

**SYLLABUS
2019-2020**

1st year of study / 1st Semester

Migration of European cultural concepts. Central and peripheral identities

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)

1. Information of Course Matter

2.1. Course	<i>Intercultural transfer</i>			2.2. Code	MEE413		
2.3. Course Leader							
2.4. Seminar Tutor	Associate Professor Ionescu Petru Ștefan, Ph.D.						
2.4.1. Laboratory Tutor	Associate Professor Ionescu Petru Ștefan, Ph.D.						
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)	Op

3. Course Structure (Weekly number of hours)

3.1. Weekly number of hours	3	3.2. course	2	3.3. seminar, laboratory	1
3.4. Total number of hours in the curriculum	42	3.5. course	28	3.6. seminar, laboratory	14
Allocation of time:					Hours 208
Individual study of readers					60
Documentation (library)					50
Home assignments, Essays, Portfolios					90
Tutorials					6
Assessment (examinations)					2
Other activities.....					
3.7 Total number of hours for individual study					208
3.8 Total number of hours in the curriculum					42
3.9 Total number of hours per semester					250

3.10 Number of ECTS	10
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2. Prerequisites (*where applicable*)

4.1. curriculum-based	
4.2. competence-based	

3. **Requisites** (*where applicable*)

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

4. **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>C4 Proper use of the conceptual and methodological apparatus of the humanities for and interdisciplinary investigation of cultural facts</p> <p>C4.1 Description of research methods specific to the humanities and interdisciplinary research</p> <p>C4.2 Explaining in a multidisciplinary context some complex cultural phenomena</p> <p>C4.3 Applying the optimal method for studying a complex cultural phenomenon and arguing for the choice</p> <p>C4.5 Elaboration of an interdisciplinary study, with openness to other humanities, including the clarification and argumentation of the chosen research method</p> <p>SP4 Presentation of a complex cultural fact, from an interdisciplinary perspective, using the concepts and methods of the humanities</p>
Transversal competences	The rigorous, efficient and responsible execution of professional tasks with a high degree of complexity, in terms of decision-making autonomy, with strict respect for professional deontology, on time.

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

7.1 General objectives of the course	<p>Effective knowledge of European cultural identities</p> <p>Understanding of European identity and civilization</p> <p>Recognition of cultural barriers and the importance of overcoming them</p>
7.2 Specific objectives of the course	<p>Developing an understanding of European identity and the way it affects our lives</p> <p>Developing a critical approach to identity formation factors</p>

Effective application of specific knowledge and understanding to overcome cultural barriers

8. Course contents

8.1 Course	Teaching methods	Remarks Number of hours
1. <i>Public and mental representations of identity</i>	<i>Lecture teacher Moderated discussions Electronic media</i>	4
2. <i>European cultural heritage and cultural diversity</i>	<i>Lecture teacher Moderated discussions Electronic media</i>	4
3. <i>European culture and Europeanizing identities</i>	<i>Lecture teacher Moderated discussions Electronic media</i>	4
4. <i>The emergence and development of European identities</i>	<i>Lecture teacher Moderated discussions Electronic media</i>	4
5. <i>Majority cultures and languages and central identities</i>	<i>Lecture teacher Moderated discussions Electronic media</i>	4
6. <i>Minority cultures and languages and peripheral identities</i>	<i>Lecture teacher Moderated discussions Electronic media</i>	4
7. <i>Intercultural dialogue and the formation of common identities</i>	<i>Lecture teacher Moderated discussions Electronic media</i>	4
8.2 Recommended bibliography		
Mikael af Malmberg and Bo Stråth, eds., <i>The Meaning of Europe</i> (Oxford and New York: Berg, 2002); Gerard Delanty and Patrick O'Mahony, <i>Nationalism and Social Theory</i> (London: Sage, 2002); Alan Milward, <i>The European Rescue of the Nation-State</i> (London: Routledge, 1992); Jürgen Habermas, <i>The Inclusion of the Other: Studies in Political Theory</i> (Cambridge: MIT Press, 1998); Jürgen Habermas <i>The Postnational Constellation</i> (Cambridge: Polity Press, 2000);		
Seminar	Teaching methods	Number of hours
1. Holidays - Cultural constructions forming identities	Demonstrative lecture Student presentations Group discussions	1
2. The romantic artist - the rebellion of the heart and spirit	Demonstrative lecture Student presentations Group discussions	1
3. The decadent artist - the fallen soul	Demonstrative lecture Student presentations Group discussions	1
4. The Dandy - Sunflower paper of modernity	Demonstrative lecture Student presentations Group discussions	1
5. Beaus, Fops, Exquisites and Flans - The free wanderers of modernity	Demonstrative lecture Student presentations Group discussions	1
6. "Les Miserables" - Parallel identities of	Demonstrative lecture	1

central and peripheral evolution	Student presentations Group discussions	
7. "A rebours" - Total rejection of the central identity	Demonstrative lecture Student presentations Group discussions	1
8. Mateiu Caragiale - Craving for an inaccessible identity	Demonstrative lecture Student presentations Group discussions	1
9. Titu Maiorescu "Shape without fund" - Healthy copy-paste identities	Demonstrative lecture Student presentations Group discussions	1
10. Peripheral identities as a form of rejection and revolt	Demonstrative lecture Student presentations Group discussions	1
11. Peripheral identities as a form of elitism	Demonstrative lecture Student presentations Group discussions	1
12. Tradition and identity - tradition as a preservation of identity	Demonstrative lecture Student presentations Group discussions	1
13. "Revolt of the masses" - A new identity is born	Demonstrative lecture Student presentations Group discussions	1
14. Globalization, massification and the new identity	Demonstrative lecture Student presentations Group discussions	1

Bibliography

Massimo Cacciari, *L'Arcipelago* (Milan: Adelphi, 1997); Rémi Brague, *Europe, la voie romaine* (Paris: Éditions Critérian, 1993); Romano Prodi, *Europe as I See It* (Cambridge: Polity Press, 2000); Luisa Passerini, *Europe in Love, Love in Europe: Imagination and Politics in Britain between the Wars* (London: I. B. Tauris, 1998); Jan Patoka, *Plato and Europe* (Stanford: Stanford University Press, 2001); Gerard Delanty, *The Making of a Postwestern Europe: A Civilizational Analysis*, Thesis Eleven 72 (2003); Will Hutton, *The World We're In* (London: Little, Brown, 2002); Goran Therborn, *Europe in the Twenty-First Century*, in *The Question of Europe*, ed. Peter Gowan and Perry Anderson (London: Verso, 1997); John McCormick, *Europeanism* (Oxford University Press, 2010); Jeffrey T. Checkel, Peter J. Katzenstein, *European Identity*, Cambridge University Press, 2009; S. B. Clough et al., ed., *The European Past* (2 vol., 1964); Denis de Rougemont, *The Idea of Europe* (tr. 1966); John Bowle, *The Unity of European History: A Political and Cultural Survey* (rev. and enl. ed. 1970); Richard Mayne, *The Europeans: Who Are We?* (1972); René Albrecht-Carrié, *A Diplomatic History of Europe since the Congress of Vienna* (rev. ed. 1973); Stephen Usherwood, *Europe, Century by Century* (1973); T. G. Jordan, *The European Culture Area* (2d ed. 1988); B. Gwertzman and M. Kaufman, *The Collapse of Communism* (1990); T. Judt, *Postwar: A History of Europe since 1945* (2005); M. E. Sarotte, *1989: The Struggle to Create Post-Cold War Europe* (2009); B. Simms, *Europe: The Struggle for Supremacy from 1453 to the Present* (2013).

Petru Stefan Ionescu, *Migration of European Cultural Concepts: Central and Peripheral Identities, Academic Course*, Alba Iulia 2017, pp 5-159.

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
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			grade
		oral (O): opening for dialogue in the classroom	70%
10.5 Seminar/laboratory		Continuous evaluation (P) Practical. Project	30%
10.6 Minimum performance standard:			
<ul style="list-style-type: none"> • Pass, average grade 5 			
<i>Minimum promotion requirements (for grade 5):</i> <ul style="list-style-type: none"> - 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 <i>Maximum promotion requirements (for grade 10):</i> <ul style="list-style-type: none"> - 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

Date of approval by Department members
02.09.2019

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