



SYLLABUS

Rromani Literature and Culture 1 (Introduction to history and civilization) Academic year 2026-2027

1. Information about the study program

1.1. University	„Babeș -Bolyai” University
1.2. Faculty	Faculty of Letters
1.3. Department	Department of Asian, Classical and Slavic Languages and Literatures
1.4. Field of study	Language and literature
1.5. Study cycle (BA/MA)	Bachelor's level
1.6. Study programme/Qualification	Rromani language and literature / Bachelor of Arts in Philology
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title		Rromani Literature and Culture 1 (Introduction to history and civilization)				Course code		LLRr1161	
2.2. Course tutor					Conf. univ. dr. Julieta ROTARU				
2.3. Seminar / practical course (laboratory) tutor					Conf. univ. dr. Julieta ROTARU				
2.4. Year of study	I	2.5. Semester	1	2.6. Type of assessment	E	2.7. Course status	Contents	SS	
							Mandatory	Man	

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
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					42
Additional research (in the library, online scientific databases/platforms, or field documentation)					40
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					21
Tutoring					-
Assessment (examinations)					2
Other activities:					7
3.7. Total hours for individual study (ID) and self-study activities (SA)					112
3.8. Total hours per semester					154
3.9. Number of credits					6

4. Prerequisites (if necessary)

4.1. curriculum	Basic knowledge of literature and literary theory
4.2. skills	Basic knowledge of culture, civilization, and ancient Indian literature

5. Conditions (if necessary)

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5.1. for delivering lectures	Classroom equipped with blackboard, audio-CD, laptop, photocopies, books
5.2. for teaching seminars / practical courses (laboratory classes)	Classroom equipped with blackboard, audio-CD, laptop, photocopies, books Attendance at practical courses is mandatory at a rate of 75%

6.1. Competences resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competences	
Competence code	Competence
PC1	Demonstrate intercultural competence
PC13	Provide written content.
PC2	Accept the diversity of the cultural and artistic expressions
Transversal competences	
Competence code	Competence
TC3	Consult information sources
TC4	Conduct research across disciplines

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competence code	Knowledge and comprehension	Specific academic skills
PC1	1. The student/ graduate recognizes and understands the regional, temporal and contextual variation of language, literature and culture, or the impact of multilingual/ multicultural phenomena; is familiar with concepts and theories in intercultural studies; has an in-depth understanding of the culture(s) and society of the country/ countries where the studied language) is used.	1. /The student/ graduate provides analyses and interpretations of structures and implicit or explicit meanings in spoken or written communication; of academic or literary texts, which show regional, temporal or contextual variation.
PC13	2. The student/graduate classifies oral or written texts in the studied language and describes their features.	2. The student/graduate corrects texts in their mother tongue or in the studied language, translates various types of texts from one language to another, preserving the meaning and nuances of the original text, without adding/omitting anything, while avoiding expressing personal feelings and opinions.

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competence, the complete entry, including the competence code, will be copied with the exact designation that appears in the curriculum, without any changes. If no competence is copied from either of the two categories, the row corresponding to that category is deleted from the table.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competence.



PC2	3. The student/graduate describes the main literary phenomena of the studied language and of world literature, synchronically and diachronically.	3. The student/graduate places significant works and authors of the literature of the studied language) and of world literature in the appropriate historical and cultural contexts.
TC3	The student/ graduate is familiar with, understands, defines, and explains key concepts, notions and vocabulary in the field; understands and makes proficient use of academic language and norms of academic writing and rhetoric.	The student/ graduate builds critical thinking skills and specialized academic language, both orally and in writing.
TC4	The student/graduate connects the literatures of the studied languages, world literatures or literary trends, and critically compares authors and works.	The student/graduate interprets and analyzes texts from various literary genres and subgenres.

7. Subject-specific learning outcomes

Knowledge and comprehension
1. The student recognises and understands linguistic, literary, and cultural aspects that vary regionally, historically, or contextually, or result from multilingual and/or multicultural phenomena, in relation to Roma history and civilisation. The student is familiar with theoretical aspects and theories of intercultural phenomena. The student has an in-depth understanding of the culture and society of Roma communities in Romania and Europe.
2. The student/graduate classifies texts (oral or written) in the Romani language and describes their characteristics, in historical and cultural contexts related to Roma migration.
3. The student describes, synchronically and diachronically, the main literary phenomena in literature in the Romani language or in world literature, in relation to historical representations of Roma.
Specific academic skills
The student develops critical thinking and academic expression specific to the field, in written or oral discourse, on Roma origins, migration, and terminology.
The student interprets and analyses texts belonging to various literary genres and forms, relevant to Roma culture and civilisation.

8. Contents

8.1 Course	Teaching methods	Remarks
1. Introduction to the study of Roma culture and civilization 1.1. General overview of Roma civilization and culture 1.2. Terminology: endonyms and exonyms of the Roma people	Lecture; interactive course; reading excerpts from works	
2. Indian origins 2.1. The relationship between the endonym "rom" and the Sanskrit term "domba" 2.2. Dom groups in contemporary India 2.3. Genetic aspects and origins	Lecture; interactive course; reading excerpts from works	
3. Migration from India 3.1. Analysis of the proto-Roma "exodus": chronology and causes 3.2. The migration route to Asia Minor 3.3. The rom, dom, lom ethnic groups	Lecture; interactive course; reading excerpts from works	
4. Historical theories and presence in Byzantium 4.1. Various theories about European origin 4.2. The theory of Egyptian origin and the etymology of the term "Gypsy" 4.3. The first attestation of the atsígganoi in Byzantium	Lecture; interactive course; reading excerpts from works	
5. Presence in Greek and Ottoman space 5.1. Roma in Byzantine Greece and "Little Egypt" 5.2. The situation of Roma in the Ottoman Empire	Lecture; interactive course; reading excerpts from works	

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6. Roma in the Romanian space History of Roma presence in the Romanian lands	Lecture; interactive course; reading excerpts from works	
7. Migration to Western Europe 7.1. Chronology of migration according to historical documents 7.2. Synthesis of knowledge and conclusions	Lecture; interactive course; reading excerpts from works	
Bibliography <ul style="list-style-type: none"> • Clébert, Jean-Paul. 1967. The Gypsies. Tr. by Charles Duff. Penguin. • de Foletier, Vaux 1970. Mille ans d'histoire des Tsiganes, Paris, Fayard, , 35. • Henry Miers Elliot, Memoirs on the History, Folk-lore and Distribution of the Races of the North Western Provinces of India: Being an Amplified Edition of the Original Supplemental Glossary of Indian Terms, 2 vols. revised by John Beames. London: Trübner, 1869; New Delhi, Asian Educational Services, 2 vols. (2004). • Risley, Herbert Hope. 1915. The people of India. London, Calcutta: Thaker. • Fraser, Angus. 2010. Tiganii: Originile, migratia si prezenta lor in Europa, Bucuresti: Humanitass (a doua editie). • Nastasă, István Horváth-Lucian (ed.), 2012. Rom sau țigan. Dilemele unui etnonim în spațiul românesc, Editura Institutului pentru Studiarea Problemelor Minorităților Naționale, Cluj-Napoca. • Kenrick, Donald. 2004. Gypsies from the Ganges to the Thames, Collection INTERFACE, University of Hertfordshire Press. • Marushiakova Elena, Popov, Vesselin. 2017. "Orientalism in Rromani Studies: The Case of Eastern Europe. Languages of Resistance." Ian Hancock's contribution to Rromani Studies. H. Kyuchukov si W. New (ed.). Muenchen: LINCOM GmbH: 187-237. • Matras, Y. and Tenser, A. (eds.), The Palgrave Handbook of Rromani Language and Linguistics, https://doi.org/10.1007/978-3-030-28105-2_13 • Okely, Judith. 1983. The Traveller-Gypsies. Cambridge: Cambridge University Press. • Pott, August Friedrich. 1844. Die Zigeuner in Europa und Asien, Halle. • Stewart, Michael, 2014. Vremea romilor, ISPMN Publishing, Cluj Napoca, 2014. 		
8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
Seminar 1: Introduction to terminology Comparative analysis of endonyms and exonyms used for the Roma people Discussions about the importance of using correct terminology	Debate, reading, and viewing documentary and artistic films	
Seminar 2: Indian origins - evidence and connections Case study: The relationship between the term "rrom" and "đomba" Presentations about dom groups in contemporary India	Debate, reading, and viewing documentary and artistic films	
Seminar 3: Migration route Chronological analysis of the migration from India to Asia Minor Comparative study of the rrom, dom, lom ethnic groups	Debate, reading, and viewing documentary and artistic films	
Seminar 4: Presence in European space Debate about different theories regarding European origin Analysis of historical documents about the presence in Byzantium	Debate, reading, and viewing documentary and artistic films	
Seminar 5: Roma in the Balkan and Romanian space Case study: Roma in Byzantine Greece and the concept of "Little Egypt" Presentations about the history of Roma presence in the Romanian lands	Debate, reading, and viewing documentary and artistic films	
Bibliography: <ul style="list-style-type: none"> • Sarău, Gheorghe, 2009, Rromii. Incursiune în limba și istoria lor, București: Sigma. • Sarău, Gheorghe, 2012, Cronica rromă 1990-2011, București: Editura Universității București. • Sarău, Gheorghe, 2016, Bibliografie rromă, București: Editura Universității București. • Sarău, Gheorghe, 2019, Bibliografie cu tipărituri românești și străine privind rromii, Berlin: Mauritius: GlobeEdit. 		



9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course	<ul style="list-style-type: none"> Understanding the importance of the discipline and its relationship to related fields. Attitudinal aspects: conscientiousness, individual and group study. Acquiring knowledge of Rromani literature. 	Paper Oral presentation 2-hour written final exam, graded 1–10	50% of the grade
9.5 Seminar	Analyzing the works using literary theory concepts.	Paper based on the recommended bibliography Oral presentation on a topic of choice from the course	50% of the grade
9.6 Basic performance standard			
<ul style="list-style-type: none"> The student knows the main literary concepts, recognizes and defines them; The student has read the main works analyzed; The student has an overall view of the field of Rroma civilization and history. 			

10. SDG labels (Sustainable Development Goals)³

		Sustainable Development Generic Label						
								No label applies

Date:
26.03.2026

Course tutor's name and signature
Conf. univ. dr. Julieta ROTARU

Seminar tutor's name and signature /
Practical course tutor's (Laboratory tutor's)
name and signature,
Conf. univ. dr. Julieta ROTARU

³ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."

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Date of approval:

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Head of Department's name and signature,

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Date of approval
Name and signature of Dean