



## Course syllabus Academic Year 2023-2024

### 1. Information about the program

1.1 Higher Education Institution	Babeș- 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	Cultural Diplomacy and International Relations

### 2. Information about the discipline

2.1 Title	<b>Cultural Diplomacy 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	<b>1</b>	2.5 Semester	<b>1</b>	2.6. Type of assessment <sup>1</sup>	<b>E</b>	2.7 Type of module <sup>2</sup> <b>OB</b>

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

3.1 No. of hours per week	3	3.2 of which for course	2	3.3 of which for seminar	1
3.4 Total no. of hours in the curriculum	48	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					3
Additional library/specialised online research, field research					6
Preparation of seminars/laboratories, homework, projects, portfolios and essays					9
Tutoring					0
Examinations					2
Other activities: .....					2
3.7 Total no. of hours for individual study	26				
3.8 Total no. of hours per semester	48				
3.9 No. of ETCS credit points	5				

### 4. Prerequisites (where applicable)

4.1 of curriculum	❖
4.2 of competencies	❖

<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



## 5. Conditions (where applicable)

5.1 For the development of the course	❖
5.2 For the development of the seminar/laboratory	❖

## 6. Specific skills acquired

<b>Professional skills</b>	<ul style="list-style-type: none"> <li>❖ 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.</li> </ul>
<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> <ul style="list-style-type: none"> <li>- 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.</li> <li>❖ - 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.</li> </ul>

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

7.1 General objective	<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> <ul style="list-style-type: none"> <li>- 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.</li> <li>❖ 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.</li> <li>❖ cultures working together in some form of business of project. <sup>[1]</sup><sub>SEP</sub></li> <li>❖ Overall, that students increase their "cultural intelligence" <sup>[1]</sup><sub>SEP</sub></li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>-This course provides a space for students to learn from each other's culture.</li> <li>-Students are given basic tools to be able to understand cultural differences.</li> <li>- Students are engaged in reflection of their own cultural values and ways of behaving that may help or hinder their work with people from other cultures. To support this, various conceptual frameworks are reviewed.</li> <li>-Finally, students engage in diverse experiential exercises that allows them to learn from the actual interaction with classmates from other cultures.</li> <li>❖</li> </ul>



## 8. Contents

8.1 Course/ 8.2 Seminar/Laboratory	Teaching methods	Observations
<p>Culture, Cultural Values. Theoretical Approaches and Conceptual Clarifications. Cultural Diplomacy and Cultural policies. Cultural policies systems. Current cultural affairs. Cultural and creative sectors.</p> <p>Arts and Cultural education. Cultural participation and consumption. Financing and support. Case studies: Comparative approaches.</p>	Presentations, debates.	<p>A Compendium of Cultural Policies and Trends. <a href="http://www.culturalpolicies.net">www.culturalpolicies.net</a></p>
<p>Intercultural Communication, Interculturalism.</p>	Presentations, debates.	<p>Samovar, Larry A., Richard E. Porter and Edwin R. McDaniel. 2010. "Chapter 1: Communication and Culture: The Challenge of the Future," in <i>Communication Between Cultures</i>, Boston: Wadsworth, pp. 1-26.</p> <p>A Compendium of Cultural Policies and Trends. <a href="http://www.culturalpolicies.net">www.culturalpolicies.net</a></p>
<p>Cultural policies in: Republic of Cyprus, Czech Republic, Denmark, Estonia. Finland, France, Germany, Greece.</p> <p>Cultural policies and cultural diplomacies in: Hungary, Ireland, Italy, Latvia. Lithuania, Luxembourg, Malta, Netherlands, Poland. Portugal, Romania, Slovakia, Slovenia, Spain, Sweden.</p>	Presentations, debates.	<p>A Compendium of Cultural Policies and Trends. <a href="http://www.culturalpolicies.net">www.culturalpolicies.net</a></p>
<p>Educational Processes and Culture.</p>	Presentations, debates.	<p>Caplan, Nathan, Marcella H. Choy, and John K. Whitmore. 1992. "Academic Achievement in Southeast Asian Refugee Families," from "Indochinese Refugee Families and</p>



		Academic Achievement,” in <i>Scientific American</i> , p.36-44.
Gender and Culture.	Presentations, debates.	Swati Parashar (2016) Feminism and Postcolonialism: (En)gendering Encounters, Postcolonial Studies, 19:4, 371-377, DOI: 10.1080/13688790.2016.13173 88
Class and Culture	Presentations, debates.	Cohen, Patricia. 2010. “Culture of Poverty Makes a Comeback.” <i>The New York Times</i> .
Religion and Culture	Presentations, debates.	Henley, John. “How do you deradicalise returning Isis fighters?” <i>The Guardian</i> . November 12, 2014.
Social and Cultural Capital.	Presentations, debates.	Schwarz, Ori, “Facebook Rules: Structures of Governance in Digital Capitalism and the Control of Generalized Social Capital” in Theory, Culture & Society 1–25,2019
Political Life and Culture.	Presentations, debates.	Thompson, Derek. March 1, 2016. “Who are Donald Trump Supporters, Really?” <i>The Atlantic</i> . <a href="http://www.theatlantic.com/politics/archive/2016/03/who-are-donald-trumps-supporters-really/471714/">http://www.theatlantic.com/politics/archive/2016/03/who-are-donald-trumps-supporters-really/471714/</a> Irwin, Neil and Josh Katz. Marc 12, 2016. “The Geography of Trumpism,” <i>The New York Times</i> . <a href="http://www.nytimes.com/2016/03/13/upshot/the-geography-of-trumpism.html">http://www.nytimes.com/2016/03/13/upshot/the-geography-of-trumpism.html</a>
	Presentations, debates.	Cooper, Brittney.



Race and Culture.		<p>“In defense of black rage: Michael Brown, police and the American dream,” <i>Salon.com</i>, <a href="http://www.salon.com/2014/08/12/in_defense_of_black_rage_michael_brown_police_and_the_american_dream/">http://www.salon.com/2014/08/12/in_defense_of_black_rage_michael_brown_police_and_the_american_dream/</a></p> <p>Anderson, Carol. “Ferguson isn’t about black rage against cops. It’s white rage against progress.” <i>The Washington Post</i>. <a href="https://www.washingtonpost.com/opinions/ferguson-wasnt-black-rage-against-copsit-was-white-rage-against-progress/2014/08/29/3055e3f4-2d75-11e4-bb9b-997ae96fad33_story.html">https://www.washingtonpost.com/opinions/ferguson-wasnt-black-rage-against-copsit-was-white-rage-against-progress/2014/08/29/3055e3f4-2d75-11e4-bb9b-997ae96fad33_story.html</a></p> <p>Timeline of Black Lives Matter Movement: <a href="http://www.abc.net.au/news/2016-07-14/black-lives-matter-timeline/7585856">http://www.abc.net.au/news/2016-07-14/black-lives-matter-timeline/7585856</a></p>
Power and persuasion.	Interactive discussions; Presentations; Cross- cultural awareness activities / “tools”; Analysis of video clips and cross-cultural cases.	Assignment/Journal: Read Chapters 2, 3, 4 and 9 of “The Lost Art of the Great Speech: How to Write One and How to Deliver One” by Richard Dowis. Read pages 3-45 of “On Speaking Well” by Peggy Noonan.
Global Intercultural Dialogue.	Interactive discussions; Presentations; Cross- cultural awareness activities / “tools”; Analysis of video clips and cross-cultural cases.	Deardorff, D.K. (ed). (2009). The Sage Handbook of Intercultural Competence
Cultural Diversity & Heritage.	Interactive discussions; Presentations; Cross- cultural awareness activities / “tools”;	UNESCO World Heritage convention: <a href="http://whc.unesco.org/archive/convention-en.pdf">http://whc.unesco.org/archive/convention-en.pdf</a> Silverman and Ruggles, in Cultural Heritage and Human



UNIVERSITATEA BABEȘ-BOLYAI  
BABEȘ-BOLYAI TUDOMÁNYEGYETEM  
BABEȘ-BOLYAI UNIVERSITÄT  
BABEȘ-BOLYAI UNIVERSITY  
TRADITIO ET EXCELLENTIA



Facultatea de Studii Europene

Str. Emmanuel de Martonne nr. 1, 400090 Cluj-Napoca

Tel.: 0264-593770

Fax: 0264-590251

euro.ubbcluj.ro



		<p>Rights, "Cultural Heritage and Human Rights," p. 3-22</p> <p>Gerstenblith, P. "Recent Developments in the Legal Protection of Cultural Heritage," in Archaeology, Cultural Heritage and the Antiquities Trade. p. 68-92.</p>
8.1 Course	Analysis of video clips and cross-cultural cases.	<p>UNESCO World Heritage convention: <a href="http://whc.unesco.org/archive/convention-en.pdf">http://whc.unesco.org/archive/convention-en.pdf</a></p> <p>Silverman and Ruggles, in Cultural Heritage and Human Rights, "Cultural Heritage and Human Rights," p. 3-22</p> <p>Gerstenblith, P. "Recent Developments in the Legal Protection of Cultural Heritage," in Archaeology, Cultural Heritage and the Antiquities Trade. p. 68-92.</p>
	Presentations, debates.	<p>Samovar, Larry A., Richard E. Porter and Edwin R. McDaniel. 2010. "Chapter 1: Communication and Culture: The Challenge of the Future," in <i>Communication Between Cultures</i>, Boston: Wadsworth, pp. 1-26.</p> <p>A Compendium of Cultural Policies and Trends. <a href="http://www.culturalpolicies.net">www.culturalpolicies.net</a></p>





### Bibliography:

Indicated above

### 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 course is intended for individuals with some background in cultural studies who want to improve their skills and become more effective when conceiving/launching cultural policies.  
Students learn how cultural background impacts cultural policies, and will learn how cultural differences impact perceptions of risk, authority, time and other dimensions that influence cultural policies.

### 10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	Active participation during the semester	Written exam ( essay)	50 %
10.5 Seminar/ Laboratory	Texts presentation	Oral presentations	50 %
<i>Ex officio: 1 point</i>			
10.6 Minimum standard of performance			
For grade 5: written examination- grade 5		For grade 10: active participation during courses and seminars, written examination graded 10	

Date  
09. 2023

Course holder signature

Seminar holder signature

Alina Branda, Associate Professor, PhD Alina Branda, Associate Professor, PhD

Date of departmental approval

Head of department signature

29.09.2023.....

Nicoleta Racolța-Paina