



## SYLLABUS

### *Contemporary British Society*

Academic year 2025-2026

#### 1. Information about the study program

|                                    |  |
|------------------------------------|--|
| 1.1. University                    | Babeș-Bolyai University Cluj-Napoca      |
| 1.2. Faculty                       | The Faculty of Letters                   |
| 1.3. Department                    | English Language and Literature          |
| 1.4. Field of study                | Philology                                |
| 1.5. Study cycle (BA/MA)           | MA                                       |
| 1.6. Study programme/Qualification | British Cultural Studies/MA in Philology |
| 1.7. Enrolment frequency           | Full time                                |

#### 2. Information about the subject

|  |   |               |  |                         |                                      |                    |             |  |         |  |
|--|---|---------------|--|-------------------------|--------------------------------------|--------------------|-------------|--|---------|--|
| 2.1. Course title                                  |   |               | Contemporary British Society (taught in English) |                         |                                      |                    | Course code |  | LME1102 |  |
| 2.2. Course tutor                                  |   |               |  |                         | Dr. DORIN CHIRA, Associate Professor |                    |             |  |         |  |
| 2.3. Seminar / practical course (laboratory) tutor |   |               |  |                         | Dr. DORIN CHIRA, Associate Professor |                    |             |  |         |  |
| 2.4. Year of study                                 | 1 | 2.5. Semester | 1  | 2.6. Type of assessment | E                                    | 2.7. Course status | Contents    |  | DS      |  |
|  |   |               |  |                         |                                      |                    | Mandatory   |  | DO      |  |

#### 3. Total estimated time (teaching hours per semester)

|   |    |                      |    |   |              |
|---|----|----------------------|----|---|--------------|
| 3.1. Number of hours per week   | 3  | of which: 3.2 course | 2  | 3.3 seminar / practical course (laboratory) | 1            |
| 3.4. Total number of hours in the curriculum  | 42 | of which: 3.5 course | 28 | 3.6 seminar / practical course (laboratory) | 14           |
| <b>Allotted time for individual study (ID) and self-study activities (SA)</b>                       |    |                      |    |   | <b>hours</b> |
| Study based on textbook, course manual, recommended bibliography, personal notes (SA)               |    |                      |    |   | 28           |
| Additional research (in the library, online scientific databases/platforms, or field documentation) |    |                      |    |   | 24           |
| Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports   |    |                      |    |   | 14           |
| Tutoring  |    |                      |    |   | 14           |
| Assessment (examinations)   |    |                      |    |   | 3            |
| Other activities:   |    |                      |    |   |              |
| <b>3.7. Total hours for individual study (ID) and self-study activities (SA)</b>                    |    |                      |    |   | <b>83</b>    |
| <b>3.8. Total hours per semester</b>  |    |                      |    |   | <b>125</b>   |
| <b>3.9. Number of credits</b>   |    |                      |    |   | <b>5</b>     |

#### 4. Prerequisites (if necessary)

|                 |   |
|-----------------|---|
| 4.1. curriculum |   |
| 4.2. skills     | Good knowledge of English (advanced level); basic knowledge of terms/concepts relating to British culture and civilization; ability to design/write/defend a scientific paper |

Date of approval  
Name and signature of Dean



## 5. Conditions (if necessary)

|   |   |
|---|---|
| 5.1. for delivering lectures  | Course room, audio and video systems, multimedia technology |
| 5.2. for teaching seminars / practical courses (laboratory classes) | Course room, audio and video systems, multimedia technology |

## 6. Acquired specific skills

|                               |   |
|-------------------------------|---|
| Professional/essential skills | <p>C1. Adequate use of specific/fundamental terminology pertaining to this field of study (key institutions of British society, including the law, local and central government, education, the media, as well as discussing the country, its people and their attitudes).</p> <p>C2. Efficient written and oral communication English.</p> <p>C3. Correct use of concepts in investigating socio-cultural phenomena; critical approach to facts/ideas that characterize British society</p> <p>C4. The ability to analyse texts by using specialized/conceptual vocabulary; the ability to design a synthetic perspective on a chosen topic</p> <p>C5. The ability to analyse data in the cultural context of the epoch; critical interpretation and evaluation of British culture in various contexts</p> |
| Transversal skills            | <p>C1. Use of the components specific to this domain in full accordance with professional ethics.</p> <p>C2. Team work; interpersonal communication, taking on specific roles</p> <p>C3. Setting up an individual project for lifelong training; achieving training by accumulating information, participating in team projects and in institutional and personal development programmes</p>  |

## 7. Course objectives (derived from the acquired specific skills)

|                                 |  |
|---------------------------------|--|
| 7.1 General objective of course | <ul style="list-style-type: none"> <li>This module intends for students to acquire knowledge about a complex and dynamic society, constantly evolving as new problems and situations arise: unemployment, social mobility, industrial decline, etc. Students will focus on issues such as: national and ethnic identity, social class, political system, representative British institutions. The activities students will engage in consist in presentations, debates, film and documentary viewing, samples from the media.</li> </ul> |
| 7.2 Specific objectives         | <ul style="list-style-type: none"> <li>By the end of the term students should be able to: provide a background to the various types of division that are a feature of contemporary Britain; understand the way in which everyday life in the UK is managed; know more about the social factors which influence policy making; view life in the UK from a non-English perspective; apply some of the findings to other non-British situations.</li> </ul>   |

## 8. Contents

| 8.1 Course   | Teaching methods                          | Remarks |
|--|---|---------|
| Anatomy of Britain. Class and Politics. The Party System.                      | enhanced lecture, debate, problem solving |         |
| Her Majesty's Government. The Elected and the Hereditary. Parliament.          | enhanced lecture, debate, problem solving |         |
| Region, Nation, Identity. Celtic Identities: Scotland, Wales, Northern Ireland | enhanced lecture, debate, problem solving |         |

Date of approval  
Name and signature of Dean



|   |  |         |
|---|--|---------|
| Ethnic Diversity in Britain   | enhanced lecture, debate,<br>problem solving |         |
| Icons of Britishness: The Monarchy  | enhanced lecture, debate,<br>problem solving |         |
| Customs and Traditions in Britain   | enhanced lecture, debate,<br>problem solving |         |
| Buildings with character: the British pub   |  |         |
| <b>Bibliography</b><br>Abercrombie N. & A. Warde, (1998) <i>Contemporary British Society</i> , Cambridge: Polity Press<br>Barley, N. (1989) <i>Native Land</i> , London: Penguin Books<br>Bamber, G., (1994) <i>Encyclopedia of Britain</i> , London: Macmillan, 1994<br>Birley, D. (1993) <i>Sport and the Making of Britain</i> , Manchester: MUP<br>Bligh, D. (1990) <i>Higher Education</i> , Cassel Educational Ltd.<br>Brake, M. (1985) <i>Comparative Youth Cultures: The Sociology of Youth Cultures and Youth Subcultures in America, Britain and Canada</i> , London: Routledge<br>Brooks, R. (1991) <i>Contemporary Debates in Education</i> , London: Longman<br>Burnett, J. (1986) <i>A Social History of Housing, 1815-1985</i> , London: Edward Arnold<br>Clark, D. (1989) <i>Urban Decline: the British Experience</i> , London: Routledge<br>Daiches, D., <i>The New Companion to Scottish Culture</i> .<br>Durkling, L., Wright, G. (1994) <i>The Wordsworth Dictionary of Pub Names</i> , London<br>Evans, N. (ed), (1989) <i>National Identities in the British Isles</i> , Harlech, Gwynedd: Coleg Harlech<br>Goldthorpe, J.H. et al. (1987) <i>Social Mobility and Class Structure</i> , Oxford: Clarendon Press<br>Hanson, A.H. & M. Walles (1985) <i>Governing Britain</i> , Fontana Press<br>Harrison, P. (1985) <i>Inside the Inner City</i> , Harmondsworth: Penguin Books<br>Holt, R. (1989) <i>Sport and the British. A Modern History</i> , Oxford: Clarendon Press<br>Hopkins, E. (1991) <i>The Rise and Decline of the English Working Classes 1918-1990. A Social History</i> , London: Wiedenfeld & Nicholson<br>Hudson & Williams, (1995) <i>Divided Britain</i> , Chichester: Wiley & Sons<br>Irwin, J.L. (1987) <i>Modern Britain. An Introduction</i> , London: Allen and Unwin<br>Jones, S. (1988) <i>Black Culture, White Youth: Reggae Tradition from Jamaica to UK</i> , London: Macmillan<br>Jones, B. And Kavanah, D. (1993), <i>British Politics Today</i> , Glasgow: Bell & Bain Ltd.<br>McCrone, D., <i>Understanding Scotland. The Sociology of a Stateless Nation</i> .<br>Jenkins, B. and Sofos, S. (eds) (1996) <i>Nation and Identity In Contemporary Europe</i> , London: Routledge<br>Morgan, O.K. (1990) <i>The People's Peace: British History 1945-1989</i> , Oxford: OUP<br>Morris, J. (1984) <i>The Matter of Wales</i> , Harmondsworth: Penguin Books<br>Muir, R. (1992) <i>The Villages of Britain</i> , London: Thames & Hudson<br>Oakland, J. (1993) <i>A Dictionary of British Institutions</i> , London: Routledge<br>Oakland, J. (1996) <i>British Civilization. An Introduction</i> , London: Routledge<br>Priestley, J.B. (1977) <i>English Journey</i> , Harmondsworth: Penguin Books<br>Quiney, A. (1987) <i>The English Country Town</i> , London: Thames & Hudson<br>Rackham, O. (1994) <i>The Illustrated History of the Countryside</i> , London: Weidenfeld & Nicholson<br>Randle, J. (1987) <i>Understanding Britain: A History of the British People and Their Culture</i> , London: Lingual House<br>Redhead, S. (1990) <i>The End-of-the-century-party: Youth and Pop towards 2000</i> , Manchester: MUP<br>Room, A. (1991) <i>An A to Z of British Life</i> , Oxford: OUP<br>Ryder, J. and Siver, H. (1985) <i>Modern English Society</i> , London: Methuen<br>Sinfield, A. (1989) <i>Literature, Politics and Culture in Post-War Britain</i> , Blackwell Publishers<br>Skelton, T. and Valentine, G. (eds) (1998) <i>Cool Places</i> , London: Routledge<br>Townson, N. (1997) <i>The British at Play</i> , Bucharest: Cavallioti<br>Whitehead, J.W.R. (1992) <i>The Making of the Urban Landscape</i> , Oxford: Blackwell<br>Williams, G. (1991) <i>When Was Wales?</i> , Harmondsworth: Penguin Books |  |         |
| 8.2 Seminar / practical course (laboratory class)   | Teaching methods                             | Remarks |



|  |   |  |
|--|---|--|
| Class and Politics. The Party System.  | Debate, analysis, presentations, case study |  |
| The House of Commons. The House of Lords. Cabinet.                                       | Debate, analysis, presentations, case study |  |
| Celtic Identities : Wales<br>Celtic Identities: Scotland<br>The Little Matter of Ireland | Debate, analysis, presentations, case study |  |
| Icons of Britishness: The Monarchy   | Debate, analysis, presentations, case study |  |
| Ethnic Diversity in Britain  | Debate, analysis, presentations, case study |  |
| Customs and Traditions in Britain  | Debate, analysis, presentations, case study |  |
| The British Pub  | Debate, analysis, presentations, case study |  |

#### Bibliography

Abercrombie & Warde, (1998) *Contemporary British Society*, Cambridge: Polity Press  
 Barley, N. (1989) *Native Land*, London: Penguin Books  
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 Daiches, D., *The New Companion to Scottish Culture*.  
 Durkling, L., Wright, G. (1994) *The Wordsworth Dictionary of Pub Names*, London  
 8. Evans, N. (ed), (1989) *National Identities in the British Isles*, Harlech, Gwynedd: Coleg Harlech  
 Holt, R. (1989) *Sport and the British. A Modern History*, Oxford Clarendon Press  
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#### 9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.



- Content is in accordance with similar courses taught at prestigious universities at home and abroad.



### 10. Assessment (examination)

| Type of activity   | 10.1 Assessment criteria   | 10.2 Assessment methods                                  | 10.3 Weight in the final grade              |
|--|--|--|---|
| 10.4 Course  | Contribution to courses; comprehension and knowledge of the domain studied and the link with other related disciplines; the degree of assimilation and use of specialized languages; logical coherence; the ability to analyze/interpret texts related to British culture and civilization | Written exam   | The grade represents 2/3 of the final grade |
| 10.5 Seminar/practical course (laboratory class)   | Personal contribution to debates, analyses; involvement in practical activities; originality of approach   | Students have to write projects/essays on various topics | The grade represents 1/3 of the final grade |
| 10.6 Basic performance standard  |  |  |   |
| Students should be able to provide a minimal background to the various types of divisions that characterize the British society (class/social/racial/regional/linguistic divisions) and apply their findings to other non-British situations; overall vision of the domain; use of interdisciplinary methods   |  |  |   |
| Organizational details, exceptional situation management:<br>Grade 5 (exam pass) represents the minimum level of specialist knowledge for the course objectives<br>Fraud in examination will automatically stop the marking process and the final grade will be 1 (one).<br><br>Using AI tools for generating ideas or discourse is allowed only with the tutor's permission and with explicit acknowledgment. This applies to both class discussions or assessment tasks and examinations. Unauthorized use of AI amounts to plagiarism. According to UBB regulations, plagiarism of any type triggers expulsion from university studies. |  |  |   |

### 11. Labels ODD (Sustainable Development Goals)

|   |   |
|---|---|
|  | General label for Sustainable Development |
|  |   |



Date:

05.02.2025

Course tutor's name and signature

Associate Prof. Dorin Chira

Seminar tutor's name and signature /  
Practical course tutor's (Laboratory tutor's)  
name and signature,

Associate Prof. Dorin Chira

Date of approval:

14.02.2025

Head of Department's name and signature,

Popa-Petrar Petronia