



SYLLABUS
Rromani Literature and Culture 4
(A Global History of Rromani 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	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 4 (A Global History of Rromani Literature)					Course code		LLRr4161		
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		II	2.5. Semester		4	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)					28
Additional research (in the library, online scientific databases/platforms, or field documentation)					14
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					33
Tutoring					-
Assessment (examinations)					2
Other activities:					7
3.7. Total hours for individual study (ID) and self-study activities (SA)					84
3.8. Total hours per semester					126
3.9. Number of credits					5

4. Prerequisites (if necessary)

4.1. curriculum	Basic knowledge of literature and literary theory
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Date of approval
Name and signature of Dean



4.2. skills	Basic knowledge of Romani literature from around the world and the classification criteria of Romani literature
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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)¹

Professional competences	
Competence code	Competence
PC2	Accept the diversity of the cultural and artistic expressions
PC5	Review translation works
PC3	Apply knowledge in the field of social sciences and humanities
Transversal competences	
Competence code	Competence
TC4	Conduct research across disciplines
TC5	Provide written information

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
PC2	1. The student/graduate describes the main literary phenomena of the studied language and of world literature, synchronically and diachronically.	1. 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.

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.



PC5	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.
PC3	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.
TC4	The student/ graduate understands translation theories and makes competent use of translation methodologies and good practices; identifies text types by their specific features and applies the appropriate translation strategy.	The student/ graduate identifies specific problems, shades of meaning, cultural assumptions of the text to be translated, and chooses the suitable translation strategy.
TC5	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/graduate describes the main literary phenomena of the Rromani language and of world literature, synchronically and diachronically.
2. The student/graduate classifies oral or written texts in the Rromani language and describes their features.
3. The student/graduate connects the literatures of the Rromani language, world literatures or literary trends, and critically compares authors and works.
Specific academic skills
1. The student/graduate places significant works and authors of the literature of the Rromani language and of world literature in the appropriate historical and cultural contexts.
2. The student/graduate identifies specific problems, shades of meaning, and cultural assumptions of the text to be translated, and chooses the suitable translation strategy.

8. Contents

8.1 Course	Teaching methods	Remarks
Sofiya Zahova's classification methodology for "Romani literature" (2021)	Lecture; interactive course; reading excerpts from works	
Critique of orientalism in theories about Romani literature	Lecture; interactive course; reading excerpts from works	
Delimitation criteria: geographical distribution, common language, aesthetic commonality, author's ethnicity	Lecture; interactive course; reading excerpts from works	
Critique of using the linguistic criterion (Romani language) exclusively	Lecture; interactive course; reading excerpts from works	
Unintended consequences of the linguistic criterion:	Lecture; interactive course; reading excerpts from works	
Excludes Roma authors who write in their countries' national languages	Lecture; interactive course; reading excerpts from works	
Excludes works by non-Roma authors written for Roma readers	Lecture; interactive course; reading excerpts from works	



Proposed definition of Roma literature: works written by Roma and/or in Romani, addressed to both Roma and non-Roma audiences	Lecture; interactive course; reading excerpts from works	
Periodization of Roma literature	Lecture; interactive course; reading excerpts from works	
First period: Emergence of texts in Romani during the interwar period; publications from the Soviet Union	Lecture; interactive course; reading excerpts from works	
Second period (1950–1980): Works by Roma authors appear in many European countries	Lecture; interactive course; reading excerpts from works	
Third period (1980–1990): Growing discourse on Roma issues in Europe; boom in Roma literature production after 1989	Lecture; interactive course; reading excerpts from works	
Fourth period (late 1990s–present): Internationalization of the Roma literary scene	Lecture; interactive course; reading excerpts from works	
Bibliography <ul style="list-style-type: none"> Djurić, Rajko, si Marcel Courthiade, Les Roms dans les Belles lettres européennes (Paris: L'Harmattan, 2004). Kovacshazy, Cécile, "Éditorial. Pour une définition des littératures tsiganes/romani," Etudes tsiganes. Littératures tsiganes/romani : construction ou réalité ? 37(2) (2009): 4. Marushiakova, Elena and Popov, Vesselin, "Beginning of Romani literature: The case of Alexander Germano," Romani Studies, series 5, 30 (2) (2020): 135-163. Zahova, Sofiya, Lorely French, and Mariana Ortrud M. Hertrampf, "Introductory words by the guest editors," Romani Studies, Series 5, 2 (30) (2020): 127-134. <p>Roman, Raluca Bianca; Zahova, Sofiya; Marinov, Aleksandar G. 2021, Roma Writings. Romani Literature and Press in Central, South-Eastern and Eastern Europe from the 19th Century until World War II, Edited by Brill: Ferdinand Schöningh.</p>		
8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
Analysis of literary texts – Romani literature anthologies and author volumes will be used:	Discussion; reading; viewing documentaries and films	
Analysis of literary texts from Roma literature from the former Yugoslavia and successor states (Kujtim Pačaku, Slobodan Brebeski, Bairam Haliti, Eslam Drudak, Dizoran Zekir)	Discussion; reading; viewing documentaries and films	
Analysis of literary texts from Roma literature from Hungary (Bari Károly, Daróczi Choli Jóysi)	Discussion; reading; viewing documentaries and films	
Analysis of literary texts from Roma literature from the Czech Republic and Slovakia (E. Cervenáková, Tera Fabianová, Bartolomej Daniel, Dezider Banga, A.Horvatová)	Discussion; reading; viewing documentaries and films	
Analysis of literary texts from Roma literature from Poland (Bronisława Weis "Papuśa", St. Stankiewicz «Stahiro»)	Discussion; reading; viewing documentaries and films	
Analysis of literary texts from Roma literature from Austria, Germany, and Switzerland (O Dragano le Trumpesqo - Jevremović, Rajko Djurić)	Discussion; reading; viewing documentaries and films	
Analysis of literary texts from Roma literature from Italy (Santino Spinelli)	Discussion; reading; viewing documentaries and films	
Analysis of literary texts from Roma literature from France and Great Britain (Mateo Maximoff, Dragana Stefanović, Donald Kenrick, Gratan Puxon)	Discussion; reading; viewing documentaries and films	
Analysis of literary texts from Roma literature from Sweden and Finland (Katarina Taikon, Vejo Baltzar)	Discussion; reading; viewing documentaries and films	
Bibliography: <ul style="list-style-type: none"> Kyuchukov, Hristo. 2004/2024. Mirro anav sas Hussein/ My name was Hussein. Boyd Mills Press. Gunilla Lundgren, Sofia Taikon, Amanda Eriksson. 2005. ŽOFI Z-4515. Stockholm: Bokförlaget Tranan/Podium. (Benzi desenate bilingve (romani/suedează) despre viața unei fete rome în timpul și după al Doilea Război Mondial)Борис Djurić, Rajko. 1969. O Rom rodel than telal o kham [Romul caută un loc sub soare, poezie, în romani]. Beograd.Ivan FRANKO, <i>Poezii și poeme</i>, în traducerea lui Ion și Aurel Covaci, RCR Print, București, 2006; 		



- Poeți romi, publicați în colecția de poezie Romane gil'a tipărită în 1979 la Praga de OKD Praha: Andrej Pešta, František Demeter, Vojtěch Fabián, V. Harčarová.
- Matéo Maximoff, Le Prix de la liberté, Flammarion, 1955/Wallâda, 1996.

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 and its connection to related fields. Attitudinal aspects: conscientiousness, individual and group study Acquiring knowledge of Romani literature.	Two-hour written exam, graded from 1 to 10.	50%
9.5 Seminar/practical course (laboratory class)	Engaging with the works studied. Analyzing works using literary theory concepts.	Assignments completed throughout the semester	50%
9.6 Basic performance standard			
<ul style="list-style-type: none"> • The student knows, recognizes, and defines the main concepts of Romani literature. • The student has read the main works analyzed. • The student has an overall understanding of Romani literature from around the world. 			

10. SDG labels (Sustainable Development Goals)³

		Sustainable Development Generic Label						
								No label applies

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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TRADITIO ET EXCELLENTIA



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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

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