



SYLLABUS

Contemporary Paradigms in Linguistic Research

Academic year 2026-2027

1. Information about the study program

1.1. University	Babeș-Bolyai University
1.2. Faculty	The Faculty 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)	Doctorate
1.6. Study programme/Qualification	Doctorate in Philology/Doctor of Philology
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title		Contemporary Paradigms in Linguistic Research				Course code		LDR1102	
2.2. Course tutor					Prof. univ. dr. Corin BRAGA / Prof. univ. dr. Mihaela POP / Prof. univ. dr. Michaela MUDURE				
2.3. Seminar / practical course (laboratory) tutor					Prof. univ. dr. Corin BRAGA / Prof. univ. dr. Mihaela POP / Prof. univ. dr. Michaela MUDURE				
2.4. Year of study	I	2.5. Semester	1	2.6. Type of assessment	E	2.7. Course status	Contents		DF
							Mandatory		OBL

3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	4	of which: 3.2 course	2	3.3 seminar / practical course (laboratory)	2
3.4. Total number of hours in the curriculum	48	of which: 3.5 course	24	3.6 seminar / practical course (laboratory)	24
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)					93
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					48
Tutoring					12
Assessment (examinations)					3
Other activities:					-
3.7. Total hours for individual study (ID) and self-study activities (SA)					204
3.8. Total hours per semester					252
3.9. Number of credits					10

4. Prerequisites (if necessary)

4.1. curriculum	No requirements
-----------------	-----------------

MOLDOVAN IOAN-RARES
2026.09.14 14:52

Date of approval
Name and signature of Dean



4.2. skills	Communication skills (particularly in reading comprehension) in English and French (or other widely used international languages), enabling the reading and understanding of the recommended bibliography
-------------	---

5. Conditions (if necessary)

5.1. for delivering lectures	Classroom equipped with blackboard, projector, computer, internet access
5.2. for teaching seminars / practical courses (laboratory classes)	Seminar room, whiteboard, projector, computer, internet access

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

Professional competences	
Competence code	Competence
PC1	Advanced knowledge in the fields of philology, literature, linguistics, literary theory, cultural history, and discourse studies
PC2	Ability to identify, formulate, and creatively solve research problems specific to the field of Philology
PC3	Mastery of advanced research methods and techniques, including literary analysis, linguistic analysis, hermeneutics, philological research, archival research, corpus analysis, genetic criticism, literary history, cultural studies, and comparative methodologies
PC4	Ability to employ contemporary paradigms in linguistic research, including diachronic, synchronic, diatopic, pragmatic, normative, onomastic, discourse-oriented, and sociolinguistic approaches
PC5	Ability to identify, evaluate, and apply contemporary literary and cultural paradigms
PC6	Ability to integrate interdisciplinary perspectives into philological research, including history, philosophy, cultural anthropology, gender studies, childhood studies, memory studies, trauma studies, postcolonial studies, and alterity studies
PC7	Skills in documenting, selecting, interpreting, and critically exploiting primary and secondary sources
PC8	Ability to produce scholarly papers, research reports, articles, book chapters, and doctoral dissertations in accordance with national and international academic standards
PC9	Ability to process, organize, and interpret textual, linguistic, bibliographic, and archival data, including through the use of appropriate digital tools
PC10	Ability to design, develop, and manage research projects, including the preparation of research proposals and funding applications, as well as securing resources through national and European funding competitions
PC11	Ability to critically evaluate (peer review) the research of other scholars and to formulate well-reasoned and constructive assessments of scholarly work
PC12	Ability to manage research data responsibly in accordance with Open Science principles, including data management plans, FAIR principles, and the deposit of research outputs in open-access archives and repositories
Competences regarding ethics, integrity and research management	
Competence code	Competence

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.



EC2	Ability to avoid plagiarism, self-plagiarism, data fabrication, data falsification, and other forms of research misconduct
EC3	Ability to design, plan, and manage a doctoral research project, including objectives, hypotheses, methodology, timetable, corpus, sources, outcomes, and dissemination activities
EC4	Knowledge of copyright, intellectual property, proper citation practices, open access principles, and the responsible use of digital resources
EC5	Ability to critically assess the limitations of one's own research and to formulate directions for further investigation
EC6	Knowledge of institutional procedures regarding ethical approval of research (ethics committees) and the application of regulations concerning informed consent and the responsible processing of data, where applicable
Transversal competences	
Competence code	Competence
TC1	Advanced oral and written scientific communication skills in academic, cultural, and professional contexts
TC2	Advanced proficiency in international languages required for research, academic writing, and the presentation of research findings
TC3	Advanced digital competences, including the use of databases, digital libraries, bibliographic management tools, linguistic corpora, and artificial intelligence tools in a critical and responsible manner
TC4	Ability to work both independently and collaboratively, including in interdisciplinary, multicultural, and multilingual environments
TC5	Critical thinking, synthesis, evaluation, and argumentation skills in scientific and professional contexts
TC6	Competences related to academic and non-academic career management, knowledge transfer, and the societal valorisation of research outcomes
TC7	Capacity for innovation and the development of cultural, educational, editorial, or applied research initiatives
TC8	Teaching and mentoring competences required for conducting lectures, seminars, and student supervision activities in higher education
TC9	Competences in science communication aimed at the general public and non-specialist audiences, including public engagement, dissemination, and cultural outreach
TC10	Coordination and leadership skills in research teams and in complex and unpredictable professional environments

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, PC3, PC4, PC5, PC6, EC4, TC1, TC3, TC4, TC5, TC9	1. To demonstrate advanced and specialized knowledge in the field of Philology, situated at the forefront of literary, linguistic, and cultural research and at the interface between related disciplines	1. To transfer the competences acquired to professional activities in research, higher education, publishing, cultural communication, language and cultural policy, and cultural management

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 code.



PC1, PC3, PC4, PC5, PC8, PC9, EC5, TC1 TC2, TC5, TC6	6. To analyse contemporary literary and linguistic paradigms and explain their relevance to one's own research	6. To critically evaluate one's own research findings and relate them to current debates in the field of Philology
PC2, PC6, PC7, PC8, PC10, EC3, EC5, EC6, TC1, TC2, TC3, TC4, TC5, TC6, TC7, TC10	7. To integrate interdisciplinary perspectives into the interpretation of texts and cultural phenomena	7. To develop project proposals and funding applications, and to manage a research project with regard to its objectives, resources, timeline, and dissemination activities
PC4, PC5, PC8, PC9, PC11, PC12, EC2, EC4, EC6, TC2, TC3, TC4, TC5, TC6, TC7, TC8, TC9	8. To communicate research findings to the general public and non-specialist audiences, thereby contributing to the social and cultural dissemination of knowledge	8. To communicate research findings through oral presentations, handouts, slide presentations, research reports, scholarly articles, and academic debates

7. Subject-specific learning outcomes

Knowledge and comprehension
Module 1: 1. The doctoral student will know and understand the notions and concepts from aesthetics, literary theory, history of ideas, cultural studies, world literature), as well as the paradigm / literary current to which belongs the domain of his doctoral research. 2. The doctoral student will know and understand the main aspects regarding comparative literature and world literature.
Module 2: 1. The doctoral student will acquire knowledge and understanding of fundamental theoretical approaches to crisis as turning or mutation point in knowledge production. 2. The doctoral student will be able to explain the interconnections between humanism and the post-humanist episteme in particular cases like: epistemology, institutional development, philosophy, comparatism in literature.
Module 3: 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.
Specific academic skills
Module 1: 1. The doctoral student will be able to interpret cultural paradigms, cultural currents, hermeneutics, archetypology, imagination studies, interdisciplinarity, intermediality. 2. The doctoral student will be able to make use, in a judicious manner, of the bibliography related to the PhD thesis.
Module 2: 1. The doctoral student will be able to identify the specific connections between different explanatory systems. 2. The doctoral student will be able to pose their own research question as crisis-identification, in order to proceed with the individual work on the project.
Module 3: The historical evolution of the notions of race, gender, children's literature.



8. Contents

8.1 Course	Teaching methods	Remarks
1. Methods in anthropology Position of the researcher regarding his informant: a. Positivism: intrusive researcher b. Phenomenology: neutral (tabula rasa) researcher c. Postmodernism: participative researcher (going native) Case study: Carlos Castaneda	Lecture and euristic conversation	Each course (lecture) is closely connected in content and method to the respective seminar, both laying their accent on students' work.
2. Distant theory Definition of the concept of archetype. Acceptions: metaphysical (ontological); psychological (anthropological); cultural Derivative methodologies: Myth-analysis, Myth-criticism, Mythodology, Psycho-criticism, Cultural morphology, Thematism, Archetypology	Lecture and euristic conversation	Each course (lecture) is closely connected in content and method to the respective seminar, both laying their accent on students' work.
3. Imaginarion studies and contemporary psychological paradigms Archetypes and "human universals", "primitives" and "image-schemas". - Neo-evolutionism (Joseph Carroll) - Neuroşciences (Antonio Damasio, George Lakoff, Mark Johnson, Mark Turner) - Deep cognitivism (Leonard Talmy, P. N. Johnson-Laird, Teun A. van Dijk)	Lecture and euristic conversation	Each course (lecture) is closely connected in content and method to the respective seminar, both laying their accent on students' work.
4. Anarchetypes Opposition archetype vs. Anarchetype Structure vs. Flawed structure Center vs. Deconstruction Dianoia vs. Lack of cogito Anarchetypal schema-images: Cluster, colier, domino, lego, mycelium	Lecture and euristic conversation	Each course (lecture) is closely connected in content and method to the respective seminar, both laying their accent on students' work.
Modul 2.1. Introduction in the understanding of crisis as a concept and notion. From <i>crisis theory</i> to the digital mutation. Beyond literature-centrism. Form and system.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Modul 2.2. The humanities în crisis. <i>To know is to do</i> . Corporate university. Martha Nussbaum, <i>Not for Profit</i> . The crisis in literary studies and history.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Modul 2.3. Humanism in crisis. What is humanism and anthropocentrism. Nietzsche, Foucault, Derrida, Barthes – the death of authority and explanation. Antiumanism and/ or posthumanism. Transhumanism, animal studies and others. N.K.Hayles, <i>How We Became Posthuman?</i> Modernity in crisis. Francois Cusset,	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.

MOLDOVAN IOAN-RARES
2026.09.14 14:52

Date of approval
Name and signature of Dean



<i>French Theory.</i>		
Modul 2.4. Comparatism in crisis. Specific, universal, world. Cultural contact theories: Bernheimer, Saussy, Damrosch, D'haen – <i>world literature</i> in a transnational and translational world. Global and glocal.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 3. 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 comparative perspective. The role of the elites: W.E.B. DuBois, Frederick Douglass, Mihail Kogălniceanu, George Sion.	Lecture and heuristic conversation	Courses (lectures) and seminars are closely connected in terms of content and method, which encourage the students' contributions.
Module 3. 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.	Lecture and heuristic conversation	Courses (lectures) and seminars are closely connected in terms of content and method, which encourage the students' contributions.
Module 3. 3. Gender in literature and language. Why are there fewer female writers than male writers? Is language equally welcoming for all gender experiences	Lecture and heuristic conversation	Courses (lectures) and seminars are closely connected in terms of content and method, which encourage the students' contributions.
Module 3. 4. Children's literature. The historicity of the child and the adolescent. The ideologization of the child.	Lecture and heuristic conversation	Courses (lectures) and seminars are closely connected in terms of content and method, which encourage the students' contributions.
Bibliography		
Module 1: 1. Corin Braga, <i>10 studii de arhetipologie</i>, Dacia, Cluj, 2008 2. Corin Braga, <i>De la arhetip la anarhetip</i>, Polirom, Iași, 2006 3. Corin Braga, <i>Archétypologie postmoderne</i>, Paris, Honoré Champion, 2019 4. C. G. Jung, <i>Opere complete</i>, București, Trei, Vol. 1: <i>Arhetipurile și inconștientul colectiv</i>, 2003; Vol 9: <i>Aion. Contribuții la simbolistica sinelui</i>, 2005; <i>În lumea arhetipurilor</i>, București, "Jurnalul literar", 1994 5. Gilbert Durand, <i>Structurile antropologice ale imaginarii</i>, Univers, București, 1977 6. Northrop Frye, <i>Anatomia criticii</i>, București, Univers, 1972 7. Charles Mauron, <i>De la metaforele obsedante la mitul personal</i>, Cluj, Dacia, 2001 8. Joseph Carroll, <i>Reading Human Nature. Literary Darwinism in Theory and Practice</i>, State University of New York Press, Albany, New York, 2011 9. Mark Johnson, <i>The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason</i>, Chicago, University of Chicago Press, 1987 10. George Lakoff and Mark Johnson, <i>Philosophy in the Flesh: The Embodied Mind and Its Challenge to Western Thought</i>, New York, Basic Books, 1999 11. Antonio R. Damasio, <i>Descartes' Error. Emotion, Reason, and the Human Brain</i>, New York, A Grosset / Putnam Book, 1994 12. Cf. Mark Turner, <i>The Literary Mind</i>, New York & Oxford, Oxford University Press, 1996 Module 2: CASANOVA, Pascale. "Nouvelles considérations sur les littératures dites mineures." <i>Littératures classiques</i> 31.1 (1997): 233-247.		



- CORNIS-POPE, Marcel, și John NEUBAUER, eds. *History of the Literary Cultures of East-Central Europe: Types and Stereotypes*, 2004.
- CUSSET, François. *French theory: how Foucault, Derrida, Deleuze, & Co. transformed the intellectual life of the United States*. U of Minnesota Press, 2008.
- Damrosch, David. *What is world literature?*. Princeton University Press, 2018.
- D'haen, Theo. "Major Histories, Minor Literatures, and World Authors." *CLCWeb: Comparative Literature and Culture* 15.5 (2013): 9.
- FELSKI, Rita. *Uses of Literature*, 2008.
- Hayles, N. Katherine. "How we became posthuman: Virtual bodies in cybernetics, literature, and informatics." (2000): 464.
- Nussbaum, Martha C. "Not for profit: why democracy needs the humanities-Updated edition." (2016): 1-192.
- Saussy, Haun, ed. *Comparative literature in an age of globalization*. JHU Press, 2006.
- Tabb, William K. "Marxism, Crisis Theory and the Crisis of the Early 21st Century." *Science & Society*, vol. 74, no. 3, July 2010, pp. 305-23, www.networkideas.org/wp-content/uploads/2016/09/Marxism_Crisis_Theory.pdf.
- Ursa, Mihaela. *Indisciplina ficțiunii. Viața de după carte a literaturii*. Casa Cartii de Stiinta, 2022.
- LANDOW, George P. *HyperText: The Convergence of Contemporary Critical Theory and Technology*, 1991.
- MARTIN, Mircea, Christian MORARU și Andrei TERIAN, ed. *Romanian Literature as World Literature*, 2018.
- O'SULLIVAN, Emer. *Comparative Children's Literature*, 2005.
- RYAN, Marie-Laure. *Narrative as virtual reality. Immersion and Interactivity in Literature and Electronic Media*, 2001.
- URSA, Mihaela. *Eroticon. Tratat despre ficțiunea amoroasă*, 2012. Free access BCU Cluj.
- URSA, Mihaela. *Indisciplina ficțiunii. Viața de după carte a literaturii*, 2022.
- URSA, Mihaela. *Scriitopia*, ed. a 2-a, 2010. Free access BCU Cluj.

Module 3:

1. Leo Back și John Solomos, editori. *Theories of Race and Racism*. Routledge, 2000.
2. Barbu Constantinescu. *Probe de limba și literatura tiganilor din Romania/Specimens from the Language and the Literature of the Gypsies in Romania*, trad. și prefață de Mihaela Mudure. Editura Limes. 2005.
3. Mihaela Mudure. "From the Gypsies to the African-Americans" *Journal for the Study of Religions and Ideologies*, no. 4/Spring 2003.
4. Ronald Lee. *Goddam Gypsy!* Tundra Books, 1971.
5. Luminița Mihai Cioabă. *Negutătorul de ploaie*. Neo Drom, 1997.
6. Oksana Marafioti. *American Gypsy. A Memoir*. Farrar, Straus and Giroux, 2012.
7. Ștefan Fuli. *Aproape-departe*. Tipomur, 1993.
8. Maggie Humm. *The Dictionary of Feminist Theory*. Edinburgh University Press, 2003.
9. Judith Butler. *Gender Trouble*. Rotledge, 1990.
10. Robyn Warhol. *Feminisms: An Anthology of Literary Theory*. Rutgers University Press, 1997.
11. Peter Hunt. *Criticism, Theory and Children's Literature*. 1991. Blackwell, 1991.
12. Karin Lesnik-Oberstein, ed. *Children's Literature: New Approaches*. Palgrave, 2004.

8.2 Seminar / practical course (laboratory class)

Teaching methods

Remarks

MOLDOVAN IOAN-RARES
2026.09.14 14:52

Date of approval

Name and signature of Dean



1. Methods in anthropology Position of the researcher regarding his informant: a. Positivism: intrusive researcher b. Phenomenology: neutral (tabula rasa) researcher c. Postmodernism: participative researcher (going native) Case study: Carlos Castaneda	Lecture and euristic conversation	Each course (lecture) is closely connected in content and method to the respective seminar, both laying their accent on students' work.
2. Distant theory Definition of the concept of archetype. Acceptations: metaphysical (ontological); psychological (anthropological); cultural Derivative methodologies: Myth-analysis, Myth-criticism, Mythodology, Psycho-criticism, Cultural morphology, Thematism, Archetypology	Lecture and euristic conversation	Each course (lecture) is closely connected in content and method to the respective seminar, both laying their accent on students' work.
3. Imaginarion studies and contemporary psychological paradigms Archetypes and "human universals", "primitives" and "image-schemas". - Neo-evolutionism (Joseph Carroll) - Neuroșciences (Antonio Damasio, George Lakoff, Mark Johnson, Mark Turner) - Deep cognitivism (Leonard Talmy, P. N. Johnson-Laird, Teun A. van Dijk)	Lecture and euristic conversation	Each course (lecture) is closely connected in content and method to the respective seminar, both laying their accent on students' work.
4. Anarchetypes Opposition archetype vs. Anarchetype Structure vs. Flawed structure Center vs. Deconstruction Dianoia vs. Lack of cogito Anarchetypal schema-images: Cluster, colier, domino, lego, mycelium	Lecture and euristic conversation	Each course (lecture) is closely connected in content and method to the respective seminar, both laying their accent on students' work.
Module 2.1. Analysis of a text from the perspective of one of the theoretical approaches to the linguistic imaginary (chosen by the doctoral student).	Case studies. Commentaries based on the supporting texts.	The activities carried out during each seminar are closely aligned with the corresponding course topic and are based on interactive communication both between the instructor and the students and among the students themselves.
Module 2.2. Analysis of a text from the perspective of one of the theoretical approaches to the linguistic imaginary (chosen by the doctoral student).	Case studies. Commentaries based on the supporting texts.	The activities carried out during each seminar are closely aligned with the corresponding course topic and are based on interactive communication both between the instructor and the students and among the students themselves.
Module 2.3. Analysis of a text from the perspective of one of the theoretical approaches to the linguistic imaginary (chosen by the doctoral student).	Case studies. Commentaries based on the supporting texts.	The activities carried out during each seminar are closely aligned with the corresponding course topic and are based on interactive communication both between the instructor and the students and among the students themselves.



Module 2.4. Workshop	Workshopping on the individual projects.	The activities carried out during each seminar are closely aligned with the corresponding course topic and are based on interactive communication both between the instructor and the students and among the students themselves.
Module 3. 1 Analysis of reading materials on race.	Euristic conversation	
Module 3. 2. Analysis of reading materials (African American and Romani texts)	Euristic conversation	
Module 3. 3. Analysis of female authored texts	Euristic conversation	
Module 3. 4. Analysis of children's literature texts	Euristic conversation	
Bibliography		
Module 1 : 1. Corin Braga, <i>10 studii de arhetipologie</i>, Dacia, Cluj, 2008 2. Corin Braga, <i>De la arhetip la anarhetip</i>, Polirom, Iași, 2006 3. Corin Braga, <i>Archétypologie postmoderne</i>, Paris, Honoré Champion, 2019 4. C. G. Jung, <i>Opere complete</i>, București, Trei, Vol. 1: <i>Arhetipurile și inconștientul colectiv</i>, 2003; Vol 9: <i>Aion. Contribuții la simbolistica sinelui</i>, 2005; <i>În lumea arhetipurilor</i>, București, "Jurnalul literar", 1994 5. Gilbert Durand, <i>Structurile antropologice ale imaginarului</i>, Univers, București, 1977 6. Northrop Frye, <i>Anatomia criticii</i>, București, Univers, 1972 7. Charles Mauron, <i>De la metaforele obsedante la mitul personal</i>, Cluj, Dacia, 2001 8. Joseph Carroll, <i>Reading Human Nature. Literary Darwinism in Theory and Practice</i>, State University of New York Press, Albany, New York, 2011 9. Mark Johnson, <i>The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason</i>, Chicago, University of Chicago Press, 1987 10. George Lakoff and Mark Johnson, <i>Philosophy in the Flesh: The Embodied Mind and Its Challenge to Western Thought</i>, New York, Basic Books, 1999 11. Antonio R. Damasio, <i>Descartes' Error. Emotion, Reason, and the Human Brain</i>, New York, A Grosset / Putnam Book, 1994 12. Cf. Mark Turner, <i>The Literary Mind</i>, New York & Oxford, Oxford University Press, 1996 Module 2: CASANOVA, Pascale. "Nouvelles considérations sur les littératures dites mineures." <i>Littératures classiques</i> 31.1 (1997): 233-247. CORNIS-POPE, Marcel, și John NEUBAUER, eds. <i>History of the Literary Cultures of East-Central Europe: Types and Stereotypes</i>, 2004. CUSSET, François. <i>French theory: how Foucault, Derrida, Deleuze, & Co. transformed the intellectual life of the United States</i>. U of Minnesota Press, 2008. Damrosch, David. <i>What is world literature?</i>. Princeton University Press, 2018. D'haen, Theo. "Major Histories, Minor Literatures, and World Authors." <i>CLCWeb: Comparative Literature and Culture</i> 15.5 (2013): 9. FELSKI, Rita. <i>Uses of Literature</i>, 2008. Hayles, N. Katherine. "How we became posthuman: Virtual bodies in cybernetics, literature, and informatics." (2000): 464.		



- Nussbaum, Martha C. "Not for profit: why democracy needs the humanities-Updated edition." (2016): 1-192.
- Saussy, Haun, ed. *Comparative literature in an age of globalization*. JHU Press, 2006.
- Tabb, William K. "Marxism, Crisis Theory and the Crisis of the Early 21st Century." *Science & Society*, vol. 74, no. 3, July 2010, pp. 305-23, www.networkideas.org/wp-content/uploads/2016/09/Marxism_Crisis_Theory.pdf.
- Ursa, Mihaela. *Indisciplina ficțiunii. Viața de după carte a literaturii*. Casa Cartii de Stiinta, 2022.
- LANDOW, George P. *HyperText: The Convergence of Contemporary Critical Theory and Technology*, 1991.
- MARTIN, Mircea, Christian MORARU și Andrei TERIAN, ed. *Romanian Literature as World Literature*, 2018.
- O'SULLIVAN, Emer. *Comparative Children's Literature*, 2005.
- RYAN, Marie-Laure. *Narrative as virtual reality. Immersion and Interactivity in Literature and Electronic Media*, 2001.
- URSA, Mihaela. *Eroticon. Tratat despre ficțiunea amoroasă*, 2012. Free access BCU Cluj.
- URSA, Mihaela. *Indisciplina ficțiunii. Viața de după carte a literaturii*, 2022.
- URSA, Mihaela. *Scriitopia*, ed. a 2-a, 2010. Free access BCU Cluj.

Module 3

1. Leo Back și John Solomos, editori. *Theories of Race and Racism*. Routledge, 2000.
2. Barbu Constantinescu. *Probe de limba și literatura tiganilor din Romania/Specimens from the Language and the Literature of the Gypsies in Romania*, trad. și prefață de Mihaela Mudure. Editura Limes. 2005.
3. Mihaela Mudure. "From the Gypsies to the African-Americans" *Journal for the Study of Religions and Ideologies*, no. 4/Spring 2003.
4. Ronald Lee. *Goddam Gypsy!* Tundra Books, 1971.
5. Luminița Mihai Cioabă. *Neguțătorul de ploaie*. Neo Drom, 1997.
6. Oksana Marafioti. *American Gypsy. A Memoir*. Farrar, Straus and Giroux, 2012.
7. Ștefan Fuli. *Aproape-departe*. Tipomur, 1993.
8. Maggie Humm. *The Dictionary of Feminist Theory*. Edinburgh University Press, 2003.
9. Judith Butler. *Gender Trouble*. Rotledge, 1990.
10. Robyn Warhol. *Feminisms: An Anthology of Literary Theory*. Rutgers University Press, 1997.
11. Peter Hunt. *Criticism, Theory and Children's Literature*. 1991. Blackwell, 1991.
12. Karin Lesnik-Oberstein, ed. *Children's Literature: New Approaches*. Palgrave, 2004.

9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course	To pass the discipline, doctoral students will opt to be assessed in one of the three modules, completing the work assignments of the chosen module. Module 1 As a means of assessment for module 1, doctoral	Exam The course instructors agree on two exam dates during the official session for finalizing the grade. Two weeks before teaching activities are over, doctoral students jointly submit a request to the director of the doctoral school, asking to be	75% MOLDOVAN IOAN-RARES 2026.09.14 14:52

Date of approval
Name and signature of Dean



	students can obtain for a written examination. Module 2 As a form of assessment for Module 2, Mihaela Ursa, doctoral candidates can choose from: option I: rating for good activity throughout the module (debate, interventions, questions). condition: taking part in at least 3 of the 4 meetings of the module option II: rating for a 5-page paper related to the individual research project. condition: the topic will be chosen in agreement with the module teacher. Module 3: As a form of assessment for Module 3, Michaela Mudure, doctoral candidates can choose from: option I: rating for good activity throughout the module (debate, interventions, questions). condition: taking part in at least 3 of the 4 meetings of the module option II: rating for a 5-page paper related to the individual research project. condition: the topic will be chosen in agreement with the module teacher.	evaluated in one of the modules. The request will include three lists showing the distribution of the doctoral students registered for evaluation with each of the three course instructors. Both the request and the individual certificates confirming the grade are to be signed by the evaluating instructor (who determines the grade), by the other two course instructors, and by the doctoral supervisor (who cannot serve as evaluator). The possible ratings are: very good, good, satisfactory or unsatisfactory.	
9.5 Seminar/practical course (laboratory class)	Active participation in discussions and analyses Effective involvement in seminars	Periodical evaluation / Appreciation of the activity Oral contributions	25%
9.6 Basic performance standard			
Module 1: Module 1: Understanding of concepts regarding cultural paradigms, cultural crisis, history of ideas, world literature, comparative literature, hermeneutics, literary theory, cultural studies			



- Module 2: Understanding the requirements for the proper preparation of the doctoral dissertation (in accordance with the content presented during the course and the minimum standards established for the field of Philology), while observing the principles of academic ethics and integrity. The candidate uses specialized terminology correctly, although in a clear and accessible manner, and demonstrates knowledge of and adherence to the conventions of academic writing.
- Module 3: understanding race, gender, and child/childhood in a literary context (students are acquainted with the main notions, they can identify and define them accurately; good quality and accurate academic language).
- Cheating or attempted cheating will result in a mark of 1. The following are considered cheating: the use of content generated or translated by artificial intelligence (AI) in coursework and examinations; the reproduction of content (whether published or not) belonging to another person; the reproduction of answers provided by other students, with or without modifications.

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."



Date:

30.06.2026

Course tutor's name and signature

Module 1

Corin BRAGA

Module 2

Mihaela POP

Module 3

Michaela MUDURE

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

Module 1

Corin BRAGA

Module 2

Mihaela POP

Module 3

Michaela MUDURE

Date of approval:

July 2026

Head of Doctoral School of Linguistic and Literary

Studies's name and signature,

Prof. univ. dr. habil. Adrian CHIRCU

Digitally signed by
ADRIAN CHIRCU-BUFTEA
Date: 2026.09.11 22:14:09 +03'00'

MOLDOVAN IOAN-RARES
2026.09.14 14:52

Date of approval
Name and signature of Dean