

COOLPEACE

SYLLABI OF DISCIPLINES

*Supported by a grant from Iceland, Liechtenstein and Norway
Finantat prin fonduri donate de Islanda, Liechtenstein si Norvegia*

I.

| | | |
|---------------------|---------------------------|--|
| Course title | NORWEGIAN LANGUAGE | |
|---------------------|---------------------------|--|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| A1 | 9 | 9 | | 1 st |

III.

| Optionality category | Imposed | Optional | Freely chosen |
|----------------------|---------|----------|---------------|
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|---|---|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Crina Leon | Crina Leon | | |
| Institution | Alexandru Ioan Cuza University of Iași | Alexandru Ioan Cuza University of Iași | | |
| Department | Faculty of Letters | Faculty of Letters | | |
| Scientific title | Ph.D. | Ph.D. | | |
| Position | Scientific researcher Teacher of Norwegian | Scientific researcher Teacher of Norwegian | | |

V.

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| Objectives |
| The course aims to develop the students' ability to understand, express and interpret thoughts, feelings and facts both orally and in writing in a variety of socio-cultural contexts, in the Norwegian language. According to the Common European Framework of Reference for Languages the linguistic level reached is A1. |

VI.

| Course structure | No. hours |
|--|------------------|
| VI.1. Lectures | |
| Lecture 1: The linguistic situation in Norway. Introducing oneself. Asking questions. | 1 |
| Lecture 2: Asking for information regarding address, age, spoken languages. | 1 |
| Lecture 3: Expressing time. The daily programme. The days of the week. | 1 |
| Lecture 4: Giving and asking for food and drink. Telling one's preferences. | 1 |
| Lecture 5: Telling about one's activities. | 1 |
| Lecture 6: Communicating at the post office, bank, library etc. | 1 |
| Lecture 7: Talking about weather. The months of the year and the seasons. Filling in a form. | 1 |
| Lecture 8: Asking and giving information in a shop. Asking about colours, sizes and prices. | 1 |
| Lecture 9: Final evaluation. | 1 |
| Total: | 9 hours |
| VI.2. Seminar | |
| During the seminars the students read and translate the lessons and do exercises based on the grammar and vocabulary acquired during the lectures. | 9 |
| Total: | 9 hours |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

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|-------------------------|
| Syllabus outline |
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| VII.1. Grammar | |
|---|--|
| Verb: tenses (present, future), modal verbs | |
| Noun: gender, number, genitive case | |
| Pronoun: personal, possessive, interrogative | |
| Adjective: agreement of the adjective with the noun, the adjective “liten” | |
| Number: cardinal, ordinal | |
| Adverb: short and long forms, inversion after an adverb | |
| Preposition: verbs with fixed prepositions | |
| Article: definite, indefinite | |
| VII.2. Vocabulary | |
| Greetings and goodbyes | |
| Introducing oneself | |
| Common questions | |
| The family | |
| The time: clock, seasons, months, days of the week | |
| Food and drink | |
| At the post office, bank, library | |
| The weather | |
| Colours | |
| Clothes | |

VIII.

| References | |
|--|--|
| Halvorsen, Arne, <i>Dicționar româ-norvegian (Rumensk-norsk ordbok)</i> , Polirom, Iași, 2008 | |
| Leon, Crina, <i>Dicționar de buzunar norvegian-român/român-norvegian (Norsk-rumensk/rumensk-norsk lommeordbok)</i> , Polirom, Iași, 2009 | |
| Leon, Crina, <i>Ghid de conversație româ-norvegian (Rumensk-norsk parlør)</i> , Polirom, Iași, 2007 | |
| Manne, Gerd; Nilsen, Gölin Kaurin, <i>Ny i Norge: tekstbok</i> , Fagbokforlaget, Bergen, 2010 | |
| Manne, Gerd; Nilsen, Gölin Kaurin, <i>Ny i Norge: arbeidsbok</i> , Fagbokforlaget, Bergen, 2010 | |
| Tomescu Baci, Sanda, <i>Velkommen! Manual de conversație în limba norvegiană</i> , Polirom, Iași, 2010 | |

IX.

| Forms of | Methods and techniques used in the teaching process |
|----------|---|
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| | |
|-----------------|--|
| activity | |
| Lecture | Thematic lectures, CD-player, whiteboard, projector. |
| Seminar | Oral and written exercises, reading, translation. |
| Application | |
| Project | |

X.

| | | |
|-----------------------|--|--|
| Type | Assessment system (written, written and oral, oral, others) | |
| Exam | Written examination (for the lectures) | |
| Colloquium | | |
| Continuous assessment | Continuous assessment (for the seminars) | |
| Project | | |

I.

| | |
|---------------------|------------------------|
| Course title | DANISH LANGUAGE |
|---------------------|------------------------|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| A1 | 12 | 6 | | 1 st |

III.

| | | | |
|-----------------------------|---------|----------|---------------|
| Optionality category | Imposed | Optional | Freely chosen |
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|-----------------------------------|-----------------------------------|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Lucia Alexandroae | Lucia Alexandroae | | |
| Institution | University College of Nordjylland | University College of Nordjylland | | |

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|------------------|----------------------|----------------------|--|--|
| Department | Marketing Management | Marketing Management | | |
| Scientific title | AP | AP | | |
| Position | Graduate | Graduate | | |

V.

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| Objectives |
| <p>The aim of the course is to enable students to function at a basic everyday survival level (basic vocabulary, grammar, morphology, syntax and phonetics).</p> <p>On completion of the course students should be able to communicate in and understand the language on a number of practical everyday matters. Language learning skills, including autonomous learning and how to approach authentic material, will be developed. Some transferable skills will also be covered.</p> |

VI.

| Course structure | No. hours |
|---|------------------|
| VI.1. Lectures | |
| Lecture 1: Presentation | 2 |
| Lecture 2: Family | 2 |
| Lecture 3: Education and work | 2 |
| Lecture 4: Everyday life and weekends | 2 |
| Lecture 5: Food and shopping | 2 |
| Lecture 6: Denmark. Final evaluation. | 2 |
| Total: | 12 hours |
| VI.2. Seminar | |
| Seminar 1: Introduction | 1 |
| Seminar 2: Education system | 1 |
| Seminar 3: The Danish lifestyle | 1 |
| Seminar 4: Culture | 1 |
| Seminar 5: We love green | 1 |
| Seminar 6: Happiest country in the world | 1 |
| Total: | 6 |

| | |
|--|--------------|
| | hours |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| Syllabus outline | | |
|--|--------------|---------------|
| VII.1. Grammar | | |
| Nouns | Adjectives | Numbers |
| Verbs | Adverbs | Interjections |
| Pronouns | Conjunctions | Prepositions |
| VII.2. Vocabulary | | |
| Phrases, Translation, Dictionary, Keyboard, Radio, TV, Colors, Numbers, Body, Time, Days, Food, Animals, Places, Objects, Habits, Biking, Clothes, Nature, Weather, People, Words, Culture, History, Geography, Tips and Tricks. | | |

VIII.

| References | |
|---|--|
| Gelbek, Kirsten, <i>Tempo 1</i> , Alfabet, 2010 | |
| Lecocq, Ben, <i>5 nye emner</i> , Alfabet, 2011 | |
| Slorup, Fanny and Neel Jersild Moreira, <i>Dansk for DU 3</i> , Alfabet, 2011 | |
| Thorborg, Lisbet and Mayanna J. Riis, <i>På vej til dansk</i> , Forlaget Synope, 2011 | |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|--------------------------|--|
| Lecture | Thematic lectures, CD player, projector, whiteboard. |
| Seminar | DRILLS - As a form of repetition, drills enable one to focus sharply on particular points of grammar, vocabulary, pronunciation and spelling. BUZZ GROUPS - Ability to exchange ideas drawn from their collective abilities, knowledge and experiences. |
| Application | BRAINSTORMING Generating a large number of ideas as quickly as possible |
| Project | ROLE PLAY Students use their own experience and creativity to imitate a real life situation |

X.

| | | |
|-----------------------|--|--|
| Type | Assessment system (written, written and oral, oral, others) | |
| Exam | Written | |
| Colloquium | Oral | |
| Continuous assessment | Written and oral | |
| Project | | |

I.

| | |
|---------------------|-------------------------|
| Course title | SWEDISH LANGUAGE |
|---------------------|-------------------------|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| A1 | 6 | 8 | 4 | 1 st |

III.

| | | | |
|-----------------------------|---------|----------|---------------|
| Optionality category | Imposed | Optional | Freely chosen |
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|--|--|-------------|--|
| | Lecture | Seminar | Application | Project |
| Name | Roxana-Andreea Dragu | Roxana-Andreea Dragu | | Roxana-Andreea Dragu |
| Institution | University of Bucharest | University of Bucharest | | University of Bucharest |
| Department | Faculty of Foreign Languages and Literatures | Faculty of Foreign Languages and Literatures | | Faculty of Foreign Languages and Literatures |
| Scientific title | M.A. (B.A. in Philology, | M.A. (B.A. in Philology, | | M.A. (B.A. in Philology, |

| | | | | |
|----------|--|--|--|--|
| | English-Swedish) | English-Swedish) | | English-Swedish) |
| Position | Teacher of Swedish - Bridge Language Study House | Teacher of Swedish - Bridge Language Study House | | Teacher of Swedish - Bridge Language Study House |

V.

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| Objectives |
| By the end of this course, students will be able to introduce themselves and others in Swedish, to give and ask for personal information, use numbers in various everyday contexts and speak about daily activities in Swedish. They will also become acquainted with the basics of Swedish pronunciation and with some representative elements of Swedish culture. |

VI.

| Course structure | No. hours |
|---|------------------|
| VI.1. Lectures | |
| Lecture 1: 'Hi, my name is...' | 1 |
| Lecture 2: The sound of Swedish | 1 |
| Lecture 3: Tell me a little about yourself | 1 |
| Lecture 4: Can I see what's in your bag? | 1 |
| Lecture 5: What time is it? | 1 |
| Lecture 6: Daily activities | 1 |
| Total: | 6 hours |
| VI.2. Seminars | |
| Total: | 8 hours |
| VI.3. Project | |
| Learning Swedish through movie making | 4 |
| Total: | 4 hours |

VII.

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| Syllabus outline |
| VII.1. Grammar |

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|---|
| The verb – the present tense The noun – singular and plural Personal pronouns Interrogative pronouns and adverbs Word order |
| VII.2. Vocabulary |
| Greetings Countries and languages Family Work and study Telling the time Basic conversation Daily activities |

VIII.

| | |
|---|--|
| References | |
| Levy Scherrer, Paula & Karl Lindemalm, <i>Rivstart A1+A2 Textbok</i> , Stockholm: Natur och Kultur, 2007 | |
| Levy Scherrer, Paula & Karl Lindemalm, <i>Rivstart A1+A2 Övningsbok</i> , Stockholm: Natur och Kultur, 2007 | |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|--------------------------|---|
| Lecture | Presentations, brainstorming, discussions, audio-video materials |
| Seminar | Role-playing, exercises, listening comprehension, games, story-telling etc. |
| Application | |
| Project | Movie making |

X.

| Type | Assessment system (written, written and oral, oral, others) | |
|-----------------------|--|--|
| Exam | | |
| Colloquium | | |
| Continuous assessment | X | |

| | | |
|---------|---|--|
| Project | X | |
|---------|---|--|

I.

| | | |
|---------------------|-------------------------|--|
| Course title | FINNISH LANGUAGE | |
|---------------------|-------------------------|--|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| A1 | 12 | 6 | | 1 st |

III.

| | | | |
|-----------------------------|---------|----------|---------------|
| Optionality category | Imposed | Optional | Freely chosen |
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|---|---|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Adél FURU | Adél FURU | | |
| Institution | Babeş-Bolyai University, Cluj-Napoca | Babeş-Bolyai University, Cluj-Napoca | | |
| Department | Department of Hungarian and General Linguistics | Department of Hungarian and General Linguistics | | |
| Scientific title | Ph.D. student | Ph.D. student | | |
| Position | | | | |

V.

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| Objectives |
| - learning the basics of the Finnish language (beginning with the alphabet); - the students should: understand the message communicated orally; be able to convey a message correctly (phonetically and grammatically); be able to extract important information from a written text; be able to write a text respecting the spelling rules of the Finnish language. |

VI.

| Course structure | No. hours |
|---|-----------------|
| VI.1. Lectures | |
| Lecture 1: Hello and welcome! <i>Hei ja tervetuloa!</i> | 2 |
| Lecture 2: The characters of the book. <i>Kirjan henkilöt.</i> | 2 |
| Lecture 3: Exercises. <i>Harjoitukset.</i> | 2 |
| Lecture 4: What nationality are you? <i>Minkämaalainen sinä olet?</i> | 2 |
| Lecture 5: At the ice-cream stall. <i>Jäätelökioskilla.</i> | 2 |
| Lecture 6: Finnish consonant gradation. <i>K-p-t-vaihtelu.</i> | 2 |
| Total: | 12 hours |
| VI.2. Seminar | |
| Revision. Summary. Finnish puns: <i>balalaikka/ dilileikka/hilihuikka/huliheikka.</i> Finnish songs. Finnish children's books. Total: | 6 hours |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| Syllabus outline |
|--|
| VII.1. Grammar |
| The verb <i>to be</i> . Vowel harmony. Conjugation of verbs, present simple, type 1. Interrogative pronouns. Interrogative particle. Adverbs of place. Genitive. Possessive pronouns. |
| VII.2. Vocabulary |
| The alphabet. Greetings (formal, informal). The days of the week. Numerals. |

| |
|---|
| Personal pronouns. Countries, nationalities, languages. The weather. Shopping. |
|---|

VIII.

| References | |
|--------------------------|--|
| <i>Suomen mestari 1.</i> | |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|-------------------|--|
| Lecture | pair work activities; dialogue; listening activities (CD); |
| Seminar | problem solving; class participation; recitation; |
| Application | |
| Project | |

X.

| Type | Assessment system (written, written and oral, oral, others) | |
|-----------------------|--|---|
| Exam | written | <ul style="list-style-type: none"> - conjugation of verbs (affirmative, negative); - RO-FI translation of vocabulary; - translation of cardinal numbers; - sentence formation |
| Colloquium | | |
| Continuous assessment | | |
| Project | | |

I.

| | |
|---------------------|--------------------------|
| Course title | ESTONIAN LANGUAGE |
|---------------------|--------------------------|

II.

| |
|---|
| Course structure (Number of hours per |
|---|

| summer school session) | | | | |
|------------------------|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| A1 | 7 | 11 | | 1 st |

III.

| Optionality category | Imposed | Optional | Freely chosen |
|----------------------|---------|----------|---------------|
| | | X | |

IV.

| Supervisor | | | | |
|------------------|---------------------|---------------------|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Mihaela Moagher | Mihaela Moagher | | |
| Institution | University of Tartu | University of Tartu | | |
| Department | Philosophy | Philosophy | | |
| Scientific title | MA student | MA student | | |
| Position | | | | |

V.

| Objectives |
|--|
| To introduce Estonian language (vocabulary and grammar) to students. |

VI.

| Course structure | No. hours |
|---|-----------|
| VI.1. Lectures | |
| Lecture 1: Tere! Ma olen... – Hi! I am... | 1 |
| Lecture 2: Minu pere – My family | 1 |
| Lecture 3: Mulle meeldib numbrid ja värvid – I like... numbers and colors | 1 |
| Lecture 4: Söögid ja joogid – Food and beverages | 1 |
| Lecture 5: Mis kell on? Millal? – What is the time? When? | 1 |
| Lecture 6: Mul on... , sul on..., tal on.... – I have..., you have..., he / she has... | 1 |
| Final evaluation | 1 |
| Total: | 7 |

| | hours |
|--|--------------|
| VI.2. Seminar | |
| 1. Tere! Ma olen... - Hi! I am... | 2 |
| 2. Minu pere - My family | 2 |
| 3: Mulle meeldib numbrid ja värvid - I like... numbers and colors | 2 |
| 4. Söögid ja joogid - Food and beverages | 2 |
| 5. Mis kell on? Millal? - What is the time? When? | 2 |
| 6. Mul on... , sul on..., tal on.... - I have..., you have..., he / she has... | 1 |
| | 11 |
| Total: | hours |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| Syllabus outline | |
|--|--|
| VII.1. Grammar | |
| Present tense; personal and possessive pronouns; Estonian language cases and postpositions; <i>-ma</i> and <i>-da</i> infinitive; <i>to have</i> construction | |
| VII.2. Vocabulary | |
| Greetings; names of different countries, cities and places within the city; name of the family members and other relatives; numbers and colors; names of food and beverages; days of the week, name of the year's months, name of the seasons. | |

VIII.

| References | |
|--|--|
| Jänese, Katrin 2011. Eesti keele grammatika. Unpublished Course. University of Tartu | |
| Toomet, Piret 2011. Introduction to Estonian Language. Unpublished Course. University Of Tartu | |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|--------------------------|--|
| Lecture | Expository method, demonstration |
| Seminar | Collaboration, teaching games, exercise-based learning |
| Application | |
| Project | |

X.

| | | |
|-----------------------|--|--|
| Type | Assessment system (written, written and oral, oral, others) | |
| Exam | Written | |
| Colloquium | | |
| Continuous assessment | | |
| Project | | |

I.

| | | |
|---------------------|-------------------------|--|
| Course title | LATVIAN LANGUAGE | |
|---------------------|-------------------------|--|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| A1 | 18 | | | 1 st |

III.

| | | | |
|-----------------------------|---------|----------|---------------|
| Optionality category | Imposed | Optional | Freely chosen |
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|-------------------------|-------------------------|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Indra Lapinska | Indra Lapinska | | |
| Institution | Latvian Language Agency | Latvian Language Agency | | |
| Department | | | | |
| Scientific title | | | | |
| Position | | | | |

V.

| |
|-------------------|
| Objectives |
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The course is offered for students who would like to learn basics of Latvian and get acquainted with the phonetic, grammatical and semantic structure of the language. It is based on the communicative approach in Latvian as a foreign language teaching.

The aim of the course is

- to develop the ability to start using Latvian in everyday speech, to feel at ease in Latvian society as well as make contacts,
- to develop students socio-cultural competence to give short information about modern culture and customs.

The course is provided for beginners, based on thematic planning as well as on tasks that develop four skills - listening, reading, writing, and speaking. The main questions of Latvian grammar are trained in each lesson. It is a breakthrough course which provides the first steps into Latvian. The set target level is the A1.1 level according to the scale of language proficiency levels defined by the European Common Framework of Reference: Learning, Teaching, Assessment.

VI.

| Course structure | | No. hours |
|------------------|--|-----------|
| VI.1. Lectures | | |
| Lecture 1 | Me. <i>Es.</i> | 2 |
| Lecture 2 | My country. <i>Mana valsts.</i> | 2 |
| Lecture 3 | My nationality, my language. <i>Mana tautība, valoda.</i> | 2 |
| Lecture 4 | My relatives. <i>Mani radnieki.</i> | 2 |
| Lecture 5 | My family. <i>Mana ģimene.</i> | 2 |
| Lecture 6 | My town. <i>Mana pilsēta.</i> | 2 |
| Lecture 7 | My address. My home. <i>Mana adrese. Mana māja.</i> | 2 |
| Lecture 8 | My occupation. My work. <i>Mana nodarbošanās. Mans darbs.</i> | 2 |
| Lecture 9 | My time. | 2 |

| | | |
|--|---|---------------------|
| | <i>Mans laiks</i> . Revision (Lecture 1-9). Test. | 18 hours |
| VI.2. Seminar | | |
| Total: | | |
| VI.3. Application (if the case) | | |
| VI.4. Project topic (if the case) | | |

VII.

| Syllabus outline | |
|-------------------------|--|
| VII.1. Grammar | |
| Lecture 1 | Latvian alphabet. Pronunciation and spelling. Questions <i>kas? kā?</i> (who?/ what?), yes/no-questions. Personal pronouns (the Nominative and Accusative case). The Nominative endings of nouns. Conjugation of the irregular verb <i>būt</i> (to be), verb <i>saukt</i> , present tense I k. Negative sentence. |
| Lecture 2 | Questions <i>No kurienes jūs esat?</i> (Where are you from?) <i>Kā jums klājas?</i> (How are you?). Personal pronouns (the Dative case). The Genitive endings of nouns. Latvian alphabet. |
| Lecture 3 | Question <i>Kādā valodā jūs runājat?</i> (What language do you speak?) The Locative endings of nouns. Conjugation of the verb <i>runāt</i> (to speak), present tense II k. |
| Lecture 4 | Possessive, demonstrative pronouns. The Locative endings of nouns. Agreement of pronoun and substantive endings. |
| Lecture 5 | Questions <i>Kur jūs dzīvojat?</i> (Where do you live?) <i>Kas jūs esat? Ko jūs darāt?</i> (What do you do?) <i>Vai jūs esat ...?</i> (Are you ...?) <i>Vai jums ir ...?</i> (Do you have ...?) .The Locative endings of nouns. Conjugation of the verb <i>dzīvot, strādāt, studēt</i> (to live, to work, to study) + the Locative case, present tense II k. |
| Lecture 6 | Questions <i>Cik liela? Cik veca? Cik daudz?</i> (How big? How old? How many/much?). The Locative endings of nouns. Ordinal numerals. Agreement of noun and adjective endings. |

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|-----------|---|
| Lecture 7 | <p>Question <i>Kāda ir jūsu adrese?</i> (What is your address?) The Dative and Accusative endings of nouns. Communication on phone. Cardinal numerals. The reflexive verb <i>atrasties</i>. Conjugation of the verbs <i>braukt, iet +uz</i> (the Locative case), present tense I k. The Genitive endings of noun. Agreement of noun and adjective endings. Direct Object. The Accusative endings of noun. Prepositions <i>uz</i> (on), <i>pie</i> (at), <i>virš</i> (above), <i>zem</i> (under) + the Genitive case. Conjugation of the verbs <i>apciemot, dāvināt</i> (to visit, to give a present), present tense. The phrase <i>man patīk</i> (I like).</p> |
| Lecture 8 | <p>Questions <i>Kāda ir jūsu nodarbošanās?</i> (What is your occupation?) <i>Kur jūs strādājat? Kur jūs mācāties/studējat?</i> (Where do you work/study?) Conjugation of the verb <i>darīt, lasīt, rakstīt, rēķināt</i> (to do, to read, to write, to calculate) + the Accusative case, present tense III k. Reflexive verb <i>mācīties</i> (to learn). Ordinal numerals. The phrase <i>man patīk</i> (I like).</p> |
| Lecture 9 | <p>Questions <i>Kad jūs ejat uz darbu?</i>(When do you go for work?) <i>Cik pulkstenis? Cikos?</i> (What time is it? At what time?). Conjugation of the verbs <i>braukt, iet +uz</i> (the Acc. case), present tense I k. Conjugation of the verb <i>plānot</i> (to plan) + the Acc. case, present tense II k.</p> <p>Overview - Latvian noun and verb system. Revision exercises.</p> |

VII.2. Vocabulary

| | |
|-----------|---|
| Lecture 1 | Lexis: greetings. Getting acquainted. |
| Lecture 2 | Lexis: country names in Latvian. |
| Lecture 3 | Lexis: languages, nationalities in Latvian. |
| Lecture 4 | Lexis: family members, relatives. |
| Lecture 5 | Lexis: place of living, occupation, civil status. |
| Lecture 6 | Lexis: numerals, Latvia, Riga in numbers, city objects. |
| Lecture 7 | Lexis: address, talking on phone (phrases), description of location; rooms, furniture |

| | |
|-----------|---|
| Lecture 8 | Lexis: occupations, description of an institution, school, university |
| Lecture 9 | Lexis: days of the week, time Revision of vocabulary learned |

VIII.

| References | |
|--|--|
| During the course several materials will be used: | |
| <ul style="list-style-type: none"> - The book for secondary school students <i>Atvārsim vārtus!</i>, LVA 2011 - The book Latvian for Foreign Students <i>Latviešu valoda studentiem. Mācību līdzeklis latviešu valodas kā svešvalodas apgūšanai. I. Klēvere-Velhli, Nikola Naua, Rīga 2012</i> - The exercise book <i>Palīgā 1, I. Budviķe, Br. Šiliņa, LVAVA 2009</i> - different internet sources, dictionaries. | |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|--------------------------|--|
| Lecture | Interactive tasks, group work, pair work shall be organized. |
| Seminar | |
| Application | |
| Project | |

X.

| Type | Assessment system (written, written and oral, oral, others) | |
|-----------------------|--|--|
| Exam | | |
| Colloquium | | |
| Continuous assessment | X, written test | |
| Project | | |

I.

| | | |
|---------------------|--|--|
| Course title | CRASH COURSE OF LITHUANIAN LANGUAGE AND CULTURE | |
|---------------------|--|--|

II.

| |
|---|
| Course structure (Number of hours per |
|---|

| summer school session) | | | | |
|------------------------|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| A1 | 5 | | 13 | 1 st |

III.

| Optionality category | Imposed | Optional | Freely chosen |
|----------------------|---------|----------|---------------|
| | | X | |

IV.

| Supervisor | | | | |
|------------------|---|---|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Jūratė Derukaitė | Jūratė Derukaitė | | |
| Institution | Klaipėda University | Klaipėda University | | |
| Department | Faculty of Humanities, Centre for Languages and Cultures | Faculty of Humanities, Centre for Languages and Cultures | | |
| Scientific title | MA | MA | | |
| Position | Director of the Centre for Languages and Cultures; lecturer | Director of the Centre for Languages and Cultures; lecturer | | |

V.

| Objectives |
|--|
| <ol style="list-style-type: none"> 1. To give basic knowledge of Lithuanian language at beginners' level (short introductory course). 2. Along with the linguistic preparation, to acquaint students with the Lithuanians' national character, traditions, customs. 3. To provide with the basic cultural content (Lithuania in the past and nowadays). |

VI.

| Course structure | No. hours |
|---|-----------------|
| VI.1. Lectures | |
| Lecture 1: <i>Vocabulary:</i> Meeting people. Main acquaintance and presentation phrases. Lithuanian names and surnames. Names of the countries. <i>Grammar:</i> Personal pronouns. Nouns: number, gender, cases. Verb <i>būti</i> ('to be'). Introduction of nominative and genitive cases. <i>Culture:</i> Lithuania. Lithuanian language. | 2 |
| Lecture 2: <i>Vocabulary:</i> Lithuanian names and surnames. <i>Grammar:</i> Main survival verbs. Introduction into verbs tenses. <i>Culture:</i> Famous people of Lithuania. | 2 |
| Lecture 3: <i>Vocabulary:</i> Numerals. Cardinal numerals. Telling the age. Money. <i>Grammar:</i> Numerals with nouns. <i>Culture:</i> Lithuanian currency. | 2 |
| Lecture 4: <i>Vocabulary:</i> Getting around in town. <i>Grammar:</i> prepositions of direction and place. <i>Culture:</i> Vilnius , the capital of Lithuania | 2 |
| Lecture 5: <i>Vocabulary:</i> Telling the date and time. <i>Grammar:</i> Interrogatives. <i>Culture:</i> National festive days. | 3 |
| Lecture 6: <i>Vocabulary:</i> Food. <i>Grammar:</i> practising singular and plural forms of nouns. <i>Culture:</i> Lithuanian national cuisine | 3 |
| Lecture 7: <i>Vocabulary:</i> Describing people and things. <i>Grammar:</i> practising adjectives with nouns. <i>Culture:</i> Places and things of interest in Lithuania | 2 |
| Lecture 8: Ethnographical regions of Lithuania. Curious things about Lithuanian dialects. Singing Lithuanian folk songs. The evaluation of the course. | 2 |
| Total: | 18 hours |
| VI.2. Seminar | |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| Syllabus outline |
|---|
| VII.1. Grammar |
| Phonetical system. Basic knowledge of the grammatical system: nouns, verbs, numbers, adjectives, pronouns, prepositions. Affirmative and negative sentences. Interrogatives. Peculiarities of the syntactical system. |

VII.2. Vocabulary

Meeting people. Main acquaintance and presentation phrases. Lithuanian names and surnames. Names of the countries.
 Numerals. Cardinal numerals. Telling the age. Money.
 Getting around in town.
 Telling the date and time.
 Food.
 Describing people and things.

VIII.

References

Stumbrienė V., Kaškelevičienė A. Nė dienos be lietuvių kalbos. Vilnius Gimtasis žodis, 2011.
 Jurgaitytė V., Derukaitė J. LABAS: Klaipėdos universitetas, 2013
<http://www.oneness.vu.lt/lt/>
<http://www.online.lt/>
<http://www.surfacelanguages.com/language/Lithuanian>
 Other related websites

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|-------------------|--|
| Lecture | Activities and techniques typical for the Communicative Approach |
| Seminar | |
| Application | |
| Project | |

X.

| Type | Assessment system (written, written and oral, oral, others) | |
|-----------------------|---|--|
| Exam | Written and oral | |
| Colloquium | | |
| Continuous assessment | Written and oral | |
| Project | | |

I.

| | |
|---------------------|--|
| Course title | THE NORWEGIAN CONSTITUTION AT 200 YEARS |
|---------------------|--|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| Beginners | 12 | | | 1 st |

III.

| Optionality category | Imposed | Optional | Freely chosen |
|-----------------------------|---------|----------|---------------|
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|--------------------|--------------------|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Ola Mestad | Ola Mestad | | |
| Institution | University of Oslo | University of Oslo | | |
| Department | Faculty of Law | Faculty of Law | | |
| Scientific title | Ph.D. | Ph.D. | | |
| Position | Professor | Professor | | |

V.

| |
|--|
| Objectives |
| The course aims to make students learn how the Constitution was adopted in Norway in 1814 and how it developed throughout 200 years. |

VI.

| Course structure | No. hours |
|--|------------------|
| VI.1. Lectures | |
| Lecture 1: 1814 - A year of miracles for Norwegians? | 2 |
| Lecture 2: The Constitution making process and content | 2 |
| Lecture 3: Constitutional survival of war and union with Sweden 1814-1905 | 2 |
| Lecture 4: Constitutional transformations | 2 |
| Lecture 5: EEA - Norway's relationship with the European Union | 2 |

| | |
|--|---------------------|
| Lecture 6: Modernization of human rights protection in the Constitution in 2014 | 2 |
| Total: | 12 hours |
| VI.2. Seminar | |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| Syllabus outline |
|---|
| <p>Lecture 1: 1814 - A year of miracles for Norwegians?</p> <ul style="list-style-type: none"> - Nordic aspects of the Napoleonic wars - The treaty of Kiel and its effects <p>Lecture 2: The Constitution making process and content</p> <ul style="list-style-type: none"> - How to make a constitution - Popular sovereignty, separation of powers - freedom and equality <p>Lecture 3: Constitutional survival of war and union with Sweden 1814-1905</p> <ul style="list-style-type: none"> - Great power politics - the Congress of Vienna - Independence within a union <p>Lecture 4: Constitutional transformations</p> <ul style="list-style-type: none"> - Development of parliamentary government (1884) - Judicial review by the courts <p>Lecture 5: EEA - Norway's relationship with the European Union</p> <ul style="list-style-type: none"> - EEA Agreement 1992 - Integration without membership - Development under the EEA Agreement <p>Lecture 6: Modernization of human rights protection in the Constitution in 2014</p> <ul style="list-style-type: none"> - Impact of the European Convention of Human Rights in Norway - 2014 inclusion of several human rights in the Constitution |

VIII.

| References |
|--|
| <p>Mestad, Ola (2014). "Amerikansk inspirasjon i den norske grunnlova. Frihetstreet i Nord-Amerikas jord. American inspiration in the Norwegian Constitution. The tree of freedom on North American soil", in Gudleiv Forr (red.), <i>Rødt, hvitt og blått. Norsk grunnlov, amerikansk inspirasjon</i>. ART PRO Forlag AS. Kapittel. 73 – 85</p> <p>Mestad, Ola (2014). "Korleis forske på grunnlova?". <i>Nytt Norsk Tidsskrift</i></p> |

| |
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| (1). 53- 56 |
| Mestad, Ola (2014). "Suvereniteten tilbakegitt det norske folk ved Kieltraktaten. Det oversedde natur- og statsrettsgrunnlaget for norsk sjølvstende og grunnlov i 1814". <i>Historisk tidsskrift</i> (1). 35-65 |
| Mestad, Ola (2012). "Moderat revolusjonsgrunnlov". <i>Klassekampen</i> . May 16, 2012 |
| Mestad, Ola (2008). "Næringsfridom i 1814-grunnlova", in <i>Forfatningsteori møter 1814</i> . Akademisk Publiserings, 21-94 |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|-------------------|--|
| Lecture | Thematic lectures, PowerPoint presentations, discussions |
| Seminar | |
| Application | |
| Project | |

X.

| Type | Assessment system (written, written and oral, oral, others) | |
|-----------------------|---|--|
| Exam | | |
| Colloquium | | |
| Continuous assessment | Continuous assessment, oral examination | |
| Project | | |

I.

| | |
|--------------|---|
| Course title | A NORWEGIAN BUSINESS GAME AND THE CURRENT STATE OF THE NORWEGIAN ECONOMY |
|--------------|---|

II.

| Course structure (Number of hours per summer school session) | | | | |
|---|---------|---------|-----------|---------------|
| Level | Lecture | Seminar | Practical | Summer school |

| | | | | |
|-----------|----|---|--------|-----------------|
| | | | course | year |
| Beginners | 12 | 6 | | 1 st |

III.

| | | | |
|-----------------------------|---------|----------|---------------|
| Optionality category | Imposed | Optional | Freely chosen |
| | | X | |

IV.

| Supervisor | | | | |
|------------------|-------------------------------------|-------------------------------------|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Arne Dag Sti | Arne Dag Sti | | |
| Institution | University of Agder (retired) | University of Agder (retired) | | |
| Department | Department of Economics and Finance | Department of Economics and Finance | | |
| Scientific title | Ph.D. (Lic. NHH) | Ph.D. (Lic. NHH) | | |
| Position | Professor | Professor | | |

V.

| |
|--|
| Objectives |
| To learn basic understanding of business concepts and the macroeconomics effects of business decisions and policies in modern economics, with special reference to the current state of the Norwegian economy. |

VI.

| Course structure | No. hours |
|---|-----------|
| VI.1. Lectures | |
| Lecture 1: Presentation of the SBT Business Case. Accounting Reports | 2 |
| Lecture 2: Basic Marketing Decisions and their effects | 2 |
| Lecture 3: Basic Logistic Decisions and Cordination | 2 |
| Lecture 4: Basic Financial Decisions | 2 |
| Lecture 5: Macroeconomics | 2 |
| Lecture 6: Current Norwegian Dilemmaes in Economic Policies. Is it possible to upheld full employment and economic growth? | 2 |

| | |
|---|-----------------|
| Total: | 12 hours |
| VI.2. Seminar | |
| The seminar will be a mix of group discussions and business decision taking, with tutoring from the supervisor. | |
| Total: | 6 hours |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| | |
|--|--|
| Syllabus outline | |
| VII.1. A Norwegian business game | |
| Arne Dag Sti: Økonomisk Bedriftsledelse (Business Management). Bedriftsøkonomisk Forlag AS, Oslo. 6. Opplag 2013. Essential content will be translated to English and handed out in the lectures. | |
| VII.2. The current state of the Norwegian economy | |
| Macroeconomics: Paul A Samuelson: Economics, 1980 or later. Bank of Norway: Last Report on financial stability July 2014. Essential content will be handed out in lectures. | |

VIII.

| | |
|---|--|
| References | |
| Samuelson, Paul A. <i>Economics</i> . 1980 or later. Sti, Arne Dag. <i>Økonomisk Bedriftsledelse (Business Management)</i> . Bedriftsøkonomisk Forlag AS, Oslo. 6. Opplag 2013. Bank of Norway. Last Report on financial stability July 2014. | |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|--------------------------|---|
| Lecture | Traditional lectures 12 hours |
| Seminar | Decision training in groups 6 hours, under assistance from the lecturer |
| Application | |
| Project | |

X.

| Type | Assessment system (written, written and oral, oral, others) | |
|-----------------------|---|---------|
| Exam | | |
| Colloquium | | |
| Continuous assessment | Quality of group decisions can be graded , with a minimum level of performance for acceptance | Written |
| Project | | |

I.

| | |
|---------------------|--------------------|
| Course title | THE VIKINGS |
|---------------------|--------------------|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| Beginners | 12 | - | - | 1 st |

III.

| Optionality category | Imposed | Optional | Freely chosen |
|----------------------|---------|----------|---------------|
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|--|--|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Costel Coroban | Costel Coroban | | |
| Institution | Valahia Univ. Tirgoviste/ Ovidius Univ. of Constanta | Valahia Univ. Tirgoviste/ Ovidius Univ. of Constanta | | |
| Department | Dept. of History/Doctoral School of Humanities | Dept. of History/Doctoral School of Humanities | | |
| Scientific | Associate | Associate | | |

| | | | | |
|----------|----------------------------------|----------------------------------|--|--|
| title | researcher/PhD Student | researcher/PhD Student | | |
| Position | Associate researcher/PhD Student | Associate researcher/PhD Student | | |

V.

| |
|--|
| Objectives |
| <ul style="list-style-type: none"> - To be able to explain and infer information from historical sources belonging to the Viking civilization; - To know and correctly apply historical and linguistic information from the age of the Viking expansion (cVII-XI A.D.); - To manifest a positive and responsible attitude towards the complexity of the phenomenon that is called “the Viking invasions”; - To ascertain, understand and employ the critical viewpoints and theories regarding the mythological and religious aspect of Viking spirituality; - To optimally and creatively capitalize one’s own admiration for the Viking civilization. |

VI.

| Course structure | No. hours |
|--|------------------|
| VI.1. Lectures | |
| <p>Lecture 1: Introduction. The Origins of the Vikings and their Society.</p> <p>Lecture 2: Viking Art. Runes.</p> <p>Lecture 3: Viking women.</p> <p>Lecture 4: Religion and Mythology. Rituals, feasts and sacrifices.</p> <p>Lecture 5: Skaldic literature, Saga/sögur.</p> <p>Lecture 6: Weapons and warships. The first invasions.</p> <p>Lecture 7: The Vikings in the Orkneys, Ireland and Scotland.</p> <p>Lecture 8: Medieval Viking Iceland.</p> <p>Lecture 9: The Vikings in Greenland, Vinland and Rus.</p> <p>Lecture 10: The Vikings and Alfred the Great’s England. Viking Normandy.</p> <p>Lecture 11: Scandinavian England. The Bayeux tapestry.</p> <p>Lecture 12: The Vikings and Early Christianity. Final evaluation.</p> <p>Total: 12</p> | 12 hours |

| | |
|--|--|
| VI.2. Seminar | |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| Syllabus outline |
|--|
| <p>Lecture 1: Introduction. The Origins of the Vikings and their Society</p> <ul style="list-style-type: none"> -Locating the Old Norse people; the ethimology of the word „viking“; -The origins of the Viking society; -The Old Norse community, social classes, <i>Rígsþula</i>: Jarl, Karl, Thrall; -The military classes: Hird, Bondi/Bondar, Vik; Berserker; -Old Norse Law: Thing, Allthing, exile, wergeld, the Runic law; -Egil’s Saga, feudal relations, marriage, the importance of good fortune, the royal court. <p>Lecture 2: Viking Art. Runes.</p> <ul style="list-style-type: none"> -Pre-viking ornaments, animal symbols; -ritual masks, motifs, the Borre style, jewelry, the Mammen style; -the Urnes style, mysterious animal symbols; --the Runic alphabet, reading, writing, well-known inscriptions, interpretation of runic texts. <p>Lecture 3: Viking women.</p> <ul style="list-style-type: none"> -the role of women and their social position in the Viking society; -women in Saga/sögur; -weddings, fidelity, divorce, children and childhood, royal succession; -sports and games, celebrations, traditions, cooking, holiday recipes, textiles; -women explorers. <p>Lecture 4: Religion and Mythology. Rituals, feasts and sacrifices.</p> <ul style="list-style-type: none"> -the Edda, Voluspa, Heimskringla; -Cosmology: Ginnungagap, Audumbla, Ygdrassil, Ymir, Buri and Bor, Bestla, gods and giants, Ask and Embla; -the Pantheon, Odin, Vili and Ve, the artefacts of the gods, Frey and Freyja, Heimdall, Loki, Thor, Baldr, Tyr, Hel; -Midgard, Asgard, Valhalla, Nifleheim, Ragnarök; |

- The Walkyries, Elves and other spirits, dwarves, gnomes, dragons, trolls, monsters, Beowulf;
- Rituals, celebrations, sacrifices, the cult.

Lecture 5: Skaldic literature, Saga/sögur.

- Söguöld.
- classification of sögur, motifs, locations, images, scenes;
- Egils Saga, Volsungasaga, Heimskringla, Eirik's Saga, Vinland Saga;
- the Skalds, Icelandic sögur.

Lecture 6: Weapons and warships. The first invasions.

- Viking warships, Hjortspring ship, the Sutton Hoo ship, naval technology, the Oseberg ship;
- Knarr and other types of vessels, navigation instruments;
- metalsmiths and weaponsmithing;
- types of weapons, axes, *breidox*, swords, spears;
- archery, shields, armour, war steeds, coifs;
- types of raids, battles, *strandhogg*;
- causes of Viking expansion, the first invasions on the European mainland.

Lecture 7: The Vikings in the Orkneys, Ireland and Scotland.

- Orkneyinga Saga, the invasion in the North Islands and Caithness;
- Haraldr Harfragi, Earl Rognvald of Møre, Rognvald Eysteinnsson, Sigurd the Brave, Olav Tryggvasson;
- the Viking kingdom of Dublin, Longphort, the Battle of Clontarf;
- Laithlind; Soxulfr, Turges, Haakon, the Kingdom of Strathclyde;

Lecture 8: Medieval Viking Iceland.

- historical sources;
- Erik the Red's Saga (Eiríks saga rauða); Íslendingabók;
- the medieval Icelandic civilization (864-1350), „the Icelandic miracle“.

Lecture 9: The Vikings in Greenland, Vinland and Rus.

- Íslendingabók, Eiríks saga rauða; The Primary Chronicle (Povest Vremeni kh Let);
- the first expeditions, Gunnbjörn Ulfsson;
- the colonization of Greenland;

-Vinland, the L'Anse aux Meadows settlement, Helluland, Markland;
-Rus, Rurik, the foundation of Novgorod, the first contacts with the Arabs, Slavs; the Varangians.

Lecture 10: The Vikings and Alfred the Great's England. Viking Normandy.

-the Anglo-Saxon Chronicle, *De moribus et actis primorum Normannorum ducum*.

-the conquest of England; the invasion of Guthrum's Danes.

-Alfred the Great's resistance against the Vikings, the defeat of Guthrum, Etheldun battle, Alfred's reforms, the treaty between Alfred and Guthrum, Danelaw;

-Rollo (Hrolf the Ganger), *Gesta Danorum*, the foundation of Normandy, the Treaty of Saint-Claire-sur-Epte, Normandy to William the Bastard.

Lecture 11: Scandinavian England. The Bayeux tapestry.

-*Gesta Normannorum Ducum*, the Bayeux Tapestry;

-Harald Hardrada, Knut the Great, Harthacnut, Edward the Confessor, Harald II Godwinson;

-the battles of Fulford, Stamford Bridge, Hastings 1066, the invasion of William the Conqueror; *Domesday Booke*, the conquest of England and its legacy.

Lecture 12: The Vikings and Early Christianity. Final evaluation.

-early Christian missionaries in Scandinavia;

-Denmark: Harald Bluetooth, relations with the Carolingian Empire and the Holy Roman Empire, Valdemar the Great, Bishop Absalon, Valdemar II.

-Sweden: the monk Ansgar and the missionaries; the Yngling kings, Erik the Victorious, King Olof Skötkonung, Erik the Holy (Saint Eric).

-Norway: King Harald Harfragi, the missionary kings Olav Tryggvasson, Saint Olav, Haakon the Good.

-Final evaluation.

VIII.

| References | |
|------------|--|
| | |

- _____ *Beowulf*, translation by Dan Duțescu și Leon Levițchi, Editura pentru Literatură Universală, București, 1969.
- _____ *Cântecul nibelungilor*. Editura de Stat pentru Literatură și Artă: București, 1958. Verse adaptation by Adrian Maniu.
- _____ *Cântecul Nibelungilor*. Saeculum: Bucharest, 2008. Translation by Claudiu Paradais.
- _____ *Edda*. București: Saeculum I.O., 2005. Translation by Magda Petculescu, Foreword by Dan Grigorescu.
- _____ *Egils Saga*. London: Viking Society for Northern Research, 2003. Edited by Bjarni Einarsson.
- _____ *The Poetic Edda*. Two Volumes in One. Princeton University Press: Princeton, 1936. Translated with Introduction and Notes by Henry Adams Bellows.
- _____ *Walhalla și Thule. Mituri și legende vechi germanice*. Vol. 1, 2. Editura Minerva: București, 1977. Readaptation by Mihai Isbășescu.
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- Durand, Frédéric. *Vikingii*. Corint: București, 2003. Translation by Ovidiu Cristea.
- Hollander, Lee M. *Old Norse Poems*. London: Abela Publishing, 2010.
- Jinga, Cristina. *Comorile Nibelungilor*. Prietenii Cărții: București, 2003.
- Logan, F. Donald, *Vikingii în istorie*. Editura Bălcescu: București, 1990. Translation by Mariana Grancea.
- Lorinț, Florica. *Oamenii nordului*. Editura Științifică: București, 1965.
- Morogan, Elena-Maria. *Mitologia Nordică. Mituri și legende*. Editura Enciclopedică: București, 1992.
- Sawyer, Peter, *The Oxford Illustrated History of the Vikings*, Oxford, OUP, 2001.
- Sturlson, Snorri. *Heimskringla or the Chronicles of the Kings of Norway*. 1996. Edited, proofed, and prepared by Douglas B. Killings.

On-line sources:

The poetic Edda in Old Norse and English, <http://www.voluspa.org/>.

| |
|--|
| Scandinavian Runic-text Data Base, http://www.nordiska.uu.se/forskn/samnord.htm . The Vikings, on-line course by Professor Dr. Sally Vaughn, University of Houston, https://www.youtube.com/watch?v=GN89xSq9tdo |
|--|

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|-------------------|--|
| Lecture | Lecturing, expository, discovery, brainstorming, mind mapping. |
| Seminar | - |
| Application | - |
| Project | - |

X.

| Type | Assessment system (written, written and oral, oral, others) | |
|-----------------------|---|--|
| Exam | written | |
| Colloquium | - | |
| Continuous assessment | oral | |
| Project | - | |

I.

| | |
|--------------|---|
| Course title | HENRIK IBSEN - CONTEMPORARY PERSPECTIVES |
|--------------|---|

II.

| Course structure (Number of hours per summer school session) | | | | |
|---|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| Beginners | 6 | 6 | | 1 st |

III.

| | | | |
|----------------------|---------|----------|---------------|
| Optionality category | Imposed | Optional | Freely chosen |
| | | X | |

IV.

| Supervisor | | | | |
|---------------------|---|---|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Crina Leon | Crina Leon | | |
| Institution | Alexandru Ioan Cuza University of Iași | Alexandru Ioan Cuza University of Iași | | |
| Department | Faculty of Letters | Faculty of Letters | | |
| Scientific title | Ph.D. | Ph.D. | | |
| Position | Scientific researcher Teacher of Norwegian | Scientific researcher Teacher of Norwegian | | |

V.

| Objectives |
|---|
| The course aims to make students acquainted with the life and work of the Norwegian writer Henrik Ibsen, who dominated the second half of the 19 th century, the so-called "Golden age" of Norwegian literature. |

VI.

| Course structure | No. hours |
|---|--------------|
| VI.1. Lectures | |
| Lecture 1: Norway in the second half of the 19th century. A short biography of Ibsen. | 1 |
| Lecture 2: Phases of Ibsen's dramaturgy. Characteristics of Ibsen's realism and modernism. | 1 |
| Lecture 3: Ibsen's self-exile in Germany. | 1 |
| Lecture 4: Works adapted for the screen. | 1 |
| Lecture 5: Ibsen's correspondence. | 1 |
| Lecture 6: Ibsen's poetry. | 1 |
| Total: | 6 |
| | hours |
| VI.2. Seminar | |
| During the seminars the supervisor and the students discuss about Ibsen starting from the knowledge acquired during the | |

| | |
|---|----------------|
| lectures, comment on texts written by Ibsen, watch materials related to his work. | |
| Total: | 6 hours |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| |
|--|
| Syllabus outline |
| VII.1. Ibsen's life |
| Historical and cultural context. Awakening of national consciousness through literature. Citizens' dealing with social norms. Women emancipation. Introduction of parliamentarism. Ibsen in Grimstad, Christiania and Bergen. His self-exile in Germany. Ibsen's correspondence. |
| VII.2. Ibsen's work |
| Literary phases: historical and legendary romanticism, dramatical poems, bourgeois realism, psychological realism (see Ovidiu Drîmba, "Henrik Ibsen, the founder of modern theatre", preface to Henrik Ibsen, <i>Teatru</i> , vol. I-III, Editura pentru Literatura universală, București, 1966). Ibsen's poetry. |

VIII.

| |
|---|
| References |
| Drîmba, Ovidiu, <i>Scriitori scandinavi în cultura lumii</i> , Casa de Editură Excelsior „Multi Press”, București, 1997 Ibsen, Henrik, <i>Teatru</i> , vol. I-III, Editura pentru Literatură Universală, București, 1966 Leon, Crina, <i>Henrik Ibsen și cultura germană a timpului său</i> , Editura Tehnopress, Iași, 2011 Tomescu Baciu, Sanda, <i>Peer Gynt și miturile nordice</i> , Editura Napoca Star, Cluj-Napoca, 2000 Vartic, Ion, <i>Ibsen și „teatrul invizibil”. Preludii la o teorie a dramei</i> , Editura Didactică și Pedagogică, București, 1995 |

IX.

| | |
|-----------------|--|
| Forms of | Methods and techniques used in the teaching process |
|-----------------|--|

| | |
|-----------------|--|
| activity | |
| Lecture | Thematic lectures, PowerPoint presentations. |
| Seminar | Text analysis, interactive methods of acquiring new knowledge. |
| Application | |
| Project | |

X.

| | | |
|-----------------------|--|--|
| Type | Assessment system (written, written and oral, oral, others) | |
| Exam | Written examination (for the lectures) | |
| Colloquium | | |
| Continuous assessment | Continuous assessment (for the seminars) | |
| Project | | |

I.

| | |
|---------------------|--|
| Course title | SCANDINAVIAN AND ROMANIAN CONTRIBUTIONS TO PEACE DURING THE TWENTIETH CENTURY |
|---------------------|--|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| Beginners | 6 | 6 | | 1 st |

III.

| Optionality category | Imposed | Optional | Freely chosen |
|-----------------------------|---------|----------|---------------|
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|---------------|---------------|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Silviu Miloiu | Silviu Miloiu | | |
| Institution | Valahia | Valahia | | |

| | | | | |
|------------------|--------------------|--------------------|--|--|
| | University | University | | |
| Department | Depart. of History | Depart. of History | | |
| Scientific title | Ph.D. | Ph.D. | | |
| Position | Professor | Professor | | |

V.

| |
|--|
| Objectives |
| The course approaches and parallels the Scandinavian and Romanian contributions to peace during the Twentieth Century. Topics such as the Romanian contributions to the development of international criminal law, the Nobel Peace Prizes and Scandinavian and Romanian involvement in the promotion of collective and regional security and peacekeeping will be focused on in this course. |

VI.

| Course structure | No. hours |
|---|------------------|
| VI.1. Lectures | |
| Lecture 1: The Nobel Peace Prizes | 1 |
| Lecture 2: The Nansen Committee for Refugees | 1 |
| Lecture 3: Romanian and Scandinavian contributions to collective and regional security | 1 |
| Lecture 4: Romanian contributions to the development of criminal law | 1 |
| Lecture 5: Romanian and Scandinavian contributions to peacekeeping actions | 1 |
| Lecture 6: Final evaluation | 1 |
| Total: | 6 hours |
| VI.2. Seminar | |
| Readings, discussions and movies about topics approached during the lectures. | 6 hours |
| Total: | |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| Syllabus outline |
|--|
| Romanian contributions to the development of international criminal law; the Nobel Peace Prizes; Scandinavian and Romanian involvement in the promotion of collective and regional security and peacekeeping |

VIII.

| References |
|---|
| Archer, Clive, and Pertti Joenniemi. <i>The Nordic Peace</i> . Aldershot, Hampshire, England: Ashgate, 2003. |
| Heffermehl, Fredrik S. <i>The Nobel Peace Prize What Nobel Really Wanted</i> . Santa Barbara, CA: Praeger, 2010. < http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=334221 >. |
| Marrus, M. R. <i>European Refugees from the First World War Through the Cold War</i> . Philadelphia: Temple University Press, 2002. |
| Miloiu, Silviu, 2004-2005. <i>O istorie a Europei Nordice și Baltice</i> . Târgoviște: Editura Cetatea de Scaun, vol. I-II. |
| Popescu, Oana. 2011. <i>România și Danemarca în prima jumătate a secolului XX</i> . Târgoviște: Cetatea de Scaun. |
| Sbârna, Gheorghe. 2011. <i>Vespasian V. Pella - în slujba științei dreptului și a cauzei păcii</i> . Ploiești: Ed. Karta-Graphic. |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|--------------------------|--|
| Lecture | Thematic lectures, PowerPoint presentations. |
| Seminar | Text analysis, interactive methods of acquiring new knowledge. |
| Application | |
| Project | |

X.

| Type | Assessment system (written, written and oral, oral, others) |
|-------------|--|
| Exam | Written examination (for the lectures) |
| Colloquium | |
| Continuous | Continuous assessment (for the |

| | | |
|------------|-----------|--|
| assessment | seminars) | |
| Project | | |

I.

| | | |
|---------------------|---|--|
| Course title | ROMANIA AND THE SCANDINAVIAN COUNTRIES: CHALLENGES OF SECURITY IN THE COLD WAR | |
|---------------------|---|--|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| Beginners | 6 | 6 | | 1 st |

III.

| Optionality category | Imposed | Optional | Freely chosen |
|-----------------------------|---------|----------|---------------|
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|-----------------------|-----------------------|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Cezar Stanciu | Cezar Stanciu | | |
| Institution | Valahia University | Valahia University | | |
| Department | Department of History | Department of History | | |
| Scientific title | Ph.D. | Ph.D. | | |
| Position | Assistant | Assistant | | |

V.

| Objectives |
|---|
| <ul style="list-style-type: none"> - to develop the students' capacity to formulate correct assessments of the political and historical factors which determined the evolution of postwar bilateral relations between Romania and the Scandinavian countries; - to develop the students' ability to compare different choices in matters of security relating them to existing preconditions; |

- to evaluate various options in the field of security and formulate independent points of view with regard to their viability;
- to develop the students' ability to investigate sources and elaborate critical assessments of them.

VI.

| Course structure | No. hours |
|---|------------------|
| VI.1. Lectures | |
| Lecture 1: Romania and the Scandinavian countries in the context of postwar reorganization of Europe | 1 |
| Lecture 2: Neutrality or alignment as security options | 1 |
| Lecture 3: Romanian-Scandinavian cooperation in politics and economy | 1 |
| Lecture 4: Political convergences: visions of détente and the role of small states | 1 |
| Lecture 5: The CSCE and its aftermath | 1 |
| Lecture 6: The limits of rapprochement: incompatibilities and failures | 1 |
| Total: | 6 hours |
| VI.2. Seminar | |
| 1. Premises. Bipolarity and the impact of bloc-oriented policies | 1 |
| 2. Limited choices. "Nuclear umbrella" or Finlandization? | 1 |
| 3. Extended choices: trade penetrates the Iron Curtain | 1 |
| 4. Small states in a world of superpowers | 1 |
| 5. The Cold War revived: 1975-1989 | 1 |
| 6. Final evaluation | 1 |
| Total: | 6 hours |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| Syllabus outline |
|--|
| The course aims at developing student skills to evaluate various options in the field of security and formulate independent points of view with regard to their viability; |

VIII.

| References |
|--|
| Agius, Christine, <i>The Social Construction of Swedish Neutrality: Challenges to Swedish Identity and Sovereignty</i> , Manchester University Press, 2006 |
| Burakowski, Adam, <i>Dictatura lui Nicolae Ceaușescu 1965-1989</i> , Editura Polirom, Iași, 2012 |
| Karsh, Efraim, <i>Neutrality and Small States</i> , Routledge, London, 2012 |
| Kullaa, Rinna, <i>Non-Alignment and its Origins in Cold War Europe: Yugoslavia, Finland and the Soviet Challenge</i> , I.B. Tauris, 2012 |
| Malița, Mircea, <i>Tablouri din războiul rece. Memorii ale unui diplomat român</i> , Editura C.H. Beck, București, 2007 |
| Miloiu, Silviu, <i>O istorie a Europei nordice și baltice</i> , vol. II, Editura Cetatea de Scaun, Târgoviște, 2004 |
| Olesen, Thorsten B., <i>The Cold War and the Nordic countries: historiography at a crossroads</i> , University Press of Southern Denmark, 2004 |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|--------------------------|--|
| Lecture | Lecture, demonstration, comparison, brainstorming, |
| Seminar | Brainstorming, debate, discovery, conversation, workshop |
| Application | |
| Project | |

X.

| Type | Assessment system (written, written and oral, oral, others) | |
|-----------------------|--|--|
| Exam | 50% (written) | |
| Colloquium | | |
| Continuous assessment | 50% (oral) | |
| Project | | |

I.

| | | |
|---------------------|---|--|
| Course title | THE FINNISH CULTURE DURING THE TWENTIETH CENTURY | |
|---------------------|---|--|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| Beginners | 6 | 6 | | 1 st |

III.

| Optionality category | Imposed | Optional | Freely chosen |
|-----------------------------|---------|----------|---------------|
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|--|--|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Elena Dragomir | Elena Dragomir | | |
| Institution | The Romanian Association for Baltic and Nordic Studies | The Romanian Association for Baltic and Nordic Studies | | |
| Department | Center of Baltic and Nordic Studies | Center of Baltic and Nordic Studies | | |
| Scientific title | Ph.D. | Ph.D. | | |
| Position | Director | Director | | |

V.

| Objectives |
|---|
| <p>Students will develop:</p> <p>1. Knowledge and basic understanding about:</p> <ul style="list-style-type: none"> • Finnish culture in the 20th century, including popular culture, lifestyle, mentality, education, society, nature, and population • Finland's culture and society in a European/global context • Objects and practices which are associated to Finnish identity and traditions (e.g. naming the national symbols of Finland, being familiar with some local celebrations or holidays, etc.). |

- interactions of persons, societies, cultures and environments across time
- continuity and change, personal and social futures and strategies for change

2. Skills to:

- investigate and engage in effective evaluation, analysis and synthesis of information

from a variety of sources

- communicate information, ideas and issues in appropriate forms to different audiences

in a variety of contexts;

3. Informed and responsible values and attitudes towards:

- intercultural understanding
- informed and active citizenship
- lifelong learning.

VI.

| Course structure | No. |
|--|----------------|
| VI.1. Lectures | hours |
| Lecture 1: Introduction to Finland and its culture | 2 |
| Lecture 2: Finnish literature, folk culture and national epic <i>Kalevala</i> | 1 |
| Lecture 3: Education, press, radio, and sport in Finland | 1 |
| Lecture 4: Visual art, music, film, sculpture, architecture and design in Finland | 1 |
| Lecture 5: Views to Finnish culture: stereotypes, identities, way of life, traditions | 1 |
| Total: | 6 hours |
| VI.2. Seminar | |
| Seminar 1: Introduction to Finland and its culture | 1 |
| Seminar 2: Finnish literature, folk culture and national epic <i>Kalevala</i> | 1 |
| Seminar 3: Education, press, radio, and sport in Finland | 1 |
| Seminar 4: Visual art, music, film, sculpture, architecture and design in Finland | 1 |

| | |
|---|----------------|
| Seminar 5: Views to Finnish culture: stereotypes, identities, way of life, traditions | 1 |
| Final evaluation | 1 |
| Total: | 6 hours |
| VI.4. Project topic (if the case) | |
| Students will choose an interesting topic about the Finnish culture and will prepare a presentation about it. | |
| Possible topics: | |
| A Finnish writer, architect, designer, film maker etc. | |
| A Finnish work of art (sculpture, painting, novel, poetry, building, etc.) | |
| Finnish traditions, customs and celebrations (Easter, Christmas, Midsummer celebrations etc.) | |

VII.

| Syllabus outline |
|---|
| Students will explore the Nordic country through texts, stories, historical events, movies, literature and arts. The aim is to learn what Finland is like and has been like as a nation and understand the cultural characteristics of the area. Students are encouraged to use analytical, creative and critical thinking to understand and respect the Finnish way of life. |

VIII.

| References |
|--|
| Elena Dragomir, Silviu Miloiu, <i>Istoria Finlandei</i> , Ed. Cetatea de Scaun Târgoviște, 2011. |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|--------------------------|--|
| Lecture | |

| | |
|---------|--|
| Seminar | Students will explore the Nordic country through texts, stories, historical events, movies, literature and arts. The aim is to learn what Finland is like and has been like as a nation and understand the cultural characteristics of the area. Students are encouraged to use analytical, creative and critical thinking to understand and respect the Finnish way of life. Student will compare the Finnish culture with other cultures in European/global context. |
| Project | Students will choose an interesting topic about the Finnish culture and will prepare a presentation about it. |

X.

| | | |
|-------------------------------------|--|--|
| Type | Assessment system (written, written and oral, oral, others) | |
| Attendance and class participation: | 50% | |
| Individual assignment/ Project: | 50% | |

I.

| | | |
|---------------------|---|--|
| Course title | SCANDINAVIA - NATURE, MAN, ECONOMY | |
|---------------------|---|--|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| Beginners | 10 | 2 | | 1 st |

III.

| | | | |
|-----------------------------|---------|----------|---------------|
| Optionality category | Imposed | Optional | Freely chosen |
| | | X | |

IV.

| Supervisor | | | | |
|------------------|--------------------------------|--------------------------------|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Daniela Larion | Daniela Larion | | |
| Institution | Al. I. Cuza University of Iasi | Al. I. Cuza University of Iasi | | |
| Department | Geography | Geography | | |
| Scientific title | Ph.D. | Ph.D. | | |
| Position | Lecturer | Lecturer | | |

V.

| Objectives |
|--|
| <ul style="list-style-type: none"> - to understand the natural elements of the Scandinavian environment, their interdependence and interference in generation the unique landscape of Scandinavia - to use the physical and human geographical elements in describing different areas in Scandinavia - to explain the regional differences in the demography and economy of Scandinavia - to elaborate studies on the environmental changes in different regional spaces (causes and consequences) |

VI.

| Course structure | No. hours |
|--|-----------|
| VI.1. Lectures | |
| Lecture 1: Scandinavia Region - geographical location and consequences on the natural and human environment | 1 |
| Lecture 2: Past and present glaciation in Scandinavia - fjords, glacial lakes, glaciers | 2 |
| Lecture 3: Climate and eco-zones. Scandinavian midnight sun. | 1 |
| Lecture 4: Demography and urbanism in Scandinavia. The Scandinavians. | 2 |
| Lecture 5: Natural resources and Scandinavian economic prosperity | 2 |
| Lecture 6: Environment and environmental protection in Scandinavia | 2 |
| Total: | 10 |

| | |
|--|--------------|
| | hours |
| VI.2. Seminar | |
| Map of Scandinavia (physical aspects) – practical activity | 1 |
| Map of Scandinavia (human aspects) – practical activity | 1 |
| | 2 |
| Total: | hours |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| |
|--|
| Syllabus outline |
| Geographical terms (in the fields of regional geography, climatology, hydrology, geomorphology, glaciology, environment, human, social and economic geography) |

VIII.

| |
|---|
| References |
| <ol style="list-style-type: none"> 1. Larion D. (2005) – <i>Geografia continentelor – Europa</i>, Editura Azimuth, Iași 2. Larion D. (2010) – <i>Geografia mediilor temperate si reci</i> – Editura PIM, Iasi 3. Neguț S. et al (2001) - <i>Enciclopedia Europei</i>, Editura Meronia, București 4. Neguț S. et al (1995, 1998, 2003) - <i>Statele lumii</i>, Bucuresti 5. X X X (1994) – <i>World Reference Atlas</i>, Teknologisk Forlag, Oslo 6. X X X (1995 – 2010) – <i>Calendario Atlante de Agostini</i> 7. X X X (2008) - <i>Geografica – Enciclopedia si Atlasul Lumii</i>, Editura Ullmann, Roma. 8. X X X (1980 – 2012) - <i>National Geographic</i> |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|--------------------------|---|
| Lecture | Interactive power point presentations; conversation; problematization; debate |
| Seminar | Use of diagrams and graphical representations; |
| Application | |
| Project | Geographical research methods |

X.

| | | |
|-------------|---|--|
| Type | Assessment system (written, written and oral, | |
|-------------|---|--|

| | | |
|-----------------------|---------------|--|
| | oral, others) | |
| Exam | | |
| Colloquium | | |
| Continuous assessment | 50% | |
| Project | 50% | |

I.

| | | |
|---------------------|---|--|
| Course title | NORWAY AS A TOURIST DESTINATION FOR THE ROMANIAN TRAVELLERS DURING THE INTERWAR PERIOD | |
|---------------------|---|--|

II.

| Course structure (Number of hours per summer school session) | | | | |
|--|---------|---------|------------------|--------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| Beginners | 12 | | | 1 st |

III.

| Optionality category | Imposed | Optional | Freely chosen |
|-----------------------------|---------|----------|---------------|
| | | X | |

IV.

| Supervisor | | | | |
|-------------------|-----------------------------------|---------|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Ana - Maria Despa | | | |
| Institution | Valahia Univ. Targoviste/ARSBN | | | |
| Department | Dept. of History | | | |
| Scientific title | Ph.D. | | | |
| Position | | | | |

V.

| Objectives |
|---|
| - To be able to distinguish between various historical sources; |

- To be able to explain the factors behind Norway's image as a tourist destination for the Romanian travellers during the interwar period;
- To manifest a positive attitude towards the Romanian - Norwegian cultural relations during the interwar period;

VI.

| Course structure | No. of hours |
|--|---------------------|
| VI.1. Lectures | |
| Lecture 1: Introduction Lecture 2: Formation process of mutual perceptions and images Lecture 3: Norway as a tourist destination for the Romanian travellers. Items of Interest (part 1) Lecture 4: Norway as a tourist destination for the Romanian travellers. Items of Interest (part 2) Lecture 5: Tourism in Norway in the interwar period. Costs, routes and social prestige Lecture 6: Romanian travellers in Norway between 1936 - 1939. Case study Lecture 7: Norway as a tourist destination for the Romanian travellers in the first half of the 20 th century (part 1) Lecture 8: Norway as a tourist destination for the Romanian travellers in the first half of the 20 th century (part 2) Lecture 9: Norway as a tourist destination for the Romanian travellers in the first half of the 20 th century (part 3) Lecture 10: Norway seen as a model by the Romanian travellers in the first half of the 20 th century Lecture 11: Norwegian perceptions on Romania during the half of the 20 th century Lecture 12: Conclusion. Final evaluation Total: 12 | 12 hours |
| VI.2. Seminar | |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| Syllabus outline |
|--------------------------------|
| Lecture 1: Introduction |

- Historical sources: diplomatic documents, travel literature, travel notes, newspapers, graphics;
- The role of travel literature in the formulation and dissemination of Norway's image as a tourist destination for the Romanian travellers;

Lecture 2: Formation process of mutual perceptions and images

- Short presentation of Romanian – Norwegian relations during the interwar period;
- Key factors in forming the mutual perceptions and images between Romania and Norway;
- Imagology. Definitions;

Lecture 3: Norway as a tourist destination for the Romanian travellers.

Items of Interest (part 1)

- Polar expedition: Fridtjof Nansen, Roald Amundsen;
- Svalbard Archipelago (Spitsbergen Island);
- North Cape;

Lecture 4: Norway as a tourist destination for the Romanian travellers.

Items of Interest (part 2)

- Aurora Borealis;
- Midnight Sun;
- Norwegian fjords;
- Indigenous population;

Lecture 5: Tourism in Norway in the interwar period. Costs, routes and social prestige

- Tourism as a social behaviour;
- Travel costs and routes;

Lecture 6: Romanian travellers in Norway between 1936 – 1939. Case study

- Diplomatic documents vs. Travel literature;
- Period relevance for the course topic;

- The assessment criteria: purpose, residence, occupation, sights visited by the Romanians who travelled to Norway between 1936 - 1939;

Lecture 7: Norway as a tourist destination for the Romanian travellers in the first half of the 20th century (part 1)

- Romanian travel literature about Norway - landscape and geographical aspects;
- Romanian travel literature about Norway - historical and cultural aspects;

Lecture 8: Norway as a tourist destination for the Romanian travellers in the first half of the 20th century (part 2)

- Romanian travel literature about Norway - economical aspects;

Lecture 9: Norway as a tourist destination for the Romanian travellers in the first half of the 20th century (part 3)

- Romanian travel literature about Norway - educational aspects;

Lecture 10: Norway seen as a model by the Romanian travellers in the first half of the 20th century

- Early Romanian perception on the Norwegian social - political realities;
- First Romanian attempt to borrow and deploy some of the social and educational Nordic features;

Lecture 11: Norwegian perceptions on Romania during the half of the 20th century

- Various positive and negative Norwegian perceptions on Romania;

Lecture 12: Conclusion. Final evaluation

Total: 12

VIII.

References

1. Riksarkivet, S-2669 - Utenriksstasjonene, Legasjonene/ Ambassaden i Bucuresti, Romania.
2. Riksarkivet, S-2259 - Utenriksdepartementet.
3. Riksarkivet, Kungl. Utrikesdepartementet, B-avd. 2, vol. 107, B-1 K/Eru, Norges intressen i Romania 1942.

A. Newspapers

1. *Aftenposten* (iulie - august 1924, august 1930, august 1932, noiembrie - decembrie 1933, mai - octombrie 1934, martie - mai 1935, martie - aprilie 1936, iulie 1937, noiembrie 1938, iunie - ianuarie 1939).
2. *Dimineața* (aprilie 1936).
3. *L'Independance Roumain* (septembrie - decembrie 1922, martie 1924, aprilie 1936)
4. *Tidens Tegn* (ianuarie, noiembrie, decembrie 1919, iulie 1928, august 1932, decembrie 1933, august 1934, mai 1935, aprilie 1936, februarie, iulie 1939).
5. *Ziarul călătoriilor și al întâmplărilor de pe mare și uscat* (noiembrie 1897 - decembrie 1939).

B. Books and articles

4. Butculescu, Nicoale, *O călătorie spre Nord. Scoția, Irlanda, Spitzberg, Norvegia*, Editura Universul, București, 1937.
5. Constantinescu, I. Stelian, *Schițe din Norvegia. Însemnări dintr-o călătorie în ținuturile nordice cu zece reproduceri după natură. Coperta și vignete de pictorul Tonitza*, Editura Al. A Stănciulescu, București, 1920.
6. Cioflec, Romulus, *Sub soarele polar. Impresii și peripeții din voiajul unor salvați dela naufragiu de spărgătorul Krasin cu ilustrații*, Editura Națională, București, 1932.
7. Conea Ioan, *Din Norvegia*, Editura Cartea Românească.
8. Gunnar, Flood, *Notele unui ofițer norvegian înaintea și în timpul Războiului de Neatârnavă 1876 - 1878*, ediție de Radu R. Rosetii, în Miloșiu Silviu, *O concepție românească a Nordului sec. XIX - XX, vol. I*, Editura Cetatea de Scaun, Târgoviște, 2009.
9. Iorga, Nicolae, *Pe drumuri depărtate, vol. II*, Editura Minerva, București, 1987 (ediție Valeriu Râpeanu).

10. Iuraşcu, Dimitrie, *Rugina toamnei. Mărturii de diplomat din vremuri apuse*, Ediție îngrijită și note de ing. Niculae Iuraşcu, Editura Partener, Galați, 2012.
11. Miloiu, Silviu, *Nicolae Iorga - Țări Scandinave: Suedia și Norvegia: note de drum și conferințe*, Editura Valahia University Press, Târgoviște, 2008.
12. Negru, Mihail, *Europa în zbor în 80 de ore. Raidul continental al avionului România – Sfânta Maria. Jurnal de bord*, Editura Universul, București, 1929.
13. Novian, Radu, *Școala și Biserica în Norvegia*, București, 1904.
14. Smara, *Conferințe și Discursuri*, Editura Universul, București, 1905.
15. Smara, *O româncă spre Polul Nord*, Editura Universul, București, 1932.
16. Ștefan, C. Ioan, *O călătorie la Spitzberg (cu 15 ilustrațiuni fotografice)*, București, 1916.
17. *** *Tragedia de la Polul Nord. Destăinuiiri senzaționale asupra expediției Nobile*, Atelierele Adevărul, București, 1930

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|-------------------|--|
| Lecture | Lecturing, expository, discovery, brainstorming, mind mapping. |
| Seminar | |
| Application | |
| Project | |

X.

| Type | Assessment system (written, written and oral, oral, others) | |
|-----------------------|--|--|
| Exam | written | |
| Colloquium | | |
| Continuous assessment | Oral | |
| Project | | |

I.

| | |
|---------------------|--|
| Course title | THE MINORITY POLICIES IN ROMANIA AND THE NORDIC AREA FROM WORLD WAR II TO PRESENT TIMES |
|---------------------|--|

II.

| Course structure (Number of hours per summer school session) | | | | |
|---|---------|---------|---------------------|-----------------------|
| Level | Lecture | Seminar | Practical course | Summer school year |
| Beginners | 6 | 6 | | 1 st |

III.

| Optionality category | Imposed | Optional | Freely chosen |
|---------------------------------|---------|----------|---------------|
| | | X | |

IV.

| Supervisor | | | | |
|---------------------|--|---------|-------------|---------|
| | Lecture | Seminar | Application | Project |
| Name | Bogdan- Alexandru Schipor and Magdalena Ionescu | | | |
| Institution | A.D. Xenopol Institute of History of Romanian Academy and Valahia University | | | |
| Department | | | | |
| Scientific title | Ph.D. | | | |
| Position | researchers | | | |

V.

| |
|-------------------|
| Objectives |
|-------------------|

The course aims to discuss the developments of minority policies in both the North and Romania since the outbreak of Second World War, provide an overview of the way of life, and the traditions of less known minorities (eg sami, kven). The course also aims to provide an adequate definition of concepts of minority and majority, Roma policies, but also of understanding the position of the Nordic countries towards the new minorities (immigrants).

VI.

| Course structure | No. hours |
|---|------------------|
| VI.1. Lectures | |
| Lecture 1: Repatriation of German minority from the Romanian territory in 1939 - 1940. | 1 |
| Lecture 2: The repatriation of Baltic Germans, 1939-1941 | 1 |
| Lecture 3: Deportation to the Soviet Union. Administration and everyday life in labor camps | 1 |
| Lecture 4: Status of Minorities in Romania and the Baltic States: What is a minority? Minority vs. majority; Ethnic minorities vs. national minorities; Minority policies in Romania between 1945-1989; Analysis of minority-majority relations in the Baltic States during 1944/1945-1990; Majorities resistance to minority policies ("Forest Brothers") | 1 |
| Lecture 5: Integration of minorities in the Scandinavian space; Sami - a brief introduction; Roma in the North - from discrimination to tolerance; Participation of minorities in public decision-making (Swedes in Finland, Germans in Denmark) | 1 |
| Lecture 6: EU enlargement and new national minorities | 1 |
| Total: | 6 hours |
| VI.2. Seminar | |
| Readings, discussions and movies about the topics approached during the lectures. | 6 hours |
| Total: | |
| VI.3. Application (if the case) | |
| VI.4. Project topic (if the case) | |

VII.

| Syllabus outline |
|---|
| Repatriation of Germans from the Baltic countries; deportations in the Soviet Union, the status of minorities in Romania and the Baltic States, Scandinavian spatial integration of minorities; widening U.E. and new national minorities |

VIII.

| References |
|---|
| Dixon, John, Robert P. Scheurell, 1995. <i>Social Welfare with Indigenous Peoples</i> , Routledge, London |
| Miloiu, Silviu, 2004-2005. <i>O istorie a Europei Nordice și Baltice</i> . Târgoviște: Editura Cetatea de Scaun, vol. I-II. |
| *** 2004. <i>Finland's Romani People</i> , Ministry of Social Affairs and Health, Helsinki |
| Berdichevsky, Norman, 2004. <i>Nations, language and citizenship</i> , North Carolina, S.U.A. , McFarland & Company |

IX.

| Forms of activity | Methods and techniques used in the teaching process |
|--------------------------|--|
| Lecture | Thematic lectures, PowerPoint presentations. |
| Seminar | Text analysis, interactive methods of acquiring new knowledge. |
| Application | |
| Project | |

X.

| Type | Assessment system (written, written and oral, oral, others) |
|-----------------------|--|
| Exam | Written examination (for the lectures) |
| Colloquium | |
| Continuous assessment | Continuous assessment (for the seminars) |
| Project | |