

| WiSe 2016/17 Sonderpädagogik | | BA SP | | | | | | | | | | | | Med SP | | | | | | | | | | | |
|---------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| | | I. Altes u. Neues Testament | | | | | | II. Kirchen-, Theologie u. Religionsgeschichte u. Systematische Theologie | | | | | | III. Religionsdidaktik u. Religions- wissenschaften | | | | | Fachdidaktik m. fachwissenschaftlicher Vertiefung | | | | | | |
| | | a | b | c | d | e | f | a | b | c | d | e | f | a | b | c | d | e | a | b | c | d | e | | |
| | | Ü | V | V | S | S | S | | | | | | | | | | | | | | | | | | |
| Dozent/in | Veranstaltungen | | | | | | | | | | | | | | | | | | | | | | | | |
| Eberlein | Wie die Exegese historisch wurde (S) | | | | | x | x | | | | | | | | | | | | | | | | | | |
| Erlemann | Biblische Grundbegriffe II | | | | | | | x | | | | | | | | | | | | | | | | | |
| Effert | Religion im Schulleben (S) | | | | | | | | | | | | | | | | | x | x | | | | | | |
| Effert | Tod und Sterben als Themen des Ev. RU (S) entfällt | | | | | | | | | | | | | | | | | | | * | * | * | | | |
| Effert | Inklusive schulkulturen aus Ev. Perspektive (S) | | | | | | | | | | | | | | | | | | x | | | | | | |
| Effert /vom Stein | Jona(erzählungen) im AT und im RU (Ü) | | | | | x | | | | | | | | | | | | | | | | | | | |
| Effert/ vom Stein | Einführung in die Religions- und Bibeldidaktik für die Grundschule (V/Ü) | | | | | | | | | | | | | | | | | | x | x | x | | x | | |
| Jäning | Paulus im unterrichtlichen Kontext (S) | | | | | | | | | | | | | | | | | x | x | x | | | | | |
| Loose | Einführung in die Kindertheologie (S) | | | | | | | | | | | | | | | | | x | x | x | x | x | x | | |
| Lück | Empirische Religionspädagogik: Grundlagen - Zugänge - Aktuelle Projekte (S) | | | | | | | | | | | | | | | | | x | x | x | | | | | |
| Lück / Roß | You'll never walk alone - Fußballlieder im RU (S) | | | | | | | | | | | | | | | | | x | x | | | | | x | |
| Lück | "Der Mond ist aufgegangen" - Das "Abendlied" von Matthias Claudius im RU (WS) | | | | | | | | | | | | | | | | | x | x | | | | x | | |
| Lück | Empirische Forschungswerkstatt | | | | | | | | | | | | | | | | | x | x | | | | x | | |
| Michael | Martin Luther als Thema des Ev. RU (S) | | | | | | | x | | | | | | | | | | x | | | x | | | | |
| | | Bibelkunde AT und NT | | | | | | | | | | | | | | | | | | | | | | | |
| | | Einführung AT | | | | | | | | | | | | | | | | | | | | | | | |
| | | Enföhrung NT | | | | | | | | | | | | | | | | | | | | | | | |
| | | Alttestamentliches Thema | | | | | | | | | | | | | | | | | | | | | | | |
| | | Neutestamentliches Thema | | | | | | | | | | | | | | | | | | | | | | | |
| | | Grundwissen NT | | | | | | | | | | | | | | | | | | | | | | | |
| | | Grundlagentext Kirchengeschichte | | | | | | | | | | | | | | | | | | | | | | | |
| | | Einführung Kirchengeschichte | | | | | | | | | | | | | | | | | | | | | | | |
| | | Enföhrung Systematische Theologie | | | | | | | | | | | | | | | | | | | | | | | |
| | | Dogmatisches Thema | | | | | | | | | | | | | | | | | | | | | | | |
| | | Ethisches Thema | | | | | | | | | | | | | | | | | | | | | | | |
| | | Einföhrung in die Religionspädagogik | | | | | | | | | | | | | | | | | | | | | | | |
| | | Berufsfeld Religionslehrer | | | | | | | | | | | | | | | | | | | | | | | |
| | | Judentum | | | | | | | | | | | | | | | | | | | | | | | |
| | | Weltreligionen | | | | | | | | | | | | | | | | | | | | | | | |
| | | Christentum und Kultur | | | | | | | | | | | | | | | | | | | | | | | |
| | | Einf. In religionsdidaktische Grundfragen | | | | | | | | | | | | | | | | | | | | | | | |
| | | Methoden und Medien im RU | | | | | | | | | | | | | | | | | | | | | | | |
| | | Biblische Theologie und RU | | | | | | | | | | | | | | | | | | | | | | | |
| | | Kirchengeschichte | | | | | | | | | | | | | | | | | | | | | | | |
| | | Systematische Theologie und RU | | | | | | | | | | | | | | | | | | | | | | | |
| | | RU und Sonderpädagogik | | | | | | | | | | | | | | | | | | | | | | | |

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| Dozent/in | Veranstaltungen | | | | | | | | | | | | | | | | | | | | | | | | | |
| Michael | Bilder über dem Altar (S) | | | | | | | | | | | | | | | | | | | | | | x | | | |
| Mommer | Einführung in die altisraelitische Prophetie | | | | | x | | | | | | | | | | | | | | | | | | x | | |
| Ohst | Lat. Lektüre: Thomas von Aquin, De veritate (Ü) | | | | | | | x | x | | | | | | | | | | | | | | | | x | |
| Ohst | Pietismus und Aufklärung (V) | | | | | | | | | x | | x | | | x | | | | | | | | | | x | |
| Ohst | August Hermann Francke (S) | | | | | | | | x | | x | | | | | | | | | | | | | x | | |
| Ohst | Das Markusevangelium (V) | | | x | x | | | | | | | | | | | | | | | | | | | | x | |
| Schliwski | Einführung in das Judentum (S) | | | | | | | | | | | | | | | | | | x | x | | | | | | |
| Soosten, von | Kierkegaards Freiheitsschrift: Der Begriff Angst (S) | | | | | | | | | x | | x | | | | | | | x | x | | | | | | |
| Soosten, von | Wirtschaftsethik. Grundfragen, Verantwortungs-ebenen und Handlungsfelder der Ökonomie im 21. Jh. (V) | | | | | | | | | | x | | x | | | | | | x | x | | | | | | |
| Soosten, von | Jacques Derridas Religionsschrift. "Glaube und Wissen" (S) | | | | | | | | | x | | x | | | | | | | x | | | | | | | |
| Soosten, von | Das Fest der Erzählung. Religion und Gottesglaube (V) | | | | | | | | x | | x | x | x | | | | | x | | | | x | | | | |
| Wagner | Bibelkunde AT und NT (online) | x | | | | | | | | | | | | | | | | | | | | | | | | |
| Wagner | Grundwissen NT (Ü) | | | | | | | x | | | | | | | | | | | | | | | | | | |
| Wagner | Einleitung in das Alte Testament (V) | | x | | | | | | | | | | | | | | | | | | | | | | | |
| Wagner | Die Urgeschichte (Gen 1-11) (S) | | | x | | | | | | | | | | | | | | | | | | | | | | |
| Wrogemann | Theologie der Religionen (S) | | | | | | | | | | | | | | | | | x | | | | | | | | |
| | Bibelkunde AT und NT | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Einführung AT | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Enföhrung NT | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Grundwissen NT | | | | | | | | | | | | | | | | | | | | | | | | | |
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