

**SYLLABUS  
2019-2020**

**1<sup>st</sup> year of study / 1<sup>st</sup> Semester**

*Cultural identity and literary discourse*

**1. Information on academic programme**

1.1. University	„1 Decembrie 1918”
1.2. Faculty	Faculty of History and Philology
1.3. Department	Department of Philology
1.4. Field of Study	Philology
1.5. Cycle of Study	Master
1.6. Academic programme / Qualification	English language, literature and culture in the European context / Occupations included in RNCIS: Researcher in Philology - 264314; Researcher in Linguistics - 264312; Interpreting Diplomatic Relations - 264303 / Access to the doctoral cycle (Philology)

**2. Information of Course Matter**

2.1. Course	<i>Cultural identity and literary discourse</i>			2.2. Code	MEE411		
2.3. Course Leader	Associate Professor Rodica Gabriela CHIRA, Ph.D.						
2.4. Seminar Tutor	Associate Professor Rodica Gabriela CHIRA, Ph.D.						
2.4.1. Laboratory Tutor							
2.5. Academic Year	I	2.6. Semester	1	a. Type of Evaluation (E – final exam/ CE - colloquy examination / CA -continuous assessment)	E	2.8. Type of course (C– Compulsory, Op – optional, F - Facultative)	C

**3. Course Structure (Weekly number of hours)**

3.1. Weekly number of hours	4	3.2. course	2	3.3. seminar, laboratory	2
3.4. Total number of hours in the curriculum	56	3.5. course	28	3.6. seminar, laboratory	28
Allocation of time:					Hours 144
Individual study of readers					50
Documentation (library)					30
Home assignments, Essays, Portfolios					24
Tutorials					14
Assessment (examinations)					2
Other activities.....					24
3.7 Total number of hours for individual study	144				
3.8 Total number of hours in the curriculum	56				
3.9 Total number of hours per semester	200				

3.10 Number of ECTS	8
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### 3. Prerequisites (*where applicable*)

4.1. curriculum-based	
4.2. competence-based	<i>Understanding the periodization and the importance of the stages studied in the evolution of mentalities</i>

### 4. Requisites (*where applicable*)

5.1. course-related	Computer room, video projector, internet access
5.2. seminar/laboratory-based	Computer room, video projector, internet access

### 5. Specific competences to be acquired (chosen by the course leader from the programme general competences grid)

Professional competences	<p>C3 Presentation of literary phenomena according to the historical, social, philosophical context and under the aspect of regional differences</p> <p>C3.2 Explaining the forms of evolution of English literature (epochs, genres, schools and literary affiliates, regional traditions, external influences, etc.)</p> <p>C3.3 Review of contemporary English literary texts by referring them to literary traditions, regional specificities and ideological background</p> <p>C3.4 Discerning use of secondary literature, confrontation and evaluation of sources in order to formulate one's own position (opinions)</p> <p>C3.5 Developing a research project on the work of a writer / a literary era / a literary school / a group of thematic or ideological related texts, using appropriately the concepts and methods of the literature and comparative science</p> <p>SP3 Interpretation from a multiple perspective of a literary text of greater complexity, selecting and using discerningly the secondary literature</p>
Transversal competences	<ol style="list-style-type: none"> <li>1. Carrying out on time, rigorously, efficiently and in an accountable manner, the professional tasks of high complexity, in terms of decision-making autonomy, in strict compliance with the professional ethics.</li> <li>2. Applying efficiently communication and networking techniques at the organizational level in terms of assuming roles specific to different hierarchical levels.</li> <li>3. A self –assessment of the need for training and evolution in career, the development of skills acquired and to adapt to the requirements of a dynamic society.</li> </ol>

### 6. Course objectives (as per the programme specific competences grid)

7.1 General objectives of the course	Incorporating in a unitary and coherent structure the main moments from the synchronic and diachronic evolution of culture and literature, with emphasis on the English space.
7.2 Specific objectives of the course	<p>C3.2 Explaining the forms of evolution of English literature (epochs, genres, schools and literary affiliates, regional traditions, external influences, etc.)</p> <p>C3.3 Review of contemporary English literary texts by referring them to literary traditions, regional specificities and ideological background</p> <p>C3.4 Discerning use of secondary literature, confrontation and</p>

	<p>evaluation of sources in order to formulate one's own position (opinions)</p> <p>C3.5 Developing a research project on the work of a writer / a literary era / a literary school / a group of thematic or ideological related texts, using appropriately the concepts and methods of the literature and comparative science</p> <p>SP3 Interpretation from a multiple perspective of a literary text of greater complexity, selecting and using discerningly the secondary literature</p>
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## 7. Course contents

8. 1 Course (learning units)	Teaching methods	Observations
<p><b>C1. Introductory elements</b></p> <p>1. The globalization epoch: challenges and rewards; the place and role of literature.</p> <p>2. Cultural identity and literary discourse: defining the concepts.</p> <p>3. Forms of manifestation of cultural differences in literature.</p> <p>4. Regional and ethnic differences.</p> <p>5. Religious differences, social differences, gender.</p> <p>6. The importance of socio-historical knowledge in understanding/ perceiving literature.</p> <p>4h</p>	<p>Computer-assisted lecture</p> <p>Exploitation of Internet sources</p>	<p>BIBLIOGRAFIE :</p> <p>Bettelheim Bruno (2008). <i>Psychanalyse des contes de fées</i>, Paris, Pocket.</p> <p>Chira, Rodica. <i>Sur l'interculturel et l'interdisciplinaire – approches suggérées par Benjamin Pelletier</i>, in <i>Annales Universitatis Apulensis, Series Philologica</i>, 16, Tom 2, Alba Iulia, 2015, pp. 103-114, ISSN 1582-5523, CNCSIS B, CEEOL.</p> <p>Derive, Jean, Université de Savoie/Lacan, « La question de l'identité culturelle en littérature », retrieved from <a href="http://hal.archives-ouvertes.fr/docs/00/34/40/40/PDF/La_question_de_l_identite_culturelle_en_litterature.pdf">http://hal.archives-ouvertes.fr/docs/00/34/40/40/PDF/La_question_de_l_identite_culturelle_en_litterature.pdf</a></p> <p>Kipling, Rudyard (1902, 2008, 2013). <i>The Just So Stories</i>. Retrieved from <i>The Project Gutenberg EBook of Just So Stories, by Rudyard Kipling</i>, <a href="https://www.gutenberg.org/files/2781/2781-h/2781-h.htm">https://www.gutenberg.org/files/2781/2781-h/2781-h.htm</a></p> <p><i>The Project Gutenberg EBook of Just So Stories, by Rudyard Kipling</i></p> <p>Porter Abbott, H. (2002). <i>The Cambridge Introduction to Narrative</i>. Cambridge University Press. Chapter 2: Defining narrative, p. 13-27, <a href="http://community.wvu.edu/~bdb026/306/ch2-defining-narrative.pdf">http://community.wvu.edu/~bdb026/306/ch2-defining-narrative.pdf</a></p> <p>Friedman, Jonathan (1994). <i>Cultural Identity and Global Process</i>. Sage. On line partially - Identity and Social Change (isc) <a href="http://www.identity-and-social-change.eu/pdf/praesentation_cultura_identity_polen.pdf">http://www.identity-and-social-change.eu/pdf/praesentation_cultura_identity_polen.pdf</a></p> <p>Maingueneau, Dominique (2010). "Literature and discourse analysis". In <i>Acta Linguistica Hafniensia</i>:</p>
<p><b>C2. General view on different cultural epochs of English Literature.</b></p> <p><b>Renaissance: the Elizabethan Age (1558-1603)</b></p> <p>1. Socio-historical context.</p> <p>2. Forms, themes and narrative strategies characterizing the epoch.</p> <p>3. Examples.</p> <p>4. Contemporary reflections.</p> <p>4h</p>	<p>Computer-assisted lecture</p> <p>Problematization and discovery learning</p> <p>Conversation and text commentary</p>	
<p><b>C3. General view on different cultural epochs of English Literature.</b></p> <p><b>The Age of Enlightenment: the Augustan Literature (1700-1750)</b></p> <p>1. Socio-historical context.</p> <p>2. Forms, themes and narrative strategies characterizing the epoch.</p> <p>3. Examples.</p> <p>4. Contemporary reflections.</p> <p>4h</p>	<p>Computer-assisted lecture</p> <p>Problematization and discovery learning</p> <p>Conversation and text commentary</p>	
<p><b>C4. General view on different cultural epochs of English Literature.</b></p> <p><b>The 19th century: The Victorian Literature (1837-1901)</b></p> <p>1. Socio-historical context.</p> <p>2. Forms, themes and narrative strategies characterizing the epoch.</p> <p>3. Examples.</p> <p>4. Contemporary reflections.</p> <p>4h</p>	<p>Computer-assisted lecture</p> <p>Problematization and discovery learning</p> <p>Conversation and text commentary</p>	
<p><b>C5. Short Narratives</b></p> <p>1. Ultrashort narratives and their impact in identifying elements of culture and civilization</p> <p>2. General view on the American/ English contemporary scenery.</p> <p>2h</p>	<p>Computer-assisted lecture</p> <p>Problematization and discovery</p>	

	learning Conversation and text commentary	International Journal of Linguistics, <a href="#">Volume 42, Supplement 1</a> , Special Issue: Travaux du Cercle Linguistique de Copenhague Vol. XXXIV Linguistics and Poetics, p. 147-258.
<b>C6. Cultural identity and tales/stories: origins and diversity</b> 1. Discussion around Vladimir Propp's <i>Morphology of the Folk Tale</i> 2. On the importance of tales/stories 3. Tales/stories and the development of the child and of the adult 4. Reading/telling stories/tales: ambience, complicity, tone, rhythm 5. <b>Charles Perrault</b> and the context of his creation; integration in his epoch; narrative strategies 4h	Computer-assisted lecture Problematization and discovery learning Conversation and text commentary	Miall, D. S. (2002). "Literary Discourse". In <i>Handbook of Discourse Processes</i> . Art Graesser, Morton Ann Gernsbacher, & Susan R. Goldman, Eds. Mahwah, NJ: Lawrence Erlbaum Associates. p. 321-355. <a href="http://www.ualberta.ca/~dmiall/MiallPub/Miall_Literary%20Discourse.pdf">http://www.ualberta.ca/~dmiall/MiallPub/Miall_Literary%20Discourse.pdf</a>
<b>C7. Tales/stories from the whole world (I)</b> 1. Classification and categories 2. Similarities and differences determined by space and time. 3. Forms, themes and narrative strategies 2. Possibilities of exploitation 2h	Computer-assisted lecture Problematization and discovery learning Conversation and text commentary	Declaration of Existence for Constructing Cultural Identities (CCI) Group. Excerpt from a speech given at Flinders University, April 15 1997, on the occasion of Scott Hicks receiving a Doctor of Letters honoris causa, <a href="http://ehlt.flinders.edu.au/humanities/exchange/asri/docs/CCI_declare_apr_05.pdf">http://ehlt.flinders.edu.au/humanities/exchange/asri/docs/CCI_declare_apr_05.pdf</a>
<b>C7. Tales/stories from the whole world (I)</b> 1. Classification and categories 2. Similarities and differences determined by space and time. 3. Forms, themes and narrative strategies 2. Possibilities of exploitation 2h	Computer-assisted lecture Problematization and discovery learning	Orwell, George (1946). "Rudyard Kipling" in <i>Critical Essays</i> . Retrieved from <a href="http://orwell.ru/library/reviews/kipling/english/e_rkip">http://orwell.ru/library/reviews/kipling/english/e_rkip</a>
<b>C8. Free discussions on the seminars. Challenges and rewards, recommendations</b> 2h	Free discussions	Propp, Vladimir (1968). <i>Morphology of the Folk Tale</i> . The American Folklore Society and Indiana University. Retrieved from <a href="https://archive.org/stream/MorphologyOfTheFolkTale/propp_djvu.txt">https://archive.org/stream/MorphologyOfTheFolkTale/propp_djvu.txt</a> Santogostini, Paola (2008). <i>Cum să te vindeci cu o poveste</i> , traducere din limba italiană de Corina Popescu, București, Humanitas. Skulj, Jola (2000). <i>Comparative Literature and Cultural Identity</i> , Vol. 2, Issue 4, Article 5, Purdue University Press. Retrieved from <a href="http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1088&amp;context=cleweb">http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1088&amp;context=cleweb</a> Wells, H.G. (1991, 2008). <i>A Short History of the World</i> , Penguin Books, Penguin Classics.
<b>8.2 Minimum bibliography required</b>		
Bettelheim Bruno (2008). <i>Psychanalyse des contes de fées</i> , Paris, Pocket. Chira, Rodica. <i>Sur l'interculturel et l'interdisciplinaire – approches suggérées par Benjamin Pelletier</i> , in <i>Annales Universitatis Apulensis, Series Philologica</i> , 16, Tom 2, Alba Iulia, 2015, pp. 103-114, ISSN 1582-5523, CNCSIS B, CEEOL. Derive, Jean, Université de Savoie/Lacan, « La question de l'identité culturelle en littérature », retrieved from <a href="http://hal.archives-ouvertes.fr/docs/00/34/40/40/PDF/La_question_de_l_identite_culturelle_en_litterature.pdf">http://hal.archives-ouvertes.fr/docs/00/34/40/40/PDF/La_question_de_l_identite_culturelle_en_litterature.pdf</a> Kipling, Rudyard (1902, 2008, 2013). <i>The Just So Stories</i> . Retrieved from <i>The Project Gutenberg EBook of Just So Stories, by Rudyard Kipling</i> , <a href="https://www.gutenberg.org/files/2781/2781-h/2781-h.htm">https://www.gutenberg.org/files/2781/2781-h/2781-h.htm</a>		

*The Project Gutenberg EBook of Just So Stories, by Rudyard Kipling*

Porter Abbott, H. (2002). *The Cambridge Introduction to Narrative*. Cambridge University Press. Chapter 2: Defining narrative, p. 13-27, <http://community.wvu.edu/~bdb026/306/ch2-defining-narrative.pdf>

Friedman, Jonathan (1994). *Cultural Identity and Global Process*. Sage. On line partially - Identity and Social Change (isc)  
[http://www.identity-and-social-change.eu/pdf/presentation\\_cultura\\_identity\\_polen.pdf](http://www.identity-and-social-change.eu/pdf/presentation_cultura_identity_polen.pdf)

Maingueneau, Dominique (2010). "Literature and discourse analysis". In *Acta Linguistica Hafniensia: International Journal of Linguistics*, **Volume 42, Supplement 1**, Special Issue: Travaux du Cercle Linguistique de Copenhague Vol. XXXIV Linguistics and Poetics, p. 147-258.

Miall, D. S. (2002). "Literary Discourse". In *Handbook of Discourse Processes*. Art Graesser, Morton Ann Gernsbacher, & Susan R. Goldman, Eds. Mahwah, NJ: Lawrence Erlbaum Associates. p. 321-355.  
[http://www.ualberta.ca/~dmiall/MiallPub/Miall\\_Literary%20Discourse.pdf](http://www.ualberta.ca/~dmiall/MiallPub/Miall_Literary%20Discourse.pdf)

Declaration of Existence for Constructing Cultural Identities (CCI) Group. Excerpt from a speech given at Flinders University, April 15 1997, on the occasion of Scott Hicks receiving a Doctor of Letters honoris causa, [http://ehlt.flinders.edu.au/humanities/exchange/asri/docs/CCI\\_declare\\_apr\\_05.pdf](http://ehlt.flinders.edu.au/humanities/exchange/asri/docs/CCI_declare_apr_05.pdf)

Orwell, George (1946). "Rudyard Kipling" in *Critical Essays*. Retrieved from [http://orwell.ru/library/reviews/kipling/english/e\\_rkip](http://orwell.ru/library/reviews/kipling/english/e_rkip)

Propp, Vladimir (1968). *Morphology of the Folk Tale*. The American Folklore Society and Indiana University. Retrieved from [https://archive.org/stream/MorphologyOfTheFolkTale/propp\\_djvu.txt](https://archive.org/stream/MorphologyOfTheFolkTale/propp_djvu.txt)

Santogostini, Paola (2008). *Cum să te vindeci cu o poveste*, traducere din limba italiană de Corina Popescu, București, Humanitas.

Skulj, Jola (2000). *Comparative Literature and Cultural Identity*, Vol. 2, Issue 4, Article 5, Purdue University Press. Retrieved from <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1088&context=clweb>

Wells, H.G. (1991, 2008). *A Short History of the World*, Penguin Books, Penguin Classics.

<b>Seminar / 2h</b>		
<b>S1. Discussion-comment around an article:</b> Jola Skulj, "Comparative Literature and Cultural Identity"	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	BIBLIOGRAPHY: Rabelais, François (2014) Ch. 8: "How Pantagruel, being at Paris, received letters from his father Gargantua, and the copy of them" in <i>Five books of the lives, heroic deeds and sayings of Gargantua and his son Pantagruel</i> . Translated into English by Sir Thomas Urquhart of Cromarty and Peter Antony Motteux. Illustrated by Gustave Doré, the University of Adelaide. Retrieved from <a href="https://ebooks.adelaide.edu.au/r/rabelais/francois/r11g/book2.8.html">https://ebooks.adelaide.edu.au/r/rabelais/francois/r11g/book2.8.html</a> , <a href="https://ebooks.adelaide.edu.au/r/rabelais/francois/r11g/index.html">https://ebooks.adelaide.edu.au/r/rabelais/francois/r11g/index.html</a> . Andersen, Hans Christian, <i>The Shoes of Fortune</i> . Retrieved from <a href="http://www.worldoftales.com/fairy_tales/Andersen_fairy_tales.html">http://www.worldoftales.com/fairy_tales/Andersen_fairy_tales.html</a>
<b>S2. Discussion-comment around a literary text:</b> Shakespeare, <i>A Midsummer Night's Dream</i> 1. Real and imaginary in the Elizabethan space and time 2. The theatre's impact on society	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	Shakespeare, William, <a href="http://shakespeare.mit.edu/midsummer/full.html">http://shakespeare.mit.edu/midsummer/full.html</a> Bates, Alfred, <i>A Midsummer Night's Dream. An analysis of the play by Shakespeare</i> . Retrieved October 15, 2008, at <a href="http://www.theatrehistory.com/british/midsummer01.htm">http://www.theatrehistory.com/british/midsummer01.htm</a> <i>A Midsummer Night's Dream. A Study Guide</i> . Retrieved October 15, 2008, at <a href="http://www.cummingsstudyguides.net/xMidsummer.html">http://www.cummingsstudyguides.net/xMidsummer.html</a> <i>Creation stories from around the world</i> . Fourth Edition July 2000. Chira, Rodica. <i>Sur l'interculturel et l'interdisciplinaire – approches suggérées par Benjamin Pelletier</i> , in <i>Annales Universitatis Apulensis, Series Philologica</i> , 16, Tom 2, Alba Iulia, 2015, pp.103-114, ISSN 1582-5523, CNCSIS B, CEEOL. <a href="http://www.gly.uga.edu/railsback/CS/CSIndex.html">http://www.gly.uga.edu/railsback/CS/CSIndex.html</a>
<b>S3. Discussion-comment around a literary text:</b> Swift, <i>Gulliver's Travels</i> 1. On the sense of the existence and satire 2. Narrative strategies	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	Shakespeare, William, <a href="http://shakespeare.mit.edu/midsummer/full.html">http://shakespeare.mit.edu/midsummer/full.html</a> Bates, Alfred, <i>A Midsummer Night's Dream. An analysis of the play by Shakespeare</i> . Retrieved October 15, 2008, at <a href="http://www.theatrehistory.com/british/midsummer01.htm">http://www.theatrehistory.com/british/midsummer01.htm</a> <i>A Midsummer Night's Dream. A Study Guide</i> . Retrieved October 15, 2008, at <a href="http://www.cummingsstudyguides.net/xMidsummer.html">http://www.cummingsstudyguides.net/xMidsummer.html</a> <i>Creation stories from around the world</i> . Fourth Edition July 2000. Chira, Rodica. <i>Sur l'interculturel et l'interdisciplinaire – approches suggérées par Benjamin Pelletier</i> , in <i>Annales Universitatis Apulensis, Series Philologica</i> , 16, Tom 2, Alba Iulia, 2015, pp.103-114, ISSN 1582-5523, CNCSIS B, CEEOL. <a href="http://www.gly.uga.edu/railsback/CS/CSIndex.html">http://www.gly.uga.edu/railsback/CS/CSIndex.html</a>
<b>S4. Discussion-comment around a literary text:</b> Robert Louis Stevenson, <i>The Strange Case of Dr Jekyll and Mr. Hyde</i> 1. The scientific imaginary 2. Narrative strategies	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	Shakespeare, William, <a href="http://shakespeare.mit.edu/midsummer/full.html">http://shakespeare.mit.edu/midsummer/full.html</a> Bates, Alfred, <i>A Midsummer Night's Dream. An analysis of the play by Shakespeare</i> . Retrieved October 15, 2008, at <a href="http://www.theatrehistory.com/british/midsummer01.htm">http://www.theatrehistory.com/british/midsummer01.htm</a> <i>A Midsummer Night's Dream. A Study Guide</i> . Retrieved October 15, 2008, at <a href="http://www.cummingsstudyguides.net/xMidsummer.html">http://www.cummingsstudyguides.net/xMidsummer.html</a> <i>Creation stories from around the world</i> . Fourth Edition July 2000. Chira, Rodica. <i>Sur l'interculturel et l'interdisciplinaire – approches suggérées par Benjamin Pelletier</i> , in <i>Annales Universitatis Apulensis, Series Philologica</i> , 16, Tom 2, Alba Iulia, 2015, pp.103-114, ISSN 1582-5523, CNCSIS B, CEEOL. <a href="http://www.gly.uga.edu/railsback/CS/CSIndex.html">http://www.gly.uga.edu/railsback/CS/CSIndex.html</a>
<b>S5. Cultural identity and literary discourse:</b> 1. Hans Christian Andersen and the context of his creation 2. Socio-historical context 3. The Tales world and the society of the epoch : <i>The shoes of fortune</i> 4. How miracle is integrated in the tale	Demonstrative seminar Problematization and learning through discovery Conversation and	Shakespeare, William, <a href="http://shakespeare.mit.edu/midsummer/full.html">http://shakespeare.mit.edu/midsummer/full.html</a> Bates, Alfred, <i>A Midsummer Night's Dream. An analysis of the play by Shakespeare</i> . Retrieved October 15, 2008, at <a href="http://www.theatrehistory.com/british/midsummer01.htm">http://www.theatrehistory.com/british/midsummer01.htm</a> <i>A Midsummer Night's Dream. A Study Guide</i> . Retrieved October 15, 2008, at <a href="http://www.cummingsstudyguides.net/xMidsummer.html">http://www.cummingsstudyguides.net/xMidsummer.html</a> <i>Creation stories from around the world</i> . Fourth Edition July 2000. Chira, Rodica. <i>Sur l'interculturel et l'interdisciplinaire – approches suggérées par Benjamin Pelletier</i> , in <i>Annales Universitatis Apulensis, Series Philologica</i> , 16, Tom 2, Alba Iulia, 2015, pp.103-114, ISSN 1582-5523, CNCSIS B, CEEOL. <a href="http://www.gly.uga.edu/railsback/CS/CSIndex.html">http://www.gly.uga.edu/railsback/CS/CSIndex.html</a>

5. Forms, themes and narrative strategies	text commentary	The Poor Man and the Rich Man. <a href="http://www.ethiopianfolktales.com/en/oromia/192-the-poor-man-and-the-rich-man">http://www.ethiopianfolktales.com/en/oromia/192-the-poor-man-and-the-rich-man</a> Rich Man and Poor Man. Persian Story. <a href="http://www.easypersian.com/tales/persian-story-9/">http://www.easypersian.com/tales/persian-story-9/</a> Moral Story – Rich Man Poor Man, <a href="http://www.siasat.com/english/news/moral-story-rich-man-poor-man">http://www.siasat.com/english/news/moral-story-rich-man-poor-man</a>
<b>S6. Reading and analyzing tales/stories belonging to a certain region of the world</b> <b>Celtic stories</b> 1. Category; 2. Place and time; 3. Elements connected to the theme; 4. Local characteristics; 5. Universal characteristics; 6. Message; 7. Possibilities of exploitation.	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	<a href="http://www.storbybytes.com/view-stories/1996/parable-thanks.html">http://www.storbybytes.com/view-stories/1996/parable-thanks.html</a> <a href="http://www.worldoftales.com/">http://www.worldoftales.com/</a> World of Tales - Stories for children, folktales, fairy tales and fables from around the world, <a href="http://www.worldoftales.com/">http://www.worldoftales.com/</a>
<b>S7. Reading and analyzing tales/stories belonging to a certain region of the world</b> <b>Irish stories</b> 1. Category; 2. Place and time; 3. Elements connected to the theme; 4. Local characteristics; 5. Universal characteristics; 6. Message; 7. Possibilities of exploitation.	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	<a href="http://www.worldoftales.com/North_American_folktales.html">http://www.worldoftales.com/North_American_folktales.html</a> North American Folktales, <a href="http://www.worldoftales.com/North_American_folktales.html">http://www.worldoftales.com/North_American_folktales.html</a> Chase, Heath. "The Man On The Mountain". A Short Narrative , <a href="http://www.youtube.com/watch?v=XMwFbIVo1dl">http://www.youtube.com/watch?v=XMwFbIVo1dl</a>
<b>S8. Reading and analyzing tales/stories belonging to a certain region of the world</b> <b>Scottish stories</b> 1. Category; 2. Place and time; 3. Elements connected to the theme; 4. Local characteristics; 5. Universal characteristics; 6. Message; 7. Possibilities of exploitation.	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	Panos, Bianca. How We Met. A Short Narrative Film, <a href="http://www.youtube.com/watch?v=ZFeH6Tzctcw">http://www.youtube.com/watch?v=ZFeH6Tzctcw</a> Short Narrative Film: The Letter, <a href="http://www.youtube.com/watch?v=DAatEmIQGgg">http://www.youtube.com/watch?v=DAatEmIQGgg</a>
<b>S9. Reading and analyzing tales/stories belonging to a certain region of the world</b> <b>Stories from North America</b> 1. Category; 2. Place and time; 3. Elements connected to the theme; 4. Local characteristics; 5. Universal characteristics; 6. Message; 7. Possibilities of exploitation.	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	The Penalty -- short narrative, <a href="http://www.youtube.com/watch?v=yqNNzZ0nH_w">http://www.youtube.com/watch?v=yqNNzZ0nH_w</a> NYU Frame and Sequence Narrative - "The Cold Verdict", <a href="http://www.youtube.com/watch?v=eCOzpGQkD3k">http://www.youtube.com/watch?v=eCOzpGQkD3k</a>
<b>S10. Reading and analyzing tales/stories belonging to a certain region of the world</b> <b>Stories from South America</b> 1. Category; 2. Place and time; 3. Elements connected to the theme; 4. Local characteristics; 5. Universal characteristics; 6. Message; 7. Possibilities of exploitation.	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	Still Life - A Simple Narrative, <a href="http://www.youtube.com/watch?v=3KEBNhY09rY">http://www.youtube.com/watch?v=3KEBNhY09rY</a> Abstract/Narrative Quote Short Film, <a href="http://www.youtube.com/watch?v=vr9LeiqBaTw">http://www.youtube.com/watch?v=vr9LeiqBaTw</a>
<b>S11. Reading and analyzing tales/stories belonging to a certain region of the world</b> <b>Australian stories</b> 1. Category; 2. Place and time; 3. Elements connected to the theme; 4. Local characteristics; 5. Universal characteristics; 6. Message; 7. Possibilities of exploitation.	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	SOME HELP - Narrative Short Film, <a href="http://www.youtube.com/watch?v=b1BbiGieJV8">http://www.youtube.com/watch?v=b1BbiGieJV8</a> The University of Maine at Machias, Ultrashort narrative competition, 150 words for a text, 16 lines for poetry <a href="http://machias.edu/deadline-nears-for-umms-annual-ultra-short-writing-competition.html">http://machias.edu/deadline-nears-for-umms-annual-ultra-short-writing-competition.html</a>
<b>S12. Reading and thematic analysis of tales/stories</b> <b>Creation stories from around the world</b> 1. Category; 2. Place and time; 3. Elements connected to the theme; 4. Local characteristics; 5. Universal characteristics; 6. Message; 7. Possibilities of exploitation.	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	
<b>S13. Reading and thematic analysis of tales/stories</b> <b>The rich and the poor</b> 1. Category; 2. Place and time; 3. Elements connected to the theme; 4. Local characteristics; 5. Universal characteristics; 6. Message; 7. Possibilities of exploitation.	Demonstrative seminar Problematization and learning through discovery Conversation and text commentary	
<b>S14. Free discussions on the seminars. Challenges and rewards, recommendations</b>	Free discussions	
<b>Minimum bibliography required</b> Rabelais, François (2014) Ch. 8: "How Pantagruel, being at Paris, received letters from his father Gargantua, and the copy of them" in <i>Five books of the lives, heroic deeds and sayings of Gargantua and his son Pantagruel</i> . Translated into English by Sir Thomas Urquhart of Cromarty		

and Peter Antony Motteux. Illustrated by Gustave Doré, the University of Adelaide. Retrieved from <https://ebooks.adelaide.edu.au/r/rabelais/francois/r11g/book2.8.html>, <https://ebooks.adelaide.edu.au/r/rabelais/francois/r11g/index.html>.

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Shakespeare, William, <http://shakespeare.mit.edu/midsummer/full.html>

Bates, Alfred, *A Midsummer Night's Dream. An analysis of the play by Shakespeare*. Retrieved October 15, 2008, at <http://www.theatrehistory.com/british/midsummer001.htm>

*A Midsummer Night's Dream. A Study Guide*. Retrieved October 15, 2008, at <http://www.cummingsstudyguides.net/xMidsummer.html>

*Creation stories from around the world*. Fourth Edition July 2000.

Chira, Rodica. *Sur l'interculturel et l'interdisciplinaire – approches suggérées par Benjamin Pelletier*, in *Annales Universitatis Apulensis, Series Philologica*, 16, Tom 2, Alba Iulia, 2015, pp. 103-114, ISSN 1582-5523, CNCSIS B, CEEOL. <http://www.gly.uga.edu/railsback/CS/CSIndex.html>

The Poor Man and the Rich Man. <http://www.ethiopianfolktales.com/en/oromia/192-the-poor-man-and-the-rich-man>

Rich Man and Poor Man. Persian Story. <http://www.easypersian.com/tales/persian-story-9/>

Moral Story – Rich Man Poor Man, <http://www.siasat.com/english/news/moral-story-rich-man-poor-man>

M. Stanley Bubien, The Rich Man and the Poor Man. A Parable for Thanksgiving, <http://www.storybytes.com/view-stories/1996/parable-thanks.html>

<http://www.worldoftales.com/>

World of Tales - Stories for children, folktales, fairy tales and fables from around the world, <http://www.worldoftales.com/>

North American Folktales, [http://www.worldoftales.com/North\\_American\\_folktales.html](http://www.worldoftales.com/North_American_folktales.html)

Chase, Heath. "The Man On The Mountain". A Short Narrative, <http://www.youtube.com/watch?v=XMwFbIVo1dl>

Panos, Bianca. How We Met. A Short Narrative Film, <http://www.youtube.com/watch?v=ZFeH6Tzctcw>

Short Narrative Film: The Letter, <http://www.youtube.com/watch?v=DAatEmIQGgg>

The Penalty -- short narrative, [http://www.youtube.com/watch?v=yqNNzZ0nH\\_w](http://www.youtube.com/watch?v=yqNNzZ0nH_w)

NYU Frame and Sequence Narrative - "The Cold Verdict", <http://www.youtube.com/watch?v=eCOzpGQkD3k>

Still Life - A Simple Narrative, <http://www.youtube.com/watch?v=3KEBNhY09rY>

Abstract/Narrative Quote Short Film, <http://www.youtube.com/watch?v=vr9LeiqBaTw>

SOME HELP - Narrative Short Film, <http://www.youtube.com/watch?v=b1BblGieJV8>

The University of Maine at Machias, Ultrashort narrative competition, 150 words for a text, 16 lines for poetry <http://machias.edu/deadline-nears-for-umms-annual-ultra-short-writing-competition.html>

**8. Corroboration of course contents with the expectations of the epistemic community's significant representatives, professional associations and employers in the field of the academic programme**

*The content of the subject matter was analysed in the monitoring and assessment board of the MA programme. The board consists of representatives of employers and professional associations if the field.*

**9. Assessment**

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	The quality and quantity of the knowledge acquired	Written test	50%
		oral (O): conversation; presentation	25%
10.5 Seminar/laboratory		practice (P): applications; portfolio, project	25%

**10.6 Minimum performance standard:**

- Pass, average grade 5

*Minimum promotion requirements (for grade 5):*

- participation of at least 50% in the classes and seminar hours;
- mastery of basic knowledge on the subject of the discipline;
- reduced ability to reproduce and transmit information specific to the domain addressed
- obtaining at least 1 point for the seminar activity and 4 points for the written work

*Maximum promotion requirements (for grade 10):*

- active participation in all courses and seminars
- mastery of in-depth knowledge on the subject of the discipline;
- increased ability to reproduce and transmit information specific to the field addressed;
- - obtaining the maximum score on all the indicators above.

Submission date

Course leader signature

Seminar tutor signature

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Date of approval by Department members  
02.09.2019

Department director signature  
Senior Lecturer **Gabriel Bărbuleț**, Ph.D