



SYLLABUS

Contemporary Trends in Literary Research

Academic year 2025-2026

1. Information about the study program

1.1. University	Babes-Bolyai
1.2. Faculty	School of Letters
1.3. Department	Doctoral School of Linguistic and Literary Studies
1.4. Field of study	Language and Literature
1.5. Study cycle (BA/MA)	Doctoral
1.6. Study programme/Qualification	PhD
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title		Contemporary Trends in Literary Research					Course code		LDR1103		
2.2. Course tutor					Bianca Bican/ Michaela Mudure/ Horea Poenar						
					Syllabus for module 2 (Michaela Mudure)						
2.3. Seminar / practical course (laboratory) tutor					Bianca Bican/ Michaela Mudure/ Horea Poenar						
					Syllabus for module 2 (Michaela Mudure)						
2.4. Year of study		1	2.5. Semester	1	2.6. Type of assessment		C	2.7. Course status		Contents	DF
										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	36 (of which for module 2: 12)	of which: 3.5 course	24 (of which for module 2: 8)	3.6 seminar / practical course (laboratory)	12 (of which for module 2: 4)
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					48
Additional research (in the library, online scientific databases/platforms, or field documentation)					74
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					48
Tutoring					6
Assessment (examinations)					2
Other activities:					36
3.7. Total hours for individual study (ID) and self-study activities (SA)	214				
3.8. Total hours per semester	250				

Approval date
The Dean's name and signature



3.9. Number of credits	10
-------------------------------	-----------

4. Prerequisites (if necessary)

4.1. curriculum	not applicable
4.2. skills	reading skills in English in order to read the bibliography

5. Conditions (if necessary)

5.1. for delivering lectures	lecture room, projector, blackboard, internet access, online room/ team
5.2. for teaching seminars / practical courses (laboratory classes)	lecture room, projector, blackboard, internet access, online room/ team

6. Acquired specific skills

Professional/essential skills	<p>C1 Adequate use of concepts from literary and cultural history and from literary theory</p> <p>C2 The interpretation and the analysis of concepts in the cultural discourses and areas under perusal</p> <p>C3 Ample description of the cultural systems under perusal</p> <p>C4 Analysis of the literary phenomena in the culture under research</p> <p>C5 Analysis of the cultural and literary phenomena in their transnational relationships</p> <p>C6 Logical and grammatical accurate argumentation</p>
Transversal skills	<p>CT1 Using all the tools of the language and literature domain according to professional ethics</p> <p>CT2 Drawing up an individual research project following all the requirements of humanistic research</p> <p>CT3 Organizing team debates</p>

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

7.1 General objective of course	<ul style="list-style-type: none"> Students will be introduced to some topical tendencies in literary research (critical race studies, gender studies, children's literature) with a view to creating a generic context for the students' present and future researches 	
7.2 Specific objectives	<ul style="list-style-type: none"> The historical evolution of the notions of race, gender, children's literature. 	

8. Contents

8.1 Course and seminar	Teaching methods	Remarks
1. Introduction to the conceptualization of race in the American and the Romanian context. The reification through slavery of the African Americans and of the Roma. A	Lecture and euristic conversation	Courses (lectures) and seminars are closely connected in terms of content and method which

Approval date
The Dean's name and signature



comparative perspective. The role of the elites: W.E.B. DuBois, Frederick Douglass, Mihail Kogălniceanu, George Sion.		encourage the students' contributions.
2. Blackness and literature. A comparative approach of the African Americans, the Roma from Romania, and the Roma from North America. Barbu Constantinescu, Luminița Mihai Cioabă, Ștefan Fuli, Ronald Lee, Oksana Marafioti.		
3. Gender in literature and language. Why are there fewer female writers than male writers? Is language equally welcoming for all gender experiences?		
4. Children's literature. The historicity of the child and the adolescent. The ideologization of the child.		
Bibliography		
<p>For each class, readings (in Romanian and English) will be distributed. The readings are compulsory and debates will start from them. Doctoral students must read and adnotate these texts before each class in order to be able to participate in the discussions.</p> <ul style="list-style-type: none"> • Les Back și John Solomos, eds. <i>Theories of Race and Racism</i>. Routledge, 2000. • Barbu Constantinescu. <i>Probe de limba și literatura tiganilor din Romania/Specimens from the Language and the Literature of the Gypsies in Romania</i>, translated and prefaced by Mihaela Mudure. Editura Limes. 2005. • Mihaela Mudure. "From the Gypsies to the African-Americans" <i>Journal for the Study of Religions and Ideologies</i>, no. 4/Spring 2003. • Ronald Lee. <i>Goddam Gypsy!</i> Tundra Books, 1971. • Luminița Mihai Cioabă. <i>Neguțătorul de ploaie</i>. Neo Drom, 1997. • Oksana Marafioti. <i>American Gypsy. A Memoir</i>. Farrar, Straus and Giroux, 2012. • Ștefan Fuli. <i>Aproape-departe</i>. Tipomur, 1993. • Maggie Humm. <i>The Dictionary of Feminist Theory</i>. Edinburgh University Press, 2003. • Damrosch, David. <i>What is world literature?</i>. Princeton University Press, 2018. • Robyn Warhol. <i>Feminisms: An Anthology of Literary Theory</i>. Rutgers University Press, 1997. • Peter Hunt. <i>Criticism, Theory and Children's Literature</i>. 1991. Blackwell, 1991. • Karin Lesnik-Oberstein, ed. <i>Children's Literature: New Approaches</i>. Palgrave, 2004. 		

9. Coordinating course contents with the expectations of epistemic communities, professional associations and significant employers from the areas related to the field of study.

- Course contents follow international bibliography;
- The instructor has a Ph.D. in Philology;

According to the ARACIS standards, the doctoral school keeps collaborating with the representatives of the domestic and international socio-economic and professional milieu, with various research networks, and with the professional associations whose member the instructor is.

10. Assessment (examination)

Approval date
The Dean's name and signature



Type of activity	10.1 Assessment criteria and methods	10.2 Assessment process
10.3 Course and Seminar/practical course (laboratory class)	<p>In order to pass, doctoral students can choose to be assessed at one module out of the three modules of each course. If doctoral students want to be assessed at module 2 offered by Michaela Mudure, they can choose one of the following variants:</p> <p>Variant I: the grade is the result of the student's activity in class (debates, comments, questions). Requirement: the students must attend at least 3 out of the 4 classes of the module.</p> <p>Variant II: the student is graded for a five-page paper which should be connected to his individual research plan and observe the rules of academic writing. Requirement: the topic of the paper must be agreed upon by the student and the instructor of the module.</p>	<p>The instructors agree upon two exam dates during the exam period in order to decide upon the students' grades. Two weeks before classes are over, doctoral students should fill in a collective application to the head of the doctoral school where they specify for what module they want to be assessed.</p> <p>The application will contain three lists, one list for each course. Both the application and the individual certificates for each course must be signed by the instructor who assesses the students (and decides the grade), by the other two instructors of the same module and by the students' doctoral advisor (who cannot evaluate his own doctoral student).</p> <p>Possible grades: very good, good, satisfactory, or unsatisfactory.</p>
10.4 Basic performance standard		
<ul style="list-style-type: none"> understanding race, gender, and child/childhood in a literary context (the student knows the main concepts, he can identify and define them accurately; good quality and correct academic language). 		

11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development

Date:
15.11.2025

Course tutor's name and signature

Michaela Mudure

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

Approval date
The Dean's name and signature



UNIVERSITATEA BABEȘ-BOLYAI
BABEȘ-BOLYAI TUDOMÁNYEGYETEM
BABEȘ-BOLYAI UNIVERSITÄT
BABEȘ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA



Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
<https://lett.ubbcluj.ro>

Date of approval:
15.11.2025

Head of Department's name and signature,

.....

Approval date
The Dean's name and signature