



COURSE DESCRIPTION

Interpretation of the philosophical text - contemporary approaches

Academic year 2025-2026

1. Programme-related data

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|---------------------------------------|--|
| 1.1. Higher Education Institution | Babeș-Bolyai University |
| 1.2. Faculty | Faculty of History and Philosophy |
| 1.3. Department | Doctoral School of Philosophy |
| 1.4. Field | Philosophy |
| 1.5. Level of study | Doctoral |
| 1.6. Degree programme / Qualification | Doctor of Philosophy (PhD) (Level 8 CNC/EQF) |
| 1.7. Form of education | Full-time, Part-time |

2. Course-related data

| | | | | | |
|--------------------------|---|---------------|--|-------------------------|------------------------|
| 2.1. Course title | Interpretation of the philosophical text - contemporary approaches | | | Course code | SDF05 |
| 2.2. Course coordinator | Alina Noveanu | | | | |
| 2.3. Seminar coordinator | Alina Noveanu | | | | |
| 2.4. Year of study | | 2.5. Semester | | 2.6. Type of assessment | Exam |
| 2.7. Course status | Optional | | | 2.8. Course type | Specialisation subject |

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

| | | | | | |
|---|----|-----------------------|----|-----------------------------------|--------------|
| 3.1. Number of hours per week | 3 | of which: 3.2. course | 2 | 3.3. seminar/ laboratory/ project | 1 |
| 3.4. Total of hours in the curriculum | 36 | of which: 3.5. course | 24 | 3.6. seminar/ laboratory | 12 |
| Time allocation for individual study (IS) and self-taught activities (ST) | | | | | hours |
| Learning from textbooks, course materials, bibliography, and notes (IS) | | | | | 70 |
| Additional research in the library, on subject-specific electronic platforms, and on-site | | | | | 60 |
| Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays | | | | | 40 |
| Tutoring (professional guidance) | | | | | 30 |
| Examinations | | | | | 6 |
| Other activities | | | | | 8 |
| 3.7. Total hours of individual study (IS) and self-taught activities (ST) | | | | 214 | |
| 3.8. Total hours per semester | | | | 250 | |
| 3.9. Number of credits | | | | 10 | |

4. Prerequisites (where applicable)

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|-------------------------|--|
| 4.1. curriculum-related | Familiarity with fundamental concepts in philosophy Prior completion of introductory courses in hermeneutics / phenomenology (or equivalent) |
| 4.2. skills-related | Ability to read and interpret academic texts Capacity for critical analysis and argumentation Basic academic writing and presentation skills |

5. Specific conditions (where applicable)

| | |
|---------------------------------|---|
| 5.1. course-related | Active participation in lectures Completion of weekly reading assignments Submission of required written tasks (where applicable) |
| 5.2. seminar/laboratory-related | Regular attendance and engagement in seminar discussions Preparation of seminar materials (texts, notes, short presentations) |

6.1. Competencies resulting from the completion of the degree programme

| Professional competencies | |
|---------------------------|---|
| Competency code | Competency |
| PC1 | a) Advanced knowledge in the field of Philosophy b) Ability to identify, formulate, and creatively solve research problems c) Mastery of advanced research methods and techniques in Philosophy |
| PC4 | Academic-level language skills in internationally used languages, necessary for documentation and for producing scientific work |
| PC5 | Understanding and ability to apply the principles and values of research ethics in Philosophy |
| Transversal competencies | |
| Competency code | Competency |
| TC2 | Interpersonal and teamwork skills Knowledge of career management and the ability to apply techniques for job searching and for creating employment opportunities |
| TC3 | Knowledge of critical thinking, including the ability to analyse, interpret, and formulate arguments in diverse contexts Knowledge of the legislation governing intellectual property rights and the ability to apply it appropriately |

6.2. Learning outcomes relevant to the degree programme

| Learning outcomes targeted by the subject | | |
|---|--|---|
| Competency code | Knowledge and comprehension | Specific academic skills |
| PC1 | 1. The doctoral student demonstrates knowledge at the most advanced level in the field of Philosophy. | 1. The doctoral student possesses and applies the most advanced and specialized skills and techniques, including the ability to synthesize and evaluate, required for solving critical research problems in Philosophy. |
| PC4 | 2. The doctoral student demonstrates advanced knowledge situated at the interface of various socio-humanities fields. | 2. The doctoral student possesses and applies innovative abilities aimed at extending and redefining existing knowledge or professional practices within the socio-humanities. |
| PC5 | 3. (Responsibility and autonomy) The doctoral student demonstrates a high level of authority, innovation, autonomy, and scientific and professional integrity. | 3. (Responsibility and autonomy) The doctoral student demonstrates sustained commitment to developing new ideas or processes at the forefront of a work or study context, including research. |
| TC2 | 4. Ability to communicate effectively in diverse academic and professional contexts | 4. Capacity to collaborate constructively in multidisciplinary teams and to adapt to different working styles |
| TC3 | 5 Ability to design and implement strategies for personal and professional development | 5. Competence in applying advanced tools and methods for career planning, including the capacity to identify, create, and support employment opportunities |

7. Subject-specific learning outcomes

| Knowledge and comprehension |
|--|
| 1. Understands key concepts, theories, and methods in Philosophy. |
| 2. Recognises major historical and contemporary debates in the field. |
| 3. Identifies and explains core philosophical frameworks across sub-disciplines. |

4. Understands interdisciplinary links between Philosophy and the socio-humanities.

Specific academic skills

1. Ability to interpret complex philosophical texts using advanced hermeneutic methods.

2. Capacity to analyse and compare interpretative frameworks across different philosophical traditions.

3. Skill in formulating coherent, well-argued interpretations grounded in textual evidence and methodological rigor.

8. Contents

| 8.1. Course | Teaching and learning methods | Remarks ¹ |
|---|--|-----------------------|
| 1–2. Introduction: What is interpretation? Contemporary debates on the nature, scope, and limits of philosophical interpretation. | lecture, guided discussion, conceptual mapping | Framing the field |
| 3–4. Classical models of interpretation From Platonic inspiration to Aristotelian explanation; early conceptions of meaning and textuality. | lecture, close reading, diagramming interpretive models | |
| 5–6. Romantic and modern hermeneutics Schleiermacher's methodological turn; Dilthey and the problem of understanding lived experience. | lecture, text analysis, comparative interpretation | |
| 7–8. Phenomenology and the transformation of interpretation Heidegger's analytic of Dasein and the emergence of ontological hermeneutics. | lecture, text commentary, structured debate | |
| 9–10. Interpretation as dialogue Gadamer's philosophical hermeneutics; the dialogical structure of understanding; critique and counter-critique. | lecture, text-based discussion | |
| 11–12. Interpretation after structuralism Derrida, Ricoeur, and the problem of meaning, difference, and textual plurality. | lecture, conceptual analysis, group discussion | |
| 13–14. Contemporary approaches to interpretation Current debates: authorial intention, textual autonomy, interpretive pluralism, and methodological reflexivity. | lecture, text-based discussion, comparative interpretation | Synthesis, conclusion |

Bibliography

Hammermeister, Kai, *The German Aesthetic Tradition*, Cambridge University Press, 2010

Gadamer, Hans-Georg, *Truth and Method*, Translated by Joel Weinsheimer and Donald G. Marshall, London/New York 2004

Eco, Umberto (1981). *The Theory of Signs and the Role of the Reader*. *The Bulletin of the Midwest Modern Language Association*, 14(1), 35–45. <https://doi.org/10.2307/1314865>

Figal, Günther, *The Doing of the Thing Itself: Gadamer's Hermeneutic Ontology of Language*

Translated by Robert J. Dostal, In *Cambridge Companion to Gadamer*, Cambridge University Press, 2006

The ROUTLEDGE Companion to HERMENEUTICS, Edited by Jeff Malpas and Hans-Helmuth Gander, 2015

Dilthey, Wilhelm *Hermeneutics and the Study of History*, Princeton University Press, 1996

¹ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.



Heidegger Martin; *Being and time*/ translated by Joan Stambaugh, SUNY series in contemporary continental philosophy, New York, 1996

Jos de MUL, *Horizons of Hermeneutics: Intercultural Hermeneutics in a Globalizing World*, : *Frontiers of Philosophy in China*, December 2011, Vol. 6, No. 4 (December 2011), pp. 628-655 Published by: Brill

Noveanu, Alina, *Arta interpretării-Dialogurile hermeneutice ale lui Hans Georg Gadamer*, Cluj, Grinta 2010.

Noveanu, Alina *Vernehen, Wahrnehmen, Sinngeschehen. Heideggers Hermeneutik der Gelassenheit*, Phainomena, Tübingen 2018.

Noveanu, Alina *Die „Natur“ des Denkens als Entsprechen Von der Physis zum Logos in Heideggers Auseinandersetzung mit Heraklit*, Volum Nr: Vol 38 Heidegger Studies 2022, 207 -222.

Elizabeth Struthers Malbon *Structuralism, Hermeneutics, and Contextual Meaning* Source: *Journal of the American Academy of Religion*, Jun., 1983, Vol. 51, No. 2 (Jun., 1983), pp. 207-230 Published by: Oxford University Press

Ricoeur, Paul, *Phenomenology and Hermeneutics*, *Noûs*, Mar., 1975, Vol. 9, No. 1, Symposium Papers to be Read at the Meeting of the Western Division of the American Philosophical Association in Chicago, Illinois, April 24-26, 1975 (Mar., 1975), pp. 85-102

Ricoeur Paul *SCHLEIERMACHER'S Hermeneutics*, *The Monist*, APRIL 1977, Vol. 60, No. 2, *Philosophy and Religion in the 19th Century* (APRIL 1977), pp. 181-197 Published by: Oxford University Press

Tepe, Peter. "Cognitive Hermeneutics: The Better Alternative." *Discourse Studies* 13, no. 5 (2011): 601–8. <http://www.jstor.org/stable/24049951>.

| 8.2. Seminar/ laboratory | Teaching and learning methods (selection) | Remarks |
|--|---|--|
| 1–2. Introduction: What is interpretation? Reading: Günther Buck & Marshall Brown, <i>“Hermeneutics of Texts and Hermeneutics of Action,” New Literary History</i> 12(1), 1980. | Close reading and analytical micro-exegesis of selected passages | interpretation as both textual and practical understanding |
| 3–4. Classical models of interpretation Readings: Plato, <i>Ion</i> (short excerpt on inspiration and interpretive authority) Aristotle, <i>Poetics</i> (selected passages on mimesis and explanation) | Close reading and analytical micro-exegesis of selected passages Comparative interpretation of parallel texts or competing methodological approaches | classical paradigms of meaning and textuality |
| 5–6. Romantic and modern hermeneutics Readings: Paul Ricoeur, <i>“Schleiermacher’s Hermeneutics,” The Monist</i> 60(2), 1977. Wilhelm Dilthey, <i>Hermeneutics and the Study of History</i> , Princeton UP, 1996 (selected chapters) | Interpretive workshop in small groups (developing and defending readings) | method, psychology, historicity of understanding |
| 7–8. Phenomenology and the transformation of interpretation Readings: Heidegger Martin; <i>Being and time</i> , selection Paul Ricoeur, <i>“Phenomenology and Hermeneutics,” Noûs</i> 9(1), 1975. | Interpretive workshop in small groups (developing and defending readings) | interpretation as an existential structure |
| 9–10. Interpretation as dialogue Readings: Hans-Georg Gadamer, <i>Truth and Method</i> , Weinsheimer & Marshall trans., 2004 (selected passages: universality of the hermeneutical problem; dialogue) Günther Figal, <i>“The Doing of the Thing Itself: Gadamer’s Hermeneutic Ontology of Language,” in Cambridge Companion to Gadamer</i> , 2006 | Structured dialogical seminar (question–response, horizon-fusion practice) | dialogue, language, fusion of horizons |



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| <p>11–12. Interpretation after structuralism Readings: Elizabeth Struthers Malbon, “Structuralism, Hermeneutics, and Contextual Meaning,” <i>Journal of the American Academy of Religion</i> 51(2), 1983. Umberto Eco, “The Theory of Signs and the Role of the Reader,” <i>Bulletin of the Midwest MLA</i> 14(1), 1981.</p> | <p>Close reading and analytical micro-exegesis of selected passages</p> <p>Interpretive workshop in small groups (developing and defending readings)</p> | <p>difference, signification, reader-response, textual plurality</p> |
| <p>13–14. Contemporary approaches to interpretation Readings: Peter Tepe, “Cognitive Hermeneutics: The Better Alternative,” <i>Discourse Studies</i> 13(5), 2011. Jos de Mul, “Horizons of Hermeneutics: Intercultural Hermeneutics in a Globalizing World,” <i>Frontiers of Philosophy in China</i> 6(4), 2011.</p> | <p>Comparative interpretation of parallel texts or competing methodological approaches</p> <p>Interpretive workshop in small groups (developing and defending readings)</p> | <p>authorial intention, textual autonomy, interpretive pluralism, cognitive approaches</p> |
| <p>Bibliography Aristotle, <i>Poetics</i>, (S. H. Butcher), London 1922 Buck, Günther, and Marshall Brown. “Hermeneutics of Texts and Hermeneutics of Action.” <i>New Literary History</i>, vol. 12, no. 1, 1980, pp. 87–96. <i>JSTOR</i>, https://doi.org/10.2307/468806. Accessed 9 Feb. 2026. Eco, Umberto (1981). <i>The Theory of Signs and the Role of the Reader</i>. <i>The Bulletin of the Midwest Modern Language Association</i>, 14(1), 35–45. https://doi.org/10.2307/1314865 Figal, Günther, <i>The Doing of the Thing Itself: Gadamer’s Hermeneutic Ontology of Language</i> Translated by Robert J. Dostal, In <i>Cambridge Companion to Gadamer</i>, Cambridge University Press, 2006 HERACLITUS SEMINAR 1966 / 67 MARTIN HEIDEGGER AND EUGEN FINK Translated by Charles H. Seibert University of Alabama Press, 1979 Heidegger Martin; <i>Being and time</i>/translated by Joan Stambaugh, SUNY series in contemporary continental philosophy, New York, 1996 Plato, <i>Ion</i>, Cambridge University Press, 1912 Ricoeur, Paul, <i>Phenomenology and Hermeneutics</i>, <i>Noûs</i>, Mar., 1975, Vol. 9, No. 1, Symposium Papers to be Read at the Meeting of the Western Division of the American Philosophical Association in Chicago, Illinois, April 24-26, 1975 (Mar., 1975), pp. 85-102 Ricoeur Paul SCHLEIERMACHER'S Hermeneutics, <i>The Monist</i>, APRIL 1977, Vol. 60, No. 2, Philosophy and Religion in the 19th Century (APRIL 1977), pp. 181-197 Published by: Oxford University Press Gadamer, Hans-Georg, <i>Truth and Method</i>, Translated by Joel Weinsheimer and Donald G. Marshall, London/New York 2004 Elizabeth Struthers Malbon <i>Structuralism, Hermeneutics, and Contextual Meaning</i> Source: <i>Journal of the American Academy of Religion</i>, Jun., 1983, Vol. 51, No. 2 (Jun., 1983), pp. 207-230 Published by: Oxford University Press</p> | | |

9. Evaluation

| Type of activity | 9.1 Evaluation criteria ² | 9.2 Evaluation methods ³ | 9.3 Percentage in the final grade |
|------------------|---|-------------------------------------|-----------------------------------|
| 9.4. Course | <p>Understanding of the topics addressed in the course, appropriate use of the concepts and methods taught</p> <p>ability to apply course knowledge in the context of individual research</p> | colloquium | 50% |

² The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

³ Both final evaluation methods and ongoing evaluation strategies should be established.



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|---|--|---|-------------|
| <p>9.5. Seminar/ laboratory</p> | <p>Active participation in seminar activities</p> <p>Ability to work with the interpretive notions and models studied</p> <p>Consistent engagement throughout the semester</p> | <p>Seminar participation</p> <p>Written assignment (final paper)</p> <p>Continuous assessment during the semester</p> | <p>50 %</p> |
| <p>9.6 Minimum standard for passing</p> | | | |
| <p>The minimum requirement is the completion of all course materials. Beyond theoretical competencies, students must demonstrate (both in the colloquium and in written form) the ability to debate and argue coherently. The mandatory final paper must address a topic related to the course and must be presented first in the form of a seminar report before the final written submission.</p> | | | |

Date of entry:
 June 2025

Signature of course coordinator

Signature of seminar coordinator

Dr. Alina Noveanu Senior Lecturer

Date of approval in the department:
 July 2025

Signature of the head of department

Prof. dr. Frunză Mihaela-Cornelia