filoloxía*, 20, 2019, pp. 11-33. (Indexare: http://illa.udc.es/rgf/bases_datos.html)
Ailenii, Simona, „Tradução peninsular das *estórias* do Santo Graal, Merlin e Tristan", *En Doiro antr 'o Porto e Gaia. Estudos de Literatura Medieval Ibérica*, José Carlos Miranda, Rafaela da Câmara Silva (ed.), Estratégias Criativas, Porto, 2017, pp. 135-150, ISBN 978-989-8459-22-0.
*** *Estória do Santo Graal. Livro Português de José de Arimateia. Edição do texto contido no manuscrito 643 do Arquivo Nacional da Torre do Tombo*, José Carlos Miranda, Simona Ailenii, Isabel Correia, Ana Sofia Laranjinha, Eduarda Rabaçal (ed.), Editora Estratégias Criativas, Porto, 2016, 391p., ISBN 978-989-8459-28-2.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Romanistică/ Romance Linguistics	Elective	35 (for 5 ECTS)

NAME OF TEACHER : LECTOR UNIV.DR. MIRCEA PĂDURARU

Personal data

Name – Surname	Mircea Păduraru
HEI	UAIC
Date and place of birth (and Country)	08.03.1980 - Iași, Romania
Nationality	roman
Fiscal code (only for Italy)	
Address	Str. SF. Maria, nr. 43, sat Bârnova, Iasi - 707035, Romania
Faculty-Department	Letters/ Romanian Studies
Research Centre / Research Lab	
Category	Professor Reader **Lecturer** Teaching assistant
Area of specialization	Romanian Ethnology/ Philology
Academic degree	PhD
PhD academic area	Romanian ethnology/ Romanian literature
– PhD year	2011
– PhD institution	UAIC

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2004	BA	Romanian langage and literature- English language and literature	UAIC	
2007	MA	Literary Hermeneutics and Romanian literature	UAIC	
2011	Ph.D	Romanian Literature and Folklore	UAIC	

Scientific activity (publications) in the last five years

”Introducere în etologia folclorului pornografic”, *Caietele ASER*, 2020, pp. 124-160, ISSN-1842-4279

“Dominantele imaginarului literar evanghelic”, în *Omul Evanghelic. O explorare a comunităților evanghelice românești* (coord. Dorin Dobrincu si Dănuț Mănăstireanu, Iași, Editura Polirom, 2018.

”«Folcloristica românească»” *versus* „«Istoria folcloristicii»”. Vrabie, Bîrlea și dominantele ideologice ale etnologiei comuniste” în *Philologica Jassyensia*, an XVI, nr.2 (32), 2020, pp. 171-182. ”The Representation of the Devil in the Romanian Contemporary Imagination” in *Translation and Cultural Mediation*, eds. Roxana Ciolăneanu and Paul Nanu, Universty of Turku, Finland, 2020, p197-209. ”C.S. Lewis și Diavolul. Observații asupra strategiei determinării indeterminabilului”, în *Jurnal teologic* , vol.19.2, 2020, pp.49-65 (ATLA RDB) . ”Eschatological Ethnology. The fear of End within the Discourse of Romanian Ethnology” in *Archiva Moldaviae*, vol. XI, 2019, p. 247-259. (CEEOL) ”Omul evanghelic”, coord. Dorin Dobrincu și Dănut Mănăstireanu, editura Polirom, Iași, 2018, 798 p., în *Philologica Jassyensia,* an XV, Nr. 1 (29), 2019 , pp. 304-306. “Autoritatea eclesiastica si puterile literaturii. Cazul Creangă”, în *Din curtea lui Nică în marea curte a lumii*, Coord. Constantin Dram, Cluj, Editura Limes, 2017. p. 178-188. „Preoți și călugări în imaginarul sadovenian”, in *Mihail Sadoveanu. 12 interpretari dinspre IASI*, coord. Constantin Dram, Bucuresti, Editura Tritonic, 2016. pp. 197-213. ”Dan Mănucă, temperamentalul”, *Convorbiri literare*, iunie, 2017. EBSCO ”The Powers of Ethnography and Ecclesiastic Authority. Towards a Romanian History of a Problemaic Relationship”, *Jurnal teologic*, vol.15, nr.1, 2016 (**ATLA RDB**);
”Marin Marian Bălașa, Muzicologii, etnologii, subiectivități, politici [Musicologies, Ethnologies, Subjectivities, Politics], București, Editura Muzicală, 2011” în *Review of Ethnography and Folklore*, 2017, ISSN 0034-8198, 1220-5370, p. 186-193 (ISI Thomson-Reuters) ”Nicolae Panea Orașul subtil [The Subtle City]”, Editura Etnologică, Bucuresti, 2013 – *Review of Ethnography and Folklore*, 2017, ISSN 0034-8198, 1220-5370, p. 193-199. (ISI Thomson-Reuters) ”Andrei Oișteanu, Sexualitate și societate” [Sexuality and Society], Editura Polirom, Iasi, 2016 în *Philologica Jassiensia*, 2017, ISSN 1841-5377, ISSN online 2247-8353, p.304-307. (ISI Thomson-Reuters)

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Training courses 15 June 2013 – 15 August 2013, Wheaton College, Chicago, IL, USA Religion and the image question (Masterclass in Antropology of religion with Birgit Meyer and David Morgan), KNIR (Royal Netherlands Institute in Rome), 2019.

Political police and the literature. Masterclas Humboldt University, May 2015: Aus den Giftschränken des Kommunismus. Methodische Fragen zum Umgang mit den Überwachungsakten in Südost- und Mitteleuropa

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Expert-evaluator for National Council of Scientific Research – from October 2020
Member in the admission committee of Romanian Association for Ethnological Studies

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Etnologie și putere. Teme și concepte actuale în studiul culturii populare/ Ethnology and Power. Themes and Concepts in the Contemporary Study of Popular Culture	Elective	35 (for 5 ECTS)

Data collection Staff

UNIVERSITY OF PAVIA

1. Department of Humanities

Summary table

University	Position	Names	Area of knowledge	Course

University of Pavia	**Professors**	Giovanni Battista Boccardo	Dante Alighieri, the Ligurian literary tradition from its origins to the 20th century, the Italian of translations, literary archives	Lingua Italiana con laboratorio
		Giuseppe Antonelli	The history of literary language, the sociolinguistics of contemporary Italian, the language of epistolary	Linguaggi per la comunicazione pubblica Storia della lingua italiana Linguistica italiana c.p.
University	**Position**	**Names**	**Area of knowledge**	**Course**
University of Pavia	**Professors**	Pietro Benzoni	History of the Italian language Stylistics and metrics Theory and analysis of the text Language and style of 19th and 20th century poetry and fiction Author's versions and forms of literary translation in the twentieth century	L'italiano per la scena e per lo schermo Laboratorio di scrittura Linguistica italiana (la lingua dei personaggi) Linguistica italiana –b

			Italian in cinema: linguistic characterizatio n of characters and dubbing issues	
		Ilaria Poggiolini	Transition from war to peace after WWII; on political and diplomatic relations between Italy and the Allies after 1943; on European integration in the '60s and '70s; on the enlargement process in Europe since UK accession. Euroscepticism, the question of German unification after 1989; Brexit in an historical perspective.	History of International Relations World Politics and Media Introduzione alla Storia delle relazioni Internazionali Public Diplomacy in the Digital Era
University of Pavia	**Professors**	Elisabetta Jezek	Theoretical and Applied Linguistics The meaning of words. Semantic flexibility in language. Lexicon, pragmatics and cognition. Verb classification. Theory of Argument	Comunicazione verbale e linguaggio dei Media Dati empirici e teorie linguistiche Linguistica computazionale Sintassi e semantica (c.p.)

			Structure. Event structure in syntax and semantics. Word class systems from a typological perspective. Computational Lexicography. Language Technology. Methodology in linguistic research.	
University of Pavia	**Professors**	Federico Francucci	20th century literature and literary theory, with particular attention to rhetorical, stylistic and metrical aspects, and to the historical-critical, theoretical and conceptual implications of literary texts; literary archives of contemporary authors.	Letteratura e cultura visuale Letteratura italiana
University of Pavia	**Readers**			
University of Pavia	**Lecturers**			
University of Pavia	**Teaching assistants**			
University of Pavia	**Administrative staff**	Raffaella BERNUZZI: raffaella.bernuzzi@unipv.it		

For each teacher:

NAME OF TEACHER : PROF. GIOVANNI BATTISTA BOCCARDO

https://studiumanistici.unipv.it/?pagina=docenti&id=76

Personal data

Name - Surname	Giovanni Battista Boccardo
HEI	University of Pavia
Date and place of birth (and Country)	24/03/1981 Genova (Italy)
nationality	Italian
fiscal code	
address	Via Teodolinda 25, 27100 - Pavia
Faculty-Department	Department of Humanistic Studies
Research Centre / Research Lab	
Category	Contract Professor
Area of specializaiton	
Academic degree	
PhD academic área	Modern Philology
– PhD year	2007
– PhD institution	University of Pavia

Other academic degree or titles

Year	Degree	Area	HEI	Classification
2005	Master	Modern Philology	University of Pavia	

Scientific activity (publications) in the last five years

Le carte montaliane al Centro Manoscritti. Ordinamento di un fondo composito, in *Le Carte di Eugenio Montale negli archivi italiani*, Atti del convegno di studi Pavia (3-4 aprile 2019), a cura di G. Lavezzi, Novara, Interlinea, i.c.s., pp. 39-66

La "quarta forma" dell''Ottimo Commento' all''Inferno'. Ancora sui manoscritti Firenze, Biblioteca Nazionale Centrale, II IV 120 e Firenze, Biblioteca Riccardiana, 1023, in «Rivista di Studi Danteschi», a. XX fasc. II luglio-dicembre 2020, pp. 356-369
Guido Galletti e Montale: un ritratto inedito del poeta da giovane, in «Autografo», n. 64, a. XXVII 2020, pp. 102-107
Uno sguardo alle carte di Camilla Salvago Raggi, in *Marcello Venturi tra letteratura e storia*, a cura di C. Martignoni, «Autografo», n. 62, a. XXVII 2019, pp. 195-202
Antonio Pescetto: «Rimme galantinne» per le nozze Maggiolo-Chiappe, in *Le diciture della storia. Testi e studi offerti ad Angelo Stella dagli allievi*, a cura di G.B. Boccardo, F. Pierno, M. Volpi, Roma, Salerno Editrice, 2018, pp. 109-129

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Post doctoral fellow at the University of Pavia He works at the Manuscript Centre in Pavia. Coordinator of tutoring for the Italian language

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Lingua Italiana con laboratorio	Compulsory optional course	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. GIUSEPPE ANTONELLI

https://studiumanistici.unipv.it/?pagina=docenti&id=2374

Personal data

Name - Surname	Giuseppe Antonelli
HEI	University of Pavia
Date and place of birth (and Country)	25/05/1970 Arezzo (Italy)
nationality	Italian
fiscal code	
address	Via Antonio Scarpa 15 – 20145 Milano
Faculty-Department	Department of Humanistic Studies
Research Centre / Research Lab	
Category	Professor
Area of specializaiton	Italian Linguistics
Academic degree	PhD
PhD academic área	Linguistic types of the epistolary genre in the early 19th century
– PhD year	1998
– PhD institution	University of Milan

Other academic degree or titles

Year	Degree	Area	HEI	Classification
1994	Master	History of Italian Language	University of "La Sapienza", Rome	110/110 with distinction

Scientific activity (publications) in the last five years

<u>Monographs:</u> 1. Il museo della lingua italiana, Milano, Mondadori, 2018.

2. Volgare eloquenza. Come le parole hanno paralizzato la politica, Roma-Bari, Laterza, 2017.

3. Un italiano vero. La lingua in cui viviamo, Milano, Rizzoli, 2016 (poi in edizione tascabile: La lingua in cui viviamo. Guida all'italiano scritto, parlato, digitato, Milano, Rizzoli BUR, 2017).

4. L'italiano nella società della comunicazione 2.0, Bologna, Il Mulino, 2016 (edizione aggiornata dell'Italiano nella società della comunicazione).

Articles and papers:

1. Premessa (con M. Motolese e L. Tomasin), nella Storia dell'italiano scritto, a cura di Antonelli, Motolese, Tomasin, Roma, Carocci, 2014, vol. IV (Grammatiche), pp. 13-14.

2. L'e-taliano tra storia e leggende, nel vol. L'e-taliano. Scriventi e scritture nell'era digitale, a cura di Sergio Lubello, Firenze, Franco Cesati Editore, 2016, pp. 11-28.

3. Introduzione (con M. Motolese e L. Tomasin), nella Storia dell'italiano scritto, a cura di Antonelli, Motolese, Tomasin, Roma, Carocci, 2014, vol. I (Poesia), pp. 13-21.

4. L'e-taliano: una nuova realtà tra le varietà linguistiche italiane?, nel vol. Dal manoscritto al web: canali e modalità di trasmissione dell'italiano, a cura di E. Garavelli ed Elina Suomela-Harma, Firenze, Franco Cesati editore, 2014, vol. II, pp. 537-556.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

He is one of the scientific directors of the CEOD (Corpus Epistolare Ottocentesco Digitale) www.unistrasi.it/ceod

From 2003 to 2009 he was director and then president of CIRTT (Interdepartmental Research Centre on Tradition and Translation) at the University of Cassino; www.CIRTT.unicas.it

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

- Since February 2019 he has been writing a weekly column for Corriere della Sera's "Sette" insert entitled Lezioni di lingua.
- Since October 2015 he has collaborated with Rai 3's weekly programme Il Kilimangiaro.
- September 2017 - July 2018 he collaborated with Rai 3's daily programme

Quante storie.

- January 2013 - July 2017 he hosted the weekly programme La lingua batte on Radio Tre.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Linguaggi per la comunicazione pubblica digitale	Compulsory optional course	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. PIETRO BENZONI

https://studiumanistici.unipv.it/?pagina=docenti&id=2307

Personal data

Name - Surname	Pietro Benzoni
HEI	University of Pavia
Date and place of birth (and Country)	29/09/1972 Venezia (Italy)
nationality	Italian
fiscal code	
address	Piazzetta Regisole 10 – 27100 Pavia
Faculty-Department	Department of Humanistic Studies
Research Centre / Research Lab	
Category	Associate Professor
Area of specializaiton	Italian linguistics
Academic degree	PhD
PhD academic área	Text theory and text analysis
– PhD year	2001
– PhD institution	University of Bergamo

Other academic degree or titles

Year	Degree	Area	HEI	Classification
	Master	History of Italian language	University of Florence	

Scientific activity (publications) in the last five years

Monographs

- Versioni d'autore, in versi e in prosa. Lingua e stile delle traduzioni novecentesche, Cesati («Italiano: passato e presente»), Firenze, 2018.

- Da Céline a Caproni. La versione italiana di «Mort à crédit», con una relazione di M. Pastore Stocchi, M. Richter e F. Bruni, Istituto Veneto di Scienze, Lettere ed Arti, Venezia, 2000.

Publications

- Le carte in gioco. Contributi di varia filologia, P. Benzoni «Autografo», XXVIII, 64, 2020.
- Le forme dell'analisi testuale. Sette letture novecentesche, P. Benzoni e D. Vanden Berghe, Cesati, Firenze, 2018.
- Scrivere / riscrivere. Da Rousseau a Scabia, P. Benzoni e G.B. Boccardo, «Autografo», XXVI, 59, 2018.
- Federigo Tozzi e le forme della discontinuità, P. Benzoni, Université de Liège, Liège, 2012 (disponibile on line sul sito del CIPA, «Interval(le)s»: http://labos.ulg.ac.be/cipa/n-6-federigo-tozzi-e-le-forme-della-discontinuita/

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Books, articles' translation Italian <> French

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Vice-president of the Center for Studies on the Manuscript Tradition of Modern and Contemporary Authors; member of the teaching board of the PhD in Sciences of Literary and Musical Text (of which he was coordinator in the three-year period 2018-2020); member of the technical-scientific committee of the University Language Center. Member of ASLI and of the Padua Group of stylistics, he is a member of the steering committee of the series "Destini incrociati" (Peter Lang), of the scientific committee of "Autografo" and of the editorial board of "Stilistica e metrica italiana".

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
L'italiano per la scena e per lo schermo	Compulsory optional course	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER: PROF. ILARIA POGGIOLINI

https://studiumanistici.unipv.it/?pagina=docenti&id=76

Personal data

Name - Surname	Ilaria Poggiolini
HEI	University of Pavia
Date and place of birth (and Country)	06/02/1958 Firenze (Italy)
nationality	Italian
fiscal code	
address	Via B. Poccetti, N. 29 – 50124 Firenze
Faculty-Department	Department of Humanistic Studies
Research Centre / Research Lab	

Category	Associate Professor
Area of specializaiton	International Relations
Academic degree	PhD
PhD academic área	History of International Reations
– PhD year	1998
– PhD institution	University of Florence

Other academic degree or titles

Year	Degree	Area	HEI	Classification
1981	Master	Political International studies	University of Florence	
1990	PhD	Dottorato in Storia delle Relazioni Internazionali	University of Florence	

Scientific activity (publications) in the last five years

- "Reflections on Enlargement and Euroscepticism in Europe: from "Second Europe" to Post Cold Europe" in Bruno Arcidiacono, Katrin Milzow, Axel Marion, Pierre - Etienne Bourneuf (ed.by), Europe Twenty Years After the End of the Cold War The New Europe, New Europes?, Peter Lang, Bruxelles, 2012, pp. 295 - 312

- "La Gran Bretagna dall'Impero all'Europa attraverso il Mediterraneo" in Ennio Di Nolfo - Matteo Gerlini (a cura di), Il Mediterraneo attuale tra storia e politica, Marsilio, Venezia, 2012, pp.147-165

- "Italy and Japan: The Price of Defeat in Post WWII International Relations" in S. Beretta, A. Berkofsky, F. Rugge (ed. by), Italy and Japan: How Similar Are They: A Comparative Analysis of Politics, Economics and International Relation, Springer, 2014, pp. 277 - 295

- An Opinionated Choice of "Hits" in East Central Europe, Vol. 42, N.1, 2015, pp. 133 - 137

- "La pacificazione postbellica dal 1945 agli anni Duemila: comparazioni, miti e modelli" in B. Bagnato, M. Guderzo, L. Nuti (a cura di), Nuove questioni di Storia delle Relazioni Internazionali, Laterza, Bari, 2015, pp. 198 - 214

- "Brexit: la storia di un lungo addio" in Treccani. Il libro dell'anno 2016, Istituto della Enciclopedia Italiana, Roma, 2016, pp. 352 -355.

- All about Europe? France, Great Britain and the Question of German unification (1989/90) in F. Bozo & C Wenkel (a cura di), France and the German Question, 1945-1990, Oxford/NY, Berghahn Books, 2019

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Research projects:

- PRIN 2005-2007, "A Common European destiny and identity beyond the borders of the Cold War? British 'Ostpolitik' and the new battlefield of ideas in Eastern Europe (Hungary, Poland and Czechoslovakia) 1984-92"

- PRIN 2009 - 2012, "The European dimension of nuclear power: bilateral, intergovernamental and institutional dialogues (1969 - 1989)

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

From 1998 - Associate Professor of History of International Relations and History of European Integration, University of Pavia; SCR Fellow, European Studies Centre, St Antony's College, Oxford; Member of the teaching staff of the Doctorate Program in History at the University of Pavia; Member of the Committee for the Publication of Diplomatic Documents at the Italian Foreign Ministry (MAECI); from 2013 Pro-Chancellor for International Relations, University of Pavia.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Introduzione alla Storia delle relazioni Internazionali : le fonti archivistiche	Compulsory optional course	32,5 (for 5 ECTS)
Public Diplomacy in the Digital Era	Compulsory optional course	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. ELISABETTA JEZEK

https://studiumanistici.unipv.it/?pagina=docenti&id=135

Personal data

Name - Surname	Elisabetta Jezek
HEI	University of Pavia
Date and place of birth (and Country)	04/11/1966 Trento (Italy)
nationality	Italian
fiscal code	
address	Via Pietro Borsieri 28 – 20159 Milano
Faculty-Department	Department of Humanistic Studies
Research Centre / Research Lab	
Category	Associate Professor
Area of specializaiton	Linguistics
Academic degree	PhD
PhD academic área	Linguistics
– PhD year	2001
– PhD institution	Roma Tre University

Other academic degree or titles

Year	Degree	Area	HEI	Classification
1992	Master	Modern Foreign Languages and Literature	University of Trento	

Scientific activity (publications) in the last five years

BOOKS

- Jezek E. (2016) The Lexicon: An Introduction. Oxford,Oxford University Press.
- Jezek E. (2005) (2nd ed. 2011) Lessico. Classi di parole, strutture, combinazioni. Bologna, Il Mulino.
- Jezek E. (2003) Classi di verbi tra semantica e sintassi. Pisa, Edizioni ETS.

BOOK CHAPTERS

- Martocchi A., Jezek E. (2019) Ellissi interpuntiva nell'italiano giovanile di Facebook. In Ferrari A., Lala L., Pecorari F., Stojmenova Weber R. (a cura di) Punteggiatura, sintassi, testualità nella varietà dei testi italiani contemporanei, Firenze, Franco Cesati Editore.
- Jezek, E. (2018) "Classi di nomi tra semantica e ontologia", in Masini, F. e F. Tamburini (a cura di) CLUB Working Papers in Linguistics, vol. 2, pp. 117-131. Bologna: CLUB - Circolo Linguistico dell'Università di Bologna
- Jezek, E. (2018) "Partecipanti impliciti nella struttura argomentale dei verbi". In Dallabrida S. e P. Cordin (a cura di) La Grammatica delle valenze", Firenze, Franco Cesati Editore, pp. 55.71.

JOURNAL ARTICLES

- Jezek, E., Pustejovsky, J. 2019 "Dynamic Interpretation of Predicate-Argument Structure". In Lingue e Linguaggio, XVIII, 2, 179-207.
- Della Moretta, F., Feltracco, A. Jezek, E., Magnini, B. 2018. "Designing a methodology for semantic type tagging of argument positions". In Italian Journal in Computational Linguistics, 4, 2, 1-16.
- Jezek, E., Pustejovsky, J. 2017. "Dynamic Argument Structure". In Linguistic Issues in Language Technology (LiLT), vol 15, issue 3, pp. 1-35.
- Ponti, E.M., Jezek, E., Magnini, B. 2017. "Distributed Representations of Lexical Sets and Prototypes in Causal Alternation Verbs". In Italian Journal of Computational Linguistics, vol. 3 n. 1.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- 2015-ongoing, Associate Professor, Department of Humanities, Section of Theoretical and Applied Linguistics, Pavia University.
- 2016 Research leave at Queen Mary University of London, School of Engineering and Computer Science, Fall Semester.
- 2001-2015 Assistant Professor, Department of Linguistics, Pavia University.
- 2006-2009 Consultant for Dizionario Analogico Utet project at UTET Publishing, Torino.
- 2005-2008 Consultant for Dizionario Italiano Sabatini Coletti project at Rizzoli Publishing, Milano.

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Professional Societies

Società di Linguistica Italiana (National Secretary from 2005 to 2014); Società Italiana di Glottologia, Association for Computational Linguistics (ACL), Associazione Italiana di Linguistica Computazionale (Member of the Board of Directors from Jan. 2019 till Dec. 2021), Associazione Senso Comune.

Research Labs

- TRIPLE Research desk on Word and the Lexicon, Roma Tre University, Dept. of Linguistics
- LARL Laboratory for the Analysis of Linguistic Resources, Pavia University, Dept. of Linguistics
- SELOEN Laboratoire de Sémantique, LOgique, ENonciation, Université Charles de Gaulle, Lille 3

Institutional duties

- Director of Graduate Program for Language Instructors, Pavia University, 2002-2009
- Delegate for the International Mobility Programs of the Department of Humanities, Jan 2013-Oct. 2014
- Rector's Delegate as Head of the University of Pavia Language Centre, Oct. 2014-2019

- Member of the Board of the Italian Association on Computational Linguistics since 2018

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Comunicazione verbale e linguaggio dei Media	Compulsory optional course	32,5 (for 5 ECTS)
Linguistica computazionale	Compulsory optional course	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. FEDERICO FRANCUCCI

https://studiumanistici.unipv.it/?pagina=docenti&id=1112

Personal data

Name - Surname	Federico Francucci
HEI	University of Pavia
Date and place of birth (and Country)	28/08/1974 Rieti (Italy)
nationality	Italian
fiscal code	
address	Via Aldo Moro 20 – 27020 Travaco' Siccomario (Pavia)
Faculty-Department	Department of Humanistic Studies
Research Centre / Research Lab	
Category	Researcher
Area of specializaiton	Modern and contemporary Italian literature
Academic degree	PhD
PhD academic área	Modern philology
– PhD year	2004

– PhD institution	University of Pavia

Other academic degree or titles

Year	Degree	Area	HEI	Classification
1999	Master	Modern literature	University "La Sapienza", Roma	

Scientific activity (publications) in the last five years

Monographs

- Il mio corpo estraneo. Carni e immagini in Valerio Magrelli, Milano, Mimesis, 2013 (Introduzione di Clelia Martignoni)
- La carne degli spettri. Tredici interventi sulla letteratura contemporanea, Pavia, Edizioni O.M.P., 2009

· Mario Pomilio, *Il cimitero cinese*, con il racconto inedito *I partigiani*, a cura e con una postfazione di Federico Francucci, Roma, Studium, 2013

· Giorgio Manganelli, *Appunti critici 1948-1949*. Quaderno inedito, a cura e con un saggio di Federico Francucci, in «Autografo», 45, 2011, pp. 155-187

· Giorgio Manganelli, *Ricordo di Poe* [articolo disperso uscito nel 1949 sul «Tempo di Milano»], a cura di Federico Francucci, in «Autografo», 45, 2011, pp. 189-190

· Giorgio Manganelli, *Appunti critici 1948-1956*, edizione commentata dei quaderni inediti, a cura e con una postfazione di Federico Francucci, Milano, Adelphi, in corso di pubblicazione.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

a.y. 2011-2012-2013-2014

Laboratory of Italian, at the Department of Science of Literature and Medieval and Modern Art of the University of Pavia

a.y. 2011-2012-2013-2014

Coordination of the Italian Tutoring within the Tutoring for the recovery of the educational debt established by the Faculty of Humanities of the University of Pavia

a.y.2012-2013

Thesis report for three-year and specialist degree theses in Modern and Contemporary Italian Literature at the University of Pavia (thesis topics: Eugenio Montale, Eugenio Corti)

a.y.2011-2013

Researcher on fixed-term contract in Modern and Contemporary Italian Literature at the Department of Science of Literature and Medieval and Modern Art, University of Pavia

a. y. 2009-2010

Tutoring at the Faculty of Arts and Philosophy of Pavia, for the courses of Italian Literature (aimed at checking and making up for educational deficits in the access to the three-year course) and for the chair of Modern and Contemporary Italian Literature (aimed at assistance and bibliographical, institutional and methodological guidance for students and undergraduates; contact person: Prof. C. Martignoni).

2009

Assignment of collaboration with the Department of Science of Literature and Medieval and Modern Art of the University of Pavia for the revision and completion of the bibliographic database related to Testori's works (within the project "Archivi letterari lombardi del Novecento - ArchiLett", funded by Regione Lombardia).

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

2004-2009: Editor of the literature and literary criticism magazine 'Atelier'.

2001-2002: Collaboration in the drafting of thematic modules for Bruno Mondadori editions (for a manual of Italian literature for technical institutes).

2000-2001: Collaboration with Edizioni Lavoro (Rome) for the revision of translations from French (fiction, philosophy, sociology texts) and editing of philosophical texts.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Letteratura Italiana	Compulsory optional course	32,5 (for 5 ECTS)

2) Department of Political and Social Sciences

Summary table

University	Position	Names	Area of knowledge	Course
University of Pavia	**Professors**	Simone Antonio Giuseppe Gerzeli	Statistical methods for evaluating health and social services, educational pathways, statistical analysis of subjective behaviors and motivations.	Big Data e Modelli Computazionali per il Marketing Social Statistics
		Silvia Figini	Machine learning; Supervised and unsupervised statistical and mathematical methods; Bayesian statistics; Data science algorithms.	Big Data e Modelli Computazionali per il Marketing Economic statistics Statistics Data science: Methodological and

				computational aspects
University of Pavia	**Professors**	Sassi Alfredo	Business, Marketing, management of sales networks, Big Data and Artificial intelligent, creation of Joint Venture	Big Data e Modelli Computazionali per il Marketing
		Ian Frank Carter	Fundamental concepts in contemporary political philosophy (the concept of negative freedom and its role in liberal political thought; the concept of equality)	Italian Politics and society Ethics and International relations Filosofia politica Normative political theory
		Enrica Chiappero Martinetti	well-being, poverty and inequality analysis; gender empowerment and gender inequalities; youth vulnerability and marginalization; social innovation and human development	Economics Economics of Development and Cooperation Human progress and sustainable development
		Michele Rostan	Relationship between higher education, society and the economy	Sociology of development Sociologia del lavoro

				Introduzione allo studio universitario
University of Pavia	**Professors**	Legnante Guido	1) voting (electors – campaigns) 2) electoral behaviour 3) representation 4) political participation 5) public opinion 6) electoral campaigns	Italian Politics and society Opinione pubblica digitale Opinion pubblica e media analysis Introduzione allo studio universitario Elezioni e opinione pubblica
		Leonardo Parri	Relationship between state and economic associations, industrial districts, institutional varieties of local development. The dilemmas of collective action and their institutional solution.	Italian Politics and society Sociologia economica Explanatory models in International relations
		Alessandro Caliandro	Big data, digital culture, and digital methods. Peer-to-peer communities Digital marketing e social media monitoring	Laboratorio di comunicazione e studi culturali Digital journalism

			Digital ethnography for the study of online brand communities and publics Techniques of big data collection and analysis for the study of public opinion on Twitter Smartphones and older people.	
University of Pavia	**Professors**	Flavio Antonio Ceravolo	Social inequalities, higher education models, internal and international migration (in particular second generations), narrative communication models and the digital revolution	Metodi digitali per la ricerca sociale e di marketing Metodologia della ricerca sociale Sociologia e ricerca sociale Digital methods Modelli di organizzazioni digitali
		Marco Missaglia	a) Structuralist Macroeconomics b) Development Economics c) Heterodox Computable General Equilibrium Models	International Economy International Macroeconomics Linguaggio della Cooperazione

University of Pavia	**Readers**			
University of Pavia	**Lecturers**			
University of Pavia	**Teaching assistants**			
University of Pavia	**Administrative staff**	Simona Albini simona.albini@unipv.it		

For each teacher:

NAME OF TEACHER : PROF. SIMONE ANTONIO GIUSEPPE GERZELI

http://www-3.unipv.it/webdsps/it/docente.php?id=gerzeli

Personal data

Name - Surname	Simone Antonio Giuseppe Gerzeli
HEI	University of Pavia
Date and place of birth (and Country)	20/10/1965 Pavia (Italy)
nationality	Italian
fiscal code	
address	Via Voghera 8 – 27100 Pavia
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	
Category	Associated Professor
Area of specializaiton	
Academic degree	
PhD academic área	
– PhD year	
– PhD institution	

Other academic degree or titles

Year	Degree	Area	HEI	Classification
1991	Bachelor	Political Science	University of Pavia	
1995	Master	Healthcare statistics	University of Pavia	

Scientific activity (publications) in the last five years

Gerzeli S, Parise N, Campostrini S, Magni C, Bernardi L. L'impatto della valutazione della didattica sull'organizzazione universitaria: il parere dei presidi. In: Capursi V e Ghellini G. Dottor DIVAGO. DIscernere, VAlutare e GOvernare la nuova Università. Milano: Franco Angeli; 2008
Arpesella M, Campostrini S, Gerzeli S, Lottargli S, Pane A, Traverso MA, Vandoni M, L. Coppola L. Obesity nutritional aspects and life style from a survey on a sample of primary school pupils in the Pavia Province (North Italy). Italian Journal of Public Health;2008.
Gerzeli S, Torbica A, Fattore G. Cost Utility Analysis of knee prosthesis with complete microprocessor control (C-leg) compared with mechanical technology in trans-femoral amputees. The European Journal of Health Economics, DOI 10.1007/s10198-008-0102-9; 2008.
Campostrini S, Gerzeli S. Information sources for the evaluation of the effectiveness of University Education in Italy . In L. Fabbris (a cura di), Effectiveness of University Education in Italy : Employability, Competences, Human Capital. Physica-Verlag, Heidelberg, 2007.
Accordini S, Bugiani M, Arossa W, Gerzeli S, Marinoni A, Olivieri M, Pirina P, Carrozzi L, Dallari R, De Togni A, de Marco R. Poor control increases the economic cost of asthma - A multicentre population-based study. International Archives of Allergy and Immunology; 141 (2): 189-198; 2006.
Cattelan AM, Bauer U, Trevenzoli M, Sasset L, Campostrini S, Facchin C, Pagiaro E, Gerzeli S, Cadrobbi P, Chiarelli A. Use of polylactic acid implants to correct facial lipoatrophy in human immunodeficiency virus 1-positive individuals receiving combination antiretroviral therapy. Archives of Dermatology; 142 (3): 329-334; 2006.
Gerzeli S. Efficacia dei percorsi formativi professionali: risultati da un'indagine di placement. In E. L. Fabbris (a cura di), Efficacia esterna della formazione universitaria: il progetto OUTCOMES, Cleup, Padova, pag. 1-17; 2005.

Gerzeli S, Tarricone R, Zolo P, Colangelo I, Busca MR, Gandolfo C. The economic burden of stroke in Italy . The EcLIPSE Study: Economic Longitudinal Incidence-based Project for Stroke Evaluation. Neurological Science; 26(2):72-80; 2005.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Associate Professor of Social Statistics at the Faculty of Political Science, University of Pavia. He teaches Social Statistics for the degree course in Political Science and International Relations and Social Statistics and Evaluation of Services for the degree course in Government and Public Policy.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Big Data e Modelli Computazionali per il Marketing	Optional	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. SILVIA FIGINI

https://scienzepolitiche.unipv.it/persone/prof-ssa-silvia-figini/

Personal data

Name - Surname	Silvia Figini
HEI	University of Pavia

Date and place of birth (and Country)	16/12/1977 Tortona (AL) Italy
nationality	Italian
fiscal code	
address	Via Giardini,4 – 15052 Casalnoceto (AL)
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	Fondazione IRCCS Mondino Foundation
Category	Professor
Area of specializaiton	Statistics
Academic degree	PhD
PhD academic área	Bayesian variable and model selection for Customer Lifetime Value
– PhD year	a.y. 2006/07
– PhD institution	University of Bocconi, Milan

Other academic degree or titles

Year	Degree	Area	HEI	Classification
a.y 2000/01	Master	Economics and Business, specialisation in Quantitative Methods for Economics and Finance	University of Pavia	

Scientific activity (publications) in the last five years

(2020) Figini S. and Qyrana M. Multicollinearity Detection via random matrix theory, submitted.
(2020) Galvani M., Bardelli C., Figini S., Muliere P. A Bayesian nonparametric learning approach to ensemble models using the proper Bayesian Bootstrap, submitted.
(2020) Figini S. and Ballante E. A new approach in model selection for ordinal target variables, submitted.

(2020) Felisaz P., Colelli G., Ballante E., Solazzo F., Paoletti M., Germani G., Santini F., Deligianni X., Bergsland N., Monforte M., Tasca G., Ricci E., Bastianello S., Figini S. and Pichiecchio A. Texture analysis and machine learning to predict muscle water T2 and fat fraction in Facioscapulohumeral muscular dystrophy, submitted. rco Piastra, Epifanio Virga, Phase polarity in a ferrofluid monolayer of shifted-dipole spheres, Soft Matter, (8) 2012:10969-10981.
(Mensi, M., Balottin, L., Rogantini, C., Orlandi, M., Galvani, M., Figini, S., Chiappedi, M., Balottin, U. (2020) Focus on family functioning in anorexia nervosa: new perspectives using the Lausanne Trilogue Play, Psychiatry Research, vol. 288.
Figini S., Uberti P. and Torrente L. (2019) Model of models: a new perspective to deal with model uncertainty, to appear in Far East Journal of Theoretical Statistics.
Figini S. and Uberti P. (2019) Uncertainty interval to assess performances of risk models, to appear in Advances and Applications in Statistics.
Galvani M., Bardelli C, Bottiroli S. and Figini S. (2019) A two stage modeling approach for chronic migraine data, to appear in Journal of Biostatistics.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Since 2018 - Deputy International PhD Coordinator in Computational Mathematics and Decision Sciences (http://compmat.unipv.it/) in collaboration with the University of Lugano of Italian Switzerland, the Department of Mathematics and Physics of the University of studies of Pavia. Since 2018 - Director of BioData Science, a research centre funded by the Fondazione IRCCS Mondino Foundation for the development of mathematical models, machine learning and deep learning applied to medicine. Since 2019 - Delegate of the Rector for incoming orientation. (2012 - 2015) Member of the Board of the Department of Political and Social Sciences for the end of the three-year period 2012/2015. (2015 - 2017) Member of the Board of Evaluation of the University of Pavia. Since 2016 Member of the Evaluation Board of the Institute of Advanced Studies IUSS Pavia. University IUSS Pavia. Since 2016 Member of the Joint Committee of the Department of Political and Social Sciences. Since 2017 Member of the research commission of the Department of Political and Social Sciences.

Since 2020 Director of the Deparment of Political and Social Sciences

Other publications (pedagogical)

Participation to national projects: 1. P.R.I.N. 2013-2016 on "Multivariate Models for Risk Assessment" 2. P.R.I.N. 2009-2010 on "Multivariate Methods for the evaluation of the quality and of the risks in academic context" 3. P.R.I.N. 2007-2008 on "Multivariate statistical methods for the evaluation of public services" 4. F.I.R.B. 2006-2009 on "Data mining methods for small and medium enterprises"

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

2013-2018 Associate Professor for sector 13D1 (SECS-S/01 - Statistics), University of Pavia.
2010 - 2013 Researcher for sector 13D1 (SECS-S/01 - Statistics), University of Pavia.
2008 - 2010 Researcher on temporary contract (RTD type A) for sector 13D2 (SECSS/03 - Economic Statistics), University of Pavia.
EU Project: SYRTO 2013-2016 (Progetto Europeo): "Risk models for finance"
EU Project: MUSING 2006-2010 (Progetto Europeo): "Multy Industry semantic based next generation business intelligence"

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Big Data e Modelli Computazionali per il Marketing	Optional	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. SASSI ALFREDO

https://scienzepolitiche.unipv.it/wp-content/uploads/2021/01/Curriculum-Vitae_Prof.-Alfredo-Sassi_gen2021.pdf

Personal data

Name - Surname	Sassi Alfredo
HEI	University of Pavia
Date and place of birth (and Country)	06/11/1962 Pavia (Italy)
nationality	Italian
fiscal code	
address	Via Siro Carati 7 – 27100 Pavia
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	
Category	Contract Professor
Area of specializaiton	
Academic degree	Master
PhD academic área	
– PhD year	
– PhD institution	

Other academic degree or titles

Year	Degree	Area	HEI	Classification
	Master	Political Science, specialising in Economics	University of Pavia	110/110 with honors

Scientific activity (publications) in the last five years

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

ENTREPRENEUR, PRESIDENT, CEO and MANAGING DIRECTOR of important companies operating in the Pharmaceutical and Healthcare sector. In addition, several are the key institutional roles played in Europe and in Italy :

1) H-VENTURES GROUP | CHIEF EXECUTIVE OFFICER & FOUNDER

New York • Milan • Pavia • Rome • Moscow

2) H-VENTURES SOLUTIONS | SOLE ADMINISTRATOR & OWNER

Milan • Pavia

3) ATLAS INTERNATIONAL INC. | PRESIDENT & CO-FOUNDER

New York • Pavia

4) MIND REPLY | GO TO MARKET MANAGER & CO-FOUNDER

Pavia • Rapallo (Genova)

5) JV H-VENTURES - GEFIN | CO FOUNDER – Moscow

6) TOPHARMACIA | MANAGING DIRECTOR & CO-FOUNDER – Rome

7) JV VALUEVOLUTION | PARTNER & CO-FOUNDER

Milan • Pavia

8) JV PRINT TRACE TECH | PARTNER & CO-FOUNDER - Rome

And my others.

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

While working, he remained within academic environment as visiting lecturer conducting a course on Applied Economics (Statistical Marketing) for several years in the faculty of Political Sciences at the University of Pavia, where he recently joined the Academic Staff as Contract Professor for the Academic Year 2020/2021. Specialization courses in Management at SDA Bocconi of Milano. Specialization courses at CFMT (Centro di Formazione Management del Terziario).

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Big Data e Modelli Computazionali per il Marketing	Optional	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER: PROF. IAN FRANK CARTER

http://www-3.unipv.it/webdsps/en/docente.php?id=carter

Personal data

Name - Surname	Ian Frank Carter
HEI	University of Pavia
Date and place of birth (and Country)	20/11/1964 Emsworth (Gran Bretagna)
nationality	Britannica
fiscal code	
address	Via Catalani 61 – 20131 Milano
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	
Category	Full Professor
Area of specializaiton	Political Science
Academic degree	PhD
PhD academic área	Political and Social science
– PhD year	1993
– PhD institution	European University Institute, Florence

Other academic degree or titles

Year	Degree	Area	HEI	Classification

1998	Master	Political Theory (econ.)	University of Manchester	With distinction

Scientific activity (publications) in the last five years

Monographs

1. La libertà eguale (Milan: Feltrinelli, 2005).

2. A Measure of Freedom (Oxford: Oxford University Press, 1999). Version for Oxford Scholarship Online, 2003. Paperback edition, 2004.

Edited Books

3. Hillel Steiner and The Anatomy of Justice. Themes and Challenges (New York: Routledge, 2009). Co-edited with Stephen A. de Wijze and Matthew H. Kramer.

4. Eguale rispetto (Milan: B. Mondadori, 2008). Co-edited with Anna Elisabetta Galeotti and Valeria Ottonelli.

5. Freedom: a Philosophical Anthology (Oxford: Blackwell, 2007). Co-edited with Matthew H. Kramer and Hillel Steiner.

Edited Journal Symposia and Special Issues

6. Toleration and Respect. Special issue of Journal of Applied Philosophy, 30 (2013). Coedited with Maria Paola Ferretti.

7. Libertà e scelta. Analisi concettuale e filosofia applicata. Symposium in Filosofia e questioni pubbliche, 8 (2003). Co-edited with Corrado Del Bò.

8. Functionings and Capabilities: Normative and Policy Issues. Special issue of Notizie di Politeia, 43/44 (1996). Co-edited with Alessandro Balestrino.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Participation in Funded Projects

2019- Italian Ministry of Research and Higher Education (MIUR – PRIN). Project title: Deceit and self-deception. How we should address fake news and other cognitive failures of the democratic public. Project coordinator at local level.

2013-2015 European Science Foundation / Compagnia San Paolo (Start-up Grant). Project title: Urban diversity: How to reconcile inclusion and stability in pluralistic cities.

Participant, 2013-15.

2012-2015 Italian Ministry of Research and Higher Education (MIUR - FIRB). Project title:

Alimentare il rispetto. Politiche alimentari e istanze minoritarie in società multiculturali. Participant, 2012-15.

2010-2012 European Commission (7th Framework programme). Project name: RESPECT.

Project title: Towards a 'Topography' of Tolerance and Equal Respect. A comparative study of policies for the distribution of public spaces in culturally diverse societies (http://www.respect.iusspavia.it). Participant, 2010-2012.

2010-2012 Italian Ministry of Research and Higher Education (MIUR - PRIN). Project title:

Toleration as Equal Respect: the normative bases of policies for the allocation of space. Participant, 2010-2012.

2007-2011 Italian Ministry of Research and Higher Education (MIUR - FIRB). Project title:

Toward an integrated view of human rights and human development: theoretical foundations, measurement issues and policy implications. Participant, 2007-2010

Other publications (pedagogical)

"Self-ownership and the Importance of the Human Body", Social Philosophy and Policy, 39 (2) (2019), pp. 94-115.

"Opacity Respect, Bureaucracy, and Philanthropy. A Response to Nathan", European Journal of Political Theory, 28 (2019), pp. 541-52.

"The Impossibility of 'Freedom as Independence'", Political Studies Review, 17 (2019), pp. 136-46. Co-authored with Ronen Shnayderman.

"Equality of Opportunity, Responsibility, and Personal Identity", Ethical Theory and Moral Practice, 21 (2018), pp. 825-39.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Ian Carter has been teaching at Pavia University since 1994. In the past, he has been Lecturer at Manchester University and Visiting Researcher at the Universities of Oxford and Cambridge. He is a member of the editorial boards of Economics and Philosophy, European Journal of Political Theory, Journal of Applied Philosophy, Notizie di Politeia, Oxford Studies in Political Philosophy, and Quaderni di Scienza Politica. He is a member of the Doctoral program in Philosophy of the North-West Italy Philosophy Consortium, and directs the English-language Master program in World Politics and International Relation.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Italian Politics and society	Optional	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. ENRICA CHIAPPERO MARTINETTI

https://scienzepolitiche.unipv.it/persone/prof-enrica-chiappero-martinetti/

Personal data

Name - Surname	Enrica Chiappero Martinetti
HEI	University of Pavia
Date and place of birth (and Country)	19/10/1959 Rivoli (TO) (Italy)

nationality	Italian
fiscal code	
address	Via Guido Rossa 8 – 27010 San Genesio Ed Uniti (PV)
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	Giangiacomo Feltrinelli Foundation
Category	Professor
Area of specializaiton	Economics
Academic degree	PhD
PhD academic área	Public Economics
– PhD year	a.y. 2006/07
– PhD institution	University of Bocconi, Milan

Other academic degree or titles

Year	Degree	Area	HEI	Classification
	Master	Political Science, specialising in Economics	University of Pavia	

Scientific activity (publications) in the last five years

1. A multidimensional assessment of well-being based on Sen's functioning approach, "Rivista Internazionale di Scienze Sociali", n. 2, 2000, pp.207-239.

2. Dallo sviluppo economico allo sviluppo umano: quali distanze fra Turchia e Unione Europea, "Il Politico", n. 3, 2000, pp. 385-397

3. Reddito di cittadinanza: alcune riflessioni in termini di efficienza ed equità, 2001, in Lunghini, Targetti (eds.) Politiche pubbliche per il mercato del lavoro, CEIS , Il Mulino, Bologna, pp. 105-128.

4. Umanizzare lo sviluppo (con A. Semplici), 2001, Rosenberg & Sellier, Torino

5. Le dimensioni e il significato di povertà e di esclusione sociale nella società attuale, in Tecnologia e Società. Sviluppo e trasformazione della società, Accademia Nazionale dei Lincei.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

She has been one of the founders and Vice-President of the Human Development and Capability Association and she serves now as chief-editor of the Journal of Human Development and Capabilities.
Regularly collaboration with NGOs and civil society organizations with dissemination seminars on sustainability issues
As a member of the scientific committee of the Giangiacomo Feltrinelli Foundation I co-coordinated the research area on globalization and development in the LabExpo project, and now I supervise the activities of the 'Observatory on ideas and practices for a sustainable future' that aims to disseminate research work, raising awareness on sustainability issues, and suggesting social, economic and environmental sustainability practices and policies.
She has covered leading roles in several research projects financed by the European Commission (FP7 Research Projects: Workable, Society; Cressi; EuropeAid Project UmanamEnte; FP7-Marie Curie, Project Eduwel) and other International (SNIS-Swiss Network for International Studies) and National Agencies (PRIN, FIRB and FISR)

Other publications (pedagogical)

Working papers: 1. Measuring and tackling inequalities and disadvantages in economics: conceptual issues and methodological challenges (co-author A. Spreafico), in Final Conceptual Report "Inequality, Disadvantage, Social Innovation and Participation"- Deliverable 2.2.- EC research project "SoclEtY", pp. 11-34 http://www.society-youth.eu/images/media/del_2_2_final%20conceptualreport.pdf 2. Youth Unemployment within and across the countries of the EU15 throughout the Economic Crisis (co-authors A. Spreafico, A. Peruzzi), in Report on the Common Framework: Youth Policies in European Countries and their Potential for Social Innovation, Deliverable 3.2. - EC research project "SoclEtY" , pp. 84-112 http://www.society-youth.eu/images/media/wp_3_2_final_report.pdf 3. Multidimensional Youth Inequality across European Regional Clusters (co-authors A. Spreafico, A. Peruzzi), in Report on the Common Framework: Youth Policies in European Countries and their Potential for Social Innovation, Deliverable 3.2. - EC

research project "SoclEtY", pp. 150-183 http://www.society-youth.eu/images/media/wp_3_2_final_report.pdf

4. Youth unemployment and public policies in Italy (co-authors: G. Acconcia, A. Spreafico and P. Graziano), in Report on the Quantitative Case Studies, Participatory Research. Deliverable 5.4 – EC research project "SoclEtY", pp.322-392 http://www.society-youth.eu/images/media/wp_3_2_final_report.pdf

5. Understanding agents' views of youth unemployment and young people's integration into society (co-authors: R. Raeside; V. Egdell; H. Graham; T. Berthet; C. Goffette; V. Simon; J. Vero; G. Acconcia; F. Scervini; C. C. Kjeldsen; A. Dan), in Report on the Quantitative Case Studies, Participatory Research. Deliverable 5.4. – EC research project "SoclEtY", pp. 4-50 http://www.societyyouth.eu/images/media/del_5_4_report_quantitative_case_studies_july_2015.pdf

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

- Extraordinary Professor of Economics, Faculty of Economic and Management Sciences, University of Free State, South Africa
- Head of the Department of Political and Social Sciences, University of Pavia and member of the Academic Senate of the same University (since 1st of October 2018)
- President of the Foundation of the S. Caterina da Siena University College, Pavia and Chair of its Council Board
- Member of the Doctoral Board of the International PhD Program in Law, Ethics and Economics for Sustainability, Universities of Milan, Maastricht (The Netherlands) and Rijeka (Croatia).
- Member of the Scientific Committee of Fondazione Ravasi Garzanti, Milan.
- Member of the Scientific Committee of the Master Programme on Cooperation and Development, University of Pavia, Pavia. Former Director of the Human Development, Capability and Poverty International Research Centre (HDCPIRC), Institute of Advanced Study (IUSS-Pavia) (2006-2017).
- Former President of the Comitato Unico di Garanzia, University of Pavia (University Commitee for Equal Opportunities and against Discriminations) (2013-2018).
- Former Vice-President of the Human Development and Capability Association (www.hd-ca.org) in 2004-2008 and 2010-2011.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Economics of Development and Cooperation	Compulsory optional course	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER: PROF. IAN MICHELE ROSTAN

https://scienzepolitiche.unipv.it/persone/prof-michele-rostan/

Personal data

Name - Surname	Michele Rostan
HEI	University of Pavia
Date and place of birth (and Country)	02/09/1960 Milano (Italy)
nationality	Italian
fiscal code	
address	Via c. Poerio 37 – 20129 Milano
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	Interdepartmental Center for Studies and Research on Higher Education Systems
Category	Full Professor
Area of specializaiton	Political Science
Academic degree	PhD
PhD academic área	Sociology
– PhD year	1992
– PhD institution	University of Milan, Turin, Pavia

Other academic degree or titles

Year	Degree	Area	HEI	Classification
1987	Master	Economics and Business	University Pavia	110/1100 with distinction

Scientific activity (publications) in the last five years

2006-Laureati italiani ed europei a confronto. Istruzione superiore e lavoro alle soglie di un periodo di riforma. MILANO: Edizioni Universitarie LED

L'impegno pubblico e sociale, in Perulli, A., Ramella, F., Rostan, M. e Semenza, R. (a cura di), 2018-La terza missione degli accademici italiani, Bologna, Il Mulino, pp. 149-174 (con Anzivino, M., Ceravolo, F.A.)

2019-L'albero e i suoi frutti. Il sistema universitario italiano e la sua trasformazione, POLIS, XXXIII, 1, aprile, pp. 371- 388 (Bologna, Il Mulino).

2018- Il Public Engagement degli accademici italiani: un'opportunità di rapporto tra università e territorio, STATO E MERCATO, 114, n. 3, dicembre, pp. 547-581 (con Anzivino, M., Ceravolo, F.A.) (Bologna, Il Mulino).

2017 - Italian graduates' employability in times of economic crisis: overview, problems and possible solutions, FORUM SOCIOLÓGICO, 31, pp. 37-52 (with Stan, A.).

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Participation in research groups and projects

2020 - DAD - The experience of distance learning during the Covid-19 emergency; CIRSIS, UNIRES and Centro "Luigi Bobbio" Centre of the University of Turin. Role: coordinator (with F. Ramella).

2020 - Facing the COVID-19 epidemic. A survey on the behaviours and attitudes of Italian citizens. Italian citizens; CIRSIS. Role: coordinator.

2019-today University-business collaboration in research and innovation; CIRSIS, Assolombarda, Rectors' Table. Role: coordinator.

2018-2019 The Public Engagement of Italian Universities. Development, activities and consequences; CIRSIS and UNIRES. Role: coordinator.

2017-2018 a)Survey on the choice to change or interrupt the course of studies; University of Pavia. Role: coordinator.

b)The evaluation of the School-to-Work Initiative - The FCA Adoption Project; CIRSIS. Role:

participant.

2016-2019 Countering early school leaving and encouraging regularity of studies; University of Pavia. Role: Coordinator.

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

He was Rector's delegate for student affairs (2013-2019). He is affiliated to UNIRES – Italian Center for Research on Universities and Higher Education Systems, the Consortium of Higher Education Researchers, is a member of the editorial boards of "Higher Education. The International Journal of Higher Education research", "Studies in Higher Education", a Journal of the Society for Research into Higher Education, the Academia European and the Italian Society of Economic Sociology.

2019-today Chairman of the Joint Teachers' and Students' Committee

2019-today University contact person for the CIDAS Network - Italian Conference of Sociology Departments

2013-today Member of the Management, Quality Assurance and Review Group of the Degree Programme in Political Science and International Relations and International Relations

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Sociology of development	Compulsory optional course	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. GUIDO LEGNANTE

- http://www-3.unipv.it/webdsps/en/docente.php?id=legnante

Personal data

Name - Surname	Guido Legnante
HEI	University of Pavia
Date and place of birth (and Country)	20/03/1971 Pavia (Italy)
nationality	Italian
fiscal code	
address	Via Zanachi, 57 – 27100 Pavia
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	
Category	Associate Professor
Area of specializaiton	Political Science
Academic degree	PhD
PhD academic área	In search of consensus. The "electoral market" seen by Italian parliamentarians
– PhD year	2002
– PhD institution	European University Institute, Florence

Other academic degree or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Edited books

2017 LC02• Partiti ed elettori in tempi di crisi. Le basi sociali di quattro partiti anti-establishment (con C. Biancalana), Milano, Fondazione Giangiacomo Feltrinelli, 2017.

2009 LC01• Il cittadino-elettore in Europa e America. Studi in onore di Giacomo Sani (con R. Mannheimer e P. Segatti), Bologna, Il Mulino, 2009.

Journal articles

2017 AR43• Political Communication in a High-Choice Media Environment: A Challenge for Democracy? (con P. Van Aelst, J. Stromback, T. Aalberg, F. Esser, C. De Vreese, J. Matthes, D.N. Hopmann, S. Salgado, N. Hubé, A. Stepinska, S. Papathanassopoulos, R. Berganza, C. Reinemann, T. Sheafer, J. Stanyer), in "Annals of the International Communication Association", 2017, n. 1, pp. 3-27 (DOI 10.1080/23808985.2017.1288551, available at http://dx.doi.org/10.1080/23808985.2017.1288551).

2014 AR42• Le campagne elettorali italiane in televisione. Cercando la logica politica in un contesto di mediatizzazione (con S. Splendore), in "Comunicazione Politica", 2014, n. 3, pp. 463-484.

AR41• Media, temi e leader nella campagna elettorale italiana 2013 (con F. Roncarolo), in "Comunicazione Politica", 2014, n. 1, pp. 7-10.

AR40• Diete mediali vecchie e nuove (con C. Cremonesi e L. Ruffino), in "Comunicazione Politica", 2014, n. 1, pp. 29-45.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Research reports

2013 • La doppia preferenza di genere alla prova dei fatti (con A. Pulvirenti e L. Ruffino), Fondazione Romagnosi e Comune di Pavia, Pavia, dicembre 2013.

2009 • Governi e opinioni pubbliche dopo le elezioni (con L. De Sio), rapporto di ricerca per il Centro Einaudi, Torino, 15 giugno 2009.

• Governi e opinioni pubbliche verso le elezioni (con L. De Sio), rapporto di ricerca per il Centro Einaudi, Torino, 15 giugno 2009.

2008 • Silvio e ... come si chiamava l'altro? Le elezioni italiane viste dall'estero (con Michela Pagano e Michael Anetzberger), rapporto di ricerca preparato per il CEM (Centro di Educazione ai Media) all'interno del progetto europeo Emece (Eduquer aux Médias pour un Espace Vivique Européen).

2004 • Il Parco del Ticino: offerta turistica e comunicazione, rapporto di ricerca associazione Dedalo e Parco del Ticino, SWG, 2004.

Other publications (pedagogical)

He published more than 70 articles in journals and edited books (both national and international) and the books Città al voto. I sindaci e le elezioni comunali (with G. Baldini, Il Mulino, 2000); Alla ricerca del consenso. Il "mercato elettorale" visto dai parlamentari italiani (Angeli, 2004); Il cittadino-elettore in Europa e America. Studi in onore di Giacomo Sani (edited with R. Mannheimer and P. Segatti, Il Mulino, 2009).

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

- President of the Inter-Faculty Degrees in "Communication, Innovation and Multimedial Studies" (first level) and "Professional Communication and Multimedial Studies" (second level)

• Professor (II fascia), SPS/04 (Scienza Politica) (since 2007)

• Researcher, SPS/04 (Scienza Politica) (since 2005)

Member of:

• Itanes (Italian National Election Studies) research group (since 1998)

• Network of European Political Communication Scholars (NEPOCS)

• Standing Group Sisp on "Public opinion and political behaviour"

• Standing Group Sisp on "Parliament, rappresentation and legislative processes"

• Standing Group Ecpr on "Public opinion and electoral behaviour in a comparative perspective"

• Editorial Council of the journal Comunicazione Politica (dal 2009)

• Editorial Council of the journal Polena (dal 2009)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Italian Politics and society	compulsory optional course	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. LEONARDO PARRI

http://www-3.unipv.it/webdsps/en/docente.php?id=legnante

Personal data

Name - Surname	Leonardo Parri
HEI	University of Pavia
Date and place of birth (and Country)	17/07/1956 Monza (Italy)
nationality	Italian
fiscal code	
address	Via Orio - Ponte Capriasca 22 – 6946 Ponte Capriasca (Svizzera)
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	
Category	Associate Professor
Area of specializaiton	Political Science
Academic degree	PhD
PhD academic área	
– PhD year	1991
– PhD institution	European University Institute, Florence

Other academic degree or titles

Year	Degree	Area	HEI	Classification
1984	Master	Political science, specialing in politics and economics	University of Pavia	

Scientific activity (publications) in the last five years

(2002) L'innovazione istituzionale, cura di un numero monografico della "Rassegna italiana di sociologia", XLIII, n. 2.

(2004) I dilemmi dell'azione sociale. Un'analisi di piano e mercato, Roma, Carocci.

(2014) Explanation in the Social Sciences. A Theoretical and Empirical Introduction, Soveria Mannelli, Rubbettino.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

In 1991-2 he has carried out researches on the industrial districts for the IRPET-Tuscany

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

1996-2005 Teaching in the doctorate in Economic Sociology at the University of Brescia
2001 Appointment as associate professor at the Faculty of Political Science of the University of Pavia
2001-2005 Teaching in the PhD in Sociology at the University of Milan
2001-ongoing Teaching at the Department of Political and Social Studies of the University of Pavia

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Italian Politics and society	compulsory optional course	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. ALESSANDRO CALIANDRO

https://scienzepolitiche.unipv.it/persone/prof-alessandro-caliandro/

Personal data

Name - Surname	Alessandro Caliandro
HEI	University of Pavia
Date and place of birth (and Country)	15/01/1981 Magenta (MI) (Italy)

nationality	Italian
fiscal code	
address	Via Mazenta 41, 20013 Magenta (Milano)
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	
Category	Senior Lecturer (RTDB)
Area of specializaiton	
Academic degree	PhD
PhD academic area	Sociology
– PhD year	2012
– PhD institution	Graduate School in Social, Economic and Political Sciences (University of Milano)

Other academic degree or titles

Year	Degree	Area	HEI	Classification
2007	Master	Social sciences	University of Milan	

Scientific activity (publications) in the last five years

Bainotti, L., Caliandro, A. & Gandini, A. (forthcoming 2020). From archive cultures to ephemeral content, and back: studying Instagram Stories with digital methods. New Media & Society.

• Denegri-Knott, J., Jenkins, R., & Lindley, S. (2020). "What is digital possession and how to study it: a conversation with Russell Belk, Rebecca Mardon, Giana M. Eckhardt, Varala Maraj, Will Odom,

Massimo Airoldi, Alessandro Caliandro, Mike Molesworth and Alessandro Gandini". Journal of Marketing Management, 1-30. https://doi.org/10.1080/0267257X.2020.1761864 . [Collective article].

• Simunjak M., Caliandro A. (2020), "Framing #Brexit on Twitter: The EU 27's lesson in message discipline", The British Journal of Politics and International Relations. Framing #Brexit on Twitter: The EU 27's lesson in message discipline", The British

Journal of Politics and International Relations, 1-21, https://doi.org/10.1177/1369148120923583 .

• Caliandro, A. and J. Graham (2020), "Studying Instagram Beyond Selfies", Social Media + Society, 6(2), https://doi.org/10.1177/2056305120924779 .

• Bonini, T., A. Caliandro and Anselmi G. (2019), "How pop music spreads in the hybrid media system: the role of digital platforms and broadcast media", Studi Culturali, 2/2019, pp. 225-256.

• Simunjak M., Caliandro A. (2019), "Twiplomacy in the Age of Donald Trump: Disrupting or

Constructing Digital Diplomacy?", The Information Society, 35(1), 13-25.

• Riccardo R., Caliandro A., Zollo L., Ciappei C. (2018), "Co-creation experiences in social media brand communities: Analyzing the main types of co-created experiences", Spanish Journal of Marketing - ESIC, Vol. 22 Issue: 2, pp.122-141.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

2015-present: Faculty Member, Fondazione Istud Business School, Baveno (IT).

From 2011 and 2016, I have been Research Coordinator at the Centre for Digital Ethnography (University of Milano) and Editor-in-Chief for the scientific blog Centro Studi Etnografia Digitale.

Research and Knowledge Transfer

2020-present

Project: L'esperienza di didattica a distanza durante il Covid-19 (DAD)

Role: Researcher

Partners: University of Torino, University of Pavia

Project Coordinator: Francesco Ramella & Michele Rostan

Funding body: Centro Luigi Bobbio, Unires

2018-present:

Project: "Aging in a networked society"

Role: Scientific coordinator for WP3

Partners: University of Milano-Bicocca, Fondazione Golgi Cenci, Auser, Middlesex University London

Project Coordinator: Emanuela Sala

Funding Body: Fondazione Cariplo

2017-2018:

Project: "Twitter diplomacy in the age of Trump"

Role: joint PI

Funding body: Middlesex University London

2017-2018:

Project: "Innovative Qualitative Methods for Big Data: Exploring Brand Publics on Instagram Using Image

Recognition Techniques"

Role: PI

Funding body: Middlesex University London

2015-2016:

Project: "Smartphone Internet use"

Role and duties: joint PI. Responsible for designing and coordinating mixed-method research in Italy (big data analysis and qualitative analysis)

Partners: University of Gothenburg and State University of Milano

Project Coordinator: Adam Erik Arvidsson

Funding Body: University of Gothenburg

Other publications (pedagogical)

Books:

• Caliandro A. and A. Gandini (2019), Metodi Digitali per le Scienze Sociali, Carocci, Roma.

• Caliandro A. and A. Gandini (2017), Qualitative Research in Digital Environments: A Research Toolkit, Routledge, London.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

2018-2019

Lecturer in Digital Marketing, Marketing, Business & Society Division, School of Management,

University of Bath. Responsible for the E-Business (BA) and E-Marketing (MA) Units.

Academic lead for the School of Management Student Association (SoMSA)

2016-2018:

Lecturer in Branding and Digital Media, Faculty of Arts and Creative Industries, Middlesex University London (Module leader of 'Digital Media Research Methods' (BA), 'Digital Culture' (MA), 'Research echniques and Approaches' (BA), 'Research Methods' (MA)).

Member of the Promotional Culture Research Cluster (https://www.mdx.ac.uk/our-research/researchgroups/promotional-cultures-research-cluster).

2011-2016: Chief Research Officer at Viralbeat (Digital Marketing and PR Company, https://www.viralbeat.com/)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Laboratorio di comunicazione e studi culturali	compulsory optional course	32,5 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. FLAVIO ANTONIO CERAVOLO

https://scienzepolitiche.unipv.it/persone/prof-flavio-antonio-ceravolo/

Personal data

Name - Surname	Flavio Antonio Ceravolo
HEI	University of Pavia
Date and place of birth (and Country)	27/08/1970 Alessandria (Italy)
nationality	Italian
fiscal code	
address	Via Parnisetti, 29 - 15121 Alessandria
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	
Category	Associate Professor
Area of specializaiton	Sociology
Academic degree	PhD
PhD academic área	Methodology of Social Research and Applied Sociology
– PhD year	2004
– PhD institution	University of Milan - Bicocca

Other academic degree or titles

Year	Degree	Area	HEI	Classification
2000	Master	Political and Social Sciences	Università del Piemonte Orientale	

Scientific activity (publications) in the last five years

2016 - Cervelli in transito. Altri giovani che non dovremmo farci scappare, Carocci, Roma

2009 - (con D. Carbone) Una società lenta. Mutamento e mobilità sociale in provincia di Alessandria, Franco Angeli, Milano

2020 - (con M. Rostan e M. Anzivino) La rivincita della scienza sul senso comune? In chi hanno avuto fiducia gli italiani durante l'emergenza Covid-19, (articolo in rivista) Sociologia Italiana, AIS Journal of Sociology, Numero 16, Luglio 2020, Egea, Milano

2018 - (con M. Rostan e M. Anzivino) "Il Public Engagement degli accademici italiani: un'opportunità di rapporto tra università e territorio", (articolo in rivista) STATO e MERCATO n.114, dicembre 2018 (Il Mulino, Bologna), prodotta in formato stampa copia fotostatica per estratto da p. 547 a p. 581

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

EDITORIAL ACTIVITY

2017-Present Member of the Scientific Committee and Co-founder of the journal "Narrability Journal. Six-monthly journal of scientific divulgation on the Science of Storytelling of the Storytelling Observatory", Storytelling Observatory, online digital journal

(http://www.storytellinglab.org/rivista-narrability-journal/)

2015-Present Member of the Editorial Board and Scientific Editorial Board of the journal "Cambio. Magazine on social transformations", Firenze University Press

(http://www.fupress.com/riviste/cambio--rivista-sulle-trasformazioni-sociali/86)

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Rector of the Benvenuti Griziotti College (EDISU), Head of the Master's Degree Course in Digital Communication (COD), Scientific Director and Vice-Coordinator of the Master's Degree Course in Marketing Utilities and Storytelling Techniques (MUST) and member of the teaching board of the International Doctorate in Social and Political Change (MSP) at the Universities of Turin and Florence.

He is a member of the board of the Vita Quotidiana Section of the Italian Association of Sociology and has been a member of the board of the Methodology Section. He is also a member of the Consortium for Higher Education Research (CHER). He was a research fellow and then a fixed-term researcher at the University of Eastern Piedmont. He has taught at the universities of Turin, Pavia and Eastern Piedmont.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Metodi digitali per la ricerca sociale e di marketing	compulsory optional course	32,5 (for 5 ECTS)

NAME OF TEACHER : PROF. MARCO MISSAGLIA

http://www-3.unipv.it/webdsps/it/docente.php?id=missaglia

Personal data

Name - Surname	Marco Missaglia
HEI	University of Pavia
Date and place of birth (and Country)	Seregno (MI) il 09/06/1966
nationality	Italian
fiscal code	
address	VIA MURRI 39 - 20035 LISSONE (MONZA E BRIANZA)
Faculty-Department	Department of Political and Social Sciences
Research Centre / Research Lab	
Category	Associate Professor
Area of specializaiton	International Economics,
Academic degree	PhD
PhD academic área	Economics
– PhD year	1996
– PhD institution	University of Pavia

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1992	Master	Economics	University of Pavia	110 cum laude

Scientific activity (publications) in the last five years

Heer, B and Maussner, A. *Dynamic General Equilibrium Modelling. Computational Methods and Applications*, in Journal of Economics, Vol.88, n.2, 2008;

Demand Policies for Long Run Growth: Being Keynesian both in the Short and in the Long Run?, in "Metroeconomica", vol.58, n.1, February 2007;

Trade Policy in Palestine: a Re-assessment (with Giovanni Valensisi), in Journal of Policy Modelling, vol. 36, n.5, 2014

Are Keynesian Ideas Applicable to the Long-Run? Some Theoretical Reflections and an Illustrative Model, in "Panorama Economico", 2015

Finance, Foreign (Direct) Investment and Dutch Disease: the Case of Colombia (with Alberto Botta and Antoine Godin), in "Economia Politica; Journal of Analytical and Institutional Economics, 2016

Dollarization: Some Theoretical Preliminary Thought, in "Revista Economia", vol.68, n. 108, Instituto Superior de Investigacion y Posgrado, Facultad de Ciencias Economicas, Universidad Central del Ecuador, 2016

Aggregate demand and long-run growth, in "Journal of Post-Keynesian Economics" (accepted for publication), 2018

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-Lecturer of "Development Microeconomics" at, and General Co-ordinator of the Master Program in Co-operation and Development, University of Pavia. This course is taught in English;
-Lecturer of "Development Economics" at the Escuela LatinoAmericana de Cooperacion Internacional para el Desarollo, University San Buenaventura, Cartagena de Indias (Colombia). This course is taught in English and Spanish;
-Lecturer of "Applied General Equilibrium Models" at the Ph. D Program in Economics of the Catholic University of Piacenza, Italy;
-Lecturer of "Structuralist Macroeconomics" at the Ph. D Program in Development Economics of the University of Florence, Italy;
-Lecturer of "Development Economics" at the Master of International Cooperation And Development (MICAD), Bethlehem University, Palestine.

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

-Co-ordinator and Main Instructor of the Summer School in "Quantitative Methods for Development Policy Analysis" organised by the Istituto Universitario di Studi Superiori (IUSS), Pavia (five editions till now)
-Main Instructor of the Summer School in Modelos de Equilibrio Generale Computable Comparaciones teoricas y aplicaciones practicas organised by Universidad Nacional de Colombia, Bogotà, Colombia, 6-23 July 2010. The course was taught in Spanish

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Linguaggio della Cooperazione	Compulsory optional course	32,5 (for 5 ECTS)

3. Department of Industrial and Information Engineering

Summary table

University	Position	Names	Area of knowledge	Course
University of Pavia	**Professors**	Marco Piastra	• Artificial Intelligence, in particular for industrial applications; • Self-Organizing and Autonomous Systems; 3D and 4D Image Processing, in particular for medical applications;	Artificial Intelligence, Machine Learning per le scienze umanistiche e sociali

			• Machine Learning; Symbolic Logic; • Parallel and Distributed Computing	
		Claudio Cusano	• Pattern recognition, • Computer vision, • Machine learning.	Fondamenti di Informatica, Machine Learning per le scienze umanistiche e sociali
	Readers			
	Lecturers			
	Teaching assistants			
	Administrative staff	Rizzi Mariangela mariangela.rizzi@unipv.it)		

For each teacher:

NAME OF TEACHER : PROF. MARCO PIASTRA

http://www-3.unipv.it/ingserv/servizi/scheda.php?mat=006997

Personal data

Name - Surname	Marco Piastra
HEI	University of Pavia
Date and place of birth (and Country)	6 August 1959 Pavia (Italy)
nationality	Italian
fiscal code	
address	C.so Garibaldi 30 – 27100 Pavia
Faculty-Department	Department of Industrial and Information Engineering

Research Centre / Research Lab	
Category	Professor
Area of specializaiton	
Academic degree	PhD
PhD academic área	Informatics Engineering
– PhD year	2001
– PhD institution	University of Pavia

Other academic degrees or titles

Year	Degree	Area	HEI	Classification
1997	Master	Electronic Engineering	University of Pavia	

Scientific activity (publications) in the last five years

Marco Piastra, Epifanio Virga, Onsagerian formula for the excluded volume of spherodisks, Physical Review E, 88(6) 2013:064501.
Marco Piastra, Epifanio Virga, Octupolar approximation for the excluded volume of axially symmetric convex bodies, Physical Review E, 88(3) 2013:032507.
Marco Piastra, Self-organizing adaptive map: Autonomous learning of curves and surfaces from point samples, Neural Networks, (41) 2013: 96-112.
Marco Piastra, Epifanio Virga, Phase polarity in a ferrofluid monolayer of shifted-dipole spheres, Soft Matter, (8) 2012:10969-10981.
Giacomo Parigi, Angelo Stramieri, Danilo Pau, Marco Piastra: GPU-based Parallel Implementation of a Growing Self-organizing Network. ICINCO (1) 2012:633-643.
Antonietta Pepe, Laura Brandolini, Marco Piastra, Juha Koikkalainen, Jarmo Hietala, Jussi Tohka: Simplified Reeb Graph as Effective Shape Descriptor for the Striatum. MeshMed 2012: 134-146.
Laura Brandolini, Marco Piastra: Computing the Reeb Graph for Triangle Meshes with Active Contours. ICPRAM (2) 2012: 80-89.

Marco Piastra: A growing self-organizing network for reconstructing curves and surfaces. IJCNN 2009: 2533-2540

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Teaching activities - Artificial Intelligence, University of Pavia, Faculty of Engineering, contract professor, 2001/2002, 2002/2003, 2003/2004. - Artificial Intelligence 1, University of Pavia, Faculty of Engineering, contract professor, 2004/2005, 2005/2006, 2006/2007, 2007/2008, 2008/2009, 2009/2010, 2010/2011. - Artificial Intelligence 2, University of Pavia, Faculty of Engineering, contract professor, 2004/2005, 2005/2006, 2006/2007, 2007/2008, 2008/2009, 2009/2010. - Artificial Intelligence, University of Pavia, Faculty of Engineering, contract professor, 2011/2012, 2013/2014

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Department of Public Functioning, Rome, Technical Director of the Special Project A9 (telematics exchange of e-government data), 2000-2001.
Authority for Informatics in Public Administration (AIPA), Rome, Senior Technical Advisor (technical support to the definition of national norms and standards for electronic data exchange), 1999-2000.
Tutoring: M.Sc.theses tutored or co-tutored: 25 and Ph.D. students tutored or co-tutored: 2

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Artificial intelligence	Optional	32,5 (for 5 ECTS)

Machine Learning per le Scienze Umanistiche e Sociali	Compulsory optional course	

For each teacher:

NAME OF TEACHER: PROF. CLAUDIO CUSANO

http://www-3.unipv.it/ingserv/servizi/scheda2.php?mat=032488

Personal data

Name - Surname	Claudio Cusano
HEI	University of Pavia
Date and place of birth (and Country)	07/04/1977 Varese (Italy)
nationality	Italian
fiscal code	
address	Via Maiocchi 8 - 20129 Milano
Faculty-Department	Department of Industrial and Information Engineering
Research Centre / Research Lab	
Category	Associate Professor
Area of specializaiton	Informatics Engineering
Academic degree	PhD
PhD academic área	Computer science
– PhD year	2005/2006
– PhD institution	University of Milano-Bicocca

Other academic degrees or titles

Year	Degree	Area	HEI	Classification
1997	Master	Computer science	University of Milano-Bicocca	110/110 with distinction

Scientific activity (publications) in the last five years

More than 70 peer-reviewed articles published in international journals or in proceedings of international conferences, including:

[1] Simone Bianco, Claudio Cusano, and Raimondo Schettini. Single and multiple illuminant estimation using convolutional neural networks. IEEE Transactions on Image Processing, (in press).

[2] Simone Bianco, Gianluigi Ciocca, and Claudio Cusano. CURL: Image classification using co-training and unsupervised representation learning. Computer Vision and Image Understanding, 145:15–29, 2016.

[3] Claudio Cusano, Paolo Napoletano, and Raimondo Schettini. Evaluating color texture descriptors under large variations of controlled lighting conditions. Journal of the Optical Society of America A, 33(1):17–30, 2016.

[4] Gianluigi Ciocca, Claudio Cusano, Simone Santini, and Raimondo Schettini. On the use of supervised features for unsupervised image categorization: An evaluation. Computer Vision and Image Understanding, 122:155–171, 2014.

[5] Claudio Cusano and Simone Santini. With a little help from my friends: Community-based assisted organization of personal photographs. Multimedia Tools and Applications, 70(2):1033–1048, 2014.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Patent:

Claudio Cusano, Paolo Gallina, Francesca Gasparini e Raimondo Schettini, “Method for red eye detection in a digital image”, Domanda Internazionale PCT/EP2007/002996 del 3 Aprile 2007. Titolari della domanda: Telecom Italia S.p.A. e Università degli studi di Milano-Bicocca

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

2016 Guest editor of the special issue of the Journal of Electronic imaging entitled "Colour in Texture and Material Recognition".

2015- Member of the Program Committee for the ICIAP International Conference on Image Analysis and Processing conference.

2015- Member of the Technical Program Committee for the conference "International Conference on Advances in Computing, Communications and Informatics (ICACCI)".

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Machine Learning per le scienze umanistiche e sociali	Compulsory optional course	32,5 (for 5 ECTS)

4) Department of Mathematics

Summary table

University	Position	Names	Area of knowledge	Course
University of Pavia	**Professors**	Stefano Gualandi	Integer and Linear Programming, Combinatorial Optimization, Optimization Algorithms for Machine Learning, Discrete Optimal Transport, Constraint Programming.	Optimization Models and Algorithms for Data Science Mathematical Methods Programmazione
	Readers			
	Lecturers			
	Teaching assistants			
	Administrative staff	Anna Maria Bernini annamaria.bernini@unipv.it		

For each teacher:

NAME OF TEACHER: PROF. STEFANO GUALANDI

- **http://mate.unipv.it/gualandi/CV_ENG.pdf**

Personal data

Name - Surname	Stefano Gualandi
HEI	University of Pavia
Date and place of birth (and Country)	13/03/1975 Pavia (Italy)
nationality	Italian
fiscal code	
address	Largo Panizza 4 – 27100 Pavia
Faculty-Department	Department of Mathematics
Research Centre / Research Lab	
Category	Associate Professor
Area of specializaiton	Operations Research
Academic degree	PhD
PhD academic área	Enhancing Constraint Programming-based Column Generation for Integer Programs
– PhD year	2008
– PhD institution	Politecnico di Milano

Other academic degree or titles

Year	Degree	Area	HEI	Classification
2004	Master	Artificial Intelligence and computer engineering	University of Pavia and Katholieke Universiteit Leuven, Belgium	110/110 with distinction

Scientific activity (publications) in the last five years

[J1] F. Bassetti, S. Gualandi, M. Veneroni. On the Computation of Kantorovich-Wasserstein Distances between 2D-Histograms by Uncapacitated Minimum Cost Flows. To appear on SIAM Journal on Optimizatio, 2020.

[J2] G. Auricchio, A. Codegoni, S. Gualandi, G. Toscani, M. Veneroni. The Equivalence of Fourier-based and Wasserstein Metrics on Imaging Problems. To appear on Rendiconti Lincei. Scienze Fisiche e Naturali, 2020.

[J3] S. Gualandi, G. Toscani. Size distribution of cities: A kinetic explanation. Physica A: Statistical Mechanics and its Applications 524, 221-234, 2019. DOI: 10.1016/j.physa.2019.04.260

[J4] S. Gualandi, G. Toscani. Human behavior and lognormal distribution. A kinetic description. Mathematical Models and Methods in Applied Sciences, vol. 29(4), 717-753, 2019. DOI: 10.1142/S0218202519400049

[J5] S. Gualandi, G. Toscani. Call center service times are lognormal. A Fokker-Planck description. Mathematical Models and Methods in Applied Sciences. vol. 28 (8), 1513-1527, 2018. DOI: 10.1142/S0218202518500410

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

E-Learningprojects:

- S. Gualandi. Exam-at-home: Web application for the lab exam of the course Foundations of Operations Research. Project funded by Politecnico of Milan, 2010. http://exam-at-home.appspot.com
- S. Bosio, G. Carello, S. Gualandi, F. Malucelli. La fabbrica dei Modelli. Project funded by Centro METID, Politecnico of Milano, 2007. http://home.dei.polimi.it/carello/progettificio

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

- Nov 2016 – Nov 2019 Senior Tenure Track position (RTD-B), Mathematics Department, University of Pavia
- 20 December 2013 National Scientific Qualification to function as associate

professor. Sector: 01/A6 - Operations Research.

- Oct 2013 – Nov 2016 Researcher, AntOptima, spin-off of Istituto Dalle Molle di Studi sull'Intelligenza Artificiale (IDSIA), Lugano, Switzerland. Research Project (EU FP7): White Room based on reconfigurable robotic island for optoelectronics
- Jan 2011 – Sep 2013 Postdoctoral Researcher, Mathematics Department, University of Pavia. Project: Algorithm Engineering for Networks and Data. Project funded by Regione Lombardia: Dote Ricercatori grant
- From August 2020: Associate Editor of INFORMS Journal on Computing.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Programmazione	Optional	32,5 (for 5 ECTS)

Data collection Master in European Languages and Cultures in Contact

UNIVERSITY OF JENA

Data collection Master in European Languages and Cultures in Contact

Staff - University of Jena

Faculty and Departments involved:
Faculty of Philosophy
Departments:

- **Digital Humanities (DH)**
- **German as a Foreign Language (DaF) / Intercultural Business Communication (IWK)**
- **Romance Studies (RS))**
- **Slavonic Studies (SS)**
- **South-East-European Studies (SEES)**

Summary table

University	Position	Names	Area of knowledge	Course
University of Jena	**Professors Professors Professors Professors Professors**	**Jun.- Prof. Dr. Sander Münster (DH);**	**Digital Humanties (DH)**	Digital Humanities project development Digital Humanities in der Praxis Digital Humanities - Methoden
		Prof. Dr. Stefan Strohschneider; **+** **Prof. Dr. Daniela Gröschke** **Prof. Dr. Daniela Gröschke**	**Intercultural Business Communication (IWK)**	Cultural history of specific regions /Historia cultural de regiones específicas / Histoire culturelle des régions spécifiques Theorien und Methoden der Kulturanthropologie (both Professors) Kultur und Psychologie (both Professors) Grundlagen der Interkulturellen Wirtschaftskommunikation
		Prof. Dr. Christine Czinglar	**German as a Foreign Language (DaF)**	Theoretische, angewandte und vergleichende Linguistik (DaF / DaZ)
		Prof. Dr. Claudia Hammerschmidt	**Romance Studies**	Latinoamerikanische Literatur und

			(Spanish / Latinamerica)	Kultur 1 / Literatura y Cultura Latinoamericanas 1
		Prof. Dr. Edoardo Costadura **Jun.-Prof. Dr. Thomas Scharinger**	**Romance Studies (French)**	Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2
			Romance Studies (French + Italian)	Romanische Literaturwissenschaft Sprache 1
		Prof. Dr. Julia Kuhn **Jun.-Prof. Lukas Eibensteiner**	**Romance Studies (Spanish)**	Edition/Analyse von Korrespondenzen /italienischsprachige Schriften aus Mitteldeutschland (17.-19. Jh.)
			Romance Studies (Didactics / Spanish / Italian 7 French in Schools)	Latino-Amerikanische Sprachwissenschaft /Lingüística Latinoamericana Fremdsprachenunterricht im digitalen Zeitalter
		PD. Dr. Christine Fischer **Jun.- Prof. Valeska Bopp-Filimonov**	**Slavonic Studies (SS)** **South-East-European-Studies (SEES)**	Literatur und Kultur in Russland Einführung in die Südosteuropastudien

		Prof. Dr. Joachim von Puttkamer **Prof. Dr. Thede Kahl**	**South-East-European-Studies (SEES)** **South-East-European-Studies (SEES)**	Einführung in die Südosteuropastudien: Osteuropäische Geschichte: Schwerpunkt / Südosteuropa Einführung in die Südosteuropastudien Sprache und Gesellschaft im südslawischen und südosteuropäischen Raum
	Readers	**Dr. Wolf-Dirk Skiba + Dr. Eva Schmucker (DaF)** **Dr. Wolf-Dirk Skiba + Dr. Eva Schmucker (DaF)** **Dr. Wolf-Dirk Skiba** **Dr. Maria Sauna** **Dr. Sabine Albrecht**	**German as a Foreign Language (DaF)** **Romance Studies (Italian)** **Romance Studies (Spanish / Portuguese)**	Literatur- und Kulturstudien (DaF) Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ) Migration und interkulturelle Begegnung Übersetzung „Deutsch-Italienisch“ Kontrastive Sprachbetrachtung Portugiesisch

		Dr. Yolanda Lopez (IWK) **Prof. Dr. Luisa Conti (IWK)** **Dr. Fergal Lenehan (IWK)** **Jessica Neumann (DaF)**	**Intercultural Business Communication (IWK)** **German as a Foreign Language (DaF)**	- Spanisch - Deutsch / Lingüística Contrastiva Portugués-Español-Alemán / Linguistica Contrastiva Português-Espanhol-Alemão Cultural studies related to various regions /Historia cultural de regiones varies??? / Histoire culturelle des régions variées + Grundlagen der interkulturellen Wirtschaftskommunikation (both courses all free lecturers) Theoretische, angewandte und vergleichende Linguistik (DaF / DaZ)
	Lecturers	**See Readers**		
	Teaching assistants	**none**	**none**	**none**
	Administrative staff	**Stefanie Waterstradt** **Luisa Conti**	**International Office** **Intercultural Business Communication (IWK)**	

		Dr. Yolanda Lopez	**Intercultural Business Communication (IWK)**	

For each teacher:

NAME OF TEACHER : JUN. - PROF. DR. SANDER MÜNSTER

Personal data

Name - Surname	Münster, Sander
HEI	Universität Jena
Date and place of birth (and Country)	15.07.1980, Dohna, Germany
Nationality	Deutsch
Fiscal code (only for Italy)	
Address	Carl-Zeiss-Platz 16 (Room 3050), D- 07743 Jena, Germany
Faculty-Department	Philosophy, Digital Humanities
Research Centre / Research Lab	Time Machine
Category	Professor Reader Lecturer
Area of specialization	Digital Humanities; Digital Images and object Data
Academic degree	PhD
PhD academic area	Digital Humanities
– PhD year	2014
– PhD institution	TU Dresden

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2019	Jun-Prof.	Digital Humanities	Universität Jena	None

Scientific activity (publications) in the last five years

Niebling, F., Münster, S. (Hrsg., in print) Digital Research and Education in Architectural Heritage II, Springer CCIS, Cham.

Kuroczyński, P., Münster, S., Pfarr-Harfst, M. (Hrsg., 2019): Der Modelle Tugend 2.0 - Herausforderungen auf dem Weg zum wissenschaftlichen 3D-Informationsmodell, Heidelberg University Press, Heidelberg.
Münster, S., Friedrichs, K., Niebling, F., Seidel-Grzesinska, A. (Hrsg., 2018) Digital Research and Education in Architectural Heritage, Springer CCIS, Cham.
Münster, S. (2016): Interdisziplinäre Kooperation bei der Erstellung virtueller geschichtswissenschaftlicher 3D-Rekonstruktionen, Springer VS, Wiesbaden.
Münster, S., Pfarr-Harfst, M., Kuroczyński, P., Ioannides, M. (Hrsg., 2016): How to manage data and knowledge related to interpretative digital 3D reconstructions of Cultural Heritage? Springer LNCS, Cham.

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

- Digital 3D Reconstructions, esp. work processes, standards, presentation and discourse integration
- D digitization of cultural heritage, especially automation and user-generated content
- Visual research processes and visual perception
- Methodological changes through image- and object-related digital humanities in art and architectural history research

Other publications (pedagogical)

LUTAS AYDOGAN, S., MÜNSTER, S., GIRARDI, D., PALMIRANI, M., FÖRSTER, C. & KEILHOLZ, F. (in preparation). A framework to support digital humanities and cultural heritage studies research. In: NIEBLING, F. & MÜNSTER, S. (eds.) Urban History in the Age of Digital Libraries. Cham: Springer CCIS.
MÜNSTER, S. (in print). Digital 3D Modelling for Heritage Research and Education from an information studies perspective. Euromed 2020. Nicosia.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Supervision of PhD – thesis;
participation in international scientific workshops and conferences
Part of the international research team “Time Machine”

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Digital Humanities in der Praxis		70 (for 10 ECTS)
Digital Humanities - Methoden		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER: PROF. DR. STEFAN STROHSCHNEIDER

Personal data

Name - Surname	Strohschneider, Stefan
HEI	Universität Jena
Date and place of birth (and Country)	07.09.1957, Stuttgart
Nationality	German
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8 (Room: 502, floor: 5, D-07743 Jena, Germany
Faculty-Department	Philosophy / Institute for German as Foreign Language and Intercultural Studies
Research Centre / Research Lab	
Category	Professor Reader Lecturer Teaching assistant
Area of specialization	Intercultural Studies
Academic degree	PhD
PhD academic area	German studies
– PhD year	1990
– PhD institution	Bamberg

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2007	Habil. – Prof.	Intercultural Studies	Universität Jena	excellent

Scientific activity (publications) in the last five years

http://iwk-jena.uni-jena.de/iwk/team/stefan-strohschneider/ (since 2014: none)

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Wucholt, F., Gröschke, D. & Strohschneider, S. (2014). Kommunikation von Diversität in Change Prozessen – Computersimulationen als ein Instrument zur Erfahrbarkeit von Diversität. In M. Stumpf & S. Wehmeier (Hrsg.), *Kommunikation in Change und Risk: Wirtschaftskommunikation unter Bedingungen von Wandel und Unsicherheit*, S. 57-74. Wiesbaden: Springer VS.
Strohschneider, S. (2013). Achtsamkeit und Affiliation in der interkulturellen Zusammenarbeit: Versuch über die Entstehung und Aufrechterhaltung von Kollektivbildungen. In S. Wolting (Hrsg.), *Kultur und Kollektiv. Festschrift für Klaus P. Hansen,* S. 12-27. Berlin: Berliner Wissenschaftsverlag.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Supervision of PhD – thesis; Supervision of master thesis works
participation in international scientific workshops and conferences

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Cultural history of specific regions /Historiacultural de regiones específics / Histoire culturelle des régions spécifiques		35 (for 5 ECTS)
Theorien und Methoden der Kulturanthropologie		35 (for 5 ECTS)
Kultur und Psychologie		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. DR. DANIELA GRÖSCHKE

Personal data

Name - Surname	Gröschke, Daniela
HEI	Universität Jena
Date and place of birth (and Country)	
Nationality	German
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	
Research Centre / Research Lab	
Category	Professor Lecturer
Area of specializaiton	Intercultural Studies
Academic degree	PhD
PhD academic area	Intercultural Studies
– PhD year	2009
– PhD institution	Jena?

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2018	Habilitation	Intercultural Studies	Jena	excellent

Scientific activity (publications) in the last five years

Gröschke, D. & Podsiadlowski, A. (2018). *Diversity Management und wahrgenommene Innovationsfähigkeit in Organisationen*. PersonalQUARTERLY. 01, 25-29.
Gröschke, D. (2017). Entwicklung Interkultureller Kompetenz im Hochschulbereich. Zeitschrift für Sozialmanagement,1/2017, S. 57-72.
Gröschke, D. (2016). Perceive it or forget it? – Diversity between Objectivity and Subjectivity. In: C. Braedel-Kühner & A. Müller (Hrsg.). Re-Thinking Diversity, Multiple approaches in Theory, Media, Communities, and Managerial Practice. S. 35-54. Wiesbaden: Springer VS.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Gröschke, D. (2009): *Interkulturelle Kompetenz in Arbeitssituationen – Eine handlungstheoretische Analyse individueller und kollektiver Fähigkeiten*. Dissertation. München/Mehring: Rainer Hampp Verlag.
Cantele, M., Gröschke, D., Sandu, O. & Barret, M. (2015). Assessment of Intercultural Learning – Assessment of Principles, Practices and Challenges:A Summary of the Outcomes of Four Workshops, Intercultura 76, 23-24. Verfügbar unter: http://www.fondazioneintercultura.it/jb/webfiles/Intercultura_N76.pdf

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Supervision of PhD – thesis + master thesis
participation in international scientific workshops and conferences

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Theorien und Methoden der Kulturanthropologie		35 (for 5 ECTS)
Kultur und Psychologie		35 (for 5 ECTS)
Cultural studies related to various regions		35 (for 5 ECTS)
Grundlagen der interkulturellen Wirtschaftskommunikation		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER: PROF. DR. CHRISTINE CZINGLAR

Personal data

Name - Surname	Czinglar, Christine
HEI	Universität Jena
Date and place of birth (and Country)	17.12.1971 Bludenz, Österreich
Nationality	Austrian
Fiscal code (only for Italy)	

Address	Ernst-Abbe- Platz 8, (Room: 528, floor: 5), D-07743 Jena, Germany
Faculty-Department	Philosophy / Institute for German as Foreign Language and Intercultural Studies
Research Centre / Research Lab	
Category	Professor Reader Lecturer Teaching assistant
Area of specialization	German as a Foreign Language
Academic degree	PhD
PhD academic area	German as a Foreign Language
– PhD year	2013
– PhD institution	University of Vienna

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2019	Professor	German as a Foreign Language	Jena	excellent

Scientific activity (publications) in the last five years

Since 2020: Beirats- und Redaktionsmitglied der Zeitschrift Zielsprache Deutsch, jährlich drei Ausgaben. Hrsg. zus. mit Prof. Dr. Hans Barkowski, Prof. Dr. Hiltraud Casper-Hehne, Prof. Dr. Dr. h.c. Konrad Ehlich, Prof. Dr. Yuan Li, Prof. Dr. Elke Montanari, Prof. Dr. Antonella Nardi, JProf. Dr. Simone Schiedermair, Dr. Armin Wolff. Tübingen: Stauffenburg.
Schumacher, Anne-Christin, **Christine Czinglar**, Farzona Mirova & Sarah Faseli (2020): Lit-L1-L2: Ein Instrument zur Einschätzung literaler Kompetenzen von neu zugewanderten Jugendlichen in der L1 Dari und der L2 Deutsch. Info DaF 47 (4): 376-391.
Lange, Astrid, Ingrid Kutz & **Czinglar, Christine** (2017): Voneinander lernen: Modelle für den DaZ-Unterricht für neu zugewanderte Kinder und Jugendliche. *Babylonia* 1/2017: 59-62.
Czinglar, Christine (2017): Der Erwerb des Deutschen als Zweitsprache bei neu zugewanderten Jugendlichen. Jugendhilfe 55 (2): 137-143. (Thema: Jugendhilfe für unbegleitete minderjährige Flüchtlinge - Was müssen die Fachkräfte der Jugendhilfe wissen?)
Bohnert-Kraus, Mirja, Katharina Korecky-Kröll, Andrea Haid, **Christine Czinglar** & Andrea Pamela Willi (2016): Mediale Diglossie in Vorarlberg als Bereicherung oder als Hindernis für den monolingualen Spracherwerb? *SAL Bulletin. Offizielles Organ der Schweizerischen Arbeitsgemeinschaft für Logopädie*, Nr. 161: 5-18.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-language competences: English: C1; French: C1; Hungarian: B2; Spanish: A2- B1; Turkish; Russian (https://www.dafdaz.uni-jena.de/mitarbeitende/czinglar+christine)

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Korecky-Kröll, Katharina, **Christine Czinglar**, Kumru Uzunkaya-Sharma, Sabine Sommer-Lolei & Wolfgang U. Dressler (2016): Das INPUT-Projekt: Wortschatz- und Grammatikerwerb von ein- und zweisprachigen Wiener Kindergartenkindern. logoTHEMA 13 (1/2016): 16-22.
Kovács, Krisztina & **Christine Czinglar** (2009). Neue Räume betreten: authentische Kommunikationssituationen und ihre Bedeutung für die Motivation im Fremdspracherwerb. ÖDaF Mitteilungen 1/2009: 18-24.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Supervision of PhD – thesis;
participation in international scientific workshops and conferences

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Theoretische, angewandte und vergleichende Linguistik (DaF / DaZ)		70 (for 10 ECTS)

For each teacher:

NAME OF TEACHER : PROF. DR. CLAUDIA HAMMERSCHMIDT

Personal data

Name - Surname	Hammerschmidt, Claudia
HEI	Universität Jena
Date and place of birth (and Country)	25.01.1966, Bergheim
Nationality	German
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy / Romance Studies
Research Centre / Research Lab	Maria – Callas ; University cooperation: Halle-Leipzig-Jena
Category	Professor Reader Lecturer Teaching assistant
Area of specializaiton	Spanish and latinamercian Literature
Academic degree	PhD
PhD academic area	Romance Studies
– PhD year	1999
– PhD institution	University Cologne

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2006	Professor	Romance Studies	Universität Jena	excellent

Scientific activity (publications) in the last five years

Leopoldo Marechal, [2019] (mit Mariela Blanco, Sabrina Gil und Carolin Voigt). *Pan-Visiones porteñas. Leopoldo Marechal, Xul Solar y la "recepción secreta" de dos heterodoxs de la cultura argentina*, Potsdam-London: INOLAS.
Editor: [2019c] *Leonardo Padura y la poética de una nueva escritura política*, hg. von Ana María Amar Sánchez und Claudia Hammerschmidt, Dossier der *Revista Iberoamericana* LXXXV.269 (195 Seiten).
Editor: [2019b] *Patagonia literaria VI. Antología de poesía del sur argentino*, hg. von Claudia Hammerschmidt und Luciana Mellado, Potsdam-London: INOLAS (458 S.).
Editor: 2019a] *Patagonia literaria V. Representaciones de la identidad cultural mapuche*, hg. von Claudia Hammerschmidt, Potsdam-London: INOLAS (495 S.).
Editor: [2018g] *Patagonia literaria IV. Transculturalidad y transfrontería en la literatura patagónica*, hg. von Claudia Hammerschmidt und Sergio Mansilla Torres, Potsdam-London: INOLAS (425 S.).

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Focus in Latin American Literature and Cultural Studies

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Supervision of PhD – thesis; supervision of of master thesis works
participation in international scientific workshops and conferences

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Latinoamerikanische Literatur und Kultur 1 / Literatura y Cultura Latinoamericanas 1		35 (for 5 ECTS)
Latinoamerikanische Literatur und Kultur 2 / Literatura y Cultura Latinoamericanas 2		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. DR. EDORADO COSTADURA

Personal data

Name - Surname	Costadura, Edoardo
HEI	Universität Jena
Date and place of birth (and Country)	19.12.1962, Genua, Italy
Nationality	Italian
Fiscal code (only for Italy)	
Address	Ernst- Abbe-Platz 8, D- 07743 Jena,

	Germany
Faculty-Department	Philosophy / Romance Studies
Research Centre / Research Lab	
Category	Professor Reader Lecturer
Area of specializaiton	French and Italian Literature (modern age)
Academic degree	PhD
PhD academic area	French and Italian Literature (modern age)
– PhD year	1995
– PhD institution	Paris VII, France

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2002	Professor	Romance Studies	Universität Jena	excellent

Scientific activity (publications) in the last five years

(in Zusammenarbeit mit Klaus Ries und Christiane Wiesenfeldt) **Heimat global. Modelle, Praxen und Medien der Heimatkonstruktion**, Bielefeld: transcript Verlag, 2019
(in Zusammenarbeit mit Klaus Ries) **Heimat gestern und heute. Interdisziplinäre Perspektiven**, Bielefeld: transcript Verlag, 2016
«Jemmy de Nerval. Une "réponse" aux Natchez de Chateaubriand?», in: Revue Nerval, 5 (2021), S. 95-110.
- «Démocratie oblige», in: Berkman, Gisèle (Hrsg.), Jean-Louis Giovannoni. Les gestes des mots, Revue des Sciences Humaines, 3 (2020), S. 35-41.- «Einsam in den Fluten der Zeit: François-René de Chateaubriand, 1768-1848», in: Bayerischen Akademie der Schönen Künste, Jahrbuch 33 (2019) (erschienen 2020), S. 165-190.
«"Even if You return, Ulysses", oder die Geschichte von der Heimkehr», in: Costadura, Edoardo et al. (Hrsg.), Heimat global. Modelle, Praxen und Medien der Heimatkonstruktion, Bielefeld: transcript Verlag, 2019, S. 429-447. - «Bussy-Rabutin: Glanz und Elend eines Edelmanns im literarischen Feld des Grand Siècle», in: Claudius Sittig / Christian Wieland (Hrsg.): Die "Kunst des Adels" in der Frühen Neuzeit, Wiesbaden: Harrassowitz Verlag / Wolfenbüttel: Herzog August Bibliothek, 2018, S. 37-60.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Member of the Scientific board of the central language center at Jena University

Other publications (pedagogical)

- «Französische Romantik als "Gegen-Moderne"? Auch eine Erwiderung auf Antoine Compagnon am Beispiel Chateaubriands», in: Helmut Hühn / Joachim Schiedermair (Hg.), Europäische Romantik. Interdisziplinäre Perspektiven der Forschung, Berlin - Boston: De Gruyter, 2015, S. 289-311.
Der Edelmann am Schreibpult. Zum Selbstverständnis aristokratischer Literaten zwischen Renaissance und Revolution, Tübingen: Niemeyer («mimesis»), 2006.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Active professor in the graduate school of DFG: **Modell Romantik,** (GRK 2041/1,
Supervision of PhD thesis
Regular participation in international conferences and workshops + lectures

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Romanische Literaturwissenschaft Sprache 1		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : JUN.- PROF. DR. THOMAS SCHARINGER

Personal data

Name - Surname	Scharinger, Thomas
HEI	Universität Jena
Date and place of birth (and Country)	09.03.1982, Lauf a.d. Pegnitz; Germany
Nationality	German
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy / Romance Studies
Research Centre / Research Lab	
Category	Jun.- Professor

Area of specializaiton	French and Italian Literature and Culture
Academic degree	PhD
PhD academic area	French and Italian Literature and Culture
– PhD year	2017
– PhD institution	LMU München, Germany

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2019	Jun.- Professor	French and Italian Literature and Culture	Universität Jena	excellent

Scientific activity (publications) in the last five years

018): *Mehrsprachigkeit im Frankreich der Frühen Neuzeit: zur Präsenz des Italienischen, seinem Einfluss auf das Französische und zur Diskussion um das* françois italianizé (Orbis Romanicus 8). Tübingen: Narr.
Editor: (2019) (zusammen mit Andreas Dufter und Klaus Grübl): *Des parlers d'oïl à la francophonie : contact, variation et changement linguistiques* (Beihefte zur Zeitschrift für romanische Philologie 440). Berlin: De Gruyter.
Editor: (2015) (zusammen mit Andreas Hölzl, Matthias Klumm, Mara Matičević, Johannes Ungelenk und Nora Zapf): *Politik der Metapher* (languagetalks 4). Würzburg: Königshausen & Neumann.
2021: "Italianismi nel lessico schermistico del francese cinquecentesco. Un'indagine sulla traduzione francese del *Nobilissimo discorso intorno il schermo di spada* di Girolamo Cavalcabò", in: *Actes du XXIXe Congrès International de Linguistique et de Philologie Romanes (Copenhague, 01.-06.07.2019) Section 5*, Lene Schøsler/Juhani Härmä (Hrsg.). Straßburg: ÉLiPhi.
2021: "Migration, Perzeption und s impurum - Hapax-Belege in Henri Estiennes *Deux Dialogues du nouveau langage François italianizé* (1578)", in: *Prof. Alpinista - Dal 1955. Festschrift für Thomas Krefeld,* Stephan Lücke/Noemi Piredda/Sebastian Postlep/Elissa Pustka (Hrsg.). München: Universitätsbibliothek der LMU.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Conferences held:

- (2021) (zusammen mit Lukas Eibensteiner, Rafael Matos und Laura Rimmele): *LIMES - Kolloquium für Promovierende und Promovierte der Romanischen Sprachwissenschaft*, Jena, 25.-27.03.2021 (https://www.romanistik.uni-jena.de/iromedia/pdf/Programm+LIMES_neu.pdf)
- *Was bleibt von Nähe und Distanz? Mediale und konzeptionelle Aspekte von Diskurstraditionen und sprachlichem Wandel*, München, 23.-24.11.2017

(https://www.romanistik.uni-muenchen.de/forschung/konferenzprojekte/naehe-distanz/index.html)

Other publications (pedagogical)

2021: "Eugenio Coseriu, *Geschichte der Romanischen Sprachwissenschaft,* Bd. 2: *Von Nebrija (1492) bis Celso Cittadini (1601). Die Epoche des Humanismus,* hrsg. von Wolf Dietrich. Tübingen, Narr, 2020, 291 pp.", für *Zeitschrift für romanische Philologie.*
2021: (2021): "*La correspondence de Girolamo Zorzi. Ambassadeur vénitien en France (1485-1488)*. Édition critique par JOËL BLANCHARD, GIOVANNI CIAPPELLI et MATTHIEU SCHERMAN. Genève: Droz, 2020. LXVI + 296 pp.", in: *French Studies* 75/2. (https://academic.oup.com/fs/advance-article/doi/10.1093/fs/knaa260/6099047?login=true)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Lecturer in French and Italian Literature and Cultures since 2012 (LMU München)
Supervision of Phd thesis "Französisch als Kultursprache in Mitteldeutschland im Spiegel von Schreib- und Lernheften junger Adliger (first supervision)"
Supervision of master thesis and State examinations

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Edition/Analyse von Korrespondenzen /italienischsprachige Schriften aus Mitteldeutschland (17.-19. Jh.)		35 (for 5 ECTS)

NAME OF TEACHER: PROF. DR. JULIA KUHN

Personal data

Name - Surname	Kuhn, Julia
HEI	Universität Jena
Date and place of birth (and Country)	11.04.1972, Innsbruck, Austria
Nationality	Austria

Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy / Romance Studies
Research Centre / Research Lab	
Category	Professor Reader Lecturer Teaching assistant
Area of specialization	Spanish and Latin Amercian Literature and Culture
Academic degree	PhD
PhD academic area	Spanish and Latin Amercian Literature and Culture
– PhD year	1999
– PhD institution	Innsbruck, Austria

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2003	Habil. Professor	Spanish and Latin Amercian Literature and Culture	University of Innsbruck, Austria	excellent

Scientific activity (publications) in the last five years

1.3) Kuhn, Julia; Matos, Rafael Eduardo: Contacto Lingüístico en Venezuela. Interacción del español con la lengua indígena pemón, vitalidad y uso. (America Romana 10) Berlin et al.: Lang 2020.
Editor: Becker, Lidia; Kuhn, Julia; Ossenkop, Christina; Overbeck, Anja; Polzin-Haumann, Claudia; Prifti, Elton (eds): Romanistik und Wirtschaft. Tübingen: Narr 2020.
Editor: Becker, Lidia; Kuhn, Julia; Ossenkop, Christina; Overbeck, Anja; Polzin-Haumann, Claudia; Prifti, Elton (eds): Fachbewußtsein der Romanistik. Tübingen: Narr 2020.
Kuhn, Julia; Matos, Rafael: "Estudio de la vitalidad de la lengua indígena pemón en el sureste de Venezuela, el caso de la comunidad de Chirikayén", in: Calderón, M.; Konzett-Firth, C. (eds): Dynamische Approximationen. Berlin, Bern, Bruxelles, New York, Oxford, Warszawa, Wien: Lang 2019, 471-480.
Kuhn, Julia: "Rural Names", in: Hough, C. (ed.): The Oxford Handbook of Names and Naming. Oxford: Oxford University Press 2016, ISBN 978-0-19-965643-1, 135-143.

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

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Other publications (pedagogical)

DeKnop, Sabine; Mollica, Fabio; Kuhn, Julia (eds): Konstruktionsgrammatik in den romanischen Sprachen. Frankfurt a.M.: Lang 2013. ISBN 978-3-631-62269-8.
Wochele, Holger; Kuhn, Julia; Stegu, Martin (eds): Onomastics goes business. Role and relevance of brand, company and other names in economic contexts. Berlin: Logos 2012. 297 pages. ISBN 978-3-8325-3153-9.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Supervision of PhD-, master – thesis
Participation in international conferences and workshops
Regular publications

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Latino-Amerikanische Sprachwissenschaft / Lingüística Latinoamericana		70 (for 10 ECTS)

NAME OF TEACHER: PROF. DR. LUKAS EIBENSTEINER

Personal data

Name - Surname	Eibensteiner, Lukas
HEI	Universität Jena
Date and place of birth (and Country)	30.12.1988, Linz, Austria
Nationality	Austria
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena
Faculty-Department	Philosophy / Romance Studies
Research Centre / Research Lab	
Category	Professor Reader Lecturer Teaching assistant
Area of specializaiton	Didactics in Romance Languages

Academic degree	PhD
PhD academic area	Didactics in Romance Languages
– PhD year	2020
– PhD institution	Universität Mannheim

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2020	Jun.-Professor	Didcatics in Romance Languages	Universität Jena	

Scientific activity (publications) in the last five years

(2021): *Transfer im schulischen Drittspracherwerb des Spanischen. Wie L2-Kenntnisse des Englischen, Französischen und Lateinischen den L3-Erwerb des Spanischen beeinflussen.* Tübingen: Narr Francke Attempto. (Link zur Verlagshomepage)
Editor: (2021) (zusammen mit Frederik Kiparski, Daniela Kuschel und Christina Märzhäuser): *Interaktion(en): Brüche, Spuren, Konstruktionen. Beiträge zum 34. Forum Junge Romanistik in Mannheim (26.-28. März 2018).* München: AVM.
Editor: (2021) (in Vorbereitung) (zusammen mit Amina Kropp, Johannes Müller-Lancé und Claudia Schlaak): *Neue Wege des Französischunterrichts: Linguistic Landscaping und Mehrsprachigkeitsdidaktik im digitalen Zeitalter*. Tübingen: Narr Francke Attempto.
(2020) (mit Tim Diaubalick und Rafael Salaberry): "Influence of L1/L2 linguistic knowledge on the acquisition of L3 Spanish past tense morphology among L1 German speakers". In: *International Journal of Multilingualism*.
(2020): "Transfer in L3 Acquisition: How does L2 Aspectual Knowledge in English Influence the Acquisition of L3 Spanish among German-speaking Learners?". In: *Dutch Journal of Applied Linguistics* 8,1, S. 67-83.

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

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Other publications (pedagogical)

(2020): "Geschichte der frühen Französisch-'Lehrwerke' in Spanien. Eine Analyse des 16., 17. und 18. Jahrhunderts". In: Becker, Lidia/Kuhn, Julia, Ossenkop, Christina/Overbeck, Anja/Polzin-Haumann, Claudia/Prifti, Elton (Hrsg.): *Geschichte des Fremdsprachenstudiums in der Romania. Romanistisches Kolloquium XXXI*. Tübingen: Narr, S. 14-34.

(2020) (mit Johannes Müller-Lancé): "*I am aprendiendo linguam hispanicam*.Eine Untersuchung zum metasprachlichen Bewusstsein von Spanischlernenden". In: García, Marta/Prinz, Manfred/Reimann, Daniel (Hrsg.): *Mehrsprachigkeit im Unterricht der romanischen Sprachen. Neue Konzepte und Studien zu Schulsprachen und Herkunftssprachen in der Migrationsgesellschaft*. Tübingen: Narr, S. 107-123.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Michael Daniel, Ruprecht von Waldenfels, Polina Kazakova, Ilya Schurov, Aleksandra Ter-Avanesova, Ekaterina Gerasimenko, Daria Ignatenko, Ekaterina Makhlina, Maria Ovsjannikova4, Sergey Say4, Maria Tsfasman, Samira Verhees, Aleksei Vinyar, Vasilisa Zhigulskaya, Nina Dobrushina (erscheint 2019): Dialect loss in the Russian North: modeling change across variables. *Language Variation and Change*.
Ruprecht von Waldenfels, Michał Woźniak (2017): SpoCo - a simple and adaptable web interface for dialect corpora. In: Kupietz, M., Geyken, A. (Hrsg.): Special Issue on Corpus Linguistic Software Tools, Journal for Language Technology and Computational Linguistics 31 (1), p. 155-170

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Fremdsprachenunterricht im digitalen Zeitalter		70 (for 10 ECTS) 35 (for 5 ECTS)

NAME OF TEACHER : PROF. DR. THEDE KAHL

Personal data

Name - Surname	Kahl, Thede
HEI	Universität Jena
Date and place of birth (and Country)	
Nationality	Austria
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D-07743 Jena, Germany
Faculty-Department	Philosophy / Slavonic Studies
Research Centre / Research Lab	
Category	Professor
Area of specialization	Southeasteuroropean Studies
Academic degree	PhD
PhD academic area	Southeasteuroropean Studies
– PhD year	1999

– PhD institution	Universität Münster

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2007	Habilitation	Southeasteuropean Studies	Vienna, Austria	excellent

Scientific activity (publications) in the last five years

mit Ioana Nechiti (2019). The Boyash in Hungary. Wien, Austrian Academy of Sciences.
(2018). Natur und Mensch im Donaudelta. Forum: Rumänien 36, Berlin, Frank und Timme.
mit et al., Eds. (2018). Balkan and South Slavic Enclaves in Italy. Languages, Dialects and Identities. Proceedings from the Sixth Meeting of the Commission for Balkan Linguistics of the International Committee of Slavists. Cambridge, Cambridge Scholars Publishing.
mit Andreea Pascaru (2018). "Rrāmānj und Armānj. Wie einheitlich sind Kultur, Sprache und Identität der Aromunen?" Quo vadis Romania 50: 51-77.

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

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Other publications (pedagogical)

(2018). Von Karagöz zu Karagiozis. Zur Gräzisierung des osmanischen Schattentheaters. Litterae – magistra vitae. Heinrich Stiehler zum 70. Geburtstag. C. Heinrich and T. Kahl. Berlin, Frank und Timme: 447-464.
(2018). New Initiatives on the Research and Documentation of Griko and Arbëresh in Apulia. Balkan and South Slavic Enclaves in Italy. Languages, Dialects and Identities. Proceedings from the Sixth Meeting of the Commission for Balkan Linguistics of the International Committee of Slavists. T. Kahl, I. Krapova and G. Turano. Cambridge, Cambridge Scholars Publishing: 153-164.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Supervision of master thesis works + PhD thesis
Participation in international conferences and workshops

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Sprache und Gesellschaft im südslawischen und südosteuropäischen Raum		35 (for 5 ECTS)
Einführung in die Südosteuropastudien		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. DR. VALESKA BOPP-FILIMONOV

Personal data

Name - Surname	Bopp-Filimonov, Valeska
HEI	Universität Jena
Date and place of birth (and Country)	
Nationality	Deutsch
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8,
Faculty-Department	Philosophy / Romance Studies
Research Centre / Research Lab	
Category	Professor Reader Lecturer Teaching assistant
Area of specializaiton	Romanian Language and Culture
Academic degree	PhD
PhD academic area	Romanian Language and Culture
– PhD year	2012
– PhD institution	Universität Leipzig

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2017	Jun.- Professor	Romanian Language and Culture	Universität Jena	excellent

Scientific activity (publications) in the last five years

2021. *'A new era' is always dawning. A (linguistic) biography of a border crosser and doppelgänger from Bukovina in the second half of the 20th century*. In: History of Communism in Europe, special issue: "Transnational Biographies. Destinies at the Crossroads throughout the XX century" (im Peer Review- Prozess).
2021. *Shaping, Questioning, Contradicting "Bad Communism". Aspects of generational memory in Romania after 1989*. In: Journal of Romanian Studies, Vol. 3, No. 1, S. 65-84.
2020. *Männer, Macht und "Mörder" 30 Jahre nach der rumänischen Revolution. Über die letzten Monate des "Instituts der Rumänischen Revolution vom Dezember 1989"*. In: Südosteuropa-Mitteilungen 60. Jg., H. 01-02, S. 99-116.
2019. Mit Anne Dippel: *Neue Architekturen der Wissensvermittlung gestalten. Teamethnographisch Forschen, Ausstellen und Reflektieren bei der Arbeit an "Wir wohnen Wort an Wort". Banat, Siebenbürgen, Bukowina. Ein Ethnograffiti Südosteuropas*. In: Kulturelle Kontexte östlichen Europa. Münster, New York (Bd. 60), S. 166-175.
2019. Mit Anne Dippel: *Into the Grey Zone, Or: How to Track Fading Multiculturalism in Southeastern Europe. On the making of the exhibition '"We Live Word to Word." Banat - Transylvania - Bukovina. An Ethnograffiti of Southeastern Europe' at the Friedrich Schiller University Jena, 2018-2020*. In: Südosteuropa Bd. 64 (H. 4), S. 534-554. DOI: https://doi.org/10.1515/soeu-2019-0039

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

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Other publications (pedagogical)

2018. Mit Friederike Kind-Kovács: *Debating East Central Europe Again? German Academia and the Dilemma of Spatial Categories*. In: Journal of Modern European History Vol. 16 | 3, pp. 307-314.
Editor: seit 2018: Mitherausgeberin der Reihe "Forum Rumänien" des Verlags Frank & Timme, gemeinsam mit Larisa Schippel und Thede Kahl.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Supervision of master thesis works + PhD thesis
Participation in international conferences and workshops

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Einführung in die Südosteuropastudien		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. DR. JOACHIM VON PUTTKAMER

Personal data

Name - Surname	von Puttkamer, Joachim
HEI	Universität Jena
Date and place of birth (and Country)	14.11. 1964, Munich, Germany
Nationality	German
Fiscal code (only for Italy)	
Address	Imre Kertész Kolleg Jena Friedrich Schiller University Leutragraben 1 D-07743 Jena, Germany
Faculty-Department	Philosophy / History
Research Centre / Research Lab	
Category	Professor
Area of specializaiton	Historic and Slavonic Studies
Academic degree	PhD
PhD academic area	Historic and Slavonic Studies
– PhD year	1994
– PhD institution	Freiburg i. Breisgau, Germany

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2002	Habilitation – Prof.	Historic and Slavonic Studies	Universität Jena	excellent

Scientific activity (publications) in the last five years

From Revolution to Uncertainty. The Year 1990 in Central and Eastern Europe. Hrsg. mit Włodzimierz Borodziej und Stanislav Holubec, London 2019.
Borodziej, Włodzimierz; Puttkamer, Joachim von: Polen und die Demokratisierung der Deutschen. Ein Versuch. In: Tim Schanetzky, Sybille Steinbacher, Tobias Freimüller, Dietmar Süß und Annette Weinke (Hg.): Demokratisierung der Deutschen.

Errungenschaften und Anfechtungen eines Projekts. Göttingen: Wallstein 2020, S. 176–188.
Tea with the Primate. At the Roots of Political Conflict in Poland, in: From Revolution to Uncertainty. The Year 1990 in Central and Eastern Europe. Hrsg. von Włodzimierz Borodziej, Stanislav Holubec und Joachim v. Puttkamer, London 2019, S. 50-79.
Dissidence, Doubt, Creativity. Revisiting 1983, in: Eurozine, 28. Mai 2019 [https://www.eurozine.com/dissidence-doubt-creativity/]
Aufbruch und Krise - Bedeutungen des Kriegsendes für die Deutschen und das östliche Europa, in: 1918-2018. Das Ende des Großen Krieges und das östliche Europa. Tagung am 13. November 2018 in Berlin. Hrsg. vom Bundesinstitut für Kultur und Geschichte der Deutschen im östlichen Europa, Oldenburg 2019, S. 31-44.

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

- Co-Director of the research unit: "Imre Kertész Kolleg"

Other publications (pedagogical)

Familien-Unähnlichkeit. Polen und Ungarn seit 1945, in: Osteuropa 68(2018), 3-5, S. 387-412.
No Future? Narrating the Past in Bosnian History Museums, in: Nationalities Papers 44(2016), 5, S. 1-15.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Supervision of master thesis works + PhD thesis
Participation in international conferences and workshops

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Osteuropäische Geschichte - Schwerpunkt Südosteuropa Fokus1: Südosteuropäische Gesellschaft(en) und Kulturen		35 (for 5 ECTS)
Osteuropäische Geschichte - Schwerpunkt Südosteuropa Fokus2: Südosteuropäische Politik)		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PD. DR. CHRISTINE FISCHER

Personal data

Name - Surname	Fischer, Christine
HEI	Universität Jena
Date and place of birth (and Country)	
Nationality	German
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy / Slavonic Studies
Research Centre / Research Lab	
Category	Reader Lecturer
Area of specializaiton	Russian Culture and Literature
Academic degree	PhD
PhD academic area	Russian Culture and Literature
– PhD year	1997
– PhD institution	Universität Jena

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2005	venia legendi	Slavonic Literature and Culture	Universität Jena	excellent

Scientific activity (publications) in the last five years

none

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

none

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Teaching of Slavonic Studies since 1997

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Literatur und Kultur in Russland		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER: DR. SABINE ALBRECHT

Personal data

Name - Surname	Sabine Albrecht
HEI	Friedrich-Schiller-University Jena
Date and place of birth (and Country)	25/02 /1964 in Jena (Germany)
Nationality	German
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D-07743 Jena
Faculty-Department	Institute of Romance Languages
Research Centre / Research Lab	Linguistics of Spanish &Portuguese
Category	Lecturer
Area of specialization	Contrastive Linguistics
Academic degree	PhD
PhD academic area	PhD in Linguistics of Ibero-Romance Languages
– PhD year	1990
– PhD institution	University of Leipzig (Germany)

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1986	Diploma	Teaching Portug. & English	University of Leipzig /Germany	Very good

Scientific activity (publications) in the last five years

Albrecht, Sabine (2018), *Aprender português em contraste com o espanhol*, in: Alexandre do Amaral Ribeiro (ed), *Português do Brasil para Estrangeiros: políticas, formação, descrição*,Editora: Pontes Editores (Campinas, São Paulo).
Rubén García & Eduardo Torres, *Das Schicksal von Numantia. AIUS*. Translation of the Comic *Aius. El destino de Numancia*. Soria, Numanguerrix, 2017 (Translation by Sabine Albrecht, Carmen Cuéllar Lázaro &Sandy Román Asenjo)

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

- Participation in language practice courses (Portuguese & Spanish)
- Workshops of contrastive linguistics and translation with the University of Valladolid (collaboration with Prof. Dr. Carmen Cuéllar Lázaro)
- Training activities in media literacy

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Member of Editorial Board of ***HERMĒNEUS. REVISTA DE TRADUCCIÓN E INTERPRETACIÓN*** **(E-ISSN 2530-609X)**. Annual publication of the Department of Translation and Interpreting of the University of Valladolid (Soria Campus)
Departmental coordination of academic exchange within Erasmus Programme with universities in Spain & Portugal
Experience in academic course counselling and collaboration in academic committees
Teaching experience in linguistics, translation and language courses

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Contrastive language observation (Portuguese - Spanish- German)	Optative	35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : DR. YOLANDA LOPEZ GARCIA

Personal data

Name - Surname	Lopez Garcia, Yolanda
HEI	Universität Jena
Date and place of birth (and Country)	
Nationality	Mexican
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy / Intercultural Studies
Research Centre / Research Lab	
Category	Reader Lecturer
Area of specialization	Intercultural Studies / Latinamerica
Academic degree	PhD
PhD academic area	Intercultural Studies / Latinamerica
– PhD year	2020
– PhD institution	Universität Jena, Germany

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

López García, Y. (Veröffentlichungstermin September 2021). *Imaginaries of Migration: Life Stories of Mexican Migrants in Germany*. Bielefeld: Transcript.
López García, Y., & Endres, T. (2017). Perspectivas interculturales en la relación México – Alemania: Un acercamiento a la colaboración en el sector automotriz. *Revista iMex, XII Negocios en México/ Business in Mexico*, 94-114.

López García, Y., & Endres, T. (2017). Driving together: Mexican german intercultural communication in the automotive industry. *21st Century Waves of Change: Cultural Dexterity for Turbulent Times, IACCM & SIETAR Europa. 15th IACCM Annual Conference and 8th CEMS/IACCM Doctoral Workshop: Congress Proceedings*. Dublin. 364-375.
López García, Y. (2017) Rezension von Montiel-Alafont, Francisco Javier; Vatter, Christoph & Zapf, Elke Christine (Hrsg.) (2014), Interkulturelle Kompetenz. Erkennen – verstehen – handeln. Spanisch. Unterrichtsvorschläge mit Multimedia-CD. Klett Verlag Stuttgart, Leipzig in Zeitschrift für Interkulturellen Fremdsprachenunterricht 22 (2), Oktober 2017, 197-198

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Erasmus+ coordinator for Spain, + focus on Latin America

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Grundlagen der interkulturellen Wirtschaftskommunikation		35 (for 5 ECTS)
Cultural studies related to various regions /Historia cultural de regiones varies??? / Histoire culturelle des régions variées		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : PROF. DR. LUISA CONTI

Personal data

Name - Surname	Conti, Luisa
HEI	Universität Jena
Date and place of birth (and Country)	
Nationality	ITALIAN
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy / Intercultural Studies
Research Centre / Research Lab	
Category	Professor Reader Lecturer Teaching assistant
Area of specialization	Intercultural Studies
Academic degree	PhD
PhD academic area	Intercultural Studies
– PhD year	2012
– PhD institution	Universität Jena + Università degli Studi di Padova, Italy

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2020	Habil.- Prof.	Intercultural Studies	Universität Jena, Germany	excellent

Scientific activity (publications) in the last five years

Conti, Luisa (in Druck, 2021): Improving pedagogical work: The SHARMED participatory digital archive. In: Baraldi, Claudio / Farini, Federico / Joslyn, Erica (Hrsg.) Promoting children's rights inEuropean schools through intercultural dialogue and facilitative pedagogy. London: Bloomsbury Publisher.
Conti, Luisa (2020) Inklusive Bildung als Demokratiebildung. Didaktische Vorschläge und Reflexionen für die Schule der Vielfalt. In: Haarmann M., Kenner S., Lange D. (Hrsg.) Demokratie, Demokratisierung und das Demokratische. Bürgerbewusstsein (Schriften zur Politischen Kultur und Politischen Bildung). Wiesbaden: Springer VS, S. 189-206.
Conti, Luisa (2020): Webinare dialogisch moderieren. Partizipation aller fördern. Intercultural Journal 19 (33), S. 45-65.
Conti, Luisa (in Druck, 2021): Dialogic Intercultural Competence: What It Is and Why Teachers Need It. In: Palaiologou, Nektaria (Hrsg.): Rethinking Intercultural Education in times of Migration and Displacement. Cambridge Scholars Publishing.

Conti, Luisa (in Druck, 2021): Interkulturelle Inkompetenz. Zum Umgang mit Schüler*innen mit Migrationserfahrung. In: Böhme, Nadine / Dreer, Benjamin / Hahn, Heike / Heinecke, Sigrid / Mannhaupt, Gerd / Tänzer, Sandra (Hrsg.): Eine Schule für alle – 100 Jahre Grundschule – Mythen, Widersprüche, Gewissheiten. Jahrbuch Grundschulforschung. Wiesbaden: Springer VS.

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

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Other publications (pedagogical)

Conti, Luisa (2019): Schule wandeln, dialogisch handeln. Das Aktionsforschungsprojekt SHARMED. QfI – Qualifizierung für Inklusion, 1(1).
Conti, Luisa (2019): Rezension von S. Nothnagel (2018): „Interkulturelles Lernen. Die Rekonstruktion kultureller Differenzerfahrung auf Basis einer narrativ-biografischen Längsschnittstudie.“ interculture journal 18/31, S. 93-94.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Supervision of master thesis works + PhD thesis
Participation in international conferences and workshops

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Grundlagen der Interkulturellen Wirtschaftskommunikation		35 (for 5 ECTS)
Cultural studies related to various regions /Historia cultural de regiones varies??? / Histoire culturelle des régions variées		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : DR. FERGAL LENEHAN

Personal data

Name - Surname	Lenehan, Fergal

HEI	Universität Jena
Date and place of birth (and Country)	
Nationality	Irish
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy / Intercultural Studies
Research Centre / Research Lab	
Category	Reader Lecturer
Area of specialization	Intercultural Studies
Academic degree	PhD
PhD academic area	Intercultural Studies
– PhD year	2009
– PhD institution	Universität Leipzig, Germany

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Michael D. Higgins (President of Ireland), *Reclaiming the European Street: Speeches on Europe and the EU, 2016-2020*. Dublin: Lilliput Press, 2021. (Herausgeber mit Joachim Fischer).
Stereotypes, Ideology and Foreign Correspondents: German Media Representations of Ireland, 1946-2010. Frankfurt am Main, Oxford: Peter Lang, 2016.
„From Film Noir to Scientific Pastoralism: Depictions of Ireland in British, German and French Cinema, 1938-2014". In: Gisela Holfter et al. (eds.), *Ireland in the European Eye*. Dublin: Royal Irish Academy, 2019, p 332-349
„Elizabeth Shaw from a Transnational Perspective: The Intercultural Self, Propaganda and Shaw's Representation in the GDR Print Media". In: Deidre Byrnes et al. (eds.), *Irish-GDR Links*. Trier: Wissenschaftlicher Verlag, 2019, p 103-122.
" "The mind of the English adversary is laid bare": Ernie O'Malley's *On Another Man's Wound* in Germany and Irish Aspects of German National Socialist Propaganda, 1938-1943". *RISE: Review of Irish Studies in Europe*. 2/2, 2018, p 134-150. http://www.imageandnarrative.be/index.php/rise/article/view/1906

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Erasmus+ Coordinator

Other publications (pedagogical)

„Intercultural Media Studies: Stereotypes and Ideology as the Textual Semantics and Syntax of Journalistic Articles of 'Other' Cultures, with examples from the Irish-German and German-Greek Contexts". In: *Interculture Journal: Online Zeitschrift für interkulturelle Studien*. 17/29 2017, p 9-26. http://www.interculture-journal.com/index.php/icj/article/view/270
„Propaganda, Literature and a Television Mini-Series: Representations of Roger Casement in Germany, 1916-2016". In: *Estudios Irlandeses*. 13, 2018 p 55-68. https://www.estudiosirlandeses.org/2018/03/propaganda-literature-and-a-television-mini-series-representations-of-roger-casement-in-germany-1916-2016/

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Grundlagen der Interkulturellen Wirtschaftskommunikation		35 (for 5 ECTS)
Cultural studies related to various regions /Historia cultural de regiones varies??? / Histoire culturelle des régions variées		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : JESSICA NEUMANN (M.A.)

Personal data

Name - Surname	Neumann, Jessica
HEI	Universität Jena
Date and place of birth (and Country)	19.05.1982, Werdau, Germany
Nationality	German
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy/ German as Foreign Language
Research Centre / Research Lab	
Category	Reader Lecturer
Area of specializaiton	German as a Foreign Language
Academic degree	PhD
PhD academic area	none
– PhD year	
– PhD institution	

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

none

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- none

Other publications (pedagogical)

none

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

none

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Theoretische, angewandte und vergleichende Linguistik (DaF / DaZ)		35 (for 5 ECTS)

For each teacher:

NAME OF TEACHER : DR. EVA SCHMUCKER

Personal data

Name - Surname	Schmucker, Eva
HEI	Universität Jena
Date and place of birth (and Country)	1971, Pforzheim, Germany
Nationality	German
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy / German as a Foreign Language
Research Centre / Research Lab	
Category	Reader Lecturer
Area of specializaiton	German as a Foreign Language
Academic degree	PhD
PhD academic area	German as a Foreign Language
– PhD year	2006
– PhD institution	Universität Jena, Germany

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

(2018) Neues (Er-)Leben zwischen alten Dingen? Kulturvermittlung und Visual Literacy - ein Pilotprojekt für neu Zugewanderte und Geflüchtete in Thüringer Museen. In: Schiedermair, Simone (Hg.): Deutsch als Fremd- und Zweitsprache & Kulturwissenschaft. Zugänge zu sozialen Wirklichkeiten. München (iudicium), S. 135-158.

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

-

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Literatur- und Kulturstudien (DaF)		35 (for 5 ECTS)
Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)		70 (for 10 ECTS)

For each teacher:

NAME OF TEACHER : DR. MARIA SAUNA

Personal data

Name - Surname	Sauna, Maria
HEI	Universität Jena
Date and place of birth (and Country)	Genua, Italy
Nationality	Italian
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy / Romance Studies
Research Centre / Research Lab	
Category	Reader Lecturer
Area of specialization	Italian and Slavonic Studies
Academic degree	PhD
PhD academic area	Slavonic and Caucasian Studies
– PhD year	2011
– PhD institution	Universität Jena, Germany

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

none

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

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Other publications (pedagogical)

none

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Übersetzung „Deutsch-Italienisch“		35 (for 5 ECTS)

For each teacher:

PERSONAL DATA NAME OF TEACHER: DR. WOLF-DIRK SKIBA

Name - Surname	Skiba, Dirk
HEI	Universität Jena
Date and place of birth (and Country)	
Nationality	German
Fiscal code (only for Italy)	
Address	Ernst-Abbe-Platz 8, D- 07743 Jena, Germany
Faculty-Department	Philosophy / German as a Foreign Language
Research Centre / Research Lab	
Category	Professor Reader Lecturer Teaching assistant
Area of specializaiton	German as a Foreign Language
Academic degree	PhD
PhD academic area	

– PhD year	
– PhD institution	

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

none

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

- director of JenDaF e.V.
- Erasmus+ intership coordinator

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students

Literatur- und Kulturstudien (DaF)		35 (for 5 ECTS)
Theoretische und Empirische Studien interkultureller Begegnungen (DaF / DaZ)		70 (for 10 ECTS)
Migration und interkulturelle Begegnung		70 (for 10 ECTS)

Data collection Master in European Languages and Cultures in Contact

UNIVERSITY OF POITIERS

Faculty and Departments involved:
Faculty of Literature and Languages, Faculty of Social Sciences and Arts

Summary table: Responsible academic staff members

University	Position	Names	Area of knowledge	Course
University of Poitiers	Professors	Elvire Diaz	Spanish Literature and culture	Responsible for curricular units : - Transferts culturels et linguistiques - Frontières littéraires et Culturelles - Transatlantic dialogue in popular culture & Shakespeare on screen:Trans-cultural translation and distort
		Syvie Hanote	English Linguistics, Corpus linguistics	- Corpus et méthodologie pour la recherche en linguistique - Normes et variation : variation du français parlé & Contacts de langues et emprunts
		Véronique Meyer	History of Modern Art	-Patrimoine et institutions gestion nationales et régionales & Écrire sur l'art & Projet tuteuré et Médiation
		Freiderikos Valetopoulos	General Linguistics, Teaching French as a Foreign language	- Normes et variation : variation du français parlé & Contacts de langues et emprunts - Questions de didactique du FLE (Typologie des langues et didactique)

				Responsible for curricular units : **- Politiques linguistiques en contexte de minorisation** **- Analyse du discours politique et médiatique**
	Readers (Associate professors)	**Licia Bagini**	**Italian culture and literatura**	**Responsible for curricular units :** **- Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe)** **- Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)**
		Sanja Boskovic	**Serbocroatian language and culture**	**Responible of the curricular unit** **Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)**
		Laurie Dekhissi	**Linguistics, French as a Foreign Language**	**- Enseignement de la littérature francophone**
		Stéphanie Gobet	**General linguistics and French Sign Language**	**- Contacts de langues et bilinguisme**
		Anne-Cécile Guilbard	**French literature**	**Responible of the curricular unit** **- Littérature et cinéma et Pratiques et expériences de lecture** **- Roman graphique et Réceptions et usages du littéraire**

		Rauca Nita	**English linguistics, Contrastive linguistics**	**- Morpholexicologie plurilingue - Linguistique contrastive**
		Jérémy Pasquereau	**General Linguistics and Language Typology**	**- Questions de didactique du FLE (Typologie des langues et didactique)**

FOR EACH TEACHER OR RESPONSIBLE ACADEMIC STAFF MEMBERS

NAME OF TEACHER : ELVIRE DIAZ

Personal data

Name - Surname	Elvire Diaz
HEI	University of Poitiers
Date and place of birth (and Country)	14/12/1959 Mont-de-Marsan (40), France
Nationality	French
Fiscal code (only for Italy)	
Address	1 rue Oudot 33 700 Mérignac
Faculty-Department	Literature and Languages Spanish Language and Literature
Research Centre / Research Lab	MIMMOC (Memories, Identities, Marginalities in western world)
Category	Professor
Area of specializaiton	Spanish studies, Language, culture, history, novel
Academic degree	PhD - HDR
PhD academic area	Spanish studies
– PhD year	1994
– PhD institution	University of Bordeaux

Other academic degrees or titles

Year	Degree	Area	HEI	Classification
2009	HDR (Hability to direct research)			
1989	Agrégation			
1987	CAPES			

Scientific activity (publications) in the last five years (voir PJ)

- E. Diaz (2021), « De la correspondance de guerre au matériau pour l'écrivain : les écrits de Manuel Azaña, de 1918 à 1939 », in O. Dard, E. Mattiato, M. Peloille (dir.), *Correspondants de guerre, 1918-1939*, Presses Université de Savoie, 2021, p. 111-125

- E. Diaz (2021), « Amparo Rosendo, la *Tribuna*, ambivalences et contradictions du personnage et de son auteure », in J.-M. Herrán González, D. Thion (dir.), *En el escritorio de Emilia Pardo Bazán : La Tribuna*, Orbis Tertius, 2021, p. 91-102
- E. Diaz (2021), « Femmes et engagement dans le roman espagnol contemporain », in G. Subbotina (dir.), « Figures de femmes dans les cultures européennes », *Cahiers du MIMMOC*, n°24, 2021 (https://journals.openedition.org/mimmoc)
- E. Diaz (2020), « Introduction », in E. Diaz, E. Simon, L. Thouverez (dir.), *Circulations migratoires féminines dans l'espace hispanique et luso-brésilien contemporain : vers une émancipation*, *Cahiers du MIMMOC*, n°21, 2020 (https://journals.openedition.org/mimmoc/3750)
- E. Diaz (2020), « Encore l'illusion du réel ? De la présence de l'histoire, du corps, du lieu, de la description dans quelques romans espagnols contemporains », in Xavier Escudero, Natalie Noyaret, Pascale Peyraga (éd.), *Réalisme(s) dans la fiction espagnole contemporaine* (XIXe-XXe-XXIe siècles), Binges, Éditions Orbis Tertius, 2020, 161-170

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Practices in research centre (MIMMOC) for students

Other publications (pedagogical)

Books for translation and preparation to "concours" Capes-Agrégation
- Elvire Diaz (dir.), *Epreuve de composition au Capes d'Espagnol. La Llorona (2019) de Jayro Bustamante*, Paris, Ellipses, Coll. Capes/Agrégation, 2020, 264 p. Introduction, p. 5-19. (https://www.editions-ellipses.fr/accueil/10713-capes-espagnol-epreuve-de-composition-2021-jayro-bustamente-la-llorona-2019-9782340041158.html)
- Elvire Diaz (dir.), *Epreuve de composition au Capes d'Espagnol. Naufragios de N. Cabeza de Vaca ; En construcción de J.-L. Guerin*, Paris, Ellipses, Coll. Capes/Agrégation, 2019, 312 p. (édition revue et augmentée, nouveaux axes, nouvelles contributions). Introduction, p. 7-30. (https://www.editions-ellipses.fr/accueil/212-10485-capes-espagnol-epreuve-de-composition-2020-alvar-nunez-cabeza-de-vaca-naufragios-jose-luis-guerin-en-construccion-le-film-9782340034884.html#/1-format_disponible-broche)
- Elvire Diaz (dir.), *Epreuve de composition au Capes d'Espagnol. Naufragios de N. Cabeza de Vaca ; En construcción de J.-L. Guerin*, Paris, Ellipses, Coll. Capes/Agrégation, 2018, 288 p. Introduction, p. 5-24. (https://www.editions-ellipses.fr/accueil/9644-19977-nouveau-theme-du-capes-espagnol-2019-9782340027534.html#/1-format_disponible-broche)
- Elvire Diaz (dir.), *Epreuve de composition au Capes d'Espagnol. Goya Los desastres de la guerra ; No de Pablo Larraín*, Ed. Ellipses, Coll. Capes/Agrégation, 2016, 240 p. Introduction, p. 5-18. (http://www.editions-ellipses.fr/product_info.php?products_id=11000)

(http://www.editions-ellipses.fr/PDF/9782340014381_tdm.pdf)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Phd supervisor
Thesis and HDR committees
Evaluation of research teams

Curricular units to be taught in the cycle of studies.

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Responsible for curricular units : - Transferts culturels et linguistiques - Frontières littéraires et culturelles - Transatlantic dialogue in popular culture & Shakespeare on screen:Trans-cultural translation and distort		

NAME OF TEACHER : SYLVIE HANOTE

Personal data

Name – Surname	Sylvie Hanote
HEI	University of Poitiers
Date and place of birth (and Country)	28/10/1970, Paris (France)
Nationality	French
Fiscal code (only for Italy)	
Address	12 Rue des Trois Barreaux 86 360 Montamisé
Faculty-Department	Literature and Languages English Language and Literature

Research Centre / Research Lab	3816 FoReLLIS
Category	Professor
Area of specializaiton	English Language and Linguistics
Academic degree	PhD
PhD academic area	English Language and Linguistics
– PhD year	1996
– PhD institution	University of Poitiers

Other academic degrees or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

II. Col, G. et S. Hanote (eds.), 2019, *Accord et désaccord, Travaux linguistiques du CerLiCO n°20*, Presses Universitaires de Rennes.
III. Hanote, S., 2019, « Le discours rapporté dans un corpus d'anglais oral : formes et frontières », in De Mattia-Viviès, M. (dir.), *De la recherche fondamentale à la transmission de la recherche. Le cas du discours rapporté, Revue E-rea, Revue électronique d'études sur le monde anglophone*, https://journals.openedition.org/erea/7956.
Trapateau, N. Videau, N. Duchet, J.L. et **S. Hanote**, 2019, « Quelles méthodologies pour constituer et exploiter des corpus de données orales anciennes et contemporaines ? », in Caron, P. Defiolle, R. et M.H. Lay (dir.), *Données, métadonnées des corpus et catalogage des objets en sciences humaines et sociales*, Rennes, PUR. 171-188.
Hanote, S. et H. Chuquet, 2018, « Discours rapporté à l'oral : de la segmentation à l'interprétation », in Richard Elisabeth (dir.), *Des organisations dynamiques de la langue orale*, Peter Lang, Sciences pour la communication n° 122, Berne. 95-119.
Hanote, S. et J. Vigneron, 2016, « *Genre, like, so* : du micro- au macro- et vice versa », in Gaudy-Campbell, Isabelle & Héloïse Lechevallier-Parent (dir.), *Micro-/Macro-syntaxe : la*

question de l'échelle d'analyse en linguistique anglaise, Modèles Linguistiques, Tome XXXVII, 1.73 (2016), Éditions des Dauphins, Toulon. 77-108.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Using Praat for Acoustic and Phonetic analysis.

Other publications (pedagogical)

Nicolas Videau, Sylvie Hanote, Michael Nauge. The English PhonetiQuizz. *Printemps des Humanités numériques*, Apr 2020, Poitiers, France. ⟨hal-02955466⟩

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Head of the Research Laboratory FoReLLIS, University of Poitiers (76 senior researchers and 55 PhD Students, 1 secretary, 1 research engineer)
Co-head of the Master's Degree of Linguistics (Faculty of Modern Languages, U. Poitiers) and head of the training program entitled 'Linguistics, Languages, Corpora and Translation Studies'
Co-coordination of the Research Project entitled 'Genres, Contraintes, Variations' – Universités de Poitiers et Bordeaux-Montaigne (142 K€)
Vice-President of the French Association for the Research and Teaching of the oral English Language
Supervision of 7 phD students in English Linguistics and/ or Comparative Linguistics ; member of various examination boards and assessment panels in France.

Curricular units to be taught in the cycle of studies.

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Corpus et méthodologie pour la recherche en linguistique		35 (for 5 ECTS)

Normes et variation : variation du français parlé & Contacts de langues et emprunts		70 (for 10 ECTS)

NAME OF TEACHER : VERONIQUE MEYER

Personal data

Name - Surname	Véronique Meyer
HEI	University of Poitiers
Date and place of birth (and Country)	2 juin 1953
Nationality	Française
Fiscal code (only for Italy)	
Address	UFR SCIENCES HUMAINES ET ARTS Hôtel Fumé - Bâtiment E15 8, rue René Descartes TSA 81118 86073 POITIERS Cedex 9, France
Faculty-Department	Social Sciences and Arts History
Research Centre / Research Lab	Criham
Category	Professor
Area of specialization	Gravure XVII°-XVIII°, livre illustre, édition, critique d'art...
Academic degree	PhD
PhD academic area	History of Modern Art
– PhD year	1995
– PhD institution	Sorbonne

Other academic degrees or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Meyer V., *Pour la plus grande gloire du roi. Louis XIV en thèses*, Presses universitaires de Rennes, 2017
Meyer V. et M.-L. Pujalte, *La famille d'Argenson et les arts*, Rennes, PUR 2019

IV. Meyer V., 2018, « Carl Heinrich von Heineken und das Editionsprojekt des Dictionnaire des artistes dont nous avons des estampes in Paris (1778-1787) », Carle Heinrich von Heineken in Dresden und auf Schoss Alterdöbern, dir. Martin Schuster, Thomas Ketelsen, Dresde 2019, Gebundenes Buch, p. 156-175
Meyer V., 2020. « Un même portrait pour deux thèses dédiées à Marie Leczińska », Intersections– early Moderndisputationsanddissertations in an Interdisciplinary and Euroean Context, dir. f Dr. Meelis Friedenthal Dr. Hanspeter Marti, Prof. Dr. Robert Seidel , Brill, 2020 Meyer V., 2018, « La deuxième suite des sacrements de Poussin gravée par Jean Pesne », *l'Invention partagée*, Université de Clermont-Ferrand, Presses de l'UBP 2018,
-2020. Jean Pesne, graveur de Poussin, DU CORPUS À L'EXÉGÈSE : Interpréter la peinture du XVII° siècle en France, entre provinces et capitales européennes, dir. Frédéric Cousiné, Rouen PURH, Rouen, 2020, p. 115-128

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

doctoral supervision

Curricular units to be taught in the cycle of studies.

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Patrimoine et institutions gestion nationales et régionales & Écrire sur l'art & Projet tuteuré et Médiation		70 (for 10 ECTS)

NAME OF TEACHER : FREIDERIKOS VALETOPOULOS

Personal data

Name - Surname	Freiderikos Valetopoulos
HEI	University of Poitiers
Date and place of birth (and Country)	15/02/1974 Greece
Nationality	French and Greek
Fiscal code (only for Italy)	
Address	UFR LETTRES & LANGUES Bâtiment A3 1 rue Raymond Cantel TSA 11102 86073 POITIERS Cedex 9, France
Faculty-Department	Literature and Languages Sciences of Language
Research Centre / Research Lab	FoReLLIS
Category	Professor
Area of specializaiton	General Linguistics and French as a Foreign Language
Academic degree	Habilitation PhD
PhD academic area	General Linguistics
– PhD year	2003
– PhD institution	University of Paris 13

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2013	Habilitation	General Linguistics	University of Poitiers	
2000	Master's degree	General Linguistics	Aristotle University of Thessaloniki	

Scientific activity (publications) in the last five years

2020 : Kakoyianni-Doa Fryni, Monville-Burston Monique, Papadima-Sophocleous Salomi et **Valetopoulos Freiderikos (dir.)**, *Langues Moins Diffusées et Moins Enseignées (MoDiMEs)/Less Widely Used and Less Taught languages Langues enseignées, langues des apprenants/Language learners' L1s and languages taught as L2s*, Editions Peter Lang, 192 pages.
2018 : Nita Raluca et **Valetopoulos Freiderikos** (éds), *L'expression des sentiments : de l'analyse linguistique aux applications*, Editions : Presses Universitaires de Rennes, 389 pages.

2020 : Tsaknaki Olympia et **Valetopoulos Freiderikos,** *Journal of Applied Linguistics*, n° 33, https://ejournals.lib.auth.gr/jal/issue/view/1065/showToc
2018 : Boskovic Sanja et **Valetopoulos Freiderikos,** *Le français à la rencontre avec les autres langues : Approches linguistiques, littéraires et culturelles, Revue du Centre Européen d'Etudes Slaves*, numéro 7. ISSN électronique : 2274-7397. https://etudesslaves.edel.univ-poitiers.fr/index.php?id=1272
2021 : Valetopoulos Freiderikos, « Les apprenants prennent la parole : analyse des procédés de cohésion utilisés dans le cadre d'une interview avec des locuteurs natifs », *Neofilolog 56/1*, pp. 91-105.
2020 : Lamprou Effrosyni et **Valetopoulos Freiderikos,** « Traduire la peur : une étude contrastive », *Lublin Studies in Modern Languages and Littérature 44/1*, pp. 135-145. [11 pages]
2019 : Dekhissi Laurie et **Valetopoulos Freiderikos,** « La cohésion dans les textes narratifs : analyse d'un corpus d'apprenants », *Studia Romanica Posnaniensia 46/2*, pp. 7-24. [18 pages]
2019 : Valetopoulos Freiderikos, « L'intensité comme trait de définition de la surprise », *Acta philologica 53*, pp. 245-256. [12 pages]
2018 : Valetopoulos Freiderikos et Chanudet Christine, « Améliorer les interactions verbales dans un contexte de communication authentique: TICE et apprentissage du français langue étrangère », *Círculo de Lingüística Aplicada a la Comunicación 76*, pp. 81-100. [20 pages]
2018 : Valetopoulos Freiderikos, « How to motivate students to talk about their emotions: A linguistic approach », in Lazarević, N., T. Paunović, Lj. Marković (eds), *Teaching languages and cultures in the post-method era: Developing Competencies, Re-thinking Practices*, pp. 63-79, Cambridge Scholars Publishing, ISBN : 978-1-5275-0893-4. [17 pages]
2017 : Valetopoulos Freiderikos et Lamprou Efi, « Les hellénophones », in Detey, S., Racine, I., Kawaguchi Y. et J. Eychenne (éds), *La prononciation du français : du natif à l'apprenant*, pp. 137-142, CLE International, ISBN : 978-2-09-038241-9. [6 pages]
2016 : Valetopoulos Freiderikos, « Quand les apprenants parlent de leurs émotions : une étude des adjectifs subjectifs à travers les corpus d'apprenants », in Krzyżanowska, A. et K. Wołowska (éds), *Les émotions et les valeurs dans la communication I*, pp. 55-66, Peter Lang, ISBN : 9783631700174. [12 pages]
2019 : Valetopoulos Freiderikos et Rinetta Kiyitsioglou-Vlachou, « La médiation par la traduction et la production écrite : une étude de cas », Colloque international *Европейское Литературное Наследие В Кросскультжтурном пространстве*, pp. 176-198, Yaroslavl State Pedagogical University, Russie. [23 pages]

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

01/09/2020-31/08/2023 : Strategic partnership, *Social cohesion and INclusion: DEveloping the EDucational possibilities of the European Multilingual Heritage through Applied Linguistics*, INCLUDEED - 2020-1-ES01-KA203-081885.
15/10/2017-14/10/2020 : *Development of teaching / learning skills for young teachers* in XCELING project - 585996-EPP-1-2017-1-ES-EPPKA2-CBHE-JP (*Towards Excellence in Applied Linguistics. Innovative Second Language Education in Egypt*). Erasmus+ CB.
1/9/2015 - 31/8/2018: *To improve the collaboration and interaction in the teaching of a foreign language, both in the oral and in the written skills* in Projet E-LENGUA - 2015-1-ES01-KA203-015743 (*E-Learning Novelties towards the Goal of a Universal Acquisition of Foreign and Second Languages*). Erasmus+ Key Action: Cooperation for innovation and the exchange of good practices.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
- Normes et variation : variation du français parlé & Contacts de langues et emprunts - Questions de didactique du FLE (Typologie des langues et didactique) **Responsible for curricular units :** - Politiques linguistiques en contexte de minorisation - Analyse du discours politique et médiatique		70 (10 ECTS) 35 (5 ECTS)

NAME OF TEACHER : LICIA BAGINI

Personal data

Name - Surname	Licia Bagini
HEI	University of Poitiers
Date and place of birth (and Country)	06/03/1957 (Milano, Italie)
Nationality	italienne
Fiscal code (only for Italy)	BGNLNN57C46F205H
Address	15, Av. des Terrasses- 86000 Poitiers
Faculty-Department	Literature and Languages Italian Language and Literature
Research Centre / Research Lab	MIMMOC (EA 3812)
Category	Assistant Professor
Area of specializaiton	Italian civilisation XIX-XXIe; translation and interpretation Italian> French> Italian; memory, identity, gender studies
Academic degree	PhD
PhD academic area	Publicité et mentalité en Italie 1960-1990 Histoire mentalité; sémiotique de l'image; analyse socio-économique
– PhD year	2000
– PhD institution	Université Poitiers

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

« La terrorista e il terrorista nel cinema italiano : uno stesso discorso ? », *in Sociétés face à la terreur (de 1960 à nos jours)*, Binges, Ed. Orbis Tertius, 2017, p.415-430, ISBN :978-2-36783-096-4 ; ISSN : 2265-0776
« La famiglia italiana rappresentata da Carosello », in *La famiglia del III millennio. Tre millenni di famiglie*, Francesca Dragotto (dir.), Blonk Editore, Vignate (MI),2019, p. 33-49, ISBN :9788897604624
Piccole donne e piccoli uomini nella pubblicità televisiva italiana: costruzione di modelli femminili e maschili negli anni Sessanta e Settanta », **in** *Os estudos de gênero no contexto italiano e de língua portuguesa. Múltiplos Olhares / Studi di genere nel contesto*

italiano e di lingua portoghese : sguardi multipli, Andrea Santamaría Villarroya... [et al.] ; São Paulo,Ed. Gilberto Araújo Rosa, 2021
Regards croisés France-Asie centrale : l'enseignement des langues étrangères à l'université, Cahiers du MIMMOC, n.25 (30/04/2021), https://journals-openedition-org.ressources.univ-poitiers.fr/mimmoc/6943
Licia Bagini (Université de Poitiers) et Bakhtigul Azygaleva (Université Nationale Kirghize, Bichkek), « L'enlèvement des jeunes filles au Kirghizstan » in Cahiers du MIMMOC, n.25 (30/04/2021), https://journals-openedition-org.ressources.univ-poitiers.fr/mimmoc/6943

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

„Apprendre les langues étrangères grace à l'utilisation des monnaies: l'exemple de l'euro" (21/04/2021) in" Cognitive Research in Education" https://repo.journalnx.com/index.php/nx/article/view/2868/2819

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Vice-president of the university in charge of International Relations from 2012 to 2016
Responsible for Erasmus exchanges with the universities of Bergamo, Macerata, Modena and Turin; and universities in Central Asia (Kazakhstan, Kyrgyzstan and Uzbekistan) for the UP Faculty of Letters and Languages. Responsible for the Master of Applied Foreign Languages (LEA) Responsible for the M1 course of the LEA Master: Multilingualism Translation applied to the Cultural Economy

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students

Responsible for curricular units : - Pratique des langues (expression, compréhension, traduction/interprétation : Anglais, Allemand, Espagnol, Italien, Portugais, Russe) - Langues et civilisations étrangères appliquées à la négociation (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)		

NAME OF TEACHER : SANJA BOSKOVIC

Personal data

Name - Surname	Sanja BOSKOVIC
HEI	University of Poitiers
Date and place of birth (and Country)	Yougoslavia (Sarajevo)
Nationality	French
Fiscal code (only for Italy)	
Address	1, rue Raymond Cantel, 86000Poitiers
Faculty-Department	Literature and Languages Slavic and Oriental Languages
Research Centre / Research Lab	MIMMOC
Category	Assistant Professor
Area of specializaiton	Slavonc studies, cultural studies, multilingualism
Academic degree	PhD
PhD academic area	Slavonic studies, cultural studies, comparative literature
– PhD year	1998, 2002
– PhD institution	University of Belgrade, University of Poitiers

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2018	Post doctoral studies	Slavonc studies cultural studies,	University of Poitiers	

Scientific activity (publications) in the last five years

Boskovic, S., « Le monde des morts dans l'imaginaire culturel serbe » in ETUDES BALQUANIQUES – CAHIERS PIERRE BELON, Athènes (Grèce), (à paraître, 2021)
Boskovic, S., « Amour et haine : cartographie des émotions collectives dans la poésie épique serbe », [Actes de Journée d'étude], (à paraître)
Boskovic, S., « Amour et haine : cartographie des émotions collectives dans la poésie épique serbe », [Actes de Journée d'étude], (à paraître)
Boskovic, S., « Le bâton, une prothèse divine du dieu suprême des Slaves du Sud » in Cahiers du Mimmoc, [Actes de Journée d'étude], (à paraître)
Boskovic, S., « Figure mythique de la femme à travers la littérature européenne : Perséphone d'André Gide, Esméralda de Thomas Mann, Molly de James Joyce et Ateh de Milorad Pavic » in Cahiers du Mimmoc (Mémoire(s), identité(s), marginalité(s) dans le monde occidental contemporain), [En ligne], | 2021, mis en ligne le 10 mars 2021, consulté le 30 mars 2021. URL : http://journals.openedition.org/mimmoc/6478
Boskovic, S., « Les étudiants serbes à l'Université de Poitiers pendant la Première Guerre mondiale » in Francuske studije danas : tradicija i modernost, [Etudes françaises d'aujourd'hui : tradition et modernité], Université de Niš (Serbie), [Actes de colloque], Nis, Ed. Izdavacki Centar – Univerzitet u Nišu, 2020, Vol. 12, N° 12, p. 355-366.
Boskovic, S., « Perséphone ou une palinodie d'André Gide », Conférence internationale Patrimoine littéraire européen dans l'espace interculturel, Actes du colloque international, Moscou-Iaroslavl, Ed. Bibliothèque scientifique (publication des actes soutenue par le Ministère de Science et de l'Education supérieure de la Fédération de Russie), 2019, p. 9-16.
Boskovic, S., « Književnost kao eksperiment : roman Milorada Pavića: Hazarski rečnik », [« La littérature comme une expérimentation : le cas du roman de Milorad Pavić, Le Dictionnaire khazar »] in Philologia Mediana, Univerzitet u Nišu [Université de Niš], Nis (Serbie), Vol. 9, N°9, 2017, p. 21-31.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Training for the LODEL software - Training for the MOODLE software - Formation UNICOLLABORATION : Basic Training for HEIs

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination,

assessment panels, examinations boards, etc.

Since 2019: Head of M2 of the master's degree in LEA - MULTITÆC course Since 2014 : responsible for the implementation of MOOCs for Slavic languages Between 2010 -2018 : responsible for NOF for Slavic languages Between 2010-2018 : responsible for the International Option of Russian Licence Since 2018 : responsible for the International Russian course Since 2012: responsible for the implementation of TRKI Certification at the House of Languages Since 2009: responsible for Slavic languages and the department's website Between 2009 - 2019: Director of the Department of Slavic and Oriental Languages
Between 2017-2020: Member of the Strategic Committee for the HRS4R-Univ. Poitiers labelling Between 2012-2016: Representative of the University of Poitiers for Erasmus Mundus projects Since 2015: Member of the Steering Committee of the MIC projects of the University of Poitiers and responsible for the MIC projects (E+KA107) for Russia, Bosnia-Herzegovina, and Serbia (2015-2021) Since 2014: Member of the International Relations Network of the University of Poitiers Since 2013: Representative of the University of Poitiers at the Coimbra Group
Since 2016: Vice-Chair of the Development and Cooperation Working Group of the Coimbra Group -Between 2014 - 2016: Representative of UP in the working group "Task Force European -Neighborhood Countries" of the network of universities of the Coimbra Group -Between 2012-2016: Member of the Scientific Committee in Erasmus Mundus (Eranet, Eranet Plus, WEBB) -Since 2012 founding member of the Franco-Bosnian Scientific Committee

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Responible of the curricular unit Mise en situation : Langues et civilisations appliquées et économie culturelle (Anglais, Allemand, Espagnol, Italien, Portugais, Russe)		

NAME OF TEACHER : LAURIE DEKHISSI

Personal data

Name - Surname	Laurie Dekhissi
HEI	Université de Poitiers
Date and place of birth (and Country)	30/07/1985 - France
Nationality	French
Fiscal code (only for Italy)	
Address	Université de Poitiers, UFR lettres et langues 1 rue Raymond Cantel TSA 11102 86073 Poitiers Cedex 9
Faculty-Department	Literature and Languages Sciences of Language
Research Centre / Research Lab	FoReLLIS
Category	Assistant Professor
Area of specializaiton	Linguistics, French as a Foreign Language
Academic degree	PhD
PhD academic area	Linguistics
– PhD year	2013
– PhD institution	University of Exeter, UK

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Dekhissi, L. (2020). « La construction de la cohésion textuelle chez des apprenants turcophones de FLE ». In Kakoyianni-Doa F., Monville-Burston M., Papadima-Sophocleous S. et Valetopoulos F. (dir.), *Langues Moins Diffusées et Moins Enseignées (MoDiMEs)/Less Widely Used and Less Taught languages Langues enseignées, langues des apprenants/Language learners' L1s and languages taught as L2s*, Peter Lang.
Dekhissi, L. (2020). « L'expression du reproche dans la sphère familiale au cinéma ». In Chauvaud F., Bodiou L., Grihom M-J. (éds) *Les violences en famille*, Hermann, pp. 97-112.
Dekhissi, L. (2019). « De l'efficacité de la question rhétorique en situation conflictuelle ». In Col G, et Hanote S. (éds). *Accord et désaccord*. PUR, pp. 89-108.
Dekhissi, L. (2018). « L'expressivité en questions ». In Nita R. et Valetopoulos F. (éds). *L'expression des sentiments : de l'analyse linguistique aux applications*. PUR, pp. 215-226.
Dekhissi, L. et Coveney.A. (2018). « Variation dans l'emploi des interrogatives partielles dans le cinéma de banlieue ». In Béguelin M-J, Coveney A, Guryev A. (eds) *L'interrogative en français*, Bern : Peter Lang, pp. 119-152.

Coveney, A et Dekhissi, L. (2017). « Conflicting rhetorical questions in multicultural communities of London and Paris ». In Tyne H., Bilger M., Cappeau P., Guerin E. (eds) *La variation en question(s)*, Bruxelles : Peter Lang, pp. 182-208
Dekhissi, L. et Valetopoulos, F. (2019). « La cohésion dans les textes narratifs : analyse d'un corpus d'apprenants ». *Studia Romanica Posnaniensia* 46/2, pp.7-24.
Rançon, J. et Dekhissi, L. (2017). « La dissertation générale. Un objet d'enseignement pertinent pour les apprenants ERASMUS ? », *Le Langage et l'Homme*, Cortil-Wodon : EME, pp. 109-130.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

PhD supervisor
Head of the Master's degree "French as a Foreign Language"

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Responsible for curricular units : Enseignement de la littérature francophone		

NAME OF TEACHER : STÉPHANIE GOBET

Personal data

Name - Surname	Stéphanie Gobet
HEI	University of Poitiers
Date and place of birth (and Country)	13/08/1974 (Brive-la-Gaillarde – France)
Nationality	Française
Fiscal code (only for Italy)	
Address	21 sentier du Vivier – 91130 Ris Orangis
Faculty-Department	Literature and Languages Sciences of Language
Research Centre / Research Lab	FoReLLIS
Category	Assistant Professor
Area of specializaiton	linguistique
Academic degree	PhD
PhD academic area	General Linguistics, French sign language
– PhD year	2007
– PhD institution	University of Paris 8

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Gobet, S. (2021). « Comment enseigner une langue visuelle : les manuels Langue des Signes », Journal of Applied Linguistics 33 (2020), published by the Greek Applied Linguistics Association (GALA), doi: https://doi.org/10.26262/jal.v0i33.8049, eISSN: 2408-025X
Gobet, S. (2020). « Anaphores et langue des signent : comment les enfants signants racontent », In L. Gardelle, C. Rossi & L. Vincent-Durroux, Gestion de l'anaphore en discours : complexité et enjeux, Cahiers praxématiques, n°72, https://journals.openedition.org/praxematique/5319
Gobet, S. (2020). « La résilience, un facteur de vitalité pour les langues des signes », Mémoire(s), identité(s), marginalité(s) dans le monde occidental contemporain [En ligne], 23 | 2020, mis en ligne le 06 décembre 2020, consulté le 07 décembre 2020. URL : http://journals.openedition.org/mimmoc/5572
Gobet, S. (2020). « Exemples de formes linguistiques privilégiées par les enfants sourds pour établir la fonction sujet en français écrit. ». Fryni Kakoyianni-Dao; Monique Monville-Burston; Salomi Papadima-Sophocleous; Freiderikos Valetopoulos. Langues moins diffusées et moins enseignées (MoDIMEs) : langues enseignées, langues des apprenants | Less widely used and less taught languages : language learners' L1s and languages taught as L2s , 14, PIE-Peter Lang, pp.157-172, Etudes contrastives, 978-2-8076-1250-1

Gobet, S. (2020). «L'écrit Pi Sourd : illusion ou réalité? Le cas du mouvement référentiel dans des textes d'enfants sourds ». In E. Dupuy, V. Millogo er M.H. Lay. Continuité référentielle ou le choix des mots, PUR, pp.165-184
Trevisiol-Okamura, P. & Gobet. S. (2017). Acquisition des langues : approches comparatives et regards didactiques, PUR

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Projet Xceling - 585996-EPP-1-2017-1-ES-EPPKA2-CBHE-JP (*Towards Excellence in Applied Linguistics. Innovative Second Language Education in Egypt*). Erasmus+ CB.
Projet *INclusion: DEveloping the EDucational possibilities of the European Multilingual Heritage through Applied Linguistics*, INCLUDEED - 2020-1-ES01-KA203-081885.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Contacts de langues et bilinguisme		35 (for 5 ECTS)

NAME OF TEACHER : ANNE-CÉCILE GUILBARD

Personal data

Name - Surname	Anne-Cécile Guilbard
HEI	University of Poitiers

Date and place of birth (and Country)	France
Nationality	French
Fiscal code (only for Italy)	
Address	UFR LETTRES & LANGUES Bâtiment A3 1 rue Raymond Cantel TSA 11102 86073 POITIERS Cedex 9, France
Faculty-Department	Literature and Languages French Literature
Research Centre / Research Lab	FoReLLIS
Category	Associate Professor
Area of specializaiton	French literature (XXe) and Esthetic of the Image
Academic degree	PhD
PhD academic area	French literature
– PhD year	2005
– PhD institution	University of Paris 8

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

- Anne-Cécile Guilbard. « Beckett réalisateur de l'abstraction ». *La Revue des Lettres modernes.Samuel Beckett*, Classiques Garnier, 2020, Becket et l'abstraction (dir. L. Brown). ⟨hal-02519313⟩
- Anne-Cécile Guilbard. L'exposition de l'époux dans l'autobiographie par la photographie : Denis Roche et Françoise, Alix-Cléo Roubaud et Jacques, Hervé Guibert et Thierry. *Textimage : revue d'étude du dialogue texte-image* , Lyon : Textimage, 2019, Récits en images de soi, l'autobiographie à l'épreuve du visuel. ⟨hal-02514697⟩
- Anne-Cécile Guilbard. Des photographes dans les photographies d'aujourd'hui. Pour une esthétique du geste photographique. *La Licorne - Revue de langue et de littérature française*, Rennes : Presses universitaires de Rennes, 2018, Présence par effraction et par intrusion, 2017. ⟨hal-02518121⟩
- Anne-Cécile Guilbard. De la photographie sans les images : la mère dans l'œuvre auto-photo-biographique d'Hervé Guibert. *Littératures*, Presses universitaires du Mirail, 2018, Territoires autobiographiques. Récits en images de soi, 78, pp.135-149. ⟨10.4000/litteratures.1860⟩. ⟨hal-02518129⟩

- Anne-Cécile Guilbard. Proust à travers les photographies. *Revue internationale de Photolittérature*, CELLAM = Centre d'études des littératures et langues anciennes et modernes. - PHLIT = Photographie et littérature, 2017, Ut photographia poesis, 1. ⟨hal-02155548⟩
- Anne-Cécile Guilbard. 24 secondes par image (fixe). *Polysèmes*, Société des amis d'inter-textes (SAIT), 2017, L'art intempestif—La démesure du temps, 17, https://journals.openedition.org/polysemes/2025. ⟨10.4000/polysemes.2025⟩. ⟨hal-02514392⟩
- Anne-Cécile Guilbard. Beckett et la violence du voir : « Voir à mort ». *La Revue des Lettres modernes.Samuel Beckett*, Classiques Garnier, 2017, La Violence dans l'œuvre de Samuel Beckett. Entre langage et corps, 4, pp.283-296. ⟨10.15122/isbn.978-2-8124-5023-5.p.0283⟩. ⟨hal-02514401⟩
- Anne-Cécile Guilbard. Il n'y a d'immobilité qu'invisible (peut-être) : la lumière et les objets photographiques. *Polysèmes*, Société des amis d'inter-textes (SAIT), 2017, L'immobilité vive. Le moment photographique, 18, ⟨10.4000/polysemes.2297⟩. ⟨hal-02514397⟩

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Responsible for curricular units : - Littérature et cinéma et Pratiques et expériences de lecture - Roman graphique et Réceptions et usages du littéraire		

NAME OF TEACHER : RALUCA NITA

Personal data

Name - Surname	Raluca Nita
HEI	University of Poitiers
Date and place of birth (and Country)	04/10/1979, Piatra-Nealt (Romania)
Nationality	French and Romanian
Fiscal code (only for Italy)	
Address	UFR LETTRES & LANGUES Bâtiment A3 1 rue Raymond Cantel TSA 11102 86073 POITIERS Cedex 9, France
Faculty-Department	Literature and Languages English Language and Literature
Research Centre / Research Lab	FoReLLIS
Category	Reader
Area of specializaiton	Contrastive Linguistics, English Linguistics
Academic degree	PhD
PhD academic area	Contrastive Linguistics
– PhD year	2006
– PhD institution	University of Poitiers

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

NITA, R. & F. VALETOPOULOS, (eds.). 2018. *L'expression des sentiments : de l'analyse linguistique aux applications*. Rennes : Presses Universitaires. 382 p.
NITA, R. & R. MARTI-SOLANO (eds.). 2019. *Traces de subjectivité et Corpus multilingues*. Numéro des *Cahiers FoReLLIS*.
NITA, R. & S. HANOTE (eds.). Forthcoming October 2021. *Opérations prédicatives et énonciatives, contrastivité et corpus. Hommage à Jean Chuquet et à Hélène Chuquet*. Rennes, Presses universitaires de Rennes.
HANOTE, S. et R. NITA (eds.). Forthcoming October 2021. *Morphophonologie, lexicologie et langue de spécialité. Hommage à Jean-Louis Duchet et Michel Paillard*. Rennes, Presses universitaires de Rennes.
NITA, R. and A. Brunet, P. Caron, G. Kleiber, M. Vergez-Couret (eds.), *Cohérence et cohésion textuelles*. Éditions Lambert Lucas.
V. Research articles
VI. NITA, R. 2017. « Quel(s) discours rapporté(s) dans les ouvrages scientifiques? », *in* MANKOWSKA A. & KOSTRO, M. (dir.). *Le discours représenté dans les genres écrits et oraux*, Lublin. 127-148.
NITA, R. 2018. « Analyser la cohérence énonciative : étude contrastive anglais-français », *in* BEDOURET-LARRABURU, S. & COPY, C. (dir.). *L'épilinguistique sous le voile littéraire. Antoine Culioli et la TO(P)E*, Presses de l'Université de Pau et des Pays de l'Adour. 265-288.
NITA, R. 2019. « Les guillemets : Modalisation et saillance discursive dans le discours journalistique » *in* DE MATTIA, M. (dir.), *De la recherche fondamentale à la transmission de la recherche. Le cas du discours rapporté.*, Numéro spécial de la revue *E-rea 17.1*. [https://journals.openedition.org/erea/7956]
NITA, R. 2020. [avec Ramon MARTI-SOLANO] : « Variations sur les expressions figées : quelle(s) traduction(s) chez les apprenants ? » *in The Yearbook of Phraseology*, n°11, 35-60.
NITA, R. 2020. « *P, dit X / P, X says* dans le genre journalistique : entre effacement et brouillage des niveaux d'énoncé » *in* CECCALDI-HAMET, A. & LACAZE, G. (dir.), *Le discours rapporté et l'expression de la subjectivité. E-rea* 17.2, [http://journals.openedition.org/erea/9943]
NITA, R. & MARTI-SOLANO, R. 2020. « Variations sur les expressions figées : quelle(s) traduction(s) chez les apprenants ? » *in The Yearbook of Phraseology*, n°11, 35-60.
NITA, R., and A. Brunet, P. Caron, G. Kleiber, M. Vergez-Couret. Forthcoming. « Pour faire texte : la relativité de la cohérence et de la cohésion » *in* Raluca Nita, Antonin

Brunet, Philippe Caron, Georges Kleiber, Marianne-Vergez-Couret (dir.), *Cohérence et cohésion textuelles*. Éditions Lambert Lucas.
NITA, R., HANOTE, S. & BOUTAULT J. Forthcoming. « Cohésion textuelle et cohérence discursive à l'oral. Étude comparée de deux interviews radiophoniques en anglais », *in* Raluca Nita, Antonin Brunet, Philippe Caron, Georges Kleiber, Marianne-Vergez-Couret (eds.), *Cohérence et cohésion textuelles*. Éditions Lambert Lucas.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Constitution of a multilingual corpus of literary and academic genres: GRAFE/ English, French, Spanish, Romanian, Greek comparable and parallel corpora.
- Constitution a bilingual corpus of journalistic texts: PLECI. English and French comparable and parallel corpora.

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Doctoral supervision: **2017-** : BALAUTA, Ioana *Le langage de la publicité dans le tourisme. Une analyse des guides touristiques sur la Roumanie, rédigés en roumain et en français.* Supervisers : Raluca NITA (Reader) & Sylvie HANOTE (Professor) Université de Poitiers, Rodica NAGY (PR Université Stefan cel Mare, Suceava, Roumanie)
Project coordination: **2013-2015 :** *Building a multilngual corpus (English, French, Spanish, Greek, Romanian).* Project awarded by PRES Limousin-Poitou-Charentes. Budget :8200 euros. - Raluca Nita (Université de Poitiers). In collaboration with Ramon Marti-Solano (Université de Limoges) - Research centers : EA 3816 FoReLLIS (Université de Poitiers) and EA 6311 FRED (Université de Limoges)

- Participants : 4 Readers et 1 PhD student FoReLLIS, 1 Reader from FRED (Limoges), 1 Reader from The Research center Interactions Culturelles et Discursives (ICD) EA 6297 (Tours), 1 Reader from University of Cyprus.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Morpholexicologie plurilingue Linguistique contrastive		35 (for 5 ECTS) 35 (for 5 ECTS)

NAME OF TEACHER : JEREMY PASQUEREAU

Personal data

Name - Surname	Jérémy Pasquereau
HEI	University of Poitiers
Date and place of birth (and Country)	3 February 1987, Nantes (France)
Nationality	French
Fiscal code (only for Italy)	
Address	UFR LETTRES & LANGUES Bâtiment A3 1 rue Raymond Cantel TSA 11102 86073 POITIERS Cedex 9, France
Faculty-Department	Literature and Languages Sciences of Language
Research Centre / Research Lab	FoReLLIS
Category	Assistant Professor
Area of specializaiton	General Linguistics
Academic degree	PhD
PhD academic area	Linguistics
– PhD year	2018
– PhD institution	University of Massachusetts Ahmerst

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Pasquereau, J. and Perales, D., 2021. El juego del círculo hamoiij. *Tlalocan*, *26*, pp.59-88.
Pasquereau, J., 2020. Polar response particles in French as remnants of ellipsis. *Glossa: a journal of general linguistics*, *5*(1).
Pasquereau, J., 2020. French polar response particles and neg movement. *Natural Language Semantics*, *28*(4), pp.255-306.
Pasquereau, J., 2020. Adverbial responses to quantified utterances. In *Proceedings of Sinn und Bedeutung* (Vol. 24, No. 2, pp. 127-144).
Pasquereau, J. and Cabredo Hofherr, P., 2020. Using semantics to probe paradigm structure: the case of multiple event marking in Seri. *Lingue e linguaggio*, *19*(1), pp.35-60.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Perales, Hoeffer, and Pasquereau. 2020. Ihamoquix Quizjoj. ABC book for the Seri people of Mexico

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

2020-now: maitre de conference in linguistics at the Université de Poitiers
2017-2020: research fellow at the Surrey Morphology Group, University of Surrey
2011-2017: PhD student at the University of Massachusetts Amherst

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
- Questions de didactique du FLE (Typologie des langues et didactique)		35 (for 5 ECTS)

Data collection Master in European Languages and Cultures in Contact

UNIVERSITY OF TURKU

Faculty and Departments involved:
Humanities
Languages and translation studies
Digital linguistics

Summary table

University	Position	Names	Area of knowledge	Course
University of Turku	**Professors**	**Veronika Laippala**	**computational linguistics, digital linguistics, corpus linguistics**	Corpus Linguistics and Language Technology, Hands-On Project on Digital Linguistics:
		Marjut Johansson	sociolinguistics, multilingualism, sociocultural linguistics, digital discourse, human-machine interaction	L'analyse du discours et analyse des interactions; Sociolinguistique; Discours et interaction dans les sociétés; Stage au Département de francais; Séminaire de recherche
		Leena Kolehmainen	German language, grammar, contrastive linguistics, corpus linguistics, contact linguistics, translation studies, multilingualism,	• Sprach- und Translationspolitik • Masterseminar Literaturaustausch: Akteure und literarische Systeme

			language and translation policy	
	Readers			
	Lecturer / Adjunct Professor	**Otto Latva**	Environmental History; Marine environment; More-than-human history; Human-Animal Studies	Sea, Nature and Finnish Culture
		Pertti Grönholm	European history 20th century, history culture, politics of history, popular culture	Introduction to Finnish Culture and Society
		Maarit Mutta	fluency in writing online processes of writing multilingual learners and lexicon metalinguistic knowledge sustainable language teaching digital literacy and digital learning profiles	Apprentissage du vocabulaire ; Analyse des produits culturels II
		Ana-Maria Cozma	Linguistics	Analyse de produits culturels I; Pragmatique; Francophonie
		Christophe Leblay	Textgenetics, Writing visualization	Communication écrite en contextes professionnels
		Outi Veivo		Processus d'apprentissage

			Language Learning	
		Franka Kermer	Cognitive grammar, crosslinguistic influence, tense and aspect	• Interkulturelle Kommunikation • Kognitive Ansätze zur Erforschung der deutschen Sprache Mehrsprachigkeit
	Teaching assistants			
	Administrative staff			

PROF. DR. VERONIKA LAIPPALA

Personal data

Name – Surname	Veronika Laippala
HEI	
Date and place of birth (and Country)	Jan 29 1980
Nationality	Finnish
Fiscal code (only for Italy)	
Address	School of languages and translation studies, 20014 University of Turku
Faculty-Department	**Humanities / languages and translation studies / digital linguistics**
Research Centre / Research Lab	TurkuNLP
Category	Professor X Reader Lecturer Teaching assistant
Area of specializaiton	**computational linguistics, digital linguistics, corpus linguistics**
Academic degree	PhD
PhD academic area	Corpus linguistics
– PhD year	2011
– PhD institution	Uni Turku

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2017	Docent / adjunct professor	applied language technology		

Scientific activity (publications) in the last five years
- Lotta Lehti, Milla Luodonpää-Manni, Jarmo Harri Jantunen, Aki-Juhani Kyröläinen, Aleksi Vesanto, Veronika Laippala 2020. Commenting on poverty online: A corpus-assisted discourse study of the Suomi24 forum. SKY Journal of Linguistics 33.
- Laippala, Veronika, Jesse Egbert, Douglas Biber, Aki-Juhani Kyröläinen (2021) Exploring the role of lexis and grammar for the stable identification of register in an unrestricted corpus of web documents. *Language resources and evaluation.*
- Repo, Liina. Skantsi, Valtteri, Rönnqvist, Samuel, Hellström, Saara, Oinonen, Miika, Salmela, Anna, Biber, Douglas, Egbert, Jesse, Pyysalo, Sampo & Laippala, Veronika (2021). Beyond the English Web: Zero-Shot Cross-Lingual and Lightweight Monolingual Classification of Registers. *Proceedings of the Conference of the European Chapter of Association for Computational Linguistics: Student Workshop.*
- Laippala, Veronika, Samuel Rönnqvist, Saara Hellström, Anna Salmela, Liina Repo, Valtteri Skantsi, Sampo Pyysalo (2020). From Web Crawl to Clean Register-Annotated Corpora. *Proceedings of the 12nd Web-as-Corpus Workshop.*
- Jouni Luoma, Miika Oinonen, Maria Pyykönen, Veronika Laippala, Sampo Pyysalo (2020). A Broad-coverage Corpus for Finnish Named Entity Recognition. *Proceedings of the Conference on Language Resources and Evaluation (LREC).*
- Kyröläinen, Aki-Juhani, Laippala, Veronika (2020). Määrällinen korpuslingvistiikka [Quantitative corpus linguistics]. In Luodonpää-Manni, Milla & Hamunen, Markus & Konstenius, Reetta & Miestamo, Matti & Nikanne, Urpo & Sinnemäki, Kaius. *Kielentutkimuksen menetelmiä [Methods in linguistics*]. Helsinki: Suomalaisen Kirjallisuuden Seura
- Laippala, Veronika, Palander-Collin, Minna (2020) Lähteenä korpukset. Corpora. In Luodonpää-Manni, Milla & Hamunen, Markus & Konstenius, Reetta & Miestamo, Matti & Nikanne, Urpo & Sinnemäki, Kaius. *Kielentutkimuksen menetelmiä [Methods in linguistics*]. Helsinki: Suomalaisen Kirjallisuuden Seura,
- Johansson, Marjut, Laippala, Veronika (2020) Affectivity in the #jesuisCharlie Twitter discussion. *Pragmatics.* aop available at http://doi.org/10.1075/prag.18066.joh.
- Laippala, Veronika, Roosa Kyllönen, Jesse Egbert, Douglas Biber and Sampo Pyysalo 2019. Toward Multilingual Identification of Online Registers. *Proceedings of the 22nd Nordic Conference of Computational Linguistics (NODALIDA 2019).*
- Kurki, Tommi, Nobufumi Inaba, Annekatrin Kaivapalu, Maarit Koponen, Veronika Laippala, Christophe Leblay, Jorma Luutonen, Maarit Mutta, Markku Nikulin, Elisa Reunanen 2019. Digilang – Turun yliopiston digitaalisia kieliaineistoja kehittämässä. In Jarmo Harri Jantunen, Sisko Brunni, Niina Kunnas, Santeri Palviainen and Katja Västi (eds). *Proceedings of the research data and humanities (RDHUM) conference: data, methods and tools.* Studia humaniora Ouluensia.
- Laippala, Veronika 2019. From bits and numbers to explanations – doing research on Internet-based big data. In Jarmo Harri Jantunen, Sisko Brunni, Niina Kunnas,

Santeri Palviainen and Katja Västi (eds). *Proceedings of the research data and humanities (RDHUM) conference: data, methods and tools*. Studia humaniora Ouluensia.
- Johansson Marjut, Jarmo H. Jantunen, Anne Heimo, Mirka Ahonen, Veronika Laippala 2018. Verkkokeskustelujen kansa. Korpusavusteinen diskurssianalyysi Suomi24-keskustelupalstasta. [*Kansa* 'nation', 'people' online. Corpus-assisted discourse analysis of the forum Suomi24.] *Sananjalka 60*.
- Laippala, Veronika, Kyröläinen, Aki-Juhani, Kanerva, Jenna, Ginter, Filip aop / 2018. Dependency profiles in the large-scale analysis of discourse connectives. *Corpus linguistics and linguistic theory*. Aop available at https://www.degruyter.com/printahead/j/cllt.
- Johansson, Marjut, Kyröläinen, Aki-Juhani, Ginter, Filip, Lehti, Lotta, Krizan, Attila, Laippala, Veronika 2018. Opening up #jesuisCharlie. Anatomy of a Twitter discussion with mixed methods. *Journal of Pragmatics* 129.
- Laippala, Veronika, Aki-Juhani Kyröläinen, Filip Ginter, Jenna Kanerva, Johanna Komppa, Jyrki Kalliokoski 2018. A bottom-up analysis of sentence-initial DRDs in the Finnish Internet. In *Proceedings of TextLink2018 -- Final Action Conference: Cross-Linguistic Discourse Annotation: applications and perspectives*. Toulouse, France.
- Laippala, Veronika 2017. Variation in the marking of text organization in French research articles: from short and specific to extended and vague. *Discours* 20.
- Majewska, Olga, Vulić, Ivan, McCarthy, Diana, Huang, Yan, Murakami, Akira, Laippala, Veronika, Korhonen, Anna 2017. Investigating the cross-lingual translatability of VerbNet-style classification. *Language Resources and Evaluation*. Available at doi:10.1007/s10579-017-9403-x.
- Ho Dac, Lydia-Mai, Laippala, Veronika, Poudat, Céline, Taguy, Ludovic 2017. *Exploring Wikipedia Talk Pages for Conflict Detection*. In Fišer, Darja & Bießwenger, Michael (eds). CMC and social media for the humanities. Ljubljana: The Scientific Publishing House of the Faculty of Arts, University of Ljubljana, 107-123.
- Laippala, Veronika, Luotolahti, Juhani, Kyröläinen, Aki-Juhani, Salakoski, Tapio, Ginter, Filip 2017. Creating register sub-corpora for the Finnish Internet Parsebank. *Proceedings of the 21th Nordic Conference of Computational Linguistics (NODALIDA 2017)*.
- Laippala, Veronika, Kyröläinen, Aki-Juhani, Kanerva, Jenna, Luotolahti, Juhani, Salakoski, Tapio, Ginter, Filip 2017. Dependency profiles as a tool for big data analysis of linguistic constructions: A case study of emoticons. *Journal of Estonian and Finno-Ugric Linguistics. Grammar in Use: Approaches to Baltic Finnic* 8(2), 127-153.
- Karjalainen, Anne-Maria, Luodonpää, Milla, Laippala, Veronika 2017. *Hyvinvoinnin diskurssit ja kielitietoisuus neljän suurimman puolueen eduskuntavaaliohjelmissa* (The discourses of welfare in the platforms of the four major Finnish parties). In *Latomaa, S., Kivilehto, M., Lilja, N., Luukka E. & L. Pihkala-Posti* (eds). Suomen soveltavan kielitieteen yhdistys Afinlan vuosikirja 2017. (The yearbook of The Finnish Association for Applied Linguistics 2017).
- Ho Dac, Lydia-Mai & Laippala, Veronika 2017. *Corpus WikiDisc: Ressource pour la caractérisation des discussions en ligne*. In Ledegen, G. & Wigham, C. (eds.). Corpus de communication médiée par les réseaux. Construction, structuration, analyse. Paris: L'Harmattan.

- Huumo, Tuomas, Kyröläinen, Aki-Juhani, Kanerva, Jenna, Luotolahti, Juhani, Salakoski, Tapio, Ginter, Filip, Laippala, Veronika 2017. *Distributional Semantics of the Partitive A Argument Construction in Finnish*. In Luodonpää-Manni, M., E. Penttilä and J. Viimaranta (eds). Empirical approaches to cognitive linguistics: Analysing real-life data. Newcastle Upon Tyne: Cambridge Scholars Publishing.
- Ho Dac, Lydia-Mai, Laippala, Veronika, Poudat, Céline and Tanguy, Ludovic 2016. *French Wikipedia Talk Pages: Profiling and Conflict Detection*. Proceedings of the 4th Conference on CMC and Social Media Corpora for the Humanities, Slovenia, 27-28.9.2016.
- Laippala, Veronika, Kyröläinen, Aki-Juhani, Komppa, Johanna, Vilkuna, Maria, Kalliokoski, Jyrki, Ginter, Filip 2016. *Sentence-initial discourse markers in the Finnish Internet*. In Degand, L., D., Dér, Furkó, P., Webber, B. (eds). TextLink – Structuring Discourse in Multilingual Europe: Conference Handbook. Debrecen: Debrecebn University Press.
- Lehti, Lotta, Isosävi, Johanna, Luotolahti, Juhani, Laippala, Veronika 2016. Linguistic analysis of online conflicts: A case study of flaming in Smokahontas comment thread in YouTube. *Wider Screen* 2016.
- Luotolahti, Juhani, Kanerva, Jenna, Laippala, Veronika, Pyysalo, Sampo, Ginter, Filip 2015. Towards Universal Web Parsebanks. *Proceedings of the Third International Conference on Dependency Linguistics (Depling 2015)*.
- Ginter, Filip, Haverinen, Katri, Kanerva, Jenna, Viljanen, Timo, Kohonen, Samuel, Laippala, Veronika, Missilä, Anna, Ojala, Stina, Salakoski, Tapio. 2015. The Finnish Proposition Bank. *Language Resources and Evaluation*.
- Pyysalo, Sampo, Kanerva, Jenna, Missilä, Anna, Laippala, Veronika & Ginter, Filip. 2015. Universal Dependencies for Finnish. *Proceedings of the 20th Nordic Conference of Computational Linguistics (NODALIDA 2015), May 11–13, 2015 in Vilnius, Lithuania*.
- Laippala, Veronika, Kanerva, Jenna, Ginter, Filip 2015. Syntactic Ngrams as Keystructures Reflecting Typical Syntactic Patterns of Corpora in Finnish. *Procedia – Social and Behavioral Sciences. Current Work in Corpus Linguistics*. 198, 233-241.
- Laippala, Veronika, Kanerva, Jenna, Pyysalo, Sampo, Missilä, Anna, Salakoski, Tapio, & Ginter, Filip. 2015. Towards the Classification of the Finnish Internet Parsebank: Detecting Translations and Informality. *Proceedings of the 20th Nordic Conference of Computational Linguistics (NODALIDA 2015), May 11–13, 2015 in Vilnius, Lithuania*.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Corpus Linguistics and Language Technology	Optative	38 (for 5 ECTS)
Hands-On Project on Digital Linguistics	Optative	38 (for 5 ECTS)

DR. OTTO LATVA

Personal data

Name - Surname	Otto Latva
HEI	University of Turku
Date and place of birth (and Country)	24 January 1985
Nationality	Finland
Fiscal code (only for Italy)	
Address	Koulukatu 20 B 11, 20100 Turku
Faculty-Department	Faculty of Humanities, Sea and Maritime Studies
Research Centre / Research Lab	Wave Riders (AHA) – *The Marine Research Laboratory for Humanities and Social Sciences* Research Network
Category	Lecturer
Area of specializaiton	Environmental History; Marine environment; More-than-human history; Human-Animal Studies
Academic degree	PhD
PhD academic area	Cultural History; Human-Animal Studies; Sea and Maritime Studies
– PhD year	2019
– PhD institution	Cultural History; University of Turku

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Latva, Otto. "Näköaloja tursaiden, kalmareiden ja suomalaisten yhteiseen lähimenneisyyteen" ["Perspectives on the Relationship between Octopuses, Squid and the Finnish People in the Recent Past"] In *Kanssakulkijat: Monilajisten kohtaamisten jäljillä*, edited by Tuomas Räsänen and Nora Schuurman, 185–207. Helsinki: SKS, 2020.
Latva, Otto, and Heta Lähdesmäki. "Miten kertoa menneisyydestä ja rakentaa tulevaisuutta – historiasta, ihmisistä ja muista eläimistä." ["How to Tell about the Past and Build the Future – History, Humans and other Animals"] In *Me & muut eläimet*, edited by Elisa Aaltola and Birgitta Wahlberg, 19–42. Tampere: Vastapaino, 2020.
Latva, Otto. "Tuote vai elävä olento? – Näkökulmia turkiseläinten historialliseen rooliin Suomessa 1900-luvulla" ["Product or a Living Creature? Perspectives on the Historical Role of Fur Animals in Finland during the Twentieth Century"] *Alue ja Ympäristö* 49, no.1 (2020): 105–122. https://doi.org/10.30663/ay.83302.
Oiva, M., Nivala, A., Salmi, H., Latva, O., Jalava, M., Keck, J., Domínguez, L.M., Parker, J. "Spreading News in 1904: The Media Coverage of Nikolay Bobrikov's Shooting." *Media History* (2019): 1–17. https://doi.org/10.1080/13688804.2019.1652090
Latva, Otto. *The Giant Squid: Imagining and Encountering the Unknown from the 1760s to the 1890s*. Doctoral Dissertation (Monograph), Cultural History, University of Turku 2019.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Post-doc Researcher; *Culture of Unsustainability: Animal Industries and the Exploitation of Animals in Finland since the Late Nineteenth Century* (UnSus) Research Project; University of Turku, Finland (1.8.2021–)
Research Manager; The Sea and Maritime Studies; School of History, Culture and Arts Studies; University of Turku, Finland (1.2.2020–31.7.2021)
At the moment, supervisor of two PhD thesis
Leading and coordinating the Wave Riders (AHA) – *The Marine Research Laboratory for Humanities and Social Sciences* Research Network since 2020. (https://sites.utu.fi/aallonharjalle/en/).
Membership in the executive board of the Sea and Maritime Studies at the University of Turku; the executive board of the Turku Human-Animal Studies Network at the University of Turku; the steering committee of Sustainable Development Studies of the University of Turku; the steering committee for the International Teaching at the School of History, Culture and Art Studies at the University of Turku, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Sea, Nature and Finnish Culture		38 (for 5 ECTS)

DR. PERTTI GRÖNHOLM

Personal data

Name - Surname	Pertti Grönholm
HEI	University of Turku
Date and place of birth (and Country)	27.11.1966, Lahti (Finland)
Nationality	Finnish
Fiscal code (only for Italy)	
Address	Arcanum, FIN-20014, University of Turku, Finland
Faculty-Department	Faculty of Humanities / European and World History
Research Centre / Research Lab	
Category	Adjunct Professor, University Lecturer
Area of specialization	European history 20th century, history culture, politics of history, popular culture
Academic degree	PhD
PhD academic area	Historiography, Politics of History
– PhD year	2001
– PhD institution	University of Turku, Finland

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2003	Adjunct Professor (Title of Docent)	European and World History	University of Turku	

Scientific activity (publications) in the last five years

Pertti Grönholm 2021: Belgium, one point. Synthesizers, irony and provocation in the Eurovision Song Contest in 1980 and 1983. – *Lähikuva,* Vol. 34:1 [in Finnish]
Pertti Grönholm 2020: From Underground to the Spotlight: Finnish Minimal Techno in the 1990s. – *Made in Finland. Studies in Popular Music.* Eds. Toni-Matti Karjalainen & Kimi Kärki. Routledge Global Popular Music Series. London & New York: Routledge.
Tanja Sihvonen, Pertti Grönholm & Kimi Kärki 2020: *Lähikuva – Special number:* Machinic Speak and Talking Machines. Vol. 33:1. [in Finnish]
Pertti Grönholm & Heino Nyyssönen 2019: The use of history then and now – In fact and fiction. – *Kosmopolis,* Vol. 49:3. [in Finnish]
Kaarel Piirimäe & Pertti Grönholm 2016: Historical Consciousness, Personal Life Experiences and the Making of Estonian Foreign Policy 1988–1991 – *Ajalooline Ajakiri. The Estonian Historical Journal,* Vol. 157/158:3/4.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- University pedagogics (25 ECTS), University of Turku 2007

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Professor (European and World History, University of Turku, 2009-2010)
Collegium Researcher (Turku Institute of Advanced Studies / University of Turku, 2014-2016)
University Lecturer (European and World History / University of Turku, 2018-2020)
Project Leader, P.I. (Kone Foundation / University of Turku, 2018-2022)
University Lecturer (Dept. of History and Geography, University of Eastern Finland, 2012)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Introduction to Finnish Culture and Society	Optative	38 (for 5 ECTS)

PROF. DR. MARJUT JOHANSSON

Personal data

Name - Surname	Marjut Johansson
HEI	University of Turku, Finland
Date and place of birth (and Country)	-
Nationality	Finnish
Fiscal code (only for Italy)	-
Address	Departement of French Studies, School of Languages and Translation Studies University of Turku 20014 Turku Finland
Faculty-Department	Arts
Research Centre / Research Lab	Digital interaction (Digin) and Leala (Centre for Language Learning Research
Category	**Professor** Reader Lecturer Teaching assistant
Area of specializaiton	
Academic degree	PhD
PhD academic area	interactional linguistics (French media interaction)
– PhD year	2000
– PhD institution	University of Turku, Finland

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

https://research.utu.fi/converis/portal/Person/710223?auxfun=&lang=en_GB

Peer-reviewed scientific articles

Johansson, Marjut and Laippala, Veronika 2020. Affectivity in the #jesuisCharlie Twitter discussion. In: Giaxoglou, Korina and Johansson, Marjut (eds.) Networked Practices of Emotion and Stancetaking in Reactions to Mediatized Events and Crises. Pragmatics, Vol. 30, Number 2, 179–200. **DOI:** https://doi.org/10.1075/prag.18066.joh

Weizman, Elda, Johansson Marjut 2019. Constructing ordinariness in online commenting in Hebrew and Finnish. In: Fetzer, Anita and Weizman, Elda (eds.) The Construction of 'Ordinariness' across Media Genres. Amsterdam/Philadelphia: John Benjamins, 209–236. http://doi.org/10.1075/pbns.307.09wei

Andersen, Elisabeth Muth, Gronning, Anette, Hietaketo, Maiju, Johansson, Marjut 2019. Direct reader address in health-related online news articles: Imposing problems and projecting desires for action and change onto readers. Journalism Studies. http://dx.doi.org/10.1080/1461670X.2019.1603080

Johansson, Marjut, Jantunen, Jarmo H., Heimo, Anne, Ahonen, Mirka ja Laippala Veronika 2018. Verkkokeskustelujen kansa. Korpusavusteinen diskurssianalyysi Suomi24-keskustelupalstasta. Sananjalka 60, 96–117.

Johansson, Marjut 2018. Digital and Written Quotations in a News Text: The Hybrid Genre of Political Opinion Review. In: Patricia Bou-Franch and Garcés-Conejos Blitvich, Pilar (eds.) Analyzing Digital Discourse. New Insights and Future Directions. Cham: Palgrave MacMillan, 133–162.

Johansson, Marjut, Kyröläinen, Aki-Juhani, Ginter, Filip, Lehti, Lotta, Krizsán, Attila, Laippala, Veronika 2018. Opening up #jesuisCharlie. Anatomy of a Twitter discussion with mixed methods. Journal of Pragmatics 29, 90–101.

Johansson Marjut 2017. YouTube. In: Hoffman, Christian R. and Bublitz, Wolfram (Eds.) Pragmatics of Social Media. Berlin/Boston: De Gruyter, 173–200.

Johansson, Marjut 2017. Everyday opinions in news discussion forums: Public vernacular discourse. Discourse, Context and Media 19, 5–12.

Johansson, Marjut 2015. Bravo for this editorial! Users' comments in discussion forums. In: Weizman, Elda and Fetzer, Anita (eds.). Follow-ups in Political Discourse. Explorations across contexts and discourse domain. Amsterdam/Philadelphia: John Benjamins. 83–103. doi 10.1075/dapsac.60.04joh https://benjamins.com/#catalog/books/dapsac.60/toc

B Non-refereed scientific articles

Giaxoglou, Korina & Johansson, Marjut 2020. Introduction: Networked practices of emotion and stancetaking in reactions to mediatized events and crises. In: Giaxoglou, Korina and Johansson, Marjut (eds.) Networked Practices of Emotion and Stancetaking in Reactions to Mediatized Events and Crises. Pragmatics, Vol. 30, Number 2, 169–178. https://doi.org/10.1075/prag.18058.gia

Johansson, Marjut 2019. Book review. Dayter Daria 2016. Discursive Self in Microblogging: Speech Acts, Stories and Self-praise. Internet Pragmatics, 2:1, 162–166.

Johansson, Marjut, Kleinke, Sonja & Lehti, Lotta 2017. The Digital Agora of Social Media: Introduction, Discourse, Context and Media 19, 1–4.

Johansson Marjut 2016. Book review. Unger, Johann W., Krzyżanowski, Michał and Wodak, Ruth (eds.) 2014. Multilingual Encounters in Europe's Institutional Spaces. Book review. Sociolinguistic Studies, Vol. 10, Issue 1-2.

Johansson Marjut 2016. Book review. Dynel, Marta and Chovanec, Jan 2015. Participation in Public and Social Media Interactions. Journal of Pragmatics, 98.

C Scientific books (and monographs)

Giaxoglou, Korina and Johansson, Marjut (eds.) Networked Practices of Emotion and Stancetaking in Reactions to Mediatized Events and Crises. Pragmatics, Vol. 30, Number 2. https://www.jbe-platform.com/content/journals/24064238/30/2

Johansson, Marjut, Kleinke, Sonja & Lehti, Lotta (eds.) 2017. Special Issue: Digital Agora. Discourse, Context and Media, 2017, 19.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc./Most recent ones

- Head of the School of Languages and Translation Studies since 2017–
- Service as member on international peer review committees for funding applications: *The Swedish Research Council*, evaluation group for linguistics 2019–2020
- Director of the Doctoral Programme of Utuling Linguistics and Translation Studies, University of Turku, 2010–2012/Responsible for the major of Applied linguistics in the School Doctoral Programme 2019–

- Director of the organization committee for the international congress of *Approaches to Digital Discourse* ADDA2, Turku, Finland 23.–25.5.2019 (funding Finnish National Board of Research Integrity, Helsinki; Yliopistosäätiö, Turku)
- Nordic Research Councils in the Humanities and Social Sciences (NOS-HS): *Social media from Nordic to global context*. PI of the project. Partners Södertörn University, Stockholm and University of Southern Denmark, Odense, 45 000 euros 2016–2018.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
		76 (for 10 ECTS) 38 (for 5 ECTS)
L'analyse du discours et analyse des interactions	Mandatory	28 + individual reading and work
Discours et interaction dans les sociétés	Mandatory	28 + individual reading and work
Sociolinguistique	Mandatory	28 + individual reading and work
Stage au Département de français	Optative	100 of (individual) work 26 hours for writing a report
Séminaire de recherche et Discours académique	Mandatory	28 + individual reading and work

DR. MAARIT MUTTA

Personal data

Name - Surname	Maarit MUTTA
HEI	University of Turku, Finland
Date and place of birth (and Country)	31.12.1962 Hämeenlinna (Finland)
Nationality	Finnish
Fiscal code (only for Italy)	
Address	University of Turku
Faculty-Department	French, School of Languages and Translation Studies
Research Centre / Research Lab	
Category	Professor Reader **Lecturer, Adjunct Professor** Teaching assistant
Area of specializaiton	Fluency in written language

Academic degree	PhD
PhD academic area	
– PhD year	2007
– PhD institution	University of Turku

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2009	Adjunct Professor (PhD)	Foreign language learnin, especially writing processes University of Jyväskylä		

Scientific activity (publications) in the last five years

Articles in international and national peer-reviewed journals/e-books

Lintunen, P. Mutta, M. & Peltonen, P. (2020) Sujuvuustutkimuksen käänteitä: katsaus sujuvuustutkimuksen menetelmiin. In S. Grasz, T. Keisanen, F. Oloff, M. Raumiomaa, I. Rautiainen & M. Siromaa (Eds.) *Menetelmällisiä käänteitä soveltavassa kielentutkimuksessa – Methodological Turns in Applied Language Studies*. AFinLA Yearbook 2020. Jyväskylä: Suomen soveltavan kielitieteen yhdistyksen julkaisuja 78, 174–197. Available: https://journal.fi/afinlavk

Mutta, M. & Hynynen, A. (2019) The adaptation of three Manchette néo-polars to Machette-Tardi's graphic novels. *Bergen Language and Linguistics Studies (BeLLS)* 10(1), 12. ROM17 Edited by Jon Askeland, Marco Gargiulo & Synnøve Ones Rosales. DOI: 10.15845/bells.v10i1.1412

Mutta, M., Lintunen, P. & Pelttari, S. (2017). Kielitaito ja informaalin oppimisen kontekstit: kielten opiskelijoiden ja yhteiskuntatieteilijöiden käsityksiä kielitaidosta ja teknologioiden hyödyntämisestä oppimisen tukena. In S. Latomaa, N. Lilja & E. Luukka (Eds.) *Kielitietoisuus eriarvoistuvassa yhteiskunnassa – Language awareness in an increasingly unequal society*. AFinLAn vuosikirja 2017. Jyväskylä: Suomen soveltavan kielitieteen yhdistyksen julkaisuja 75, 181–200. Available: https://journal.fi/afinlavk/issue/view/4674

Lintunen, P., Mutta, M. & Pelttari S. (2017). Profiling language learners in hybrid learning contexts: Learners' perceptions. *The EuroCALL Review 25 (1)* (March 2017), 61-75. https://polipapers.upv.es/index.php/eurocall/issue/view/710

Mutta, M. (2017). La conscience métapragmatique et l'attitude métacognitive épistémique des scripteurs universitaires : la révision de texte en temps réel. *Pratiques 173-174*. URL : http://pratiques.revues.org/3313.

Mutta, M. & Johansson, M. (2015). Advanced FL learners explaining their writing choices: Epistemic attitude as an indicator of problem-solving and strategic knowledge in the on-line revision process. *The Language Learning Journal* 43 (1), 146-158. DOI : 10.1080/09571736.2014.995120. Available: http://dx.doi.org/10.1080/09571736.2014.995120.

Articles in reviewed international volumes or conferences proceedings

Lintunen, P., Mutta, M. & Peltonen P. (2020) Defining fluency in L2 learning and use. In Lintunen, P., Mutta, M. & Peltonen P. (Eds.) Fluency in L2 Learning and Use. Bristol: Multilingual Matters, 1-15.

Lintunen, P., Mutta, M. & Peltonen P. (2020) Preface. In Lintunen, P., Mutta, M. & Peltonen P. (Eds.) Fluency in L2 Learning and Use. Bristol: Multilingual Matters, xi-xii.

Lintunen, P., Mutta, M. & Peltonen P. (2020). Synthesising approaches to second language fluency: Implications and future directions. In Lintunen, P., Mutta, M. & Peltonen P. (Eds.) Fluency in L2 Learning and Use. Bristol: Multilingual Matters, 186-201.

Mutta, M. (2020) L2 fluency and writer profiles. In Lintunen, P., Mutta, M. & Peltonen P. (Eds.) Fluency in L2 Learning and Use. Bristol: Multilingual Matters, 63-80.

Olkkonen, S. & Mutta, M. (2020) Cognitive fluency in L2: What inaccuracies can reveal about processing and proficiency. In Lintunen, P., Mutta, M. & Peltonen P. (Eds.) Fluency in L2 Learning and Use. Bristol: Multilingual Matters, 34-48.

Kurki, T., Inaba, N., Kaivapalu, A., Koponen, M., Laippala, V., Leblay, C., Luutonen, J., Mutta, M., Nikulin, M. & Reunanen, E. (2019) Digilang – Turun yliopiston digitaalisia kieliaineistoja kehittämässä [Digilang – developing digital language data at the University of Turku]. In Jarmo H. Jantunen, S. Brunni, N. Kunnas, S. Palviainen & K. Västi (eds). Proceedings of the research data and humanities (RDHUM) 2019 conference: data, methods and tools. Studia humaniora ouluensia 17. University of Oulu: Faculty of Humanities, 41-56.

Mutta, M. (2017). Pausal Behavior in the Writing Processes of Foreign and Native Language Writers: The Importance of Defining the Individual Pause Length. In Sylvie Plane, Charles Bazerman, Fabienne Rondelli, Christiane Donahue, Arthur N. Applebee, Catherine Boré, Paula Carlino, Martine Marquilló Larruy, Paul Rogers, and David Russell (Eds.). (2017). *Research on Writing: Multiple Perspectives*. International Exchanges on the Study of Writing. Fort Collins, Colorado: The WAC Clearinghouse and CREM, 511-529. Available at https://wac.colostate.edu/books/wrab2014/

Mutta, M. (2016). Pausal behavior in the writing processes of foreign and native language writers: the importance of defining the individual pause length. In S. Plane, C. Bazerman, F. Rondelli, C. Donahue, A. N. Applebee, C. Boré, P. Carlino, M. Marquilló Larruy, P. Rogers & D. Russell (Eds.) Recherches en écriture : regards pluriels. Recherches Textuelles nro 13. Centre de Recherche sur les médiations (Crem) : Université de Lorraine, 583-604.

Mutta, M. (2015). Lexical Richness in Expository Essays Written by Learners of L3 French. In P. Pietilä, K. Doró & R. Pípalová (Eds.) Lexical Issues in L2 Writing. Newcastle upon Tyne: Cambridge Scholars Publishing, Chapter four, 77–102.

Monographs and edited volumes/journals

Lintunen, P., Mutta, M. & Peltonen P. (2020) (Eds.) Fluency in L2 Learning and Use. Bristol: Multilingual Matters.

Härmälä, M. & Mutta, M. (sous la dir.) (2018) France – Finlande : regards linguistiques et culturels. Cahiers d'Etudes hongroises et finlandaises 21. Paris : L'Harmattan.

Scientific articles / chapters in a book

Maijala, M., Heikkola, L. M., Laine, P., Mutta, M., Mäntylä, K., Rose, J. & Vaakanainen, V. (2021). Eettisyys ja kestävä kehitys kielten opetuksen ja kielten opettajien koulutuksen tulevaisuuden haasteena. [Ethics and sustainability challenging teaching and teacher training] *Kieli, koulutus ja yhteiskunta*, 12(2). Available: https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-maaliskuu-2021/eettisyys-ja-kestava-kehitys-kielten-opetuksen-ja-kielten-opettajien-koulutuksen-tulevaisuuden-haasteena

Härmälä, M. & Mutta, M. (2018) Introduction. In Härmälä, M. & Mutta, M. (sous la dir.) France – Finlande : regards linguistiques et culturels. Cahiers d'Etudes hongroises et finlandaises 21. Paris : L'Harmattan, p. 7-13.

Härmälä, M. & Mutta, M. (2018) L'influence translinguistique sur le cas partitif en finnois L2 : le cas des apprenants francophones. In Härmälä, M. & Mutta, M. (sous la dir.) France – Finlande : regards linguistiques et culturels. Cahiers d'Etudes hongroises et finlandaises 21. Paris : L'Harmattan, p. 35-50.

Mutta, M. (2018b) La bande dessinée dans l'enseignement des langues étrangères : Le cas d'Astérix. Härmälä, M. & Mutta, M. (sous la dir.) France – Finlande : regards linguistiques et culturels. Cahiers d'Etudes hongroises et finlandaises 21. Paris : L'Harmattan, p. 85-98.

Mutta, M. (2018). De l'improvisation intellectuelle à la pratique de l'autocorrection et de l'ajustement : verbaliser la révision du texte en temps réel. In Nella Arambasin (sous la dir.) Avec la collaboration d'Augustin Lefebvre. Matières à penser les humanités. Indétermination des frontières disciplinaires et des catégories. Cahiers de la Nouvelle Europe 25. Paris : L'Harmattan, 47-60.

Mutta, M. (2016). The Asterix series: Gallic identity in a nutshell ? SJoCA 3 (1) (Fall 2016) War and conflict in Comics, 64-75. http://sjoca.com/?page_id=1143.

Articles popularising science / trade union journals

Maijala, M., Heikkola, L. M., Laine, P., Mutta, M. & Rose, J. (2021) Kohti eettisesti kestävää kielten opetusta [Towards sustainable language teaching]. *Hiiskuttua* / 2.3.2021. Turun yliopiston tiedekunnan verkkojulkaisu. https://sites.utu.fi/hiiskuttua/kohti-eettisesti-kestavaa-kielten-opetusta/

Mutta, M., Peltonen, P. & Hellström, S. (2020) LALI-projekti yhdistää taiteen suomen kielen oppimiseen ja kotouttamiseen [LALI project combines Art, Finnish language learning and social integration]. *Suomenopettajat* 3/20, 50-53.

Mutta, M. & Laine, P. (2020) Onko sanojen tavutuksella väliä suomen kieltä opittaessa? [Does orthographic syllabication matter when learning Finnish language?] *Turun Sanomat* 3.11.2020.

Lintunen, P., Mutta, M. & Peltonen, P. (2020) Vinkkejä sujuvuuden opettamiseen. Miten oppia sujuvasi vieraan kielen käyttäjäksi? [Tips for teaching fluency. How to become a fluent language user?] Tempus 3/20, 14-15. https://issuu.com/sukol/docs/tempus320

Lintunen, P., Mutta, M. & Peltonen, P. (2020) Sujuvuuden lähteillä [Close to the origins of fluency]. Hiiskuttua/ 10.3.2020. Turun yliopiston tiedekunnan verkkojulkaisu. https://sites.utu.fi/hiiskuttua/sujuvuuden-lahteilla/

Lintunen, P., Mutta, M. & Peltonen, P. (2019) To "Er" is Human: Combining and Expanding Approaches to Second Language Fluency. Channel View Publications and Multilingual Matters. https://channelviewpublications.wordpress.com/2019/12/17/to-err-is-human-combining-and-expanding-approaches-to-second-language-fluency/ 17.12.2019

Mutta, M. Hellström, S. & Peltonen, P. (2019) Taiteen ja kielenopetuksen vuorovaikutusta edistävä pedagoginen työkalupakki on julkaistu. [Pedagogical toolkit combining art and language learning has been published] Hiiskuttua/ 11.9.2019. Turun yliopiston tiedekunnan verkkojulkaisu. https://sites.utu.fi/hiiskuttua/taiteen-ja-kielenopetuksen-vuorovaikutusta-edistava-pedagoginen-tyokalupakki-on-julkaistu/

Mutta, M. (2018) Kokoomateos kunnioittaa Ranskan ja Suomen välisiä kieli- ja kulttuurikontakteja. [Compilation book honoring French-Finnish linguistic and cultural contacts] *Hiiskuttua 2/2018*. http://hiiskuttua.utu.fi/kategoria/ajankohtaista/ (7.11.2018)

Mutta, M. & Peltonen, P. (2018) LALI-projektin syyssatoa: taidetta, kieltä ja kotouttamista. [LALI's Autumn harvest: art, language and social integration] *Hiiskuttua 2/2018*. http://hiiskuttua.utu.fi/ (7.11.2018)

Mutta, M. & Mäkilä M. (2018) Ajatusten tie mielestä tekstiksi: näppäilyntallennusohjelmat opettajien ja tutkijoiden apuna. *Hiiskuttua 1/2018*. [From mind to text: key logging programs helping teachers and researchers] http://hiiskuttua.utu.fi/ (10.4.2018)

Lintunen, P., Mutta, M. & Pelttari, S. (2017) Arjen kielenkäytöstä ponnahduslauta vieraisiin kieliin. *Turun Sanomat* 4.4.2017.

Johansson, M. & Mutta, M. (2016) Ranskan 'tasavaltalainen kevät' velloaa. [Le printemps république fait bouillonner en France] *Turun Sanomat* 3.5.2016.

Other publications

Hellström, S. Mutta, M. & Peltonen, P. (2020) *Työkalupakki kouluttajan taitojen kehittämiseen*. [Focus on trainer's skills] http://www.lali-project.eu/finnish/#focusfi

Maijala, M. & Mutta, M. (2019) Vauhtia ja virikkeitä varhennettuun kielenoppimiseen. Ennakkomateriaali & ennakkotehtävä: luento/webinaari 23.11.2019. 1.-2. luokan oppisisällöt (OPS), opetusmenetelmät ja oppilaan osaamisen arviointi. [Early language learning and teaching -project. Reading and pre-task for teacher training 23.11.2019] https://blogit.utu.fi/vauhtiajavirikkeita/wp-content/uploads/sites/398/2019/11/Ennakkomateriaali-23.11.2019.pdf

Mutta, M. & Peltonen, P. (2019) LALI-projektin kevätkuulumisia. [LALI's Spring news] Blog post of Leala (Centre for Language Learning Research) https://sites.utu.fi/kielen-oppimisen-tutkimuskeskus/front-page/blogi/ 26.4.2019

Mutta, M. & Peltonen P. (2018) Taide kielen oppimisen ja kotouttamisen tukena. [Art as support for language learning and social integration] Blog post of Turku University 28.9.2018. https://blogit.utu.fi/utu/

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-

Other publications (pedagogical)

Text book, professional manual or guide

Lefebvre, A. Nyikos, J., Varhegyi, V. Dubrana, É., Mileti, I., Mutta, M., Peltonen, P., Hellström. S., Danzinger, J. & Moosmüller, L. (2020) Methodik zur videobasierten Bewertung von Interaktionen (VIA). http://www.lali-project.eu/deutsch/#4gr.

Lefebvre, A. Nyikos, J., Varhegyi, V. Dubrana, É., Mileti, I., Mutta, M., Peltonen, P., Hellström. S., Danzinger, J. & Moosmüller, L. (2020) *Méthodologie d'évaluation des interactions pédagogiques par la vidéo MEIVI*. http://www.lali-project.eu/francais/#4fr.

Lefebvre, A. Nyikos, J., Varhegyi, V. Dubrana, É., Mileti, I., Mutta, M., Peltonen, P., Hellström. S., Danzinger, J. & Moosmüller, L. (2020) *VIA: Video-based Interaction-Assessment Methodology*. http://www.lali-project.eu/#4en.

Lefebvre, A. Nyikos, J., Varhegyi, V. Dubrana, É., Mileti, I., Mutta, M., Peltonen, P., Hellström. S., Danzinger, J. & Moosmüller, L. (2020) *Videopohjainen arviointimenetelmä (VIA)*. http://www.lali-project.eu/finnish/#4fi.

Nyikos, J., Lefebvre, A., Sentall,S., Weissenegger, G., Hackl, V., Danzinger, J., Varhegyi, V., Brigouleix, E., Mutta, M. & Peltonen, P. (2019) *Apprentissage de la langue par la médiation artistique. Activités pédagogiques*. http://www.lali-project.eu/francais/#2fr

Nyikos, J., Lefebvre, A., Sentall,S., Weissenegger, G., Hackl, V., Danzinger, J., Varhegyi, V., Brigouleix, E., Mutta, M. & Peltonen, P. (2019) *Art mediation for language learning. Compendium of activities*. http://www.lali-project.eu/#2en

Nyikos, J., Lefebvre, A., Sentall,S., Weissenegger, G., Hackl, V., Danzinger, J., Varhegyi, V., Brigouleix, E., Mutta, M. & Peltonen, P. (2019) *Kunstvermittlung für des Spracherwerb. Handbuch mit Übungen*. http://www.lali-project.eu/deutsch/#2gr Nyikos, J., Lefebvre, A., Sentall,S., Weissenegger, G., Hackl, V., Danzinger, J., Varhegyi, V., Brigouleix, E., Mutta, M. & Peltonen, P. (2019) *Taiteen välittäminen kielen opetuksessa. Menetelmä- ja aktiviteettikokoelma*. [Käännös P. Peltonen & M. Mutta] http://www.lali-project.eu/finnish/#2fi Mutta, M., Peltonen, P., Lefebvre, A., Nyikos, J. Hackl, V. & Varhegyi, V. (2018) *Language and literacy learning through art. Methodological and theoretical background and curriculum*. www.lali-project.eu Mutta, M., Peltonen, P., Lefebvre, A., Nyikos, J. Hackl, V. & Varhegyi, V. (2018) *Kielen ja luku- ja kirjoitustaidon opetus taiteen avulla. Metodologinen ja teoreettinen viitekehys sekä opetusmenetelmä*. (Translated by P. Peltonen, M. Mutta, H.-M. Ratinen & I.-M. Niskajärvi). http://www.lali-project.eu/finnish/#1fi Mutta, M., Peltonen, P., Lefebvre, A., Nyikos, J. Hackl, V. & Varhegyi, V. Apprendre les langues et la littératie par l'art. Fondements théoriques et méthodologiques, programme de formation. (Translated by E. Brigouleix & A. Lefebvre) http://www.lali-project.eu/francais/#1fr Mutta, M., Peltonen, P., Lefebvre, A., Nyikos, J. Hackl, V. & Varhegyi, V. (2018) Entwicklung von Sprach-, Lese- und Schriebkompetenz durch Kunst. Methodologischer und Theoretischer Hintergrund und Lehrplan. [Translated by Sanela Prasevic, Veronika Hackl, Julia Danzinger] http://www.lali-project.eu/deutsch/#1gr

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Associate professor of Finnish language and culture [professeur associé] at Sorbonne Nouvelle − Paris 3 (1.9.2015-31.8.2016)
Head of French Department Pro Tempore at Åbo Akademi, 1.8.2008–31.12.2009 (the Swedish speaking university in Turku) (professor's deputyship)
Senior lecturer 1.1.2015–, French Studies, University of Turku
Pre-eaxminor and opponent to MA Amin Rasti Behbahani: Investigating the effect of digital game tasks, inducing different levels of involvement load on the acquisition of vocabulary items vastaväittäjä (University of Jyväskylä) (2019)
Member of the evaluation board and chairperson of the thesis defense session of Valérie Martinez. Dissertation : "Construction de l'Est et de l'Ouest : Vers des compétences interculturelles ? Un exemple de recherche à Hong-Kong en situation de mobilité académique." (co-tutelle between University of Turku and Sorbonne Nouvelle – Paris 3)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Apprentissage du vocabulaire	Optative	30 (for 5 ECTS)
Analyse des produits culturels II	Optative	30 (for 5 ECTS)

DR. ANA-MARIA COZMA

Personal data

Name - Surname	Ana-Maria Cozma
HEI	University of Turku
Date and place of birth (and Country)	1977 (Romania)
Nationality	Romanian
Fiscal code (only for Italy)	
Address	Koskenniemenkatu 4 ; 20014 Turku ; Finland
Faculty-Department	Humanities - French
Research Centre / Research Lab	
Category	**Lecturer / Adjunct Professor**
Area of specializaiton	Linguistics
Academic degree	PhD
PhD academic area	Linguistics
– PhD year	2009
– PhD institution	University of Nantes (France)

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2017	Docentship	Argumentation	UTU	

Scientific activity (publications) in the last five years

Articles in refereed scientific journals:

2021 « L'examen collaboratif : étude de cas en contexte universitaire finlandais », *RIPES Revue internationale de pédagogie de l'enseignement supérieur* 37(2) [en ligne]. https://doi.org/10.4000/ripes.3116

2020 « Les mots de la démocratie participative en ligne : le préformatage de la doxa à travers les outils de la civic tech » (Cozma Ana-Maria & Olga Galatanu), *Studia UBB Philologia 65(2), 91-114.* http://dx.doi.org/10.24193/subbphilo.2020.2.07

2019 « La construction discursive dévalorisante du concept de démocratie » (Cozma Ana-Maria & Olga Galatanu), *Neuphilologische Mitteilungen*, CXIX, II, 249-272.

2019 « Selon qui ? La présentation des sources du savoir dans les mémoires de recherche » (Cozma Ana-Maria & Fredrik Westerlund), *Mémoires de la société néophilologique de Helsinki*, Tome CIV. 2018 « La variation linguistique dans la formation en français langue étrangère à l'université : le point de vue des étudiants », *Synergies Pays Riverains de la Baltique*, n°12. 2018 « "Des journalistes francais dénoncer la propagande, lol.": représentations des médias traditionnels véhiculées sur Twitter par des usagers s'intéressant à l'actualité politique" (Cozma Ana-Maria & Luodonpää-Manni Milla), *French Journal for Media Research*, n° 10 [link].
Articles in edites volumes and refereed conference publications: 2020 « The semantic mechanisms underlying disagreement. An argumentative semantics approach », in *ECA 2019 Proceedings: 3rd European Conference on Argumentation: Reason to Dissent*, Vol. 2, p. 175-190 [en ligne]. http://ecargument.org/?page_id=1158 2017« Le macro-acte de langage 'reprocher' en français, roumain et finnois. Proposition de modélisation des modes d'expression du reproche selon le degré d'intensité de la violence verbale" (Ana-Maria Cozma & Sophie Anquetil), in I. Mateiu (éd.) *La violence verbale : descriptions, processus, effets discursifs et psycho-sociaux*, Cluj, Presa Universitara Clujeana, 95-119.
Book review: 2019 [book review] "Olga Galatanu, La sémantique des possibles argumentatifs. Génération et (re)construction discursive du sens linguistique, P.I.E. Peter Lang, Bruxelles, 2018, 358 p.", dans *Studii de lingvistica*, n° 9, p. 271-274.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Recent pedagogical studies 2021 Supervisor Training (Parts I-IV): Part I: Introduction to Supervision of Doctoral Thesis (3h); Part II: Supervision and Writing Feedback (3h); Part III: Supporting Well-Being and Preventing Conflicts (3h); Part V: Supervision of Doctoral Candidates, Ethics and Well-being (3h30) https://www.utu.fi/en/research/utugs/for-supervisor 2017 Training: *Teach in English* (organised by the Human Resources Development, University of Turku, 23.03-10.05.2017; 20h, 2 ECTS).

Other publications (pedagogical)

-

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Positions:

2009- *Yliopistonlehtori* (Senior lecturer, since 2015) and *Yliopisto-opettaja* (University teacher, 2009-2014), Department of French, University of Turku, Finland.

2003-2008 *Substitute teacher* in French as a foreign language, SUEFLE, Service universitaire des étudiants en français langue étrangère (till 2006), IRFFLE, Institut de recherche et de formation en français langue étrangère (after 2006) & Faculty of Humanities (2005), University of Nantes, France.

2000-2002 *Junior teaching assistant*, Faculty of Humanities – Department of Foreign Languages, North University of Baia Mare, Romania.

Areas of expertise:

Linguistics (Semantics, Pragmatics, Semiotics, Discourse analysis, Argumentation, Linguistic analysis of literary texts, Text typology)

French language and culture (Society and culture: French institutions, Intercultural, Alterity, Postmodernism and non-places, Museums; Oral and written expression, Conversation, Corrective phonetics; DELF/DALF)

French-speaking world (Francophonie)

French literature (History of French literature 17th-20th centuries, Literary text analysis, Contemporary French-language literature)

Research methodology (Academic written discourse)

Teachers' training (Supervising trainees)

Doctoral supervision and assessment:

Supervision of doctoral dissertations (3): ◦ Henrik Ruotsalainen – *Le mode après la conjonction 'après que' – perspective textuelle et sémantique* (dir. Meri Larjavaara, Univ. Åbo Akademi, started 2020) ; ◦ Valérie Rochaix – *La signification lexicale du Patrimoine* (dir. Olga Galatanu, Univ. of Nantes, defended june 2017) ; ◦ Veronica Mamaliga – *Etude du contact des langues : cas du français et du roumain en Moldavie* (dir. Julien Kilanga, Univ. d'Angers, not completed)

Assessment of doctoral dissertations (2): ◦ Anderson Medina Lizarazo, *Représentations sémantico-conceptuelles et réalisations de l'acte illocutionnaire ACCUSER : (re)construction du sens en français de France et en espagnol de Colombie* (dir. Albdelhadi Bellachhab, defended on 8 December 2020, University of Nantes). ◦ Wan Ikhlas Wan Mohtar, *Les actes mengancam (menaçants) et contexte culturels : une approche à l'interface des représentations sémantiques de militaires et de leurs réalisations linguistiques en Malaisie* (dir. Abdelhadi Bellachhab, defended on 15 December 2020, University of Nantes).

Editorial and review tasks:

2014- Editor-in-chief of the journal *Synergies Pays Riverains de la Baltique* (& Assistant editor-in-chief in 2012 and 2013), published by the GERFLINT

(France). http://gerflint.eu/publications/synergies-pays-riverains-de-la-baltique/activites.html

2019- Assistant editor of the journal *Studii de lingvistică*, published by the University of Oradea (Romania). http://studiidelingvistica.uoradea.ro/index-en.html

2013- Member of the editorial board of the online journal *Signes, Discours & Sociétés*, published by .the universities of Galatasaray (Istanbul, Turkey), Ovidius (Constanta, Romania), Turku (Finland) et Nantes (France), with the support of the AUF. http://revue-signes.gsu.edu.tr/

Member of the scientific board of the journal *Espaces linguistiques* (2019-) https://www.unilim.fr/espaces-linguistiques/index.php; Member of the scientific committee of the conference '*Le mot dans la langue et dans le discours : la construction du sens*' (*2019/2020*); Assessment of a journal for the OpenEdition platform (June 2020) https://www.openedition.org/; Article reviews for various journals and volumes; etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Analyse de produits culturels I	Mandatory	42 (for 5 ECTS)
Pragmatique	Mandatory	14 (for 5 ECTS)
Francophonie	Mandatory	31

DR. CHRISTOPHE LEBLAY

Personal data

Name - Surname	Christophe Leblay
HEI	University of Turku
Date and place of birth (and Country)	12.12.1960/Chamalières (France)
Nationality	French
Fiscal code (only for Italy)	
Address	2014 University of Turku
Faculty-Department	School of Languages and Translation Studies
Research Centre / Research Lab	ITEM (Paris)
Category	Lecturer/Adjunct professor
Area of specializaiton	Textgenetics, Writing visualization
Academic degree	PhD
PhD academic area	2011
– PhD year	2011
– PhD institution	University of Jyväskylä (Finland) & University of Paris 3 (France)

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2016	Docent	Textgenetics	University of Turku	
2008	Teacher Education programme		University of Helsinki	

Scientific activity (publications) in the last five years (2020-2016)

Usoof, H., Leblay, C. & Caporossi, G. 2020. GenoGraphiX-Log version 2.0 User guide, Technical report, *Les Cahiers du GERAD* G-2020-68, GERAD, HEC Montreal, Canada.
Bécotte, H.S., Caporossi, G., Hertz, A. & Leblay, C. 2019. Writing and rewriting: Keystroke logging's colored numerical visualization. *In* E. Lindgren & K. P. H. Sullivan (Eds.), *Observing writing: Insights from keystroke logging and handwriting, Studies in Writing* (pp. *95–122*). Leiden: Brill Academic Publishers.
Leblay, C. 2018. Génétique textuelle & écritures mono- et multilingues, *Traduction, terminologie, rédaction* (TTR), 28.
Leblay, C. & Leblay, T. 2017. Chaines de reformulation dans un corpus de production-traduction. Les influences du déjà-dit dans des écritures-réécritures traductionnelles, *Pratiques 173-174*, Le déjà-là dans l'écriture.
Becotte, H.S., Caporossi, G., Hertz, A. & Leblay, C. 2016. Analyse automatique des données scripturales prétraitées par des outils de visualisation, *Actes du 5ème Congrès Mondial de Linguistique Française*, Tours, 4-8 Juillet 2016. DOI: 10.1051/shsconf/20162706001
Beaudet, C., Contamines, A., Leblay, C. & Picton, A. 2016. Rédactologie et didactique de l'écriture professionnelle : un chantier terminologique à mettre en place, *Pratiques* 171-172, L'écriture professionnelle.
Beaudet, C, Leblay, C & Rey, V. (Ed.). 2016. *Pratiques* 171-172, La rédaction professionnelle.

Professional development activities (technological development, services or other advanced training activity, which is relevant for the cycle of studies)

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Other publications (pedagogical)

Sofware *GenoGraphix*-Log (ggxlog.net)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Examination board: *Philosophiæ Doctor in* Mathématics (Juin 2019). Hélène-Hélène-Sarah Bécotte-Boutin. Subject: Analyse et visualisation du processus d'écriture à l'aide des graphes, Département de mathématiques et de génie industriel. Polytechnique Montréal (Canada).
Examination board: *Philosophiæ Doctor in* Linguistics (octobre 2020). Minjing ZHONG. Subject: Produire un texte cohérent dans une langue étrangère : l'exemple d'étudiants chinois de niveau intermédiaire et avancé de FLE en France. Universite Sorbonne Nouvelle Paris 3 (France).
Project coordination: Research group *TERs* at ITEM < 2012 (http://www.item.ens.fr/linguistique)
Project coordination: Research group GENOGRAPHIX at ITEM < 2020 http://www.item.ens.fr/hn)
Project coordination: Research group DIIGILANG-LOG in GLOBAL DIGILANG PROJET (2019-2021)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Communication écrite en contextes professionnels	Mandatory	38 (for 5 ECTS)

DR. OUTI VEIVO

Personal data

Name - Surname	Outi Veivo
HEI	University of Turku
Date and place of birth (and Country)	14.3.1970, Turku (Finland)
Nationality	Finnish
Fiscal code (only for Italy)	
Address	Koskenniemenkatu 4, 20014 Turun yliopisto
Faculty-Department	Faculty of Humanities, Department of French
Research Centre / Research Lab	LEALA – The Centre for Language Learning Research
Category	Professor Reader Lecturer Teaching assistant
Area of specializaiton	Language Learning
Academic degree	PhD
PhD academic area	Psycholinguistics
– PhD year	2017
– PhD institution	University of Turku

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

- UTU Tutkimustietojärjestelmä - UTU Tutkimustietojärjestelmä Link to Research portal

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Processus d'apprentissage	Optative	28 (for 5 ECTS)

PROF. DR. LEENA KOLEHMAINEN

Personal data

Name - Surname	Leena Kolehmainen
HEI	University of Turku
Date and place of birth (and Country)	5 September 1970 in Varkaus, Finland
Nationality	Finnish
Fiscal code (only for Italy)	
Address	Department of German language, Arcanuminkuja 4, FIN-20014 University of Turku
Faculty-Department	School of languages and translation studies, , Department of German
Research Centre / Research Lab	
Category	Professor
Area of specializaiton	German language, grammar, contrastive linguistics, corpus linguistics, contact linguistics, translation studies, multilingualism, language and translation policy
Academic degree	PhD
PhD academic area	Germanic philology
– PhD year	2005
– PhD institution	University of Helsinki, Finland

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2011	Title of Docent	Germanic philology	Department of German, University of Helsinki	

Scientific activity (publications) in the last five years 2016-2020

https://www.utu.fi/fi/ihmiset/leena-kolehmainen

Peer-reviewed publications 2016-2020:

2020

- Kolehmainen, Leena & Riionheimo, Helka & Uusitupa, Milla eds. 2020: *Ääniä idästä. Näkökulmia Itä-Suomen monikielisyyteen.* [Voices from the East. Perspectives on multilingualism in Eastern Finland.] Helsinki: SKS.
- Kolehmainen, Leena & Riionheimo, Helka & Uusitupa, Milla 2020: Johdanto -Itä-Suomen näkyvää ja näkymätöntä monikielisyyttä. [Introduction: Visible and non-visible multilingualism in Eastern Finland.] In: Ääniä idästä. Näkökulmia Itä-Suomen monikielisyyteen. [Voices from the East. Voices from the East. Perspectives on multilingualism in Eastern Finland.] Ed. by Leena Kolehmainen, Helka Riionheimo & Milla Uusitupa. Helsinki: SKS, 7-33.
- Kolehmainen, Leena 2020: Menneen monikielisyyden jälkiä nykyisyydessä: Varkauden hautausmaiden kielimaisemaa. [Past voices in the contemporary cemetery linguistic landscape of Varkaus.]. In: Ääniä idästä. Näkökulmia Itä-Suomen

monikielisyyteen. [Voices from the East. Voices from the East. Perspectives on multilingualism in Eastern Finland.] Ed. by Leena Kolehmainen, Helka Riionheimo & MillaUusitupa. Helsinki: SKS, 270-315. • Tiittula, Liisa & Kolehmainen, Leena 2020: Käännöstiede ja sen menetelmät. [Translation studies and its methods.] In: Kielentutkimuksen menetelmiä I-IV. [Methods in language studies I-V.] Ed. by Milla Luodonpää-Manni, Markus Hamunen, Reetta Konstenius, Matti Miestamo, Urpo Nikanne & Kaius Sinnemäki. Helsinki: SKS.
2019 • Kolehmainen, Leena & Sivula, Anna 2019: The Linguistic Heritage of Industry: Case Studies from the Industrial Community of Varkaus. In: Tekniikan waiheita 37 (2019: 4), 33–54. • Wessman, Kukka-Maaria & Kolehmainen,Leena 2019: Monikielisyyttä ja muuttoliikkeen jälkiä: aika- ja kielikerrostumat Varkauden hautausmaiden nimimaisemissa. [Multilingualism and traces of past migration: temporal and linguistic layers in the linguistic namescapes of Varkaus.] In: Sananjalka (2019), 104–129.
2017 • Kolehmainen, Leena & Kuusi, Päivi & Riionheimo, Helka eds. 2017: *Translation in Language Revitalisation*. Special issue of: *trans-kom. Journal of Translation and Technical Communication Research* 10: 2. • Kuusi, Päivi & Kolehmainen, Leena & Riionheimo, Helka 2017: Introduction. Multiple Roles of Translation in the Context of Minority Languages and Revitalisation. In: Leena Kolehmainen, Päivi Kuusi & Helka Riionheimo eds.: *Translation in Language Revitalisation*. Special issue of: *trans-kom. Journal of Translation and Technical Communication Research* 10: 2, 138-163. • Lantto, Hanna & Kolehmainen, Leena 2017: Basque-Spanish Bilinguals and Reported Speech. Translation and Code-switching in the Basque Context of Language Revitalisation. In: Leena Kolehmainen, Päivi Kuusi & Helka Riionheimo eds.: *Translation in Language Revitalisation*. Special issue of: *trans-kom. Journal of Translation and Technical Communication Research* 10: 2, 214-241.
2016 • Kolehmainen, Leena & Penttilä, Esa & Van Poucke, Piet eds. 2016: *Current issues in the linguistic analysis of literary translations*. Special issue of *International Journal of Literary Linguistics* 5:2. • Kolehmainen, Leena & Skaffari, Janne eds. 2016: *Multilingual practices in contemporary and historical contexts: interfaces between code-switching and translation*. Special issue of *Multilingua* 35:2. • Kolehmainen, Leena & Riionheimo, Helka 2016: Literary translation as language contact: A pilot study on the Finnish passive.In: Leena Kolehmainen,Esa Penttilä & Piet Van Poucke (eds.): *Current issues in the linguistic analysis of literary translations*. Special issue of *International Journal of Literary Linguistics* 5:3, 1-32.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Corpuslinguistic tools

Other publications (pedagogical)

Scholarly review article on the methods in translation studies (for university students): • Tiittula, Liisa & Kolehmainen, Leena 2020: Käännöstiede ja sen menetelmät. [Translation studies and its methods.] In: Kielentutkimuksen menetelmiä I-IV. [Methods in language studies I-V.] Ed. by Milla Luodonpää-Manni, Markus Hamunen, Reetta Konstenius, Matti Miestamo, Urpo Nikanne & Kaius Sinnemäki. Helsinki: SKS.
Scholarly collective volume on the methods of crosslinguistic comparison (for university students in language studies): • Kolehmainen, Leena &Miestamo, Matti & Nordlund, Taru eds. 2013: *Kielten vertailun metodiikka*. [The methodologyof cross-linguistic comparison.] Helsinki: SKS.
Scholarly article on valency alternation patterns (used as a course material in Finnish studies at the Universities of Oulu and Turku, Finland): • Kolehmainen, Leena 2010: Sääverbien syntaksia ja semantiikkaa: semanttiset roolit, osallistujien vaihteleva käsitteistäminen ja sääverbien vaihteleva valenssi. [The syntax and semantics of meteorological verbs: semantic roles, the varying conceptualization of the participants and the varying valency of meteorological verbs.] In: Virittäjä1/2010, 5-38.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Posts: Since 2017 professor of German language, University of Turku 2013-2017 associate professor of German language, University of Eastern Finland 2012-2013 professor (acting) of German language, University of Eastern Finland 2011-2012 senior lecturer of German language, University of Eastern Finland 2006-2011 various positions at the University of Eastern Finland (post doc, senior research fellow, senior lecturer of German language)
Doctoral supervision: Currently supervising 8 doctoral students
Latest research project: 2015-2018 PI of the project "The unexplored contexts of language contact: translation and interpreting", funded by the Emil Aaltonen Foundation.
External reviewer: • 2020 University of Jyväskylä, external reviewer, applications for the position of a university lecturer in German language • 2019 University of Jyväskylä, external reviewer, application for the title of docent (applied language studies, multicultural and multilingual education) • 2018 University of Oulu, external reviewer, applications for a professorship in Germanic philology • 2018-2019 Karl-Franzen's University Graz, external member in the appointment committee for a professorship in translation studies • 2018 University of Tampere, external member in the appointment committee for a professorship in German language, culture and translation
Regular viewer duties since 2011 for 13 different journals, collective volumes or publishers
Other international activities:

• Visiting guest professor, Department of Translation Studies, Karl-Franzen's University Graz, Austria 3/2020-8/2020 • Visiting research fellow, Institute of applied linguistics, translation and interpreting. Saarland University, German, 10-12/2010
Honours: 2017- Elected member of the Finnish Academy for Science and Letters

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Sprach- und Translationspolitik	Optative	38 (for 5 ECTS)
Literaturaustausch: Akteure und literarische Systeme	Optative	38 (for 5 ECTS)
Masterseminar	Mandatory for UTU-students	38 (for 5 ECTS)

PROF. DR. MINNA MAIJALA

Personal data

Name - Surname	Minna Maijala
HEI	University of Turku
Date and place of birth (and Country)	5.6.1971, Mikkelin mlk (Finland)
Nationality	Finnish
Fiscal code (only for Italy)	
Address	Department of German language, Arcanuminkuja 4, FIN-20014 University of Turku
Faculty-Department	Faculty of Humanities, School of Languages and Translation Studies, Department of German
Research Centre / Research Lab	
Category	Professor
Area of specializaiton	Teaching and learning German as a foreign language, culture teaching and learning; textbook research; language teacher cognition
Academic degree	PhD, EdD
PhD/EdD academic area	PhD: German Language and Culture EdD: Education
– PhD year	PhD: 2003, EdD: 2010
– PhD institution	PhD: University of Jyväskylä, Finland EdD: University of Turku, Finland

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2011	Title of Docent	Foreign language education	Faculty of Education, University of Turku, Finland	

Scientific activity (publications) in the last five years 2016-2020

https://www.utu.fi/fi/ihmiset/minna-maijala
Peer-reviewed publications 2016-2020:
2020: • Pre-service Language Teachers' Reflections and Initial Experiences on the Use of Textbooks in Classroom Practice. In: *Journal of Language Teaching and Research 11: 2* • Culture Teaching Methods in Foreign Language Education: Pre-service Teachers' Reported Beliefs and Practices. In: *Innovation in Language Learning and Teaching 14: 2* • Berliner Zettelwirtschaft. Eine empirische Untersuchung des Einsatzes nichtautorisierter Linguistic Landscapes im Deutsch-als-Fremdsprache-Unterricht. In: *Deutsch als Fremdsprache*
2019: • Grammar exercises in Dutch, Finnish, and global textbooks for German as a foreign language. With Marjon Tammenga-Helmantel. In: *Language Learning Journal 47: 5* • Verantwoord aanbieden van grammaticaonderwijs. Leergangen Duits onder de loep.1. With Marjon Tammenga & Mark Duijf. In: *Levende Talen Tijdschrift 20: 1* • The position of grammar in Finnish, Dutch, and global course books for German as a foreign language. With Marjon Tammenga-Helmantel. In: *Language Teaching Research 23: 5* • Die Rezeption eines überregionalen Lehrwerks im finnischen DaF-Unterricht. In: *Informationen Deutsch als Fremdsprache 46: 6*
2018: • Sequences in German grammar teaching: An analysis of Dutch, Finnish, and global textbooks. With Marjon Tammenga-Helmantel. In: *International Review of Applied Linguistics in Language Teaching 56: 1* • What happens when students do tasks? A comparative, reflective study of student-centred activities in foreign-language classrooms in higher education. With: Joanne Pagèze, Laura Hoskins. In: *Scottish languages review 34*
2017: • Kulturelles Lernen im universitären fächerübergreifenden DaF-Unterricht - praktische Erfahrungen aus Finnland. In: *Zielsprache Deutsch 44: 1*
2016: • Regionalität als Stärke? Eine Analyse von finnischen und niederländischen DaF-Lehrwerken. With Marjon Tammenga-Helmantel. In: *Informationen Deutsch als Fremdsprache 43: 5* • Das DACH-Konzept in finnischen und niederländischen DaF-Lehrwerken. With Marjon Tammenga-Helmantel & Eva Donker. In: *Zielsprache Deutsch 43: 1*

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Number of publications in scientific journals with referee practice in the field of German as a foreign language (2015-2021): 8

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Associate professor in Language Teaching and Learning, School of Languages and Translation Studies, Faculty of humanities, University of Turku, 1.8.2019–31.8.2022
University lecturer in German, School of Languages and Translation Studies (SLT), Faculty of humanities, University of Turku, 1.8.2018-, on the leave of absence 1.8.2019-31.7.2022
University lecturer in German as a foreign language, Language Centre, University of Turku, 1.8.2004-31.7.2018
Supervisor for 6 PhD candidates (April 2021)
Project leader (2021-2024): "Ethically responsive sustainable language teaching" funded by Kone Foundation
Presentations in scientific conferences (2015-2021): 10 (incl. 2 plenary lectures)
Number of articles in scientific journals with referee practice (2015-2021): 13

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Deutsche Sprache in den nordischen Ländern: historische und aktuelle Perspektiven	Mandatory	38 (for 5 ECTS)
DaF-Workshop	Optative	38 (for 5 ECTS)
DaF-Lehrwerke als Gegenstand der Forschung	Optative	38 (for 5 ECTS)
Masterseminar	Mandatory for UTU students	38 (for 5 ECTS)

DR. FRANKA KERMER

Personal data

Name - Surname	Franka Kermer
HEI	University of Turku
Date and place of birth (and Country)	19.04.1987, Leipzig (Germany)
Nationality	German
Fiscal code (only for Italy)	
Address	Department of German language, Arcanuminkuja 4, FI-20014 University of Turku, Finland
Faculty-Department	Faculty of Humanities, School of Languages and Translation Studies, Department of German
Research Centre / Research Lab	
Category	Lecturer
Area of specializaiton	Cognitive grammar, crosslinguistic influence, tense and aspect
Academic degree	PhD
PhD academic area	English Language and Culture
– PhD year	2015
– PhD institution	University of Eastern Finland

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years 2016-2020

https://www.utu.fi/fi/ihmiset/franka-kermer
Peer-reviewed publications 2016-2020:
In press: • Semantic Network of the German Preposition HINTER. In: *Review of Cognitive Linguistics*
2020: • A Cognitive Grammar Perspective on Temporal Conceptualization in SLA. In: *Studia Anglica Posnaniensia*
2019: • Crosslinguistic effects at the conceptual level: How cognitive linguistics can inform transfer research. In: *Konin Language Studies*.
2016 • A Cognitive Grammar Approach to Teaching Tense and Aspect in the L2 Context. Joensuu: University of Eastern Finland. (Monograph, PhD thesis)

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- (basic) programming skills in R

- basic skills in managing and annotating corpora

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Post-doc project (since 2017): A Cognitive Grammar perspective on cross-linguistic differences and influences – How can cognitive theories inform foreign language learning?
University lecturer (English) at Beijing Normal University (Zhuhai), China (2016)
University teacher (English) at University of Eastern Finland (2015-2016)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Mehrsprachigkeit (Multilingualism)	Optative	38 (for 5 ECTS)
Interkulturelle Kommunikation (Intercultural communication)	Optative	38 (for 5 ECTS)
Kognitive Ansätze zur Erforschung der deutschen Sprache (Cognitive Approaches to German)	Optative	38 (for 5 ECTS)

DR. DORIS WAGNER

Personal data

Name - Surname	Doris Wagner
HEI	University of Turku
Date and place of birth (and Country)	02/21/1960 Dirmingen, Germany
Nationality	German & Finnish
Fiscal code (only for Italy)	
Address	Department of German language, Arcanuminkuja 4, FIN-20014 University of Turku
Faculty-Department	School of languages and translation studies,

	Department of German
Research Centre / Research Lab	
Category	Lecturer
Area of specializaiton	German language, literature and culture
Academic degree	PhD
PhD academic area	1. lexicography, 2. advertising language
– PhD year	1. 1996, 2. 2003
– PhD institution	1. University of Bayreuth/Germany, 2. University of Turku, Finland

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2001	Title of Docent	linguistics	University of Oulu	
2002	Title of Docent	linguistics	Univ. of Turku	

Scientific activity (publications) in the last five years 2016-2020

https://www.utu.fi/fi/ihmiset/doris-wagner
Peer-reviewed publications 2016-2020:
2020: • Die deutsche Briefmarke als Kulturträger: Zum Einsatz von Briefmarken in der Lehre des Deutschen als Fremdsprache. In: Frank Thomas Grub and Maris Saagpakk (Hg.): *Brückenschläge Nord: Landeskunde an der Schnittstelle von Schule und Universität.* Beiträge zur 4. Konferenz des Netzwerks «Landeskunde Nord» in Tallinn am 26./27. Januar 2018. Berlin: Peter Lang.
2019: • Textualität in Briefmarken und ihre Funktion. In: *Wirkendes Wort* 1/2019, 87-102. • Zus. mit Gisela Holfter: Deutschland – Finnland – Irland. Der Linguist Ernst Lewy (1881-1966). In: Raitaniemi, Mia et al. (Hrsg.): *Die vielen Gesichter der Germanistik. Finnische Germanistentagung* 2017, 207-215.
2018: • Zus mit Christian Jokinen: ”Im Gleichschritt, marsch!”. Die finnisch-deutschen Waffenbrüder und ihre *Liedbräute*. In: Tuomarla, U./Piechnik, I./Bíró, B. (Hrsg.) (2017): Finland Suomi 100: language, culture, history. Krakau/Helsinki, 205-221. • Zur Integration des deutschjüdischen Linguisten und Volkskundlers Ernst Lewy (1881-1966) nach seiner Emigration in Irland. In: *Wirkendes Wort* 3/2018, 383-395.
2017: • Die wissenschaftliche Beziehung zwischen der Hamburger Germanistin Agathe Lasch und dem finnischen Germanisten Emil Öhmann (1894-1984): Eine Spurensuche. In: *Triangulum. Germanistisches Jahrbuch 2015 für Estland, Lettland und Litauen* (Tagungsband der Nordisch-Baltischen Germanistentagung vom 10.-13.6.2015 in Tallin/Estland), 527-536.

• 'Deutsch, das auf der Zunge zergeht'. Ein Projektvorschlag für den landeskundlichen Unterricht. In: Geyer, Klaus/Grub, Frank Thomas (Hrsg.): *Spektrum Nord: Vielfalt der Ziele, Inhalte und Methoden in der Landeskunde*. (Nordeuropäische Arbeiten zur Literatur, Sprache und Kultur 6), 91-107.
2016: • Jüdische Schicksale, dokumentiert in Briefen an den finnischen Germanisten Emil Öhmann (1894-1984). In: *Neuphilologische Mitteilungen* 1/2016, 63-77. • „Es ist eben keine Heimatstadt, nicht meine Heimatstadt, in der ich geworden war." Zu den Emigrationsschwierigkeiten des deutschjüdischen Linguisten und Volkskundlers Ernst Lewy (1881-1966) in Irland. In: Zhu, Jianhua/Zhao, Jin/Szurawitzki, Michael (Hrsg.): *Germanistik zwischen Tradition und Innovation*. Akten des XIII. Kongresses der Internationalen Vereinigung für Germanistik (IVG), Shanghai, 23.-30.8.2015., 339-343.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Opponent and member of the evaluation Committee: Defense of Tom Zwaenepoel's doctoral thesis, University of Ghent / Belgium (2004)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
German in language contact: local and global perspectives	Mandatory	38 (5 ETCS)
Multilingualism: literary and / or cinematic representations	Optative	38 (5 ETCS)
Professional text skills	Mandatory	38 (5 ETCS)

Data collection Staff Master in European Languages and Cultures in Contact

UNIVERSITY OF SALAMANCA

Data collection Master in European Languages and Cultures in Contact

Staff - University of Salamanca

Faculty and Departments involved:
Department of Modern Philology
Department of French Philology

Summary table

Position	Names	Area of knowledge	Course
Professors	Prof. Dr. Patricia Cifre	German	Modelos de intertextualidad en las literaturas europeas Modelos mediales e intermediales en las culturas europeas
	Prof. Dr. Raúl Sánchez	German/Dutch	Plurilingüismo y Contacto Lingüístico en Europa Occidental Research Methodology in European Cultures and Societies
	Prof. Dr. Mar Soliño	German	El alemán y el español en contacto
	Prof. Dr. Vicente González	Italian	Modelos de historia comparada de las literaturas europeas
	Prof. Dr. Milagro Martín	Italian	Literaturas europeas, procesos sociales

			e identidades: género, clase, ethnos
	Prof. Dr. Yolanda Romano	Italian	Plurilingüismo y contacto lingüístico en el Sur de Europa
	Prof. Dr. Manuel Heras	Italian	El italiano y el español en contacto
	Prof. Dr. Pedro Serra	Portuguese	Modelos mediales e intermediales en las culturas europeas Research Methodology in European Modern Languages and Literatures
	Prof. Dr. Ana María García	Portuguese	El portugués y el español en contacto
	Prof. Dr. Rebeca Hernández	Portuguese	Literaturas europeas, procesos sociales e identidades: género, clase, ethnos
	Prof. Dr. Elena Llamas	French	El francés y el español en contacto
	Prof. Dr. Tomás Gonzalo	French	Modelos de historias comparadas de las literaturas europeas
	Prof. Dr. Amelia Gamoneda	French	Culturas europeas: traducciones, transducciones, relaciones inter-discursivas
	Prof. Dr. Carmen Cela	French	Modelos de intertextualidad en las literaturas europeas
	Prof. Dr. Efrem Yildiz	Hebrew and Aramaic	Cultura de Herencia: diásporas

			cristianas y judías en Europa Lengua de Herencia: Arameo Moderno
	Prof. Dr. Rachid Elhour	Arabic	Cultura de Herencia: la comunidad magrebí
Readers	Dr. Nely Iglesias	German	El alemán y el español en contacto
	Dr. Juan Manuel Martín	German	Modelos de literaturas y otras artes en las culturas europeas
	Dr. Sara Velázquez	Italian	Modelos de literaturas y otras artes en las culturas europeas
	Dr. Rocío Alonso	Portuguese	El portugués y el español en contacto
	Dr. Jaime Coullaut	Arabic	Lengua de Herencia: Árabe
Lecturers	Dr. Sofia Oliveira	Portuguese	Plurilingüismo y contacto lingüístico en el Sur de Europa
	Dr. María Egido	German	Discourses in Europe
Teaching assistants	Dr. Nazia Barani	Persian	Cultura de Herencia: Pensamiento y cultura iranios // Lengua de Herencia: Persa
	Dr. María Josefa Marcos	French	Plurilingüismo y contacto lingüístico en Europa Occidental
	Dr. Alba Rozas	Portuguese	European cultures: translations, transductions, interdiscursive relations
	Dr. Luminita Marcu	Romanian	Lengua de herencia: rumano

Administrative staff	Áurea Sánchez	Department of Modern Philology	-

Prof. Dr. Vicente González Martín

Personal data

Name - Surname	Vicente González Martín
HEI	University of Salamanca
Date and place of birth (and Country)	June, 4, 1951
Nationality	Spanish
Fiscal code (only for Italy)	
Address	Facultad de Filología, Pza de Anaya s/n, 37008-Salamanca
Faculty-Department	Faculty of Philology, Department of Modern Philology
Research Centre / Research Lab	GIR EP&B, CLP
Category	Professor
Area of specializaiton	Italian literature
Academic degree	PhD
PhD academic area	Philology
– PhD year	1976
– PhD institution	University of Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years (selection)

(2016) La figlia del Papa de Dario Fo: una novela histórica fallida, en Madonna à 'n sé vertute con valore, ed. Carmen Blanco y A. Domínguez, Universidades de Santiago y Córdoba, 2016, pp. 325-337.
(2016) Lettere di Piero Pillepich a Miguel de Unamuno: un rapporto di lavoro, en "Letteratura Dalmata Italiana", Fabrizio Serra Editore, Pisa-Roma, 2016, pp. 23-29.
(2017) La donna nella storia en el presente all'interno della narrativa di Carmen Covito, in "Nei Cieli di Carta", Progedit, Salernp, 2017, pp. 365-381.
(2017) Paesaggi della realtà e paesaggi dell'anima nella poesia ermetica, "Luziana. Rivista Internazionale di Studi su Mario Luzi e il suo tempo", n. 1, Pisa-Roma, 2017, pp. 83-104.
(2018) Santa Teresa in Miguel de Unamuno: la mediazione italiana, in Paesaggi culturali, Sellerio, Palermo, 2018, pp. 209-225.
(2018) L'incontro epistolare di Luigi Pirandello con Ugo Ojetti, en "Pirandello, vita e arte nelle lettere", a cura di Stefano Milioto, Edizioni Lussografica, Caltanissetta, 2018, pp. 99-114.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

More than 30 organised scientific and training activities in the field of modern philology
Director of the Revista de la Sociedad Española de Italianistas
President of the Spanish Association of Italianists

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Dean of the Faculty of Philology (2012-2019)
Head of the Department of Modern Philology (1999-2003)
Vicechancelor of the University of Salamanca (1983-1986)
Member of several evaluation panels, e.g. ANECA, ANEP
Member of the Editorial Board of the journal "Paradigma", University of Costanza (Romania), Rivista di Letteratura, Studi Comparatistici and other relevant journals
Principal investigator of several research and development projects, e.g. - Fondos bibliográficos italianos de la Universidad de Salamanca durante los siglos XVI-XVIII - Relaciones lingüístico- literarias italo-españolas contemporáneas - Grinzane Europa 97 - Giovanni d'Europa e Lettura - Pirandello e l'Europa - Multilingualism in Europe as a Resource for immigration. Dialogue initiative among the Universities of Mediterranean
Doctoral supervision: 20 completed PhD thesis and 12 in progress

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Modelos de historia comparada de las literaturas europeas	Optative	70 (for 10 ECTS) 35 (for 5 ECTS)

Prof. Dr. Pedro Emanuel Rosa Grincho Serra

Personal data

Name - Surname	PEDRO EMANUEL ROSA GRINCHO SERRA
HEI	University of Salamanca
Date and place of birth (and Country)	April, 30, 1969
Nationality	Portuguese and Spanish
Fiscal code (only for Italy)	70894447Y
Address	Calle Azafranal, 18, 4° 8, 37001 Salamanca
Faculty-Department	Faculty of Philology, Department of Modern Philology

Research Centre / Research Lab	GIR EP&B, CLP
Category	Professor X (Full Professor)
Area of specializaiton	Portuguese and Brazilian Literature, interart studies, materialities of literature, media studies
Academic degree	PhD
PhD academic area	Portuguese Philology
– PhD year	1997
– PhD institution	University of Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1994	MA	Portuguese and English studies	New University of Lisbon	Excellent (18/20)
1991	BA	Portuguese and English Studies	New University of Lisbon	Very Good (17/20)
1990/91	Diploma in English Studies	English Studies	Portsmouth University	A (80%)

Scientific activity (publications) in the last five years

Pedro Serra, «Vísceras variáveis. Da *dubitatio* poética em António Franco Alexandre», in Sandra Teixeira de Faria *et alii*, *500 Anos da Circum-navegação do Mundo. Pesquisas em Linguística, Literatura e Cultura dos Países de Língua Portuguesa*, São Paulo/Madrid, UNESP/APLEPES, 2021.
Nazir Can, Rita Chaves, Pedro Serra, Rebeca Hernández, Marlon Barbosa, orgs., *Viagem, Alteridade e tradução cultural: África e Representação Literária Mulemba. Revista Científica*, Rio de Janeiro, UFRJ, 2020.
Pedro Serra, ed. y aut., *Políticas del nombre en la épica burlesca. Serie Brasil*, Salamanca, Editorial Delirio, 2019.
Pedro Serra y Ana Martín Gutiérrez, *Aula Bilingüe III. Biblioteca Virtual de la Épica Burlesca Portuguesa. Catalogación y Corpus digital de los poemas "herói-cómicos" en Portugal y Brasil (siglos XVIII-XIX)*, Salamanca, Luso-Española de Ediciones, 2018.
Ana María García Martín, Eduardo J. A. Romo, Pedro Serra, eds., Ángel Marcos de Dios, aut., *Letras portuguesas. Literatura comparada y estudios ibéricos*, Salamanca, Ediciones Universidad de Salamanca, 2017.
Pedro Serra, «Psicopompografía», in Rui Lage, *Lo invisible*, trad. Juan Ramón Santos, Madrid, La Umbría y la Solana, 2020, pp. 289-302.
Pedro Serra, «O céu a seu tempo: instante de detenção, estilo tardio, metaplasmos em Luiza Neto Jorge», in Antonio Bernat, Almudena del Olmo Iturriarte, Francisco J. Díaz de Castro, Maria de Lourdes Pereira, eds., *Como el camino empieza. Palabra e imagen para Perfecto E. Cuadrado*, Palma de Mallorca, José J. de Olañeta, Editor. Colección Medio Maravedí, 2020, pp. 329-339. ISBN: 978-84-9716-221-0.

Pedro Serra, «*Aesthesis* de la subitaneidad moderna. Bohrer y la elusión de la referencia metafísica», in Amelia Gamoneda y Francisco González (eds.), *Idea súbita. Ensayos sobre epifanía creativa,* Madrid, Abada, 2018, pp. 217-231. ISBN 978-84-17301-03-3.
Pedro Serra, «Prólogo», in *Poetas de Lisboa*, edición bilingüe, María Matta, trad., André Carrillo, ilustr., Lisboa, Lisbon Poets & Co., 2017, pp. 9-13.
Pedro Serra, «Modèles de soudaineté dans la poésie brésilienne», in Michel Riaudel, Sébastien Rozeaux, coords., *Brésil(s). Sciences Humaines et Sociales. Pour repenser l'histoire de la littérature du Brésil*, [En ligne], 15 | 2019, mis en ligne le 31 mai 2019, consulté le 06 juin 2019. URL: http://journals.openedition.org/bresils/4684 ; DOI : 10.4000/bresils.4684.
Pedro Serra, «'Ascensão' de Jorge de Sena», Metamorfoses, Edição do Centenário de Jorge de Sena, Rio de Janeiro, Cátedra Jorge de Sena/UFRJ, 2019, pp. 27-28.
Pedro Serra, «Comparência e despedida. O instante da poesia de Ruy Belo», *Praça Nova. Revista Literária da Guarda*, nº1, Guarda, Cine-Teatro da Guarda, 2019, pp. 120-131.
Pedro Serra, «A Terceira Voz. *Finisterra* e o Espelho Acústico», *Revista de estudios portugueses y brasileños*, vol. 15, Salamanca, Luso-Española de Ediciones, 2017, pp. 103-116.
«*Motu cordis*: la figura del 'corazón tardío'», in Amelia Gamoneda and Víctor E. Bermúdez, *Inscriptions littéraires de la science* [digital book], *Épistémocritique*, 2017, pp. 79-89.
Pedro Serra, ed., *Tropelías. Revista de teoría de la literatura y literature comparada*, nº25, *Transducciones. Ciencias y literaturas: transferencias, resistencias* (Zaragoza, Universidad de Zaragoza), 2016.
«Tangido o nada», epilogue to Jussara Salazar, *Fia*, São Paulo, Selo Demônio Negro, 2016, pp. 60-64.
«Imagens desbotadas [crítica a *A Sombra do Mar* de Armando Silva Carvalho]», *Colóquio/Letras*, nº192, Lisboa, FCG, 2016, pp. 173-183.
«A Poesia Excretada de Fernando Merlo: 4 'Sonetos Agressivos' Traduzidos em Língua Portuguesa», *Revista ALERE. Programa de Pós-Graduação em Estudos Literários*, vol. 14, nº2, December 2016, pp. 291-306.
«A um deus lisérgico. Herberto Helder e a farmácia poética», *Colóquio/Letras*, nº191, Lisboa, FCG, 2016, pp. 161-176.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Faculty member of the PhD in Materialities of Literature at the University of Coimbra from 2010 to the present, professor of *Literature, Arts and Media* courses
Visiting Professor at the Sorbonne Université | Paris, November 1 to November 30 2019.
Visiting Professor at the University of California | Santa Barbara during the winter and spring terms of 2016.
Visiting Professor at the University of Campinas (Unicamp, SP, Brazil) during the first semester of 2013.
Visiting Professor at the University of Campinas (Unicamp, SP, Brazil) during the second semester of 2006.

Visiting Professor at the University of California | Santa Barbara during the fall term of 2001.

Other publications (pedagogical)

Ángel Marcos de Dios and Pedro Serra, *Historia de la literatura portuguesa*, Salamanca, Luso-Española de Ediciones, 1999, 390 pp., ISBN 84-930359-4-7.
Pedro Serra, *D. Francisco Manuel de Melo e 'O Escritório Avarento' no contexto do barroco em Portugal*, 88 pp. Île de France (Francia), Centre National d'Enseignement à Distance, 2002, 88 pp.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Head of the *Modern Philologies Department* (University of Salamanca), 2016-2020.
Leading researcher of the *Grupo de Investigación Reconocido en Estudios Portugueses y Brasileños* (University of Salamanca). Research leader of the research Project *Biblioteca virtual de la épica burlesca portuguesa. Catalogación y corpus digital de los poemas «heróicómicos» en Portugal y Brasil (siglos XVIII-XIX)* (2016-2018, MINECO/Madrid | FFI2015-64108-P). Research leader of the research Project *Arcadia Babélica. Usos del español, competencias plurilingües y cambio de paradigmas identitarios en las academias portuguesas del Antiguo Régimen* (2010-2012, Ministry of Science and Innovation/Madrid | FFI2009-07451).
Researcher of the *Grupo de Investigación Reconocido de Hermenéutica y Literatura Comparada* (University Autónoma · Madrid, from 2018 onwards).
Resercher of the research institute *Centro de Literatura Portuguesa* (University of Coimbra, from 2003 to the present).
Doctoral supervision: 6 completed theses and 7 thesis in progress

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Modelos mediales e inter-mediales en las culturas europeas	Optative	70 (for 10 ECTS) 35 (for 5 ECTS)

Prof. Dr. Elena Llamas Pombo

Personal data

Name	Elena LLAMAS POMBO
HEI	University of Salamanca

Faculty-Department	Faculty of Philology – Department of Modern Philology
Research Centre / Research Lab	GIR Estudios Medievales y Renacentistas
Category	Professor
Area of specialization	French Linguistics and Philology
Academic degree	PhD
PhD academic área	French Philology
– PhD year	1996
– PhD institution	University of Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

(2020). «French and Spanish Punctuation in Sixteenth- and Seventeenth-Century Grammars: A Model of Diachronic and Comparative Graphematics», M. Condorelli, ed. *Advances in Historical Orthography, c. 1500–1800,* Cambridge University Press,. 93 -123.
(2020). «Chapitre 28. Ponctuation», C. Marchello-Nizia, et al (dirs.). *Grande Grammaire Historique du Français (GGHF)*, 2 vols., Berlín, de Gruyter Mouton, 2020, vol. 1, 592-614.
(2020). « Rémanence pragmatique, lecture et ponctuation », *Le Français Moderne* 88 (2), 197-210.
(2019) «Visualizing History: A *Virtual Timeline* for Teaching and Learning Historical Sciences», en *Distributed Computing and Artificial Intelligence,* S. Rodríguez *et al.*, eds. Cham, Springer, 2019. p315 - 321.
(2019). « Pour une étude de la ponctuation du *Halotti beszéd és könyörgés* dans un contexte européen», *Írások a Pray-kódexről*, Zsófia Ágnes Bartók et Balázs Horváth, eds., Coll. «Műhelytanulmányok» n° 5, Budapest: Argumentum Kiadó 111-127.
(2019). «*Gratiam varietatis*. Paramètres de variation stylistique de la lettre au Moyen Âge», en *Belles lettres. Les figures de l'écrit au Moyen Âge,* Marion Uhlig et Martin Rohde, eds. Coll. *Scrinium Friburgense*, n° 44, Wiesbaden: Reichert Verlag, 193-214
(2018). « Metro, ritmo y puntuación en los repertorios hispánicos de refranes (siglos XVI-XVII)», *RILCE, Revista de Filología Hispánica,* 34-2 (2018), 456-482.
(2018). « Administración, cultura escrita y puntuación. Documentación castellana y anglonormanda (siglos XII-XIII)», en Amaia Arizaleta y Francisco Bautista, eds. *Los modelos anglo-normandos en la cultura letrada en Castilla (siglos XII-XIV)*. Col. « Études médiévales ibériques », Toulouse: Presses Universitaires du Midi, 2018, 119-134.
(2017). Gabriella Parussa, Maria Colombo Timelli, Elena Llamas Pombo (eds.) *Enregistrer la parole, écrire la langue dans la diachronie du français*. Tübingen : Günter Narr, Col."ScriptOralia" 143. 187 pp.
(2017). « Graphie et ponctuation du français médiéval. Système et variation », in). Gabriella Parussa, Maria Colombo Timelli, Elena Llamas Pombo (eds.) *Enregistrer la*

parole, écrire la langue dans la diachronie du français. Tübingen : Günter Narr, Col."ScriptOralia" 143, 39-88.
(2017). *Histoire de l'astérisque (*) et métaphores de la clarté", Loreto Cantón ()ed.). Métaphores de la lumière. XXIV Colloque AFUE, 15-17 abril 2015. Editorial Universidad de Almería, 99-114.*
(2016). "Ponctuation médiévale, pragmatique et énonciation. Lire l'Ovide Moralisé au XIVe siècle". *Linx. Revue des linguistes de l'Université Paris Ouest Nanterre La Défense, 62 : Énonciation et marques d'oralité dans l'évolution du français, 113-145.*
(2016). "La Grande Charte de Jean Sans Terre (1215). Pragmatique du document juridique médiéval". Fidel Corcuera et al. eds. *Les discours politiques. Regards croisés*. Paris : L'Harmattan, 212-221.
(2016). "Le proverbe comme unité graphique autonome dans les manuscrits médiévaux". Jean-Claude Anscombre et al. (eds.). *La phrase autonome. Théorie et manifestations*, Col. « Gramm-R. Études de liguistique française », vol. 31, Bruxelles : Peter Lang, 231-248.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Projects coordination on Contrastive Linguistics, Languages in Contact and examination boards
Project coordination. Examination board. *EVAL-IC, Évaluation des compétences en intercompréhension: réception et interactions plurilingues*. Erasmus+ Strategic Partnerships, European Commission, 2016-1-FR01-KA203-024155 , 2019.
Project coordination. De la lingüística textual a la comunicación plurilingüe e intercultural. University of Salamanca, 2019-2020.
Project coordination. Lectura e intercomprensión de las lenguas románicas (LiRom). University of Salamanca, 2021-2023.
Project coordination. Revisión lingüística y de Metodología de la enseñanza de la lengua francesa. Proyecto PROFUTURO. Research contract with Telefónica Educación Digital. 01/07/ 2016 to 30/09/2016.
Project coordination. Examination board. Setting up of the Centre officiel d'examen DELF-DALF (French Official Certifications), University of Salamanca, 2013-2014.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
El francés y el español en contacto		32,5 (for 5 ECTS)

Prof. Dr. Raúl Sánchez Prieto

Personal data

Name	Raúl Sánchez Prieto
HEI	University of Salamanca
Faculty-Department	Faculty of Philology – Department of Modern Philology
Research Centre / Research Lab	GIR: "European Languages and Cultures in Contact" (L&C), former "Observatorio de España en Europa", research group leader
Category	Professor
Area of specialization	Contrastive Linguistics, German, Dutch
Academic degree	PhD
PhD academic area	German Studies: Linguistics
– PhD year	2003
– PhD institution	Universidad de Salamanca

Scientific activity (publications) in the last five years: Selection

2017: Text linguistics for the contrastive study of online customer comments: text-linguistic patterns in German, Dutch, Spanish and French hotel comments and reviews. Tübingen: Narr.
2020: "El estudio universitario del Alemán como Lengua Extranjera en España: perspectiva histórica y análisis de planes de estudios". In: Prifti, Elton (Hrsg.): Geschichte des Fremdsprachenstudiums in der Romania. Tübingen: Narr.
2020: El alemán como lengua pluricéntrica desde el siglo XV hasta la actualidad: visión panorámica y reflejos del pluricentrismo en la web 2.0. Bonn: Bonn University Press.
2019: Percepción sobre España en prensa y redes sociales alemanas. Un estudio piloto. In: Romanische Forschungen 131/4, 443-468.
2019: Examining language policy and practices on the ground: German and French in the public space of two Walloon municipalities with language facilities. In: Lebende Sprachen 64/1, 78-103.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Innovation project on "German Studies".

Other publications (pedagogical)

2005: (Sánchez Prieto/Frank) Pons Kompaktwörterbuch Spanisch-Deutsch und Deutsch-Spanisch. Klett (Stuttgart). 2008: Gramática del Alto Alemán Medio.Gramática del Alto Alemán Medio.pp. 1.Ling/k (Salamanca).

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Head of the department of Modern Philology
Rector's Delegate for International University Networks
Member of selection panels at Spanish Ministry for Research and Innovation, Fonds de la Recherche (LUX), Rushtavili Foundation (GE), DFG (Germ)
Principal investigator of several competitive research projects, e.g. 2009-2011 Spanish and German texts on the net: optimizing virtual communication for webs and emails within the context of Castilian and Leonese small and medium-sized business 2012-2015 COMMENTS 2.0: Understanding consumer behaviour on the Social Web from a linguistic point of view: comments on products and services in Spanish, German and other European languages 2018-2020 Perception and discourse about Spain on German and Dutch Social Networking Sites 2021-2022 Academic coordinator of the Virtual Institute for Quality Education (EC2U Alliance, financed by the European Commission)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Plurilingüismo y Contacto Lingüístico en Europa Occidental		32,5 (for 5 ECTS)

Name of teacher: Dr. Nazia Barani

Personal data

Name	Nazia Barani
HEI	University of Salamanca
Faculty-Department	Faculty of Philology – Department of Modern Philology
Research Centre / Research Lab	
Category	Teaching assistant

Area of specialization	Persian language and culture
Academic degree	PhD
– PhD institution	University of Salamanca
– PhD year	2012
– PhD institution	Faculty of Translation

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

-Sedano, J. & N. Barani. 24, 02, 2021. "Interpretación de la idea de justicia en el origen de la cultura persa"; http://artnewspress.com/es/interpretacion-de-la-idea-de-justicia-en-el-origen-de-la-cultura-persa/
-Barani, N. 2020. Lengua y cultura persas para principiantes. Universidad de Salamanca.
-Barani, N. https://ipsisalamanca.com/2020/06/12/nazia-barani/. Various articles:
-Barani, N. 2019. "Las paremias de uso frecuente en la enseñanza del español como lengua extranjera", pp. 72-78. V Congreso internacional del español en Castilla y León.
-Barani, N. & J. Hyde Farmer. 2018. "The most frequent paroemias in the Spanish newspaper *El País*". *Paremia,* N° 27, pp.167-178. Madrid: Asociación Cultural Independiente.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-My website: Lengua y Cultura Persas: https://diarium.usal.es/nazia/. -Barani: https://www.facebook.com/PersaEnSalamanca.

Other publications (pedagogical)

-Barani, N. 2013. Aspectos de la utilización de las paremias en el diario '*El País*': Hacia el desarrollo de materiales didácticos para la enseñanza del español a hablantes de persa. Universidad de Salamanca

-Barani, N. 2009. "Treinta refranes frecuentes en persa moderno con su traducción al castellano". *Iranología*. II, pp. 215-224. Madrid: Universidad Complutense y la Consejería Cultural de Irán en Madrid.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

-Director of the Permanent Seminar of Persian Studies at the University of Salamanca.
-Coordinator of different Research and Innovation Project of the Usal.
-Founding member of the Spanish Society of Iranology.
- Titular Partner of the Psychoanalytic Institute of Salamanca.
- Collaborator with the Radio Usal.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Lengua de herencia: persa moderno		32,5 (for 5 ECTS)
Cultura de herencia : pensamiento y cultura iranios		32,5 (for 5 ECTS)

Name of teacher: Prof. Dr. Patricia CIFRE WIBROW

Personal data

Name - Surname	CIFRE WIBROW, Patricia
HEI	
Date and place of birth (and Country)	22. 07. 1966, Palma de Mallorca (Spain)
Nationality	Spanish
Fiscal code (only for Italy)	
Address	Facultad de Filología, Plaza de Anaya, s/n, 37008 Salamanca, SPAIN
Faculty-Department	Facultad de Filología, Dpto. De Filología Moderna
Research Centre / Research Lab	
Category	Professor
Area of specializaiton	German Philology
Academic degree	Professor Doctor
PhD academic area	German Literature
– PhD year	1997
– PhD institution	Universidad de Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Cifre Wibrow, Patricia: "Zeitordnungen im Umbruch. Das Comeback des Familienromans als Symptom eines neuen Zeitempfindens". Hille, A. / Niels Völker, O. (Hrsg): *Was zu beginnen nicht aufhört. Facetten von Gegenwartsliteratur in der internationalen Germanistik und im Fach Deutsch als Fremdsprache*. München: iudicium, 2020.
Patricia Cifre Wibrow: "Warme und kalte Asche. Das Gespenstische als Figuration des Erinnerns bei Uwe Timm". Marx, Friedhelm / Hielscher, Martin: *Wunschort und Widerstand. Zum Werk Uwe Timms*. Wallstein: Göttingen, 2020, 281-299, ISBN 978-3-8353-3663
Cifre Wibrow, Patricia: „Die Wiederholung als Nach-Denken bei Uwe Timm. Eine Erinnerungsspur im Zwischenraum". Cifre Wibrow, P.; Gimber, Arno; Tholen, Toni (Coords.): *Fakten und Fiktionen im Zwischenraum. Autoästhetische Praktiken im 21. Jahrhundert*. Salamanca: Ediciones Universidad de Salamanca, 2020. ISBN: 978-84-1311-314-2, 33-46.
Patricia Cifre Wibrow: "Rojo y negro. Revolución, duelo y melancolía en los discursos fúnebres sobre la generación del 68: `Rot y `Der Freund und der Fremde" de Uwe Timm" Maldonado Alemán, Manuel (ed.): *Historia, espacio y memoria en la narrativa actual en lengua alemana*. Madrid: Editorial Síntesis, 2020, 121-142, (978-84-1357-046-4).
Patricia Cifre Wibrow: "La torre y el muro. Espacio y poder en la narrativa de Uwe Tellkamp". Maldonado Alemán, Manuel (ed.): *Historia, espacio y memoria en la narrativa actual en lengua alemana*. Madrid: Editorial Síntesis, 2020, 429-446 (978-84-1357-046-4)

Patricia Cifre Wibrow: Robert Walser y Samuel Beckett, dos artistas al borde del silencio", *Turia. Revista cultural*, N° 133-134, 2020, ISSN-e: 0213-4373 -/ ISSN-e: 0213-4373, 193-199.2020.
Cifre Wibrow, P. *Kritische Reaktionen auf autobiographische Fälschungen in Holocaustzeitzeugenberichten*; en: Fakten, Fiktionen und Fact-Fictions, Georg Olms Verlag, ALEMANIA, pp. 197 - 213, 2018.
Patricia Cifre Wibrow, *"Zeit und Genealogie im Rahmen von Väterbüchern und Familienromanen"*; en: Chronos - Kairos - Aion, alles eine Frage der Zeit?, Königshausen & Neumann, ALEMANIA, pp. 109 - 121, 2019.
Cifre Wibrow, Patricia: „Tradiciones críticas encontradas en torno a la literatura testimonial del Holocausto y a la literatura del testimonio". *Memoria y narración. Revista de estudios sobre el pasado conflictivo*. N° 1 (2018), 114 – 133. (ISSN: 2535-597X).
Cifre Wibrow, Patricia: "Max Aub, Jean Amery, Hannah Arendt. La experiencia del exilio como punto de partida para un nuevo cosmopolitismo", Pichler, Georg (Ed.): Extremos. Visiones de lo extremo en la literatura, historia, música, arte, cine y lingüística en España y Austria". Peter Lang, Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Oxford, Wien, 2017, 269 – 213. (978-3-487-15689-7).

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Coordinadora y examinadora de PAEU en la especialidad de Alemán Castilla y León - Coordination and member of the examination board of the University Access Exams in the Federal State of Castilla y León: German- (Since 2009)
Coordinadora de PAEU em la especialidad de Alemán en la Universidad de Salamanca -Coordination and member of the examination board of the University Access Exams in the University: German- (Since 2009)
Coordinadora de Grado de Estudios Alemanes -Coordination of the Course of Studie "Estudios Alemanes" of the University of Salamanca- (Since March 2018)
Coordinadora del Área de Estudios Alemanes / Coordination of the Area of German Studies in the University of Salamanca (Since September 2020)
Doctoral Supervisions: Juan Manuel Martín Martín, Patricia Peral

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
"Modelos de intertextualidad en las literaturas europesa" "Modelos mediales e intermediales en las culturas europeas"		70 (for 10 ECTS) 35 (for 5 ECTS)

Name of teacher: Prof. Dr. Gamoneda Lanza, Amelia

Personal data

Name - Surname	Amelia Gamoneda Lanza
HEI	University of Salamanca
Date and place of birth (and Country)	León 08/06/1961
Nationality	Spanish
Fiscal code (only for Italy)	
Address	Hospedería – Plaza de Anaya – 37008 Salamanca
Faculty-Department	Faculty of Philology – French Philology
Research Centre / Research Lab	ILICIA. Inscripciones Literarias de la Ciencia
Category	Professor
Area of specializaiton	Literature and Cognitive Science
Academic degree	PhD French Philology
PhD academic area	French Philology
– PhD year	1992

– PhD institution	University of Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Book: Gamoneda, Amelia: *Cuerpo locuaz. Poética, biología y cognición,* Abada, Madrid, 2020. ISBN 978-84-17301-55-2
Book: Gamoneda, Amelia: *Del animal poema. Olvido García Valdés y la poética de lo vivo,* KRK Ediciones, Oviedo, 2016. ISBN 978-84-8367-553-3
Book: Amelia Gamoneda y Francisco González (eds.): *Idea súbita. Ensayos sobre epifanía creativa,* Madrid, Abada, 2018. ISBN 978-84-17301-03-3
Book: Amelia Gamoneda et Víctor E. Bermúdez (éds.): *Inscriptions littéraires de la science, Épistémocritique*, 2017. ISBN 979-10-97361-06-8
Magazine Monograph: Amelia Gamoneda Lanza y Francisco González Fernández (coords.), *Epistémocrítica. Análisis literario y saber científico, Çédille. Revista de Estudios franceses*, Monografía 11, nº 18, 2020, 443 p. ISSN 1699-4949

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Member of the Jury of the National Prize for Literature for the Best Translation corresponding to 2008 (Ministry of Culture) - Member of the Jury of the National Prize for Literature for the Work of a Translator corresponding to 2008 (Ministry of Culture) - Member of the Jury of the 2013 National Prize for Literature (Essay) (Ministry of Education, Culture and Sports) - Member of the Jury of the FIL Prize for Literature in Romance Languages (Guadalajara International Book Fair 2019)

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Project Coordination: *Inscripciones literarias de la ciencia: cognición, epistemología y epistemocrítica (ILICIA)*, Ministerio de Economía y Competitividad (Proyectos de I+D, del Programa Estatal de Fomento de la Investigación Científica y Técnica de Excelencia, Subprograma Estatal de Generación de Conocimiento). 2018/2021. Ref. FFI2017-83932-P.
Project Coordination: *Inscripciones literarias de la ciencia: lenguaje, ciencia y epistemología (ILICIA)*, Ministerio de Economía y Competitividad (Proyectos de I+D, del Programa Estatal de Fomento de la Investigación Científica y Técnica de Excelencia, Subprograma Estatal de Generación de Conocimiento). 2015/2017. Ref. FFI2014-53165-P
Project Coordination: *Inscripciones literarias de la ciencia: ámbitos interdiscursivos, transferencias conceptuales y procesos semióticos (ILICIA)*, subvencionado por la Junta de Castilla y León. Ejecución: 2011/2013 (ambos inclusive). Ref. SA021A11-1
Member of the Evaluation Commission of the General Subdirectorate of Research Projects of the Ministry of Science and Innovation. Philology Management Area. 2010 call. Member of the panel of experts for the evaluation of research projects MINECO - ANEP (Evaluation Agency) (2003-2006-2008-2009-2016-2018-2019).
Project Coordination of pedagogical innovation: *Estrategias cognitivas para la competencia en lectura poética*. ID2019/016 (2019 2020). University of Salamanca.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Culturas europeas: traducciones, transducciones, relaciones inter-discursivas		70 (for 10 ECTS) 35 (for 5 ECTS)

Name of teacher: Profª. Drª. Ana María García Martín

Personal data

Name	Ana María García Martín
HEI	University of Salamanca
Faculty-Department	Faculty of Philology – Department of Modern Philology
Research Centre / Research Lab	Estudios Portugueses y brasileños
Category	Professor
Area of specialization	Filología portuguesa
Academic degree	PhD
PhD academic área	Filología Portuguesa
– PhD year	1996
– PhD institution	Universidad de Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1996	Doctor en Filología	Filología Portuguesa	Universidad de Salamanca	Apto cum Laude

Scientific activity (publications) in the last five years

Ana M. García Martín (2021), "'Vence desarmada': la apología de la lengua portuguesa en Severim de Faria", en S. Teixeira de Faria *et alii* (orgs.), *500 anos da circum-navegação do mundo. Pesquisas em Linguística, Literatura e Cultura dos Países de Língua Portuguesa,* Brasil/España: Universidade Estadual Paulista/APLEPES.
Ana M. García Martín (2020), "Três teorias sobre a origem da língua portuguesa", *Quaderns de Filologia. Estudis Lingüístics*, 25, Valencia, Universitat de València, pp. 15-28. [Doi: 10.7203/QF.25.19065. Indexada en Scopus, FECYT, ESCI, ERIH+, Carhus Plus+ (A), CIRC (B), DICE, Latindex (Criteria: 33), Miar, RESH, REDIB].
Paulo Osório y Ana M. García Martín (2020), "Proximidad lingüística del español y el portugués", en L. Reto y R. Gutiérrez Revilla (coord.), *A projeção internacional do espanhol e do português: o potencial da proximidade linguística / La proyección internacional del español y el portugués: el potencial de la proximidad lingüística*, Instituto Cervantes/Instituto Camões, Lisboa, Imprensa Nacional-Casa da Moeda, pp. 56-79.
Ana M. García Martín (2019), "'Um ninho de guincho, como lá dizem': linguagem repetida e metáfora em O *Soldado Prático*", en *Diogo do Couto. História e intervenção política de um escritor polémico*, Edição coordenada por Rui M. Loureiro e A. Augusta Lima Cruz, Famalicão, Húmus, pp. 157-188. [ISBN: 978-989-755-403-2.]

María Aparicio Viñambres y Ana M. García Martín (2018), "El enfoque contrastivo en los métodos de portugués como lengua extranjera para hispanohablantes", *Linguarum Arena. Revista de Estudos em Didática de Línguas da Universidade do Porto*, vol. 9, Porto, Universidade do Porto, pp. 11-31. [ISSN: 1647-8770. (Revista registrada en DOAJ y Latindex e indexada en Fonte Académica, Electronic Journals Library, Sherpa/Romeo, Ulrichsweb, Google Académico, Periódicos CAPES)]

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Dirección de la tesis doctoral de D. Francisco José Fidalgo Enríquez, "La expresión de la Futuridad en portugués y su contraste en español: tiempos verbales futuros y formas perifrásticas", Universidad de Salamanca, leída el 13 de enero de 2012. Calificación: Sobresaliente Cum Laude.
Dirección de la tesis doctoral de D. Luis Vicente Gómez García, "Los perfectos compuestos del portugués europeo y del español peninsular. Contraste a partir de encuestas de test", Universidad de Salamanca, leída el 23 de octubre de 2015. Calificación: Sobresaliente Cum Laude.
Investigador Principal del proyecto "Estudio del Castellano de Portugal como interlengua histórica" (Usal-IB4), financiado por la Universidad de Salamanca, del 01/01/2016 al 31/12/2017.
Codirección, con Prof. P. Osório, de la estancia investigadora doctoral de Dª. Ione Pereira dos Santos Oliveira, subvencionada por el programa CAPES (Brasil). Título de la

investigación: *Adverbiais no período arcaico do portugués*, dirigida por el Prof. Dr. A. Venâncio Lopes Machado Filho (UFBA, Brasil).
Dirección actual de 5 tesis doctorales.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
El portugués y el español en contacto		32,5 (for 5 ECTS)

Name of teacher: Prof. Dr. GARCÍA CELA, MARIA DEL CARMEN

Personal data

Name - Surname	María del Carmen García-Cela
HEI	University of Salamanca
Date and place of birth (and Country)	Saint-Maurice (Val-de-Marne; France) 27/09/1963
Nationality	Spanish
Fiscal code (only for Italy)	
Address	Hospedería – Plaza de Anaya – 37008 Salamanca
Faculty-Department	Faculty of Philology – French Philology
Research Centre / Research Lab	IEMYRhd: Instituto de Estudios Medievales y Renacentistas y Humanidades digitales ELYP: Estudios de Literatura y Pensamiento
Category	Professor
Area of specializaiton	Semiotics, Hermeneutics and Reading; French and Francophone Cultures and Literatures
Academic degree	PhD French Philology
PhD academic area	French Philology
– PhD year	1998
– PhD institution	University of Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

1. -(2020)- "D'Alembert ventrílocuo del Amor. La presencia clandestina de Julie de Lespinasse en las Cartas de D'Alembert al Duque de Villahermosa", in Miriam Borham-Puyal, Jorge Diego Sánchez, María-Isabel García-Pérez Eds., *Documentanto la memoria cultural: las mujeres en las (auto)narraciones exocanónicas*. Salamanca: Ediciones Universidad de Salamanca, 2020, pp. 123-138. ISBN: 978-84-1311-376-0 DOI: https://doi.org/10.14201/0MM0018
-(2020)- "Esperando al tiempo. Jean François de la Harpe y la historia de la literatura", in Miguel Amores Fúster & Claudia García-Minguillán Eds., *Patrimonio textual y Himanidades digitales IV. Confluencias dieciochescas: cartografías del saber en el siglo ilustrado*. Salamanca, Ed. IEMYRhd, pp. 65-84-ISBN: 978-84-12165-84
2. -(2020)- "*La Spectatrice* (1728-1729): scènes de lecture?", in Eds. Boulard, C. y K.D. Ertler, *Addison and Europe/Addison et l'Europe*. Berlin, Peter Lang, pp. 145-162. - ISBN: 978-3-631-81359-1. DOI: https://doi.org/10.3726/b17415.
3. -(2019)-"Lectura y sensibilidad. *Elogio de Richardson* por Denis de Diderot", in Eds. María José Rodríguez Sánchez de León y Miguel Amores Fuster *La ciencia literaria en tiempos de Juan Andrés (1740-1817)*. Madrid, Visor, Col. "Biblioteca filológica hispánica", pp.185-208- ISBN: 978-84-9895-220-9
-(2018)-Book translation:AUTORA DE LA TRADUCCIÓN:***Correspondencia Miguel de Unamuno-Jacques Chevalier 1907-1935***, Jean-Marc Delaunay Ed. Salamanca, Ediciones Universidad de Salamanca. ISBN: 978-84-9012-764-3

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

-2010-2016: Academic Coordinator: University of Salamanca Bachelor's Degree in French Studies -2008-2016: Academic Secretary: French Philology Department

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

MEMBER: RESEARCH PROJECTS **MANAGEMENT:**Dra. Mª José Rodríguez Sánchez de León (Universidad de Salamanca) (2016-2019)- **Teoría de la lectura y hermenéutica literaria en la Ilustración (1750-1808): edición y estudio de fuentes documentales y literarias** – CÓDIGO: (I+D) **FFI2016-80168-P** Ministerio de economía y competitividad, Universidad de Salamanca (2015-2016- **Lectura e interpretación literaria: hacia una teoría europea de la Ilustración** – CÓDIGO: **FS/15-2015** Fundación Samuel Solórzano Barruso, Universidad de Salamanca
MANAGEMENT: PEDAGOGICAL INNOVATION PROJECTS (Salamanca University) **(2015-2016) ID2015/0243: Hacia una internacionalización del sistema de enseñanza español: la enseñanza bilingüe francés-españoL** **(2016-2017)-ID2016/078: Contribución de las asignaturas teórico-prácticas del Grado en Estudios Franceses a la adquisición de los niveles de lengua francesa (MCERL)**

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Modelos de intertextualidad en las literaturas europeas		70 (for 10 ECTS) 35 (for 5 ECTS)

Name of teacher: Prof. Dr. Gonzalo Santos, Tomás

Personal data

Name - Surname	Gonzalo Santos -Tomás
HEI	University of Salamanca
Date and place of birth (and Country)	21/10/1957 Barakaldo, Vizcaya (Spain)
Nationality	Spain
Fiscal code (only for Italy)	
Address	Plaza de Anaya s/n 37008, Salamanca (Spain)
Faculty-Department	Faculty of Philology. French Department.
Research Centre / Research Lab	
Category	Professor
Area of specializaiton	Comparative Literature. Literary reception studies

Academic degree	PhD
PhD academic area	French Philology
– PhD year	1989
– PhD institution	University of Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1981	Graduate	Romanic Philology (French)	University of Salamanca	(A)

Scientific activity (publications) in the last five years

- (2019) "Le père Feijoo, précurseur des Lumières en Espagne", Remigiusz Foriycki (éd.), *L'Europe et ses intellectuels*. Actes du Colloque International organisé par l'Université de Varsovie, 30 mai–2 juin 2016. Université de Varsovie, pp. 138-148.
- (2019) "Lectura de *François le Champi* en clave pastoril", M. Carme Figuerola (ed.), *Evocar la literatura francesa y francófona de la modernidad. Homenaje a Àngels Santa*. Lleida, Universitat de Lleida & Pagès Editors, col. "El Fil d'Ariadna", pp. 141-150.
- (2018) "Apuntes para una revisión de la historia literaria: recepción y autoría femeninas", Mª Vicenta Hernández Álvarez (dir.), *Escritoras en lengua francesa. Renovación del canon literario*. Granada, Editorial Comares, pp. 7-17.
- (2018) "*La Conclusion de L'Astrée* de Balthazar Baro et les attentes des lecteurs contemporains", *La Licorne*, nº 132. Monográfico dedicado a *Balthazar Baro*, Bénédicte Louvat-Molozay, Pierre Pasquier (éds.). Université de Rennes, 33-42.
- (2017) "El concepto de paisaje en Chateaubriand: de las *Lettres* a las *Mémoires d'Outre-Tombe*", Mª Manuela Merino García (coord.), *L'appréciation langagière de la nature : le naturel, le texte et l'artifice*. Jaén, Publicaciones de la Universidad de Jaén, pp. 169-176
- (2017) "Comme un miroir. Le roman pastoral devant ses lecteurs", Laurence Malingret, Nuria Rodríguez Pedreira (éds.), *Voies de convergence dans l'espace ibéro-gallo-roman*. Paris, Éditions Le Manuscrit, collection *Exotopies*, pp. 237-258.
- (2017) "*Fontis nympha sacri*. Deidades del agua en el arte y en la literatura francesa", Mercedes López Santiago [et alii] (eds.), *Palabras e imaginarios del agua / Les mots et les imaginaires de l'eau*. Valencia, Editorial Universitat Politècnica de València, pp. 433-439.

- (2016) "El pensamiento del padre Feijoo sobre las lenguas. El «Paralelo» y sus precedentes franceses", Inmaculada Urzainqui, Rodrigo Olay Valdés (eds.), *Con la razón y la experiencia. Feijoo 250 años después*. Oviedo, Instituto Feijoo de Estudios del Siglo XVIII / Universidad de Oviedo / Ayuntamiento de Oviedo / Ediciones Trea, pp. 265-276.
- (2016) "Chateaubriand en Espagne au XIXe siècle". *Chateaubriand et l'Espagne, Bulletin de la Société Chateaubriand*, n° 59. La Vallée-aux-Loups (Hauts-de-Seine), pp. 75-84.
- (2016) (coord.), *Texto, género y discurso en el ámbito francófono*. Salamanca, Ediciones Universidad de Salamanca, 512 p.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

- Member of the scientific network "European Cultures – European Identity". Universities: Bonn, Paris-Sorbonne, Salamanca, Firenze, St Andrews, Fribourg (Switzerland), Toulouse, Varsovia, Sofia and Irvine (since 2014) - Member of the Quality Commission of MUPES Master's degree –Speciality: French– (since 2009) - Reaearcher for the Ministry of Science and Innovation and y Universities project: *The Transnational Quixote* (QT) (2019-2022) - Secretary of the *Asociación de Francesistas de la Universidad Española –AFUE–* (2010-2019) - Chief of the Humanities Area of the Teaching Quality Assurance Commission. University of Salamanca (2008-2011) - Head of the French Philology Department. University of Salamanca (1996-2008)

Other publications (pedagogical)

- *Les traductions espagnoles des œuvres de Chateaubriand au XIXe siècle*. Site Web de la Société Chateaubriand. https://www.societe-chateaubriand.fr/chateaubriand/%C5%93uvres-traduites/espagnol/

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

- Member of the Quality Commission of Modern Languages PHD. USAL (since 2016)

- Reviewer of *Anales*, a French Studies journal from University of Murcia (since 2016).
- Member of the Editorial Board of *Çédille*, a French studies journal (since 2009)
- Reviewer of *Çédille*, French Studies journal (since 2009).
- President of the Research Grants Evaluation Committee of the *Asociación de Francesistas de la Universidad Española –AFUE–* (2013-2016)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Modelos de historias comparadas de las literaturas europeas		70 (for 10 ECTS) 35 (for 5 ECTS)

Name of teacher: Prof. Dr. REBECA HERNÁNDEZ ALONSO

Personal data

Name - Surname	REBECA HERNÁNDEZ ALONSO
HEI	UNIVERSIDAD DE SALAMANCA
Date and place of birth (and Country)	03.02.1979, SALAMANCA (SPAIN)
Nationality	SPANISH
Fiscal code (only for Italy)	
Address	PLAZA DE ANAYA S/N 37008 SALAMANCA SPAIN
Faculty-Department	FILOLOGÍA -FILOLOGÍA MODERNA
Research Centre / Research Lab	
Category	Professor
Area of specializaiton	LITERATURE IN PORTUGUESE
Academic degree	PhD
PhD academic area	LITERATURE IN PORTUGUESE
– PhD year	2005
– PhD institution	UNIVERSIDAD DE SALAMANCA

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2003	M.A.	Literary Translation	Universidad de Salamanca	
2002	M.A.	Publishing	Universidad de Salamanca	

Scientific activity (publications) in the last five years

Can, Nazir, y Rita Chaves, Pedro Serra, Rebeca Hernández, Marlon Barbosa (2020) "Viagem, Alteridade e tradução cultural: suspensão em curso". *Mulemba. Revista Científica*, pp.8-22
Can, Nazir, y Rita Chaves, Pedro Serra, Rebeca Hernández, Marlon Barbosa (orgs.) (2020) *Viagem, Alteridade e tradução cultural: África e Representação Literária Mulemba. Revista Científica.*
Hernández, Rebeca (2019) "'Le pesaba en el cuerpo Europa entera'. Traducción de literatura poscolonial de lengua portuguesa". *reCHERches* N° 23. Presses Universitaires de Strasbourg. Ed. Cristian Díaz Rodríguez, Xandra Santos Palmou. 2019 pp.143-156
Hernández, Rebeca (org.) (2019). *As literaturas do Brasil e dos PALOP. A história de uma ponte invisível*. Número monográfico de la *Revista Estudios Portugueses y Brasileños* 16.
B. Hernández, Rebeca (2018) Introducción, traducción y notas. *La Reliquia*, de Eça de Queirós. España, México, Editorial Akal
Hernández, Rebeca (2017) traducción, prólogo y notas. *Autopsia de un mar de ruinas* / João de Melo;– Bogotá: Universidad de los Andes, Facultad de Artes y Humanidades, Departamento de Humanidades y Literatura, Ediciones Uniandes, 2017.
C. Hernández, Rebeca (2017) "A (des)mitificação de Frantz Fanon no seio dos Movimentos de Libertação dos PALOP". In Francisco Topa (org.) *Da preia à baixa-mar?*, Porto: Sombra pela cintura. pp. 81-91.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Hernández, Rebeca (2020) "La traducción de textos literarios como recurso de aprendizaje transversal para estudiantes de PLE". *Revista Limite*. Vol. 14, 2020, pp. 151-169

Professional experience (up to 5) – Posts, doctoral supervision, project coordination,

assessment panels, examinations boards, etc.

Delegate in the Innovation WG - Coimbra Group since 2018
Project coordination · EC2U- joint project between USAL and UPoitiers
Vice-Chair – Modern Languages Department- since 2020
Chair of the undergraduate final thesis comittee Portuguese and Brazilian Studies Degree, since 2015
Coordinator - Portuguese and Brazilian Studies Degree 2016-2020

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Literaturas europeas, procesos sociales e identidades: género, clase, *ethnos*		70 (for 10 ECTS) 35 (for 5 ECTS)

Name of teacher: Dr. Nely M. Iglesias Iglesias

Personal data

Name	Nely M. Iglesias Iglesias
HEI	University of Salamanca
Faculty-Department	Faculty of Philology – Department of Modern Philology
Research Centre / Research Lab	GIR: "European Languages and Cultures in Contact" (L&C) – University of Salamanca;
Category	Associate Professor/Reader
Area of specialization	Contrastive Linguistics: Phraseology, Lexicography, CxG (phrasal patterns); Phraseodidactics
Academic degree	PhD
PhD academic area	German Studies: Linguistics
– PhD year	2005
– PhD institution	Universidad de Salamanca

Scientific activity (publications) in the last five years: Selection

Nely Milagros Iglesias Iglesias ScopusID: 56926495500 - ORCID: 0000-0002-7117-0002 https://www.researchgate.net/profile/Nely-Iglesias https://usal.academia.edu/NelyMIglesiasIglesias
Iglesias Iglesias, Nely M. (2020): "Mehrworteinheiten aus der Lernerperspektive. Eine Pilotstudie zur phraseologischen Kompetenz universitärer DaF-Lernender in Spanien",

in Isabel García Adánez et al. (eds.): *Das Leben in einem Rosa Licht sehen - Ver la vida de color de rosa*, 205-220. Bern et al.: Peter Lang. https://www.researchgate.net/publication/350399362_Feste_Wortverbindungen_aus_der_Lernerperspektive_Eine_Pilotstudie_zur_phraseologischen_Kompetenz_universitarer_DaF-_Lernender_in_Spanien_httpswwwpeterlangcomview9783034341226htmlch06xhtml
Iglesias Iglesias, Nely M. (2020): "Las construcciones fraseológicas reduplicativas del alemán [S1sg für S1sg] y [S1pl für S1pl] y sus implicaciones didácticas en L2" **DOI:** https://doi.org/10.37536/LINRED.2020.XVII.17
Mellado Blanco, Carmen / Holzinger, Herbert / Iglesias Iglesias, Nely / Mansilla Pérez, Ana (eds.) (2020): *Muster in der Phraseologie. Monolingual und kontrastiv*. Hamburg: Verlag r. Kovač.
Iglesias Iglesias, Nely M. (2021): "Lehren und Lernen mit Sprachkorpora im DaF-Unterricht am Beispiel temporaler präpositionaler Wortverbindungen", in Elmar Schafroth / Fabio Mollica / Carmen Mellado Blanco (eds.) (2021): *Kollokationen. Theoretische, forschungspraktische und fremdsprachendidaktische Überlegungen*, 137-160. Berlin et al.: Peter Lang.
Iglesias Iglesias, Nely M. (2019): "Das Zusammenspiel von Formelhaftigkeit und Variabilität im Sprachgebrauch. Am Beispiel der präpositionalen Wortverbindung *unter Geschrei*". *RdFA* 27. **DOI:** https://doi.org/10.5209/rfal.64358

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

I currently teach the subject "Innovation in Teaching Practice (in German as Foreign Language)" in the master's degree programme MUPES (Universidad de Salamanca): https://www.usal.es/master-secundaria

Other publications (pedagogical)

Schemann, Hans / Mellado Blanco, Carmen / Buján, Patricia / Iglesias, Nely / Larreta, Juan P. / Mansilla, Ana (2013): *Idiomatik Deutsch-Spanisch*. Hamburg: Buske.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Coordinator of the German subject in the EBAU exams (university entrance exams) in Castile and Leon
Official examiner officer Goethe-Zertifikat at the University of Salamanca
Doctoral supervision: currently 3 PhD students

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students

El alemán y el español en contacto	Optative	32,5 (for 5 ECTS)

Name of teacher: Dra. María Josefa Marcos García

Personal data

Name	María Josefa Marcos García
HEI	University of Salamanca
Faculty-Department	Faculty of Philology – Department of Modern Philology
Research Centre / Research Lab	
Category	Teaching assistant
Area of specialization	French Philology
Academic degree	PhD
PhD academic área	Modern Languages
– PhD year	2019
– PhD institution	University of Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1987	University Degree	French Philology	University of Salamanca	
1991	University Degree	Spanish Philology	University of Salamanca	

Scientific activity (publications) in the last five years

Marcos García Mª Josefa, (2011); "Le temps du verbe dans les structures clivées et pseudo-clivées. Étude contrastive français-espagnol", José Manuel Losada (coord) *Tiempo, texto e imagen Temps, texte et image : actas del XIX Coloquio de la APFUE*. Universidad Autónoma de Madrid. pp. 179-190.

Marcos García Mª Josefa, (2012); " Los complementos del verbo en las locuciones verbales fijas. Estudio contrastivo en francés y en español ", *PAMIES, A. & PAZOS, J.M & LUQUE NADAL, L. (eds.) Phraseology and Discourse: Cross-Linguistic and Corpus-based Approaches*. Baltmannsweiler: Schneider Verlag [(Phraseologie und Parömiologie, Band 29, . pp. 123-132.
Marcos García Mª Josefa, (2015); "Estrategias de aprendizaje para la adquisición de la competencia lingüística en alumnos de FLE". *Anales de Filología Francesa, 23*. pp. 125-143.
Marcos García Mª Josefa, (2016); "Structure pseudo-clivée et proforme. Étude contrastive français/espagnol", Tomás Gonzalo, Mª Victoria Rodriguez et Ana T. González (dirs); *Texto, género y discurso en el ámbito francófono*. Salamanca : Ediciones Universidad de Salamanca, pp. 63-72.
Marcos García Mª Josefa, (2019); Estructuras escindidas y pseudo-escindidas(clivées et pseudo-clivées). Estudio contrastivo del francés y el español. Doctoral Thesis. University of Salamanca

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

Advanced training activity
Pedagogical training activity
Development of competencies for university teaching staff. Teaching strategies (2019) 10 hours
Flip Teaching: an active methodology (2018) 10 hours
Improving university teaching: "Innovation of the exhibition session and encouragement of student participation (2017) 10 hours
Research training activity
-Where to publish. quality indicator of publications. (2017) 10 hours
-Information resources for research and teaching (2010) 10 hours
-Bibliographic research with open access resources (2010) 10 hours

Technological training activity -Moodle tool for video conferencing and video tutoring. (2019) 4 hours -Tools for Studium Qualification. (2019) 4 hours -Wikipedia as a tool of educational innovation. (2015) 4 hours
Educational Innovation projects -Future philologists. Digital skills in text processing and language teaching. (2014-15) -Towards an internationalisation of the teaching system Spanish: bilingual French-Spanish teaching. (2015-16) -Contribution of the theoretical-practical subjects of the degree in studies French to the acquisition of French language levels (CEFR) (2016-17)

Other publications (pedagogical)

Marcos García Mª Josefa, (2007); "Le texte descriptif. Stratégies pour la classe de français langue Étrangére ", en María Teresa Ramos Gómez , Catherine Desprès Caubrière (coords) *Percepción y realidad. Estudios francófonos*. Universidad de Valladolid pp.255-261.
Marcos García Mª Josefa, (2008); "**Primeros pasos con EUDORED en la enseñanza de lenguas extranjeras.** ", *V Jornadas de Innovación Universitaria*. Universidad Europea de Madrid .
Marcos García Mª Josefa, (2009); "El desarrollo de las competencias en las lenguas extranjeras", en Ana I. Caballero et alii (coords) *Métodos y herramientas innovadoras para potenciar el proceso de aprendizaje del alumno en el EEES*. Universidad Europea Miguel de Cervantes, pp.293-301 .
Marcos García Mª Josefa, (2009); "El proceso de evaluación por competencias en las lenguas extranjeras", en Imelda Rodriguez Escanciano (coord) *Estrategias de innovación*

en el nuevo proceso de evaluación del paorendizaje. Universidad Europea Miguel de Cervantes, pp.357-368.
Marcos García Mª Josefa, (2010); "Las competencias del futuro profesorado de lenguas extranjeras.", *VII Jornadas de Innovación Universitaria*. Universidad Europea de Madrid .
Marcos García Mª Josefa, (2010); "El proceso de evaluación de la expresión escrita en la didáctica en lenguas extranjeras.", CiDd: II Congrés Internacional de Didàctiques.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Posts. Professor of French as a foreign language. Faculty of Philology. University of Salamanca. (Since 1995) Levels: University Degree and Master.
Participation in research projects. - Eurom4. Simultaneous teaching of four Romance languages: Spanish, French, Italian and Portuguese. University of Salamanca. 1992-1996. - Method of simultaneous teaching of French, Italian and Portuguese. Multilingual comprehension. University of Salamanca. 2001-2003. - Didactics of multilingual intercomprehension , Catalan, French, Italian and Portuguese. University of Salamanca. 2004 -2006.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Plurilingüísmo y contacto lingüístico en Europa Occidental		32,5 (for 5 ECTS)

Name of teacher: Dr. Juan Manuel Martín Martín

Personal data

Name - Surname	Juan Manuel – Martín Martín
HEI	Universidad de Salamanca
Date and place of birth (and Country)	04 January 1970
Nationality	Spanish

Fiscal code (only for Italy)	
Address	Plaza de Anaya s/n 37008, Salamanca (Spain)
Faculty-Department	Filología Moderna
Research Centre / Research Lab	Facultad de Filología
Category	Reader
Area of specializaiton	German Literature and Culture
Academic degree	PhD
PhD academic area	Culture Studies
– PhD year	2011
– PhD institution	Universidad de Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1994	Licenciado en Filología Germanica (Alemán)	Filología	Universidad de Salamanca	
2006	Licenciado en Licenciado en Filología Española	Filología	UNED (Universidad Nacional de Educación a Distancia)	

Scientific activity (publications) in the last five years

(2020) «Sobrevivir, permanecer. Viola Roggenkamp y el ambivalente presente-pasado de los lugares», en Maldonado Alemán, Manuel (coord.): *Historia, espacio y memoria en la narrativa actual en lengua alemana*. Madrid: Síntesis, pp. 463-489.
(2020) «Nostalgia y realidad en *Die Frau in der Streichholzschachtel*», en Maldonado Alemán, Manuel (coord.): *Historia, espacio y memoria en la narrativa actual en lengua alemana*. Madrid: Síntesis, pp. 299-311.
(2020) «La Silesia perdida y el sufrimiento alemán a través de los ojos de un niño en *Winnetou August*», en Maldonado Alemán, Manuel (coord.): *Historia, espacio y memoria en la narrativa actual en lengua alemana*. Madrid: Síntesis, pp. 91-105.
(2020) «Cartas de una joven burguesa (1903-1910). Mathilde Freud», en Escandell Montiel, D. & Oliveira Dias, Sofia R. (eds.): *Voces e identidades exocanónicas (1880-1920): Recuperando (auto)narrativas femeninas de los márgenes*. Valencia: Tirant Lo Blanch, pp. 189-208.
(2020) «Familienerinnerung und Fiktion in Viola Roggenkamps Romanen: Vergangenheitsbewältigung im Zwischenraum», en Tholen, T.; Cifre Wibrow, P.; Gimber, A. (Hrsg.): *Fakten und Fiktionen im Zwischenraum. Autoästhetische Praktiken im*

21. Jahrhundert. Salamanca: Ediciones Universidad de Salamanca, pp. 191-204. (http://doi.org/10.14201/0AQ0289)
(2020) «Escritoras y personajes femeninos: una aproximación a la memoria del trauma alemán», en Martín Martín, Juan Manuel (coord.): *Memoria traumática: visiones femeninas de guerra y posguerra*. Madrid: Dykinson, pp. 13-34.
(2020) «Madres e hijas: memoria y represión del trauma en dos novelas alemanas contemporáneas», *Fuentes Humanísticas*, vol. 32, núm. 60, pp. 15-30 (http://dx.doi.org/10.24275/uam/azc/dcsh/fh/2020v32n60).
(2019) «Los muertos escribieron su relato: postmemoria y metaficción en la Europa del siglo XXI», *Quaderns de Filologia. Estudis Literaris,* vol. 24, pp. 197-216 (https://doi.org/10.7203/qdfed.24.16340).
(2019) «Lachen nach dem Holocaust: Humor und Versöhnung in Michel Bergmanns *Teilacher-Trilogie*», *Revista de Filología Alemana* (RdFA), vol. 27, pp. 63-80 (https://doi.org/10.5209/rfal.64351).
(2018) *Emmi Lewald (1866-1946). El libro del destino. Introducción, edición crítica y traducción*. Salamanca: Ediciones Universidad de Salamanca (http://hdl.handle.net/10366/140472) (https://eusal.es/index.php/eusal/catalog/book/978-84-1311-190-2)
(2018) «Danzig - Gdańsk: la compleja relación de los desplazados alemanes con su "patria perdida" tras 1945», en *Forma Breve - Revista de Literatura,* vol. 15, pp. 427-439 (https://doi.org/10.34624/fb.v0i15.2164).
(2018) «La imagen de la escritura y los conflictos femeninos en la obra de Emmi Lewald», en Martín Clavijo, Milagro; Hernández Álvarez, Mª Vicenta (coords.): *Escritoras de la Modernidad (1880-1920). La transformación del canon*. Granada: Comares, pp. 113-121.
(2018) «Emmi Lewald: cambios culturales del *fin de siécle* en la obra *Kinder der Zeit*», en Martín Martín, Juan Manuel (coord.): *Escritoras en lengua alemana. Renovación del canon literario*. Granada: Comares, pp. 77-87.
(2018) «Mujeres entre la emancipación y el desastre en las novelas de Angelika Schrobsdorff y Julia Franck», en Velázquez García, Sara / Bianchi, Mattia (coords.): *Personajes femeninos en tránsito: reescrituras de mitos y diásporas. Un acercamiento interdisciplinar*. Madrid: Visor, pp. 123-144.
(2018) «Walser, Degen, Forte und Buhl: Die Kindheit aus einer späten Perspektive», en Tholen, T.; Cifre Wibrow P.; Gimber, A. (Hrsg.): *Fakten, Fiktionen und Fact-Fictions*. Hildesheim: Universitätsverlag Hildesheim/Olms, pp. 165-176. (DOI: https://dx.doi.org/10.18442/811)
(2018) «*Una mujer en Berlín*: el anonimato de una experiencia colectiva», en Romano Martín, Y. / Velázquez García, S. (Coords.): *Las inéditas: voces femeninas más allá del silencio*. Salamanca: Ediciones Universidad de Salamanca, pp. 385-397.
(2018) «*Unsere Mütter, unsere Väter*: Die Vergangenheit ist noch da», en Borrero Zapata, M; Larrea Zulategui, J. P.; Martos Ramos, J. J. (Hrsg.): *Krise und Kreation in der deutschsprachigen Literatur und Filmkunst / Crisis y creación en la literatura y el cine en lengua alemana*. Berlín: Frank&Timme, pp. 35-49.
(2018) «Introducción: Mujeres dentro y fuera de la Academia», en Martín Clavijo, Milagro; Martín Martín, Juan Manuel; García Pérez, Mª Isabel (coords.): *Mujeres dentro y fuera de la Academia*. Salamanca: Ediciones Universidad de Salamanca, pp. 11-15.

(2017) «Entre el silencio de la posguerra y la rememoración: Auschwitz y el Frankfurter Auschwitz-Prozess», en Calvo, Mª José; Marizzi, Bernd (eds.): *Deutsche Literatur(en) und ihre internationale Entgrenzung - La(s) literatura(s) en lengua alemana y su apertura internacional*. Madrid: Dykinson, pp. 159-169.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

(2021), Borham Puyal, M.; Martín Martín, J. M. et al. «De los márgenes al aula: salvando la brecha digital y de género en las asignaturas de los grados de filología», en *Estudios de Género en tiempos de amenaza*, Madrid: Dykinson. 978-84-1377-327-8.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Book coordination: (2020) *Memoria traumática: visiones femeninas de guerra y posguerra*, Juan Manuel Martín Martín (coord.), Madrid: Dykinson. (2018) *Escritoras en lengua alemana. Renovación del canon literario*, Juan Manuel Martín Martín (coord.), Granada: Comares.) *Mujeres dentro y fuera de la Academia,* Milagro Martín Clavijo, Juan Manuel Martín Martín, Mª Isabel García Pérez (coords.), Salamanca: Ediciones Universidad de Salamanca.
Projects (Member): Constelaciones híbridas. Transculturalidad y Transnacionalismo en la Narrativa Actual en Lengua Alemana (PGC2018-098274-B-I00). (Auto)narrativas exocanónicas: escritoras y personajes en los márgenes (2019/00392/001). Escritoras inéditas en español en los albores del s.XX (1880-1920). Renovación pedagógica del canon literario (SA019P17). Topografías del recuerdo. Espacio y memoria en la narrativa alemana actual (FFI2015-68550-P).

Supervision (Master´s Dissertation):

Trabajo Fin de Máster - MUPES (2019-2020): Inge Deutschkron: ein deutsch-jüdisches Schicksal. Einsatz von authentischen Materialien im DaF-Unterricht.

Trabajo Fin de Máster - MUPES (2019-2020): Vergangenheitsbewältigung im deutschen Fernsehen. Didaktisierung eines Filmes für den DaF-Unterricht.

Trabajo Fin de Máster - MUPES (2017-2018): Literatur im DaF-Unterricht. Vermittlung grammatikalischer und landeskundlicher Inhalte am Beispiel eines vereinfachten Romans.

Trabajo Fin de Máster - MUPES (2017-2018): Jenseits des Holocaust. Deutsches Leiden in der Jugendliteratur. Ein didaktischer Vorschlag für den DaF-Unterricht.

Trabajo Fin de Máster - MUPES (2016-2017): Einsatz von Filmen im DaF-Unterricht. Vermittlung landeskundlicher Inhalte am Beispiel des Kurzfilms *Spielzeugland*.

Supervision (Bacherlor Degree´s Thesis):

Trabajo de Fin de Grado (2019-2020): Analyse der Typologie der "stillen Helden" in den Werken *Und wenn wir nur eine Stunde gewinnen…* und *Nicht alle waren Mörder*.

Trabajo de Fin de Grado (2019-2020): *Eine Frau in Berlin*: Themen, Polemik und unterschiedliche Rezeption in den Jahren 1959 und 2003.

Trabajo de Fin de Grado (2019-2020): Die Wiederentdeckung einer historischen Figur durch Film und Fernsehen: Fritz Bauer (1903-1968).

Trabajo de Fin de Grado (2019-2020): Die Entwicklung des deutsch-jüdischen Familienlebens in den 1960er Jahren in Deutschland: Viola Roggenkamps *Familienleben* (2004). Die Vergangenheit im kommunikativen Gedächtnis.

Trabajo de Fin de Grado (2019-2020): Die Moderne unter dem Gesichtspunkt der ersten Friedenspreisträgerin: Bertha von Suttners *Memoiren* (1909).

Trabajo Fin de Grado (2019-2020): Die Wahrheit hinter dem Schweigen. Der Konflikt und das Leiden dreier Generationen in Alexandra Senffts *Schweigen tut weh: Eine deutsche Familiengeschichte*.

Trabajo Fin de Grado (2018-2019): *Holocaust* (1978) und *Unsere Mütter, unsere Väter* (2013). Mediale Auswirkungen und unterschiedliche Reaktionen in der deutschen Gesellschaft.

Trabajo Fin de Grado (2018-2019): Das Bild der "stillen Helden" in *Ich trug den gelben Stern*. Inge Deutschkron als Vorläuferin.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
		70 (for 10 ECTS) 35 (for 5 ECTS)

Name of teacher: Prof. Dr. Milagro Martín-Clavijo

Personal data

Name - Surname	Milagro Martín-Clavijo
HEI	Universidad de Salamanca
Date and place of birth (and Country)	Spain 17/09/1969
Nationality	Spanish
Fiscal code (only for Italy)	
Address	Hospedería, Plaza de Anaya, s/n, 37008 Salamanca, Spain
Faculty-Department	Faculty of Filology
Research Centre / Research Lab	
Category	Professor
Area of specializaiton	Italian Studies
Academic degree	PhD
PhD academic area	Italian Studies
– PhD year	2000
– PhD institution	Universidad de Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification
1993	Italian Philology		Universidad de Salamanca	
1995	Journalism		Universidad Pontificia de Salamanca	
1996	Spanish Philology		Universidad de Salamanca	

Scientific activity (publications) in the last five years

Martín Clavijo, M. (2019). *La historia desde la óptica femenina en el teatro de Dacia Maraini: Verónica Franco, meretriz y escritora e Historia de Isabella di Morra relatada por Benedetto Croce*, Edición crítica, introducción y traducción. Madrid, Dykinson.
Martín Clavijo, M. (2018). *Adelante el divorcio de Anna Franchi*, Edición crítica, introducción y traducción, Salamanca, Ediciones de la Universidad de Salamanca. Colección Memorias de Mujer.

Martín Clavijo, M. (2018). *Los relatos de Maria Messina*, Edición crítica, introducción y tradución, Sevilla, Arcibel.
Martín Clavijo, M. (2020). "Donne private di ogni identità: le protagoniste "difettose" in *Nebbie di Ddraunàra* di Silvana Grasso", Numero monografico *Rivista di Studi Italiani, -La Sicilia a firma femminile: uno sguardo diacronico e sincronico dal XV al XXI secolo*. Anno XXXVIII, n° 1, Aprile 2020, pp.318-339.
Martín Clavijo, M. (2020). "Construcción identitaria en los primeros escritos de Anna Franchi", *Voces e identidades exocanónicas (1880-1920): recuperando (auto)narrativas femeninas de los márgenes*. Tirant Lo Blanch, Valencia, pp.155 -171.
Martín Clavijo, M. (2020). "L'umorismo sovversivo di Eva in Paradiso: l'altra storia della Genesi raccontata da Franca Rame e Dario Fo", *Journal of Faculty of Humanities and Social Sciences in Split*, Zb. rad. Filoz. fak. Splitu, 13 (2020), pp.3-18.
Martín Clavijo, M. (2019). "Marta Cuscunà, la titiritera de la violencia y la memoria: È bello vivere liberi!", en *Memoria traumática: visiones femeninas de guerra y posguerra*, Madrid, Dykinson, pp. 215-226.
Martín Clavijo, M. (2019). "Las "viudas blancas": el vacío de la emigración en los relatos de Maria Messina", en *Personajes en tránsito: reescritura de mitos y diásporas. Un acercamiento interdisciplinar*, Madrid, Visor, pp. 203-222. (ISBN 978-84-9895-215-5)
Martín Clavijo, M. (2019) . "A Critical Look at Post-First World War England: Annie Vivanti's Naja Tripudians, From Reality to Fiction", *Revista: Textus*, pp. 155-165.
Martín Clavijo, M. (2018). "Il mito me lo porto dentro": la Medea di Maricla Boggio, *Repensar o feminino em contexto lusófono e italiano / Ripensare il femminile in ambito lusófono e italiano*, Lisboa, CLEPUL, pp. 349-364.
Martín Clavijo, M. (2018). "I racconti dell'ombra di Adriana Assini. Per «chi vuole sognare di essere ciò che non è ancora»", *Favole scritte per chi vuole sognare. Studi sulla narrativa di Adriana Assini*, Roma, Aracne, pp. 111-114.
Martín Clavijo, M. (2018). «Diálogo intertextual en la Penelopeide de Patrizia Monaco», *Cuadernos de Filología Italiana*, 25, pp. 233-246.
Martín Clavijo, M. (2018). "En torno a Avanti il divorzio de Anna Franchi. Novela y divorcio a principios del siglo XX", en *Escritoras en lengua italiana (1880-1920). Renovación del canon literario*,coordinado por Antonella Cagnolati, Granada, Comares, pp.79-88.
Martín Clavijo, M. (2018). "1902 y el debate sobre el divorcio en Italia: Anna Franchi vs Luisa Anzoletti", en *Escritoras en redes culturales transnacionales: Reconocimiento artístico y agenda transgresora común*, Berlin, Peter Lang, pp. 163-178.
Martín Clavijo, M. (2017)." Donna Lionora, giacubina napoletana", en *Curiosa di mestiere. Saggi su Dacia Maraini*, Pisa, Edizioni ETS, pp.81-92.
Martín Clavijo, M. (2016). "Franca Rame y la revisión del mito de Medea", en *Franca, pensaci tu. Studi critici su Franca Rame*, Roma, Aracne editrice, pp. 93-110.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Milagro Martín Clavijo, Fausto Díaz Padilla, Salvatore Bartolotta, Lengua Italiana Interactiva, UNED, DVD, 2011.

Milagro Martín Clavijo, Fausto Díaz Padilla, Salvatore Bartolotta, Lengua Italiana Interactiva II, UNED, DVD, 2012.
Milagro Martín Clavijo, Salvatore Bartolotta, Estela González de Sande, Mercedes González de Sande, : Introducción a la Didáctica del Italiano, Sevilla, Arcibel editores, 2010.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Coordination of the research project Escritoras inéditas en español en los albores del s. XX (1880-1920). Renovación pedagógica del canon literario (SA019P17)- Consejería de Educación de la Junta de Castilla y León-FEDER (2017-2018)
Coordination of the research project : "Las inéditas: escritoras, lenguas y culturas", Universidad de Salamanca (2016-17)
Doctoral supervision: 5 completed theses and 5 thesis in progress
International assessment for university promotion (University of Jordan, 2016; University of Thessaloniki, 2019)
Member of the External evaluation commission of the HQA, Hellenic Quality Assurance and Accreditation Agency (2014, 2020)

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Literaturas europeas, procesos sociales e identidades: género, clase, *ethnos*		70 (for 10 ECTS) 35 (for 5 ECTS)

Name of teacher: Dr. Sofia Raquel Oliveira Dias

Personal data

Name	Sofia Raquel Oliveira Dias
HEI	University of Salamanca
Faculty-Department	Faculty of Philology – Department of Modern Philology
Research Centre / Research Lab	GIR: Grupo Estudios Portugueses y Brasileños
Category	Lecturer
Area of specialization	Linguistics
Academic degree	PhD
PhD academic area	Languages, Linguistics and lexicon
– PhD year	2015
– PhD institution	University of Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2000	*Lengua y Cultura Portuguesas (Lengua Extranjera)*	Languages, Linguistics and Culture	University of Lisbon	
2009	*Curso de Aptitud Pedagógica (CAP)*	Education	University of Salamanca	
2010	*Grado de Salamanca*	Languages and Linguistics	University of Salamanca	
2010	*Diploma de Estudios Avanzados (DEA)*	Languages, Linguistics and Culture	University of Salamanca	

Scientific activity (publications) in the last five years

• 2016 "Falsos Amigos Português- Espanhol: qual a classificação idónea para a aula de PLE?". *Revista de Estudios Portugueses y Brasileños*, N° 14, Salamanca: Luso-Española de Ediciones.
• 2018 "Contacto entre o Português e o Espanhol: Os Falsos Amigos nos manuais didáticos". *Revista Matraga - Estudos Linguisticos e Literarios*, Vol. 25, pp. 318-344.
• 2018 "¿Cómo aprendemos el vocabulario en una Lengua Extranjera?". En Carmen López Esteban (ed.), *Innovar en las aulas Modelos y experiencias de innovación educativa en el Máster de Profesorado de Educación Secundaria, Bachillerato, Formación profesional y Enseñanza de Idioma* (pp. 79-91). Salamanca: Ediciones Universidad de Salamanca.
• 2020 "Estratégias de aprendizagem de Léxico: Como estas variam segundo o sexo e a idade?". *Alfa Revista de Lingüística*, pp. 1-24. 2020 "Lexical Learning Strategies: How do they vary by gender and age?" (versión en inglés).
• 2020 "Aprender léxico através das TIC: Aplicações informáticas para PLE/ Learning lexicon through the ICTs: Informatics applications for PFL". *H2D Revista Humanidades Digitais*, V.2, N° 1, pp.139-160.
• 2021 "La hospitalidad Lingüística en Jean Charles" (en prensa).

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

• 2017 Curso de posgrado de Actualización para Profesores de Portugués Lengua extranjera, Facultad de Letras de la Universidad de Oporto.
• 2018- 2019 Miembro del Comité de organización local del Curso "Hospitalidad en el cine Europeo", avalado académicamente por el Departamento de Filología

Inglesa (USAL) y el Proyecto de Investigación ERASMUS + "Hospitality in European Film".
• 2018-2019 Co-directora del Seminario de Cine. Salamanca, del 29 de octubre de 2018 al 28 de enero de 2019.
• 2020 Co-organizadora del Seminario "Proyección y Seminario *Fatima*: mujer, trabajo y hospitalidad" organizado por el Proyecto de Investigación ERASMUS + "Hospitality in European Film", celebrado en la Facultad de Traducción y Documentación de la Universidad de Salamanca.

Other publications (pedagogical)

"Curso de Portugués-Teleformación" Elaboración de contenidos didácticos para el aprendizaje online de la lengua portuguesa, por el Instituto Nacional de Administración Pública (INAP).

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

• 2000-2002: Profesora Lectora en la Facultad U.F.R. de Lenguas en la Université Stendhal - Grenoble 3, Francia.
• 2003-2004 y 2005-2006 Colaboración como Docente del Primer Ciclo del Curso de Aptitud Pedagógica (Enseñanza Teórica), en la calidad de profesor especialista en la asignatura de Lengua Extranjera: Portugués. Facultad de Educación de la Universidad de Salamanca.
• 2009-2010 Miembro del Equipo docente del Curso de "Portugués – Teleformación": curso de portugués online, con 4 niveles (500 horas), encomendado por el INAP y la ECLAP destinado a la Administración Pública de España.
• 2015 Miembro investigador en el proyecto de investigación "Las Fronteras de la Hospitalidad en los Estudios Culturales de Estados Unidos y Europa" (SA342U14), financiado por la Junta de Castilla y León, del 2015 al 2017.
• 2016 Dirección de TFG: O Léxico Português: inovação e formação de palavras.
• 2017 Dirección de TFM: O tratamento do léxico nos manuais de Português como Língua estrangeira para hispanofalantes.
• 2017 Miembro investigador en el proyecto de investigación "Hospitality in European Film" (Código 2017-1-ES01-KA203-038181), financiado por la Unión Europea, de 2017 a 2020.

• 2018 Miembro del Comité Científico del VII EMEP – Encontro Mundial sobre o Ensino de Português e I Simpósio de Ensino de Português a Falantes de Espanhol. University of Pittsburg, PA, 3 y 4 de agosto de 2018.
• 2018 Responsable de la creación, aplicación y evaluación de los exámenes de portugués, Niveles A2 y B1 según MCER, de las convocatorias Becas de Erasmus, Becas de Intercambio y Pruebas de Justificación del nivel lingüístico, del Servicio Central de Idiomas de la Universidad de Salamanca.
• 2019 Miembro de dos Comisiones Evaluadoras para valorar los Trabajos de Fin de Máster de la Especialidad en lenguas Modernas (Portugués), en el Máster Universitario en Profesor de E.S.O., Bachillerato, F.P. y Enseñanza de Idiomas (MUPES) de la Universidad de Salamanca.
• 2019 Miembro de dos Tribunales en el Mestrado em Portugués Língua Não Materna- Português Língua Estrangeira e Língua Segunda de la Universidad de Minho, Portugal
• 2020 Dirección de TFG: Martina Ferreiro Rodríguez. Estudio Contrastivo del Léxico en distintas Lenguas Románicas: el vestuario en Portugués, Italiano Y Español.
• 2019-2022 Codirección de tesis: *El uso del dicionário para el desarrollo de la competência léxica em PLE-HE*.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Plurilingüísmo y contacto lingüístico en el Sur de Europa		32,5 (for 5 ECTS)

Name of teacher: Prof. Dra. YOLANDA ROMANO MARTÍN

Personal data

Name	ROMANO MARTÍN YOLANDA
HEI	University of Salamanca
Faculty-Department	Faculty of Philology – Department of Modern Philology
Research Centre / Research Lab	EPERFLIT Escritoras y personales femeninos en la literatura
Category	Professor

Area of specialization	Italian Language
Academic degree	PhD
PhD academic área	
– PhD year	1995
– PhD institution	University of Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification

Scientific activity (publications) in the last five years

Romano Martín Yolanda (2018), Leyendas napolitanas de Matilde Serao, Salamanca, Ediciones Universidad de Salamanca, pp. 218
Romano Martín Yolanda (2019) "Jugando a investigar. Las herederas de Miss Marple en el giallo italiano del siglo XXI: entre el clasicismo y la modernidad" en Un género negro sin límites, Santiago de Compostela, Editorial Andavira, pp.291-298.
Romano Martín, Yolanda (2018) «Carolina Invernizio: el feminismo pasivo de una burguesa de finales del 800." en Escritoras en lengua italiana (1880-1920). Renovación del canon literario Granada, Editorial Comares, Colección Interlingua
Romano Martín, Yolanda, (2018) «Escritoras y personajes femeninos en los albores del giallo italiano: Carolina Invernizio, Matilde Serao y Erminia Bazzocchi." en Escritoras de la Modernidad (1880-1920). La transformación del canon. Granada, Editorial Comares, Colección Interlingua, 2018.
Romano Martín Yolanda (2017), Del amor y de la muerte en los relatos de Carolina Invernizio, Sevilla, Editorial Arcibel, pp.1-140.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Directora de Tesis Doctorales 5
Directora de Tesis Doctorales en proceso: 4
Coordinadora del Programa de Doctorado en Lenguas Modernas

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Plurilingüísmo y contacto lingüístico en el Sur de Europa		32,5 (for 5 ECTS)

Name of teacher: Dr. ALBA ROZAS ARCEO

Personal data

Name – Surname	ALBA ROZAS ARCEO
HEI	UNIVERSITY OF SALAMANCA
Date and place of birth (and Country)	02/10/1988, LALÍN, SPAIN
Nationality	SPANISH
Fiscal code (only for Italy)	
Address	PENATOARES, Nº6, 2ºA, LALÍN, PONTEVEDRA, C. P.: 36500
Faculty-Department	Faculty of Philology
Research Centre / Research Lab	UNIVERSITY OF SALAMANCA
Category	Professor Reader Lecturer X Teaching Assistant
Area of specializaiton	Galician and Portuguese Philology
Academic degree	PhD
PhD academic área	Theory of Literature and Comparative Literature
– PhD year	2019
– PhD institution	UNIVERSITY OF SANTIAGO DE

	COMPOSTELA

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2011	Galician Philology	Galician and Portuguese Philology	UNIVERSITY OF SANTIAGO DE COMPOSTELA	8,2 (2)
2013	Spanish Philology	Spanish Language, General Linguistics, Spanish Literature and Theory of Literature and Comparative Literature	UNIVERSITY OF SANTIAGO DE COMPOSTELA	8,4 (2)
2014	Master's in Literature and Cultural Studies	Spanish Language, General Linguistics, Spanish Literature and Theory of Literature and Comparative Literature	UNIVERSITY OF SANTIAGO DE COMPOSTELA	9,4 (3)

Scientific activity (publications) in the last five years

Rozas Arceo, A. (2017). «La fauna fantástica en *Fragmentos de Apocalipsis*: la reconceptualización espacial del Dragón Feo», en *Lectura y Signo. Revista de literature*, no 12-1, pp. 27-39.
Ríos, A., & Arceo, A. (2018). «La discursivización de la incertidumbre espacial en *Desde el cielo* de Manuel Murguía». *Espaços Literários e Territírios Críticos, Cadernos De Literatura Comparada, Revista do Instituto de Literatura Comparada Margarida Losa*, no 38, pp. 23-44.

Rozas Arceo, A. (2018). «As cidades replicantes de Tolkien. Minas Tiriht e Minas Morgul, desde a xeografía imaxinaria», *Grial. Revista Galega de Cultura*, no 220, pp. 50-55.

Rozas Arceo, A. (2018). «La reformulación del mito de Prometeo en *El Silmarillion*: la historia de Beren y Lúthien», *Estel. Revista Oficial de la Sociedad Tolkien Española*, no 90, pp. 17-22.

Rozas Arceo, A. (2018). «As implicacións da guerra n'O *Hobbit* de Tolkien: unha revisión do mito de Prometeo», en Rocío G.-Pedreira, María Josefa Mosteiro García, Verónica Pousada Pardo (eds.) *Guerras e conflitos sociais de onte e de hoxe (Literatura e arte)* col. Cadernos do Mediador, Instituto de Ciencias da Educación, Servizo de Publicacións e Intercambio Científico da Universidade de Santiago de Compostela: Santiago de Compostela, pp. 241-257.
Rozas, Arceo, A. (2020), «As mulleres como axentes literarias na LIX do século XXI», *Elos. Revista de Literatura Infantil e Xuvenil,* n.º 7, pp. 83-88
Rozas, Arceo, A. (2020), «*A porta de palla* como ficción espacial: a condición contrafactual de Nerbia desde a cartografía literaria», en Vicente Risco. *A porta de palla*, Dr. Alveiros, un selo da Fundación Vicente Risco, Allariz, Ourense, pp. 7-38.
Rozas, Arceo, A. (2020), «*Fragmentos de Apocalipsis*: el contrafactual santiagués, la ucronía compostelana», *La Tabla Redonda. Anuario de Estudios Torrentinos*, nº 18, pp. 201-236.

Professional development activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

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Other publications (pedagogical)

Casais Vila, V. y Alba Rozas Arceo (coord.), (2016). *Un lustro de lecturas para la infancia y juventud / Five Years of Books for Children and Young Adults*, col. Cadernos do

Mediador, Instituto de Ciencias da Educación, Servizo de Publicacións e Intercambio Científico da Universidade de Santiago de Compostela: Santiago de Compostela.

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
European cultures: translations, transductions, interdiscursive relations	Optative	70 (for 10 ECTS) 35 (for 5 ECTS)

Name of teacher: Prof. Dr. M. Mar Soliño Pazó

Personal data

Name	María Mar Soliño
HEI	University of Salamanca
Faculty-Department	Faculty of Philology – Department of Modern Philology
Research Centre / Research Lab	GIR „MOVE“ – Events Movements in Modern Languages – University of Salamanca (Group Leader)
Category	Professor
Area of specialization	Contrastive Linguistics, Cognitive Semantics, Corpus Linguistics, Translation (Children's & Youth Literature Spanish/German; Gender)
Academic degree	PhD
PhD academic área	German Studies: Foreign Language & Linguistics
– PhD year	1995
– PhD institution	Universidad de Salamanca

Scientific activity (publications) in the last five years

Soliño Pazó, María Mar (2021): "Corpus PaGeS: un corpus paralelo bilingüe en el aula de alemán como lengua extranjera." In: Lavid López, Julia et al. (2021): *Corpus y traducción, perspectivas, didácticas y literarias*. Madrid: Editorial Escolar y Mayo; pp. 111-127.
Soliño Pazó, María Mar (2020): Die Rezeption von Michael Endes Hauptwerken in Spanien. In: Ewers, H.H. (Ed.): Michael Ende. Zur Aktualität eines Klassikers von internationalem Rang. Berlin: Peter Lang; pp. 281-290.
Soliño Pazó, María Mar & Matarranz Araque (2020): "Sexualidades en espacios geográficos y lingüísticos: Ralf König y Howard Cruse". In: Martínez Pleguezuelos, Antonio et al. (Eds.): *Maricorners: estudios interdisciplinares LGBTIQ+*. Madrid: Universidad Politécnica de Madrid; pp. 53-69. http://oa.upm.es/64177/
Soliño Pazó, María Mar (2020): "Tipología lexicológica del evento del movimiento en la lengua alemana y española. In: Adánez García, Isabel et al. (2020): *Das Leben in einem Rosa Licht sehen. Ver la vida color de Rosa. Festschrift für Rosa Piñel*. Frankfurt: Verlag Peter Lang, pp. 167-183
Soliño Pazó, M.M. (2019), «Las fronteras como espacios geográficos y lingüísticos en autoras chicanas como Anzaldúa y Norma Elía Cantú», en Gurpegui, J.A. (2019): *Hacia nuevas interpretaciones de la latinidad en el siglo XXI*. Madrid: Biblioteca Benjamin Franklin; pp. 113-122.
Soliño Pazó, María Mar & García Tercero, Amador (2019): «Kiezdeutsch und seine Einführung in den DaF-Unterricht.» En: Doval, I. & Liste Lamas, E. (Hrsg.): *Germanistik im Umbruch – Linguistik, Übersetzung und DaF*. Frank & Timme: Berlin; pp. 183 - 190.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

a) ***Teaching Assignment in the Master-degree (MUPES) at the University of Salamanca, "Methodology of German as Foreign Language".***

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Erasmus Coordinator – German Studies.
Official examiner for Goethe-Certificates at the University of Salamanca.
Doctoral supervision: currently 1 PhD student
Group Leader GIR "MOVE" – University of Salamanca.

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
El alemán y el español en contacto	Optative	32,5 (for 5 ECTS)

Name of teacher: Dr. Sara Velázquez García

Personal data

Name - Surname	Sara Velázquez García
HEI	Universidad de Salamanca
Date and place of birth (and Country)	05/05/1979 Salamanca (España)
Nationality	Española
Fiscal code (only for Italy)	
Address	Plaza de Anaya s/n 37008 Salamanca
Faculty-Department	Filología – Filología Moderna
Research Centre / Research Lab	
Category	Reader
Area of specializaiton	Filología Italiana
Academic degree	PhD
PhD academic area	Literatura italiana de la inmigración
– PhD year	2016
– PhD institution	Universidad de Salamanca

Other academic degress or titles

Year	Degree	Area	HEI	Classification
2001	Licenciatura	Periodismo	Universidad Pontificia de Salamanca	
2002	Postgrado	Curso de Aptitud Pedagógica	Universidad Pontificia de Salamanca	
2007	Master	Enseñanza de ELE	Universidad de Salamanca	

Scientific activity (publications) in the last five years

Velázquez García, S. (2020). "Come sono e come vorrei essere...": el relato autobiográfico de Ida Baccini. En D. Escandell Montiel (coord.), *Voces e identidades exocanónicas (1880-1920): recuperando (auto)narrativas femeninas de los márgenes*. Valencia: Tirant lo Blanch, pp. 107-122 (en prensa).
Velázquez-García, S. (2020). "Romper la segunda frontera. Helga Schneider y Ornela Vorpsi: pioneras de la literatura italiana de la inmigración traducida al español". *Transfer*, XV(1-2), ISSN: 1886-554, pp. 434-450 DOI: https://doi.org/10.1344/transfer.2020.15.434-450
Velázquez García, S. (2020). "Cuando la madre queda atrás: desarraigo familiar e identitario en la literatura italiana de la inmigración". En T. A. Messina Fajardo (ed.), *MADRE, la figura della madre attraverso la storia del genere umano*. Roma: Aracne editrici, pp. 119-129 (en prensa).
Velázquez García, S. (2020). El universo literario de Helga Schneider. Aristas de una infancia rota por el nazismo y la guerra. En J. M. Martín Martín (coord.), *Memoria traumática: visiones femeninas de guerra y posguerra*. Madrid: Dykinson, pp. 253-264. ISBN: 978-84-1324-638-3.
Velázquez García, S. (2020). "Nápoles negro: los niños siempre sufren más. De Curzio Malaparte a Roberto Saviano". En Martín Escribà, A. y Sánchez Zapatero, J. (eds.), *La expansión del género negro*. Santiago de Compostela: Andavira Editora S.L., pp. 277-285. ISBN: 978-84-121881-9-6.
Velázquez García, S. y Scampuddu, I. (2019). *Periodistas italianas y la cuestión femenina a principios del siglo XX*. Sevilla: ArCiBel Editores. ISBN 978-84-15335-95-5.
Velázquez García, S. (2019). *Más allá del caos. La vida después de Srebrenica*. Elvira Mujcic. Sevilla: ArCiBel Editores. ISBN 978-84-15335-83-2.
Velázquez García, S. (2018). *Memorias de un pollito y cómo fue a terminar el pollito*. Ida Baccini. Introducción, traducción y edición crítica de Sara Velázquez García. Salamanca: Ediciones Universidad de Salamanca. ISBN 978-84-1311-222-0.
Velázquez García, S. (2018). La pedagogía del relato o el relato de la pedagogía en Ida Baccini: escritora, periodista, maestra. En M. V. Hernández Álvarez (ed.), *Escritoras de la Modernidad (1880-1920). La transformación del canon*. Granada: Editorial Comares, pp. 157-164. ISBN: 978-84-9045-752-8.
Velázquez García, S. (2018). La aportación femenina a la construcción de la identidad italiana a través de la literatura infantil y juvenil postrisorgimentale. En A. Cagnolati (ed.), *Escritoras en lengua italiana. Renovación del canon literario*. Granada: Editorial Comares, pp. 177-186. ISBN: 978-84-9045-749-8.
Velázquez García, S. (2018). Emigrante con Pulitzer busca idioma para sentirse como en casa. Razón: Jhumpa Lahiri. En C. Duraccio, M. Martín Clavijo y J. Aguilar González (eds.), *(Des)canonizadas. Escritoras y personajes femeninos*. Sevilla: Benilde Ediciones, pp. 354-368. ISBN: 978-84-16390-61-8.
Velázquez García, S. (2018). Amiche per la pelle: redes femeninas de ayuda en tierra extraña. De la ficción a la realidad. En D. Pastor (ed.), *Escritoras en redes culturas transnacionales. Reconocimiento artístico y agenda transgresora común*. Berlín: Peter Lang, pp. 129-144. ISBN: 978-3-631-76452-7.
Velázquez García, S. (2018). Cuento, luego existo: mapa de las escritoras migrantes en Italia. En M. Martín Clavijo y M. Bianchi (coords.), *Desafiando al olvido: escritoras italianas*

inéditas. Salamanca: Ediciones Universidad de Salamanca, pp. 557-570. ISBN: 978-84-9012-886-2.
Velázquez García, S. (2018). El giallo se prepara para la era post-Montalbano: el auge de Rocco Schiavone. En Martín Escribà, A. y Sánchez Zapatero, J. (eds.), *Clásicos y contemporáneos en el género negro*. Santiago de Compostela: Andavira Editora S.L., pp. 333 – 342. ISBN: 978-84-8408-373-3.
Velázquez García, S. (2017). Muertos que susurran, crímenes en la Italia fascista. El éxito de la mezcla de géneros en la serie Comisario Ricciardi de Maurizio de Giovanni. En Martín Escribà, A. y Sánchez Zapatero, J. (eds.), *La Globalización del crimen: literatura, cine y nuevos medios*. Santiago de Compostela: Andavira Editora S.L., pp. 393 – 400. ISBN: 978-84-8408-979-7.
Velázquez García, S. (2017). "Da Salamanca a nessuna parte: il cinema italiano come punto di riferimento per il cinema spagnolo negli anni '50 e '60" en *Mosaico italiano. La cultura italiana in Spagna: intrecci e rapporti lungo la storia*, vol. 167 Año XIII, pp. 25-28. ISSN: 2175-9537.
Velázquez-García, S. (2017). "El elemento autobiográfico en el relato de ficción: la obra de Elvira Mujčić". *Revista Internacional de Culturas y Literaturas*, 20 (abril 2017), ISSN: 1885-3625, pp. 145-154. DOI: https://doi.org/10.12795/ricl.v0i20.3522.g2990
Velázquez-García, S. (2016). "La importancia de *El nombre de la rosa* en la eclosión de la novela histórica en España" en *Transfer. Revista electrónica sobre estudios de traducción e interculturalidad*, vol. XI: 1-2 ISSN: 1886-554 pp. 241-257 DOI: https://doi.org/10.1344/transfer.2012.7.160-171
Velázquez García, S. (2016). Suso Cecchi d'Amico: palabras tras las imágenes. En B. Hernández (ed.), *Mujeres de letras: pioneras en el arte, el ensayismo y la educación*. Murcia: Educarm. ISBN: 978-84-945433-7-1.
Velázquez García, S. (2016). Cuando el Sur se convierte en Norte: la mirada del otro. En Blanco Valdés, C., Garosi, L., Marangon, G. y Rodríguez Mesa, F.J. (eds.), *Il Mezzogiorno italiano. Riflessi e immagini culturali del Sud d'Italia*. Florencia: Franco Cesati Editore, pp. 551-558. ISBN: 978-88-7667-595-9.
Velázquez García, S. (2016). El comisario Bordelli: el abordaje de la injusticia social en la Italia de los sesenta. En Martín Escribà, A. y Sánchez Zapatero, J. (eds.), *El género negro de la marginalidad a la normalización*. Santiago de Compostela: Andavira Editora S.L., pp. 249 – 256. ISBN: 978-84-8408-905-6.

Professional develpment activities (technological development, services or other advanced training activity which is relevant for the cycle of studies)

CURSOS Y SEMINARIOS IMPARTIDOS ORIENTADOS A LA FORMACIÓN DOCENTE UNIVERSITARIA UNIVERSIDAD PONTIFICIA DE SALAMANCA - Julio, 2012: "Las destrezas orales en el aula" – 30 horas – Máster para la obtención del Diploma Internacional de Profesor de Lengua Española - Julio, 2013: "La enseñanza y aprendizaje del léxico" – 20 horas - Máster para la obtención del Diploma Internacional de Profesor de Lengua Española

- Julio, 2014: "El perfil del profesor de Español como Lengua Extranjera" – 20 horas - Máster para la obtención del Diploma Internacional de Profesor de Lengua Española
- Julio, 2015: "El perfil del profesor de Español como Lengua Extranjera" – 20 horas - Máster para la obtención del Diploma Internacional de Profesor de Lengua Española

UNIVERSITÀ DEGLI STUDI DI FIRENZE

- Mayo, 2012: Seminario "Traducción de refranes, modismos y frases hechas" – 5 horas – Laurea Magistrale in Lingue e Letterature Europee e Americane.
- Mayo, 2015: Seminario "La Traducción periodística: periodismo de opinión" – 8 horas – Laurea Magistrale in Lingue e Letterature Europee e Americane

UNIVERSITÀ DEGLI STUDI DI MILANO

- Noviembre, 2013: Seminario "El panorama actual de los medios de comunicación en España: su influencia en la sociedad actual" – 8 horas – Posgrado en Lenguas y culturas para la comunicación y la cooperación internacional.

CURSOS Y SEMINARIOS RECIBIDOS Y PARTICIPACIÓN EN CONGRESOS ORIENTADOS A LA FORMACIÓN DOCENTE UNIVERSITARIA

- Buenas prácticas para la difusión de la investigación, la comunicación científica y la gestión de la identidad digital en Estudios de Género, Universidad de Salamanca – Grupo de Investigación «Teresa Andrés» sobre información y sociedad, 24 y 25 de junio de 2019, 10 horas.
- Taller de apoyo a los procesos de evaluación del profesorado. Docentia, Universidad de Salamanca (IUCE), 9 de julio de 2018, 4 horas
- De la queja a la acción: competencias emocionales para docentes, Universidad de Salamanca (IUCE), 2 y 3 de mayo de 2018, 8 horas
- Campus Virtual Studium 2 (Nueva versión), Universidad de Salamanca (IUCE), del 16 al 25 de septiembre de 2015, 10 horas.
- Dirección, corrección y evaluación de Trabajos de Fin de Grado (TFG) y Trabajos de Fin de Máster (TFM), Universidad de Salamanca (IUCE). 2 y 3 de julio de 2015, 8 horas.
- Sistemas tutoriales en el primer curso de información y documentación, Universidad de Salamanca (IUCE), 26 de enero de 2011, 4 horas.
- Jornada didáctica de formación de profesorado de ELE, Universidad Pontificia de Salamanca, 28 de octubre de 2011, 4 horas.
- Jornada didáctica de formación de profesorado de ELE, Universidad Pontificia de Salamanca, 27 de noviembre de 2009, 4 horas.

PARTICIPACIÓN EN PROYECTOS DE INNOVACIÓN DOCENTE

- Miembro del equipo en el desarrollo del Proyecto de Innovación docente "Coordinación horizontal de la especialidad en lenguas modernas (alemán, italiano y portugués) del Máster MUPES (Máster Universitarios en profesor de ESO, Bachillerato, FP y enseñanza de idiomas" (ID2018/018), curso académico 2018/2019.

OTROS MÉRITOS DOCENTES

Dirección de TFG, TFM y Tesis

Other publications (pedagogical)

Professional experience (up to 5) – Posts, doctoral supervision, project coordination, assessment panels, examinations boards, etc.

Miembro de tribunales de evaluación de TFM
Dirección de Tesis, TFG y TFM
Secretaria de la Facultad
Secretaria de la Comisión de Calidad del Grado en Estudios Italianos

Curricular units to be taught in the cycle of studies

Curricular Unit (Course)	Optative / Mandatory	Contact hours with the students
Modelos de literaturas y otras artes en las culturas europeas		70 (for 10 ECTS) 35 (for 5 ECTS)