



SYLLABUS
Rromani Literature and Culture 5
(Early Rromani Literature from Romania)
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 5 (Early Rromani Literature from Romania)				Course code		LLRr5161	
2.2. Course tutor					Conf. univ. dr. Julieta ROTARU				
2.3. Seminar / practical course (laboratory) tutor					-				
2.4. Year of study	3	2.5. Semester	5	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)	-
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					14
Additional research (in the library, online scientific databases/platforms, or field documentation)					23
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					24
Tutoring					-
Assessment (examinations)					2
Other activities:					7
3.7. Total hours for individual study (ID) and self-study activities (SA)					70
3.8. Total hours per semester					98
3.9. Number of credits					4

4. Prerequisites (if necessary)

Date of approval
Name and signature of Dean



4.1. curriculum	Basic knowledge of literature and literary theory
4.2. skills	Basic knowledge of old Romani literature in Romania

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
PC3	Apply knowledge in the field of social sciences and humanities
PC6	Use dictionaries
PC16	Teach languages
Transversal competences	
Competence code	Competence
TC4	Conduct research across disciplines
TC8	Demonstrate self-reflection

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
PC3	1. 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.	1. The student/ graduate builds critical thinking skills and specialized academic language, both orally and in writing.

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.



PC6	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.
PC16	3. The student/ graduate is familiar with EU and non-EU, as well as, national and institutional language policies (and related politics of identity), and understands how they impact language learning and teaching in specific contexts; is familiar with various language teaching methods and shifts effectively to practical strategies of teaching/ learning the studied language.	3. The student/ graduate evaluates the advantages and disadvantages, the competing POVs and directions for development of national or institutional language policies. The student/ graduate evaluates the advantages and disadvantages of various teaching methods and their outcomes in the dynamic between the acquisition of knowledge of language and the development of communicative skills.
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.
TC8	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

Knowledge and comprehension
The student/ graduate is familiar with, understands, defines, and explains key concepts, notions and vocabulary on early Rromani literature in Romania; understands and makes proficient use of academic language and norms of academic writing and rhetoric.
The student/ graduate classifies oral or written texts in the Rromani language (and in translation) and describes their features.
The student/ graduate is familiar with EU and non-EU, as well as, national and institutional language policies (and related politics of identity), and understands how they impact Rromani language learning and teaching in specific contexts.
Specific academic skills
1. The student/ graduate builds critical thinking skills and specialized academic language, both orally and in writing, through analysis of Rromani texts.
2. The student/ graduate corrects texts in their mother tongue or in the Rromani 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.

8. Contents

8.1 Course	Teaching methods	Remarks
Part I: Historical Context		
First documentation of the Rromani language in Europe:	Lecture; interactive course; reading excerpts from works	
Western (1515) - Johannes von Graefing; Eastern (1542)		



Part II: Folklore and Literature		
Barbu Constantinescu Collection (1878): Fairy tales and regional variants		
Comparative analysis with European folklore		
Heinrich von Wlislocki's contribution: Folkloric texts (1884-1892)		
Critical evaluation of authenticity		
Part III: Linguistic Studies		
Descriptive grammars from the 19th century		
Specificity of Vlach dialects in Romania		
<p>8.2. Seminar:</p> <ul style="list-style-type: none"> · Analysis of the following fairy tales from Barbu Constantinescu's collection and their comparison with European folklore: "The Two Thieves" with its variants – the Muntenian "The Thief Emperor," the Moldavian "Mațchi or the Cunning Thief," and the Macedonian-Romanian "A Great Master"; "The Serpent, the Emperor's Son-in-Law" with its Muntenian, Modern Greek, and Albanian variants; "The Golden Children"; "The Wicked Mother"; "The Vampire" and its comparison with the variants published by Franz Miklosich. Also, the similarity between the Romanian fairy tale "Roșu Emperor and the Witch" from Barbu Constantinescu's collection and the fairy tale "Youth Without Old Age and Life Without Death" published by Petre Ispirescu. · Mythological archetypes in the folklore collected by Heinrich von Wlislocki. The contested authenticity of his ethnographic work. 		
<p>Bibliography</p> <ul style="list-style-type: none"> • Bari, Károlyi. 1999. Gypsy Folklore, Hungary & Romania. Private publishing • Constantinescu, Barbu. 1877. „Literatura populară a ȝiganilor, texturi inedite cu glosar”, Columna lui Traian, Revista pentru istorie, lingvistică și psihologia poporană. Editor B.P. Hașdeu, VIII (1877), tom II, nos. 10-11: 605-620, București: Noua tipografie a laboratorilor români. • Constantinescu, Barbu. 1878. Probe de limba și literatura ȝiganilor din România. București: Tipografia Societății Academice Române (Laboratorii Români). • Copoiu, Petre, Rromane paramică. Povești țigănești, București: Editura Kriterion, 1996; • Eminescu, Mihai. 1878. „Dr. Barbu Constantinescu, „Probe de limba și literatura țiganilor din Romania”.” Timpul III (189): 3. • 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. • Ghiluşul, revistă folclorică. Apare lunar. Editor Șt.St. Tușescu, Comuna Balota, Dolj, anul I, nr. 1, dec. 1912. • Groome, Francis Hindes 1899. Gypsy Folk-tales. • Kogalnitchan, Michel. 1837. Esquisee sur l'histoire, les moeurs et la langue des cigains, conus en France sous le nom de Bohémiens, suivie d'un recueil de sept cents mots cigains. Berlin: B. Behr. • Kogalnitchan, Michel. 1840. Skizze einer Geschichte der Zigeuner, ihrer Sitten und ihrer Sprache; nebst einem kleinen Wörterbuche dieser Sprache. Stuttgart: J.F. Cast'sche Buchhandlung. • Kogălniceanu, Mihail. 1900. Schiță despre țigani, traducere de Gh. Ghibănescu, profesor. Iași: Tipografia Dacia, P. 		



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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%

Date of approval
Name and signature of Dean



9.5 Seminar	Text analysis Comparative studies Documentary research	Assignments completed throughout the semester	50%
9.6 Basic performance standard			
<ul style="list-style-type: none"> The student has read the main works analyzed. The student knows the key concepts of literature and can recognize and define them. The student has a comprehensive understanding of old Romani literature in Romania. 			

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,
-

Date of approval:
....

Head of Department's name and signature,
.....

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."

Date of approval
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