

COURSE SYLLABUS

1. Data about the study program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Letters
1.3 Doctoral School	Doctoral School of Linguistic and Literary Studies
1.4 Field of study	Philology
1.5 Study cycle ¹⁾	Doctorate
1.6 Study program/Qualification	Doctoral training/ PhD in Philology

2. Course data

2.1 Name of discipline	LDR 1103 – Current trends in literary research. Interdisciplinary approaches in literary studies						
2.2 Course tutor	Conf. univ. dr. habil. Bianca Bican						
2.3 Seminar/practical course tutor	Conf. univ. dr. habil. Bianca Bican						
2.4 Year	I	2.5 Semester	1	2.6 Type of evaluation	E	2.7 Course status	Contents ²⁾
							Compulsory ³⁾

3. Estimated total time (hours per semester)

3.1 Hours per week	3	Out of which: 3.2 lectures	2	3.3 Seminar/ practical course	1
3.4 Total hours in the curriculum	36	Out of which: 3.5 lectures	24	3.6 seminar/ practical course	12
Distribution of study time					hours
Study based on textbook/course manual/recommended reading/personal notes					48
Additional research in the library, on online platforms and in the field					74
Preparation of seminars/ laboratory classes/ projects, topics, papers, portfolios and essays					48
Tutoring					6
Examination					2
Other activities					36
3.7 Individual study time (total hours)	214				
3.8 Total hours per semester	250				
3.9 Number of credits ⁴⁾	10				

4. Prerequisites (if applicable)

4.1 Curriculum	No
4.2 Competences	No

5. Conditions (if applicable)

5.1 For lectures	The PhD student must read the compulsory bibliography.
5.2 For the seminar/ practical course	Active participation, reading the bibliography in order to write the paper, the use of other means of information.

6. Specific acquired competences

Fundamental competences	<ul style="list-style-type: none"> a. The use of specialised literature. b. The appropriate use of specialized methods and terminology. c. The ability to write and present a paper on a chosen topic, in accordance with research guidelines.
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Transversal competences	Teamwork Interpersonal communication The ability to take on specific roles
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7. Course objectives (based on the grid of acquired competences)

7.1 The general course objective	The reading of major works in the field of interdisciplinary research. The critical analysis of works, the identification of context and of application methods.
7.2 Specific objectives	The analysis of specific cultural contexts and of specific case studies.

8. Content

8.1 Lectures	Teaching methods	Remarks
1. Introduction. Presentation of the course.	Presentation; interactive lecture.	
2. The role of interdisciplinary studies in the humanities.	Presentation; interactive lecture.	
3. What is a paradigm?	Presentation; interactive lecture.	
4. The priority of paradigms in current research.	Presentation; interactive lecture.	
5. Interdisciplinary readings. From philology to the exact sciences.	Presentation; interactive lecture.	
6. Text and context.	Presentation; interactive lecture.	
7. Text and pre-text(s).	Presentation; interactive lecture.	
8. J. W. Goethe in Heisenberg's interpretation. Similarities between scientific and literary language	Presentation; interactive lecture.	
9. Scientific terminology in literary research: from the exact sciences to the social sciences.	Presentation; interactive lecture.	
10. Interferences between literature and politics in P. Bourdieu's terminology.	Presentation; interactive lecture.	
11. Transdisciplinarity – a possible research model.	Presentation; interactive lecture.	
12. Final discussion.	Presentation; interactive lecture.	

8.2 Seminars	Teaching methods	Remarks
1. Discussion of bibliography and requirements.	Presentation, interactive lecture.	
2. Interdisciplinary studies in humanities: case study.	Individual activity, activities in groups, active participation, problematization, argumentation.	
3. Paradigm: Correct use of the term. Examples. Incorrect use of the term. Examples.	Individual activity, activities in groups, active participation, problematization, argumentation.	
4. The priority of paradigms in a specific study/research and teaching domain.	Individual activity, activities in groups, active participation, problematization, argumentation.	
5. Case Study: Werner Heisenberg.	Individual activity, activities in groups, short essay/report based on the bibliography.	
6. Identifying the literary genre. Structure principles from the exact sciences.	Individual activity, activities in groups, active participation, problematization, argumentation.	

7. The paratext.	Individual activity, activities in groups, active participation, problematization, argumentation.	
8. Similarities between scientific and literary language.	Individual activity, activities in groups, active participation, problematization, argumentation.	
9. The concept of field in different disciplines.	Individual activity, activities in groups, active participation, problematization, argumentation.	
10. Case studies in philological research.	Individual activity, activities in groups, active participation, problematization, argumentation.	
11. Transdisciplinarity. The history of the concept. Definition. Case studies.	Individual activity, activities in groups, active participation, problematization, argumentation.	
12. Final discussion.	Individual activity, activities in groups, active participation, problematization, argumentation.	

Compulsory reading list:

Bourdieu, Pierre: *Rațiuni practice. O teorie a acțiunii*. Traducere din limba franceză de Cristina și Costin Popescu. București: Meridiane 1999.

Bourdieu, Pierre: *Regulile artei. Geneza și structura câmpului literar*. Trad. de Bogdan Ghiu și Toader Saulea. București: Univers 1998.

Heisenberg, Werner: *Partea și întregul. Discuții în jurul fizicii atomice*. Traducere din germană de Maria Țițeica. Postfață de Mircea Flonta. București: Humanitas 2008.

Kuhn, Thomas S.: *Structura revoluțiilor științifice*. Traducere din engleză de Radu J. Bogdan. Studiu introductiv de Mircea Flonta. București: Humanitas 2008.

Nicolescu, Bararab: *Transdisciplinaritatea. Manifest*. Traducere de Horia Mihail Vasilescu. Iași: Polirom 1999.

Schaffer, Simon: *How disciplines look*. In: Barry, Andrew/ Born, Georgina (eds.): *Interdisciplinarity. Reconfigurations of the social and the natural sciences*. London, New York: Routledge 2013, p. 57-77.

Optional reading list:

Sokal, Alan/ Bricmont, Jean: *Fashionable nonsense. Postmodern intellectuals' abuse of science*. New York: Picador 1998.

Sokal, Alan: *Beyond the hoax. Science, philosophy and culture*. Oxford, New York: Oxford University Press 2008.

9. Matching the contents of the discipline with the expectations of the epistemic community representatives, professional associations and potential employers operating in the field of study.

The study offer meets international standards.

10. Examination

Activity type	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.04 Lecture	The PhD student must read the bibliography, he/she must be able to critically analyse the readings and contribute to their interpretations.	1. Individual or group presentation, accompanied by a hand-out.	50% of the final grade

10.05 Seminar	The PhD student must attend the seminars and actively participate in the discussions.	2. Active seminar participation.	50% of the final grade
10.6 Minimum performance standards			
<p>The reading and critical analysis of the bibliography, individual interpretation, active participation in discussions, the presentation of case studies. (In order to receive the attendance certificate)</p> <p>The presentation of a case study (done individually/ in a group) on a chosen topic based on the course contents. The paper must be accompanied by a hand-out. (In order to receive the grade).</p>			

Date	Signature of course tutor Assoc. Prof. dr. habil. Bianca Bican	Signature of seminar tutor Assoc. Prof. dr. habil. Bianca Bican
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Date of approval by the doctoral school council	Signature of the doctoral school director Assoc. Prof. dr. habil. Bianca Bican
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