SYLLABUS
2019-2020

1ˢᵗ year of study / 1ˢᵗ Semester

Intercultural transfer

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**	*Intercultural transfer*				2.2. **Code**		MEE412	
2.3. **Course Leader**								
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)	CE	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	2	3.2. course		3.3. seminar, laboratory	*2*
3.4. Total number of hours in the curriculum	28	3.5. course		3.6. seminar, laboratory	*28*

Allocation of time:	72
Individual study of readers	**40**
Documentation (library)	**26**
Home assignments, Essays, Portfolios	-
Tutorials	**2**
Assessment (examinations)	**2**
Other activities…….	**2**

3.7 Total number of hours for individual study	72
3.8 Total number of hours in the curriculum	28
3.9 Total number of hours per semester	100
3.10 Number of ECTS	4

3. Prerequisites (*where applicable*)

4.1. curriculum-based	
4.2. competence-based	*Presentation of literary phenomena* *in their historical, social, philosophical context, and from the point of view of intercultural transfer*

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 aquired (chosen by the course leader from the programme general competences grid)**

Professional competences	C3 Presentation of literary phenomena according to the historical, social, philosophical context and under the aspect of regional differences C3.2 Explaining the forms of evolution of English literature (epochs, genres, schools and literary affiliates, regional traditions, external influences, etc.) C3.3 Review of contemporary English literary texts by referring them to literary traditions, regional specificities and ideological background C3.4 Discerning use of secondary literature, confrontation and evaluation of sources in order to formulate one's own position (opinions) 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 SP3 Interpretation from a multiple perspective of a literary text of greater complexity, selecting and using discerningly the secondary literature
Transversal competences	1. Adequate use of the conceptual and methodological apparatus of the humanities for interdisciplinary investigation of complex cultural facts

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	Knowledge of the main aspects of the chronological evolution of the comments on the main cultural phenomena and on representative French literary works The exercise of intelligence, the imposition of the rigor of thought, the development of the method, the logical qualities and the literary qualities Integration of the phenomena of French and English culture and literature in the broad context of the values of universal culture and literature. Formation of an orientation base with wide openness for the further deepening, from the perspective of lifelong learning, of the topics discussed, but also of other topics regarding the

	relations of French culture and literature with the values of European culture and literature

8. Course contents

8.1 Seminar / 2h	Teaching methods	Remarks
C1. Theoretical background 1. Concepts 2. Themes	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation	**Bibliography** Adam, Thomas (Oct. 2013). New Ways to Write the History of Western Europe and the United States: The Concept of Intercultural Transfer. In History Compass, Vol. 11, Issue 10, Wiley Online Library, pp. 880-892. https://onlinelibrary.wiley.com/doi/abs/10.1111/hic3.12087 Adam, Thomas (2012). Intercultural Transfers and the Making of the Modern World, 1800–2000: Sources and Contexts. Basingstoke: Palgrave Macmillan, 2012. https://www.h-net.org/reviews/showrev.php?id=45742
C2. Culture is communication 1. Humanistic sciences and cultural facts 2. Diferent acceptions of the concept 3. Code or existence? 4.The person as a cultural subject	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation	Caune, Jean. (2006). Culture et communication. Convergences théoriques et lieux de médiation. Edition révisée et mise à jour. Grenoble. Presses universitaires de Grenoble. Gannon, M. J. et al., Understanding Global Cultures. Metaphorical Journeys Through 17 Countries, Sage Publications, 1994. Hessel, St. & Morin, E. (2011). Le Chemin de l'espérance. Librairie Arthème Fayard.
C3. Understanding culture 1. The significance of communication 2. Explanation and understanding 3. Semiotics as a means of understanding culture 4. Enunciation as an essential experience of the subject 6. The symbolic function: cultural opening and mediation	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation	Hurn, B. (1996), Intercultural Transfer of Skills and Knowledge. In Cross Cultural Management: An International Journal, Vol. 3 No. 1, pp. 33-36. https://www.emerald.com/insight/content/doi/10.1108/eb008403/full/html Nicolescu, B. (2007). Transdisciplinaritatea. Manifest. Iași, Junimea. Nicolescu, B. (2002). Manifesto of transdisciplinarity. Albany: State University of New York Press. Retrieved 2 May, 2019, from http://www.gutenberg.org/files/201/201-h/201-h.htm#chap05.
C4. Culture as a mediation between the individual, the manifestation and the world 1. On the legitimacy of culture in an divided society 2. Culture: two models of functioning 3. Communicational paradigms in the interpretation of culture	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation	Nicolescu, B. (2006). Transdisciplinarity – past, present and future. In B. Haverkort, & C. Reijntjes (Eds.), Moving Worldviews – Reshaping sciences, policies and practices for endogenous sustainable development (pp. 142-166): Holland: Compas Editions. Retrieved 2 July, 2019, from http://basarab-nicolescu.fr/Docs_articles/TRANSDISCIPLINARITY-PAST-PRESENT-AND-FUTURE.pdf Nicolescu, B. (2013). The need for transdisciplinarity in higher education in a globalized world. In B. Nicolescu, & A. Ertas (Eds.), Transdisciplinary Theory & Practice (pp. 17-28). United States of America: The Atlas. Retrieved 12 July, 2019, from file:///D:/My %20Documents/Downloads/TransdisciplinaryTheory&Practice.pdf.
C5. Intercultural transfer 1. The Francophone space 2. The Anglophone space 3. From the Francophone to the Anglophone space	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation	Wei, Xiaohong (October 2009). On Negative Transfer in Communication Between Chinese and Americans. In China Journal of Intercultural Communication, ISSN 1404-1634, issue 21, https://www.immi.se/intercultural/nr21/wei.htm
C6. Transfer of knowledge in an intercultural situation 1. Organisational determinants of the transfer og knowledge 2. Organisational practices in the transfer of knowledge 3. Obstacles in transferring knowledge 4. National culture and transfer of knowledge	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation	
C7. Literary translation and interculturality 1. Translation as an exercise of transfer 2. Exophone writing as a translating exercise 3. Literary translation and the Francophone space 4. Literary translation and the Anglophone space	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation	

C8. Spaces of culture and communication 1. Cultural power 2. Culture and communication in an enterprise: - national culture of enterprise and culture of entreprise; - identifying elements of the culture of enterprise; - culture and identity.	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation
C9. Scientific and technical culture in the IT era (I) 1. The discourse of science: - a crisis of confidence in the power of science; - technosciences. 2. CST identity: - a field with societal problems; - a field in search of autonomy; - a subject of debate and interrogation on progress.	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation
C10. Scientific and technical culture in the IT era (II) 1. A pragmatic point of view on CST. 2. The horizon of expectation in scientific and technical culture; - CST functioning; - from cultural democracy to technical democracy.	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation
C11. . Scientific and technical culture in the IT era (III) 1. Contextualisation 2. Discussion around a book: *Le chemin de l'espérance* de Stéphane Hesssel și Edgar Morin	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation
C12. Typology of intercultural risks (1) 1. Intercultural conflicts - Expatriation failures; - Loss of local talents; - Unadapted product/ marketing - Negotiation failures **- Alliance failure**	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation
C13. Typology of intercultural risks (2) 1. The scale of intercultural risks - Maximal risks: cultural autism - High risks: cultural knowledge - Moderate risks: intercultural competence **- Controlled risks: cultural intelligence**	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation
C14. Discussion on the topics students are interested in with reference to the course or certain specific points	Computer Assisted Lecture Problematizing and Learning through Discovery Conversation

Minimum bibliography required
Adam, Thomas (Oct. 2013). New Ways to Write the History of Western Europe and the United States: The Concept of Intercultural Transfer. In History Compass, Vol. 11, Issue 10, Wiley Online Library, pp. 880-892. https://onlinelibrary.wiley.com/doi/abs/10.1111/hic3.12087
Adam, Thomas (2012). Intercultural Transfers and the Making of the Modern World, 1800–2000: Sources and Contexts. Basingstoke: Palgrave Macmillan, 2012. https://www.h-net.org/reviews/showrev.php?id=45742
Caune, Jean. (2006). Culture et communication. Convergences théoriques et lieux de médiation. Edition révisée et mise à jour. Grenoble. Presses universitaires de Grenoble.

Gannon, M. J. et al., Understanding Global Cultures. Metaphorical Journeys Through 17 Countries, Sage Publications, 1994.

Hessel, St. & Morin, E. (2011). Le Chemin de l'espérance. Librairie Arthème Fayard.

Hurn, B. (1996), Intercultural Transfer of Skills and Knowledge. In Cross Cultural Management: An International Journal, Vol. 3 No. 1, pp. 33-36. https://www.emerald.com/insight/content/doi/10.1108/eb008403/full/html

Nicolescu, B. (2007). Transdisciplinaritatea. Manifest. Iaşi, Junimea.

Nicolescu, B. (2002). Manifesto of transdisciplinarity. Albany: State University of New York Press. Retrieved 2 May, 2019, from http://www.gutenberg.org/files/201/201-h/201-h.htm#chap05.

Nicolescu, B. (2006). Transdisciplinarity – past, present and future. In B. Haverkort, & C. Reijntjes (Eds.), Moving Worldviews – Reshaping sciences, policies and practices for endogenous sustainable development (pp. 142-166): Holland: Compas Editions. Retrieved 2 July, 2019, from http://basarab-nicolescu.fr/Docs_articles/TRANSDISCIPLINARITY-PAST-PRESENT-AND-FUTURE.pdf

Nicolescu, B. (2013). The need for transdisciplinarity in higher education in a globalized world. In B. Nicolescu, & A. Ertas (Eds.), Transdisciplinary Theory & Practice (pp. 17-28). United States of America: The Atlas. Retrieved 12 July, 2019, from file:///D:/My%20Documents/Downloads/TransdisciplinaryTheory&Practice.pdf.

Wei, Xiaohong (October 2009). On Negative Transfer in Communication Between Chinese and Americans. In China Journal of Intercultural Communication, ISSN 1404-1634, issue 21, https://www.immi.se/intercultural/nr21/wei.htm

9. **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.

10. **Assessment**

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.5 Seminar/laboratory		written (S): written work; questionnaire; test	75%
		oral (O): opening for dialogue in the classroom	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   Department director signature
          02.09.2019   Senior Lecturer **Gabriel Bărbuleţ**, Ph.D