

SYLLABUS

Romanian Intellectuals and Cultural Transfers

2025-2026 Academic year

1. Information about the program

1.1. Higher education institution	Babeş-Bolyai University
1.2. Faculty	History and Philosophy
1.3. Department	Doctoral School of International Relations and Security Studies
1.4. Field of study	History
1.5. Study cycle	Doctorate
1.6. Study Program / Qualification	Doctorate
1.7. Form of education	

2. Discipline information

2.1. Name of the course	Romanian Intellectuals and Cultural Transfers			Course code	RISS_06		
2.2. Course activity holder	CS.I. dr. Lucian NASTASĂ-KOVACS						
2.3. Seminar activities holder	CS.I. dr. Lucian NASTASĂ-KOVACS						
2.4. School Year	1	2.5. Semester	2	2.6. Type of evaluation	C	2.7. Discipline type	OP

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	5	From which: 3.2. curs	3	3.3. seminar/ laboratory/ project	2
3.4. Total hour in the curriculum	60	From which: 3.5. curs	36	3.6 seminar/laboratory	24
Distribution of time allocation for individual study (IS) and self-learning activities (SL)					hours
Study using the textbook, course materials, bibliography, and notes (SL)					60
Additional research in the library, on specialized electronic platforms, and in the field					30
Preparation of seminars/labs/projects, homework, reports, portfolios, and essays					30
Tutoring (career counseling)					0
Examinations					6
Other activities [comunicare bidirecțională cu titularul de disciplină / tutorele]					34
3.7. Total hours of individual study (IS) and self-learning activities (SL)				190	
3.8. Total hours per semester				250	
3.9. Number of credits				10	

4. Preconditions (where applicable)

4.1. curriculum	Not applicable
4.2. competencies	Not applicable

5. Conditions (where applicable)

5.1. for the lecture	Not applicable
5.2. for the seminar/ laboratory	Not applicable

6.1. Specific competencies acquired

Professional/essential competencies	<ul style="list-style-type: none"> - Analyze the mechanisms of cultural transfer throughout the 20th century. - Evaluate the impact of these transfers on the evolution of the Romanian academic and cultural environment. - Study the short and long-term implications of these cultural transfer mechanisms. - Establish a general framework for developing individual research on specific themes related to cultural transfers. - Apply specific methodologies to consolidate research findings into complex and analytical studies.
Transversal competencies	<ul style="list-style-type: none"> - The ability to systematize information and transpose it into complex studies

6.2. Learning outcomes

Knowledge
1. Explain the central notions and concepts in the field of cultural transfers and describe the main theoretical models used in cultural and intellectual history for analyzing transfers.
2. Describe and contextualize the dynamics of European academic and intellectual environments in the 20th century and how they influence the circulation of ideas and cultural practices.
3. Explain the evolution of the Romanian university environment in the 20th century (early century, interwar period, communism, post-1989/turn of the 21st century) as a backdrop for processes of cultural transfer.
4. Identify forms and mechanisms of academic and cultural mobility (students/teaching staff, institutes, Romanian schools abroad) and explain their role in cultural transfer.
5. Explain the role of institutional networks (university centers, cultural institutes, Romanian schools abroad) in structuring and mediating cultural transfers.
Skills
1. Critically and contextually analyze the mechanisms of cultural transfer in the 20th century, relating them to European academic and intellectual environments and to the Romanian context.
2. Evaluate, using a rigorous historical methodology, the impact of cultural transfers on the shaping of the Romanian academic and cultural environment.
3. Examine the short-, medium-, and long-term implications of cultural transfers on the formation of intellectual elites and on the strengthening of institutional networks.
4. Develop a coherent theoretical and methodological framework for in-depth individual research in the field of cultural transfers (questions, sources, concepts, analysis strategy).
5. Use and efficiently organize archival materials and specialized sources, systematically structuring them for individual research.
6. Produce analytical and critically argued scientific studies, integrating research results into the field of intellectual and cultural history.
Responsibility and autonomy
1. Plans and independently carries out documentation (library, specialized platforms, field/archives) and manages their individual study time to support doctoral research.
2. Takes responsibility for methodological rigor and the validity of interpretations, critically using historical sources and evidence.
3. Integrates information from diverse sources and responsibly utilizes it in coherent analyses and studies, grounded in theory.
4. Demonstrates autonomy in writing an individual paper and in presenting a colloquium, meeting the minimum standard: applying theoretical concepts in the preparation of scientific papers.

7. Course objectives (based on the grid of acquired competencies)

7.1 The general objective of the course	<ul style="list-style-type: none"> - Familiarizing students with the most important concepts of the subject
7.2 Specific objectives	<ul style="list-style-type: none"> - Clarifying the conceptual elements within the sphere of cultural transfers - Strengthening mechanisms for the efficient use of archival materials - Understanding and deepening the academic and cultural dimensions of everyday life in the 20th century - Knowing the institutional networks available to the cultural and academic environment - Identifying the main elements of the cultural transfer process and understanding its dynamics - Structuring archival materials within the framework of individual research

8. Contents

8.1 Course	Teaching- Learning Methods	Observations
Conceptualization and approaches to research	presentation, argumentation, lecture	
Models and contexts of cultural transfer	presentation, argumentation, lecture	
The Romanian university environment at the beginning of the 20th century	presentation, argumentation, lecture	
The Romanian university environment in the interwar period	presentation, argumentation, lecture	
Mobility of Students and Teaching Staff from Romania in the First Half of the 20th Century	presentation, argumentation, lecture	
University centers in France and Italy	presentation, argumentation, lecture	
Case Study - The Romanian School of Fontenay-aux-Roses	presentation, argumentation, lecture	
Case Study - The Romanian School in Rome	presentation, argumentation, lecture	
University centers in Germany	presentation, argumentation, lecture	
Case Study - Romanian Institute in Berlin	presentation, argumentation, lecture	
Cultural mobility during the years of communism	presentation, argumentation, lecture	
Cultural mobility at the turn of the 21st century	presentation, argumentation, lecture	
Bibliography Alexandre Kostov, <i>Les étudiants roumains, serbes et bulgares à l'École des Ponts et Chaussées (Paris) pendant la seconde moitié du XIXe et au début du Xxe siècle: origine sociale, formation, réalisations professionnelles</i> , în „Études Balkaniques”, Sofia, 2004, no.2 André Cabanis, Michel Martin, <i>Les étudiants étrangers en France. Notes préliminaires sur leur démographie 1880-1980</i> , în „Annales de l'Université des sciences sociales de Toulouse”, t.XXXII, 1984, p.199-227.		

Victor Karady, *La migration internationale d'étudiants en Europe, 1890-1940*, în „Actes de la Recherche en Sciences Sociales”, no.145/2002.

Victor Karady, Lucian Nastasă, *The University of Kolozsvár/Cluj and the students of the Medical Faculty, 1872-1918*; Central European University–Ethnocultural Diversity Resource Center, Bp.–Cluj, 2004

Lucian Nastasă, *Intelectualii din România. Configurații culturale*, Cluj-Napoca, Edit. Mega, 2014.

Lucian Nastasă, *"Suveranii" universităților românești. Mecanisme de selecție și promovare a elitei intelectuale*, Cluj, Edit. Limes, 2007.

Lucian Nastasă, *Itinerarii spre lumea savanta. Tineri din spațiul românesc la studii în străinătate (1864-1944)*, Cluj, Edit. Limes, 2006.

Lucian Nastasă, *Irina Matei, Cultură și propagandă. Institutul Român din Berlin (1940-1945)*, Cluj, Edit. Mega, 2018.

Lucian Nastasă, *Studenti români la École Pratique des Hautes Études (Section des Sciences Historiques et Philologiques), 1868-1948*, Cluj, Edit. Școala Ardeleană/Eikon, 2016.

Steen Bille Jørgensen, Hans-Jürgen Lüsebrink (eds.), *Cultural Transfer Reconsidered: Transnational Perspectives, Translation, and Mediation*, Brill, 2021.

B. Szkudlarek, L. Romani, D. V. Caprar, J. S. Osland, *The SAGE handbook of contemporary cross-cultural management*. SAGE Publications Ltd, 2020.

8.2 Seminar / laboratory	Teaching- Learning Methods	Observations
Conceptualization and approaches to research	exposure, debate	
Models and contexts of cultural transfer	exposure, debate	
The Romanian university environment at the beginning of the 20th century	exposure, debate	
The Romanian University Environment in the Interwar Period. Case Studies	exposure, debate	
The mobility of students and teaching staff from Romania in the first half of the 20th century	exposure, debate	
University centers in France and Italy	exposure, debate	
Case Study - The Romanian School of Fontenay-aux-Roses	exposure, debate	
Case Study - The Romanian School in Rome	exposure, debate	
University centers in Germany	exposure, debate	
Case Study - Romanian Institute in Berlin	exposure, debate	
Cultural mobility during the years of communism	exposure, debate	
Cultural mobility at the turn of the 21st century	exposure, debate	

Bibliography

Alexandre Kostov, *Les étudiants roumains, serbes et bulgares à l'École des Ponts et Chaussées (Paris) pendant la seconde moitié du XIXe et au début du Xxe siècle: origine sociale, formation, réalisations professionnelles*, în „Études Balkaniques”, Sofia, 2004, no.2

André Cabanis, Michel Martin, *Les étudiants étrangers en France. Notes préliminaires sur leur démographie 1880-1980*, în „Annales de l'Université des sciences sociales de Toulouse”, t.XXXII, 1984, p.199-227.

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9. Aligning the course content with the expectations of representatives of the epistemic community, professional associations, and representative employers in the field related to the program

- The course was developed in accordance with works in the field, published both domestically and abroad;
- Some topics within the course cover relevant aspects that are the focus of professional institutions or international scientific conferences, including debates in internationally circulated journals.

10. Evaluation

Tip activitate	10.1 Evaluation Criteria	10.2 Evaluation methods	10.3 Weight of the final grade
10.4 Course	- knowledge of the subject matter and bibliography	Colloquium based on an individual paper	80%
	- analytical and synthesis skills		
10.5 Seminar/laboratory	- knowledge of the subject matter and bibliography	Colloquium	20%
	- analytical and synthesis skills		
10.6 Minimum passing standard			
<ul style="list-style-type: none"> • Knowledge of theoretical elements and their use in the development of scientific papers 			

11. SGD Labels (Sustainable Development Goals)¹

	The general label for Sustainable Development							
								
								No label applies

Date of completion:

Signature of the course lecturer

Signature of the seminar tutore

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¹ Select a single label, the one that, according to the ODD Label Application Procedure in the academic process, best fits the discipline. If the discipline addresses the topic of sustainable development in a general manner (e.g., by presenting/introducing the general framework of sustainable development, etc.), then the general Sustainable Development label can be assigned. If none of the labels describe the discipline, select the last option: "No label applies".

Date of notification in the department:
20.10.2026

Department director's signature

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