



## COURSE SYLLABUS

### 1. Information about the program

1.1 Higher Education Institution	Babeş-Bolyai University
1.2 Faculty	Faculty of European Studies
1.3 Department	European Studies and Governance
1.4 Field of study	International Relations and European Studies
1.5 Study level	MA
1.6 Programme of study/ Qualification	International Relations and Cultural Diplomacy

### 2. Information about the discipline

2.1 Module	<b>Cultural Diplomacies and Cultural Policies</b>						
2.2 Course holder	Alina Branda, Associate Professor, PhD						
2.3 Seminar holder	Alina Branda, Associate Professor, PhD						
2.4 Year of study	1	2.5 Semester	1	2.6. Type of assessment <sup>1</sup>	E.	2.7 Type of module <sup>2</sup>	OB

### 3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	3	3.1 of which for course	2	3.3 of which for seminar	1
3.4 Total no. of hours in the curriculum	42	3.5 of which for course	28	3.6 of which for seminar	14
Time distribution:					Hours
Study by using handbook, reader, bibliography and course notes					14
Additional library/specialised online research, field research					10
Preparation of seminars/laboratories, homework, projects, portfolios and essays					14
Tutoring					10
Examinations					8
Other activities: .....					
3.7 Total no. of hours for individual study	28				
3.8 Total no. of hours per semester	42				
3.9 No. of ETCS credit points	6				

<sup>1</sup> E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

<sup>2</sup> OB - core module, OP - elective module, F - extracurricular module



#### 4. Prerequisites (where applicable)

4.1 of curriculum	• --
4.2 of competencies	•

#### 5. Conditions (where applicable)

5.1 For the development of the course	•
5.2 For the development of the seminar/laboratory	• Minimal attendance of 59%

#### 6. Specific skills acquired

<b>Professional skills</b>	The students will be confronted with a series of case studies. Cultural policies are comprehensive training tools for executives, officials and others engaged in cross-cultural debates. The students will learn on selected cases; through them they will understand the cultural policies based on cultural backgrounds and frames.
<b>Interdisciplinary skills</b>	<p>-Stimulation and motivation of students' learning through active participation, as well as reading, writing, class discussion, and other forms of analysis and expression</p> <p>- Building students' cultural skills by asking them to take on the roles of participants seeking to approach particular, sensitive culturally derived topics through cultural policies.</p> <p>- Challenging students to find the links between the negotiation in the role play and the approached topics, and to underline the role of culture in these processes.</p>

#### 7. Course objectives (based on list of acquired skills)

7.1 General objective	<p>The main objectives of the course are the following.</p> <ul style="list-style-type: none"> <li>• That students increase their knowledge and <sup>[1]</sup><sub>[SEP]</sub>sensitivity to other cultures <sup>[1]</sup><sub>[SEP]</sub></li> <li>• That students become aware of their own cultural <sup>[1]</sup><sub>[SEP]</sub>strengths and weaknesses when working with people <sup>[1]</sup><sub>[SEP]</sub>from other cultures <sup>[1]</sup><sub>[SEP]</sub></li> <li>• That students are able to carry a basic analysis of <sup>[1]</sup><sub>[SEP]</sub>cultural differences. <sup>[1]</sup><sub>[SEP]</sub></li> <li>• Also, that students learn fundamental principles and <sup>[1]</sup><sub>[SEP]</sub>acquire basic information on ways to build bridges between people from diverse cultures working together in some form of business of project. <sup>[1]</sup><sub>[SEP]</sub></li> </ul> <p>Overall, that students increase their "cultural intelligence" <sup>[1]</sup><sub>[SEP]</sub></p>
7.2 Specific objectives	<p>-This course provides a space for students to learn from each other's culture.</p> <p>-Students are given basic tools to be able to understand cultural differences.</p> <p>- Students are engaged in reflection of their own cultural values and ways of</p>





**Non-compulsory bibliography :**

- Kathy Schwalbe, *Introduction to Project Management*, 2<sup>nd</sup> Edition, Cengage Learning, 2008.
- Dennis Lock, *Project Management*, Gower Publishing, 2013.
- Jack Meredith *et al.*, *Project Management: A Strategic Managerial Approach*, John Wiley & Sons, 2017.
- Harold Kerzner, *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*, John Wiley & Sons, 2017.
- Beatrix Hargitai Solymosi, “The sustainability of completed EU-funded cultural projects”, Forum on Economics and Business, no. 20(133), 2017, pp. 58–76, [http://epa.oszk.hu/00300/00315/00123/pdf/EPA00315\\_kozgazdasz\\_2017\\_04\\_058-076.pdf](http://epa.oszk.hu/00300/00315/00123/pdf/EPA00315_kozgazdasz_2017_04_058-076.pdf).
- Tuuli Lähdesmäki, “Politics of tangibility, intangibility, and place in the making of a European cultural heritage in EU heritage policy”, International Journal of Heritage Studies, 22 (10), 2016, pp. 766-780, <https://jyx.jyu.fi/bitstream/handle/123456789/53253/lahdesmaki%20maindocumentfinal.pdf?sequence=1>.

**9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:**

The practical abilities germane to the management of EU cultural projects, based on the understanding of policies in this regard, is a key component meant to facilitate students’ integration into the professional community in the areas of cultural patrimony and cultural diplomacy. This practical course has been tailored following ample consultations with private and public entities that are active in the management of EU-funded cultural projects and programmes, and can be taken by both students with previous experience in Project Management and newcomers to this field.

**10. Assessment**

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course/Lecture	Understanding of the course	Oral exam - questions	50%
10.5 Seminar	Quality of inputs to final projects	Presentation of final projects, in groups	40% + 1 point ex officio
10.6 Minimum standard of performance: Students shall be granted a pass if they obtain at least grade 5 in their oral exam. All exams will be conducted in groups. <u>Active participation throughout the semester in a group is mandatory.</u> Seminar attendance no longer counts for the re-examination.			

Date  
 18 September 2021

Course holder signature  
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Seminar holder signature  
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Date of departmental approval

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Head of department signature

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