



**SYLLABUS**  
**Rromani Literature and Culture**  
**(Ethnotexts—Oral Romani Literature)**  
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	Romani 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 (Ethnotexts—Oral Romani Literature)				Course code		LLRr3161			
2.2. Course tutor					Conf. univ. dr. Julieta ROTARU							
2.3. Seminar / practical course (laboratory) tutor					-							
2.4. Year of study		II	2.5. Semester		3	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	2	of which: 3.2 course	2	3.3 seminar / practical course (laboratory)	-
3.4. Total number of hours in the curriculum	28	of which: 3.5 course	28	3.6 seminar / practical course (laboratory)	-
<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)					56
Additional research (in the library, online scientific databases/platforms, or field documentation)					56
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					33
Tutoring					-
Assessment (examinations)					2
Other activities:					7
<b>3.7. Total hours for individual study (ID) and self-study activities (SA)</b>					<b>154</b>
<b>3.8. Total hours per semester</b>					<b>182</b>
<b>3.9. Number of credits</b>					<b>7</b>

**4. Prerequisites (if necessary)**

4.1. curriculum	Basic knowledge of literature and literary theory
4.2. skills	Basic knowledge of ethnotexts in the Romani language

Date of approval  
Name and signature of Dean



## 5. Conditions (if necessary)

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)<sup>1</sup>

Professional competences	
Competence code	Competence
PC1	Demonstrate intercultural competence
PC2	Accept the diversity of the cultural and artistic expressions
PC4	Speak different languages
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)<sup>2</sup>

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.
PC2	2. The student/graduate describes the main literary phenomena of the studied language and of world literature, synchronically and diachronically	2. 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

<sup>1</sup> 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.

<sup>2</sup> 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.



<b>PC4</b>	3. The student/ graduate acquires knowledge of the phonetics, vocabulary and grammar of the studied language, through formal instruction and/ or self-study.	3. The student/ graduate develops both receptive (listening-, reading- comprehension) skills and productive (writing, speaking) skills in the studied language.
<b>TC3</b>	The student/ graduate is familiar with, understands, explains, summarizes, and synthesizes knowledge from language studies, literature studies, cultural studies and translation studies.	The student/ graduate applies such knowledge to provide text/ phenomenon interpretations and/or descriptive/ argumentative or critical analyses. The student/ graduate creates links and transfers knowledge between various disciplines studied in order to develop an integrated cognitive model / global view of the study of language and literature. The student/ graduate follows the research and technological development in the field.
<b>TC4</b>	The student/ graduate understands and makes competent use of methodologies for carrying out research and follows principles of scientific integrity and research ethics.	The student/ graduate, under guidance, problematizes a research question, based on literary texts or linguistic, literary, cultural data and, subsequently, develops an analysis thereof.

## 7. Subject-specific learning outcomes

<b>Knowledge and comprehension</b>
The student recognizes and understands linguistic, literary, and cultural aspects that vary regionally, historically, or contextually, or result from multilingual and or multicultural phenomena, in European Rromani folklore and its links to Indian mythology.
The student describes, synchronically and diachronically, the main literary phenomena in Rromani literature and in world literature that are relevant to folklore and myth.
The student acquires, under instruction and or through individual study, knowledge of phonetics, vocabulary, and grammar in the Rromani language, needed to analyze ethnotexts.
<b>Specific academic skills</b>
1. The student analyzes and interprets structures and explicit or implicit meanings in oral or written communication, in Rromani folklore texts and in comparative excerpts.
2. The student situates significant works and authors from Rromani literature and world literature in the appropriate historical and cultural context (Gypsy Lore Society, Panchatantra, the migration of motifs).

## 8. Contents

8.1 Course	Teaching methods	Remarks
Connections between European Roma folklore and Indian mythology: origins and common motifs	Lecture; interactive course; Reading excerpts from works	
Francis Hindes Groome (1851–1902), founder of the Gypsy Lore Society and the first collections of Roma folklore	Lecture; interactive course; Reading excerpts from works	
Theodor Benfey (1809–1881), translator of the Panchatantra and the theory of Indian tales migrating to Europe through the Muslim world	Lecture; interactive course; Reading excerpts from works	
Roma folklore—classification and characteristics	Lecture; interactive course; Reading excerpts from works	
Ritual folklore	Lecture; interactive course; Reading excerpts from works	



Rites of passage: wedding songs and speeches, shouts, lullabies, laments	Lecture; interactive course; Reading excerpts from works	
Calendar celebrations: carols, New Year songs (the goat, the bear)	Lecture; interactive course; Reading excerpts from works	
Reparative magic: rain-binding song, Paparuda song	Lecture; interactive course; Reading excerpts from works	
Specific rituals: incantations, Herdelezi/Gurban/Easter sayings, Vasilca song	Lecture; interactive course; Reading excerpts from works	
Non-ritual folklore	Lecture; interactive course; Reading excerpts from works	
Prose: myths, fairy tales, stories, anecdotes, legends	Lecture; interactive course; Reading excerpts from works	
Poetry: ballads, lyric songs	Lecture; interactive course; Reading excerpts from works	
Enigmatic folklore: riddles	Lecture; interactive course; Reading excerpts from works	
Paremiology: proverbs, sayings, witticisms	Lecture; interactive course; Reading excerpts from works	
<p><b>Bibliography</b></p> <ul style="list-style-type: none"> <li>• Bari, Károlyi. 1999. Gypsy Folklore, Hungary &amp; Romania. Private publishing</li> <li>• Bățălan, Costică, Rromane Taxtaja. Nestemate din folclorul rromilor, București – Cluj: Editura Kriterion, 2002;</li> <li>• Borrow, George Henry. 1843. The Zincali, or An account of the Gypsies of Spain: with an original collection of their songs and poetry, and a copious dictionary of their language. London: J. Murray [1st edition 1841, 2nd edition 1843].</li> <li>• Berger, Hermann. 1984. Mythologie der Zigeuner. Haussig H.W. (Hrsg.) Götter und Mythen des indischen Subkontinents. Stuttgart: Klett-Cotta: 773-824.</li> <li>• Choli Daróczi, József (ed.). 1981. Fekete Korall (Cigány költők antológiája). Táncsics Könykiadó.</li> <li>• Cioabă, Luminița, Balade Populare Romaia, București, Editura Centrului Național de Cultură a Romilor, 2018;</li> <li>• Copoiu, Petre, Rromane paramică. Povești țigănești, București: Editura Kriterion, 1996;</li> <li>• Denize, Isabela, Les roms et l'alterite. Paradigmes identitaires roms dans la paremiologie, Târgoviște: Editura Cetatea de Scaun, 2006</li> <li>• Edgerton, Franklin (1924), The Panchatantra Reconstructed (Vol. 1: Text and Critical Apparatus, Vol.2: Introduction and Translation), New Haven, Connecticut: American Oriental Series Volumes 2-3.</li> <li>• Gaster, Moses. 1931. "Rumanian Gypsy Folk-tales." Journal of the Gypsy Lore Society (Third Series) 10(4): 153-71; 12(4): 166-89; 15(1): 10-20; 15(4): 160-81; 17(3): 58-66.</li> <li>• Groome, Francis Hindes 1899. Gypsy Folk-tales.</li> <li>• Elysseeff, Alexandr. 1891. Materials for the study of the Gypsies, collected by M.J. Kunavine. Journal of the Gypsy Lore Society 2: 93-106; 161-9.</li> <li>• Lancereau, Édouard. Pantchatantra ou les Cinq livres : Recueil d'apologues et de contes - traduit du sanskrit, Imprimerie nationale, 1881 [lire en ligne [archive]]</li> <li>• Lecouteux, Claude. 2016. Dictionnaire de mythologie tzigane. Paris: Imago.(= 2018. Dictionary of Gypsy Mythology. Charms, Rites and Magical Traditions of the Roma. Rochester; Toronto: Inner Traditions.)</li> <li>• Kopernicki, Izydor. 1930. Textes tziganes. Contes et poesies avec traduction francaise. Krakow: Polska Akademia Umiejętności</li> <li>• Marushiakova, Elena and Popov, Vesselin. 1994. Studii Romani. Vol. 1. Sofia: Club '90 Publishers.</li> <li>• Marushiakova, Elena and Popov, Vesselin. 1995. Studii Romani. Vol. 2. Sofia: Club '90 Publishers.</li> <li>• Marushiakova, Elena and Popov, Vesselin. 1997. Studii Romani. The Song of the Bridge. Vols. 3-4. Litavra Publishing House.</li> <li>• Marushiakova Elena, Popov, Vesselin. 2017. "Orientalism in Romani Studies: The Case of Eastern Europe. Languages of Resistance." Ian Hancock's contribution to Romani Studies. H. Kyuchukov si W. New (ed.). Muenchen: LINCOM GmbH: 187-237.</li> <li>• Rotaru, Julieta. 2016. Barbu Constantinescu.Cântece țigănești. Romané ghilea. Gypsy Songs; Critical edition, Introduction, Chronological Table and Indices by Julieta Rotaru, forward Viorel Cosma. Bucharest: Editura Muzeul Literaturii Române.</li> </ul>		



- Rotaru, Julieta. 2018. "Barbu Constantinescu, the first Romanian scholar of Romani studies." *Romani Studies*, continuing *Journal of the Gypsy Lore Society (Fifth Series)* 28 (1): 41–78.
- Trigg, Elwood B. 1973. *Gypsy Demons and Divinities: The Magical and Supernatural Practices of Gypsies*. Secaucus, N.J.: Citadel. (v. criticism in: [https://www.persee.fr/doc/assr\\_0335-5985\\_1979\\_num\\_48\\_2\\_2199\\_t1\\_0358\\_0000\\_4](https://www.persee.fr/doc/assr_0335-5985_1979_num_48_2_2199_t1_0358_0000_4) )
- Uhlik, Rade. 1965. „A Gimlet-Maker's fairy tale” (ed. Gilliat-Smith, B. J.) *JGLS* 44: 11-37.
- Valet, J. 1972. „Me am trin nebudi - Nous sommes trois cousins.” *Études tsiganes* 18: 1-3; 1975. „O Divio Gadzo (le Gad'jo Sauvage)” *Etudes Tsiganes*, 21(4): 1-3.
- Valet, J. 1984. *Contes manouches I: racontés par les soeurs Warner*. Clermont-Ferrand: Joseph Valet, J. 1984. *Contes manouches II: racontés par Antoinette Renard*. Clermont-Ferrand: Joseph Valet, J. 1994. *Contes manouches III: His i molo*. Clermont-Ferrand: Joseph Valet.
- Vassilkov, Yaroslav. 2023. „The Folklore of the European Roma and Mythologies of the Indian Tribal World,” *Romani Studies* 33(2): 265-80, <https://doi.org/10.3828/rost.2023.12>

8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
<b>Seminar:</b> <i>Reading and understanding ethnotexts</i> Accessing and understanding more difficult prose texts and verse texts from oral literature in their original form (ballads, songs, etc.). Comparing different versions of ethnotexts from various origins. Reading aloud with correct intonation. Biographies of great authors writing in Romani or non-Romani.	Comparative analysis of different ethnotext versions Practical exercises in reading and interpreting folklore texts Study of representative authors' biographies	

## 9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course	Understanding the importance of the discipline studied and its connection to related fields; Attitudinal aspects: conscientiousness, individual and group study; Acquiring knowledge of Romani folklore.	Two-hour written exam, graded from 1 to 10.	50%
9.5 Seminar/practical course (laboratory class)	Comparative analysis Text interpretation Biographical study	Assignments completed throughout the semester	50%
9.6 Basic performance standard			
<ul style="list-style-type: none"> <li>• The student knows, recognizes, and defines the main concepts of Romani folklore literature.</li> <li>• The student has read the main works analyzed.</li> <li>• The student has an overall understanding of Romani folklore.</li> </ul>			

## 10. SDG labels (Sustainable Development Goals)<sup>3</sup>

<sup>3</sup> 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."



		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,

-

Date of approval:

....

Head of Department's name and signature,

.....

Date of approval  
Name and signature of Dean