

COOLPEACE SYLLABI OF DISCIPLINES

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

I.

Course title	ICELANDIC LANGUAGE
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
A1	9	9		2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Carmen Vioreanu	Carmen Vioreanu		
Institution	University of Bucharest	University of Bucharest		
Faculty/ Department	Germanic Languages and Literatures (Swedish Section)	Germanic Languages and Literatures (Swedish Section)		
Scientific title	Ph.D.	Ph.D.		
Position	Assistant Professor	Assistant Professor Swedish Language		

	Swedish Language and Culture	and Culture		
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V.

Objectives

The aim of the course is to give the students the basic information about Icelandic language and to develop the students' ability to formulate easy sentences in Icelandic, both in writing and orally. The course is structured into reading of small texts and their translation into Romanian, introduction into main grammatical features and rules, as well as exercises.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Alphabet. Pronunciation. The Icelandic family. Personal Pronouns. The verbs <i>vera</i> and <i>heita</i> .	1
Possessive pronouns, 1 st and 2 nd person.	1
Lecture 2: Numerals 1-20. Possessive pronouns 3 rd person. Where are you from? What is this? The definite article, singular. Where is...?	1
Lecture 3: Numerals 20-100. Days of the week. Yesterday, today, tomorrow. Adjectives, singular. The verb <i>búa</i> . Progressive aspect <i>vera að</i> + infinitive. Prepositions of place/location <i>á/í</i> . The verb <i>ætla</i> .	1
Lecture 4: Numerals 100-2000. Next/last Monday. The verb <i>tala</i> . Objects in the accusative. Months. Seasons. The verb <i>gera</i> .	1
Lecture 5: Every Monday. Every summer. The verbs <i>vinna</i> and <i>þurfa</i> . Plural of nouns. How many? The verbs <i>langa</i> , <i>vanta</i> , <i>finnast</i> , <i>eiga</i> .	1
Lecture 6: Definite article, plural.	

Prepositions of place. Declensions of nouns, Nominative, Accusative, Genitive, Dative.	1
Lecture 7: Perfective aspect <i>vera búinn að</i> + infinitive. Futuritive aspect <i>vera að fara að</i> + infinitive. Adjectives, plural. Why?	1
Lecture 8: Hvert? Hvar? Hvaðan? Adjectives: strong/weak declension The verbs <i>fara í, vera í, fara úr</i> The usage of the street names in Iceland.	1
Lecture 9: Hvað ætlar þú að gera í sumarfríinu?	1
Total:	9 hours
VI.2. Seminar	
During the seminars we develop the lecture issues on a more practical field: reading and translating the lessons into Romanian, doing exercises based on the grammar and vocabulary acquired during the lectures. Each seminar follows the topics indicated in the lectures.	9
Total:	9 hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline	
VII.1. Grammar	
Personal pronouns (all persons, singular and plural, genders and the 3 rd person) Nouns (six main classes) - Declension singular nominative (Indefinite nouns and definitive nouns) Nouns (six main classes) - Declension plural nominative (Indefinite nouns and definitive nouns) Vowel shift (u-umlaut) Regular adjectives - declension Irregular adjectives - declension Numerals Common verbs in the present tense - conjugation Verbs and case Prepositions	
VII.2. Vocabulary	
Introducing ourselves and others	

Family
 Icelandic family names
 What time is it? It is o'clock
 Age: How old is...?
 Where are you from?
 Common objects in a house
 What is your telephone number?
 What are you doing? - different occupations
 Months
 Seasons
 When - questions
 How - questions
 Which/What - questions
 Why - questions
 How is the weather?
 How are you?

VIII.

References
Einarsdóttir, Auður; Theodórsdóttir Guðrún; Garðrsdóttir Mar Porvaldsdóttir Sigríður: <i>Learning Icelandic, Mál og menning</i> , Reykjavík, 2001
Eskeland, Ivar; Stefánsson Magnús: <i>Lærebok i islandsk</i> , J.W. Cappelens Forlag, Oslo, 1963
Exercises by Carmen Vioreanu (unpublished)

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Lectures on optical and printed support, interactive lectures, centered on the student and the immediate understanding
Seminar	Interactive seminars, practical exercises, audio lessons, optical and printed support
Application	
Project	

X.

Type	Assessment system (written, written and oral, oral, others)
Exam	Written examination
Colloquium	
Continuous assessment	

Project		
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I.

Course title	NORWEGIAN LANGUAGE	
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
A1-A2	9	9		2 nd

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		
Faculty/ 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 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. The linguistic level reached is A1-A2.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Revision: present and future tenses of the verbs, modal verbs, definite and indefinite articles, gender and number of the nouns, personal and interrogative pronouns, agreement of the adjectives with the nouns, cardinal and ordinal numbers, short and long forms of the adverbs, inversion after an adverb, verbs with fixed prepositions.	1
Lecture 2: Talking about the TV programme. Talking about events that will happen in the future.	1
Lecture 3: Talking about means of transport, distance, time and cost. Buying tickets.	1
Lecture 4: Talking about the general state of health.	1
Lecture 5: Narrating events that happened at a certain moment in the past. Talking about food.	1
Lecture 6: Talking about professions and jobs.	1
Lecture 7: Talking about how to spend the spare time. Starting and ending a conversation.	1
Lecture 8: Speaking on the phone.	1
Lecture 9: Final evaluation.	9
Total:	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.

Syllabus outline
VII.1. Grammar
Tenses of the verb (present perfect, past), irregular verbs, omission of the verbs <i>gå/reise</i> Possessive and demonstrative pronouns The adjective "liten" Time and place adverbs Subordinating conjunctions Long and short answers
VII.2. Vocabulary
TV programme Means of transport

Health
Human body
Professions
Spare time
On the phone

VIII.

References
Halvorsen, Arne, <i>Dicționar român-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 român-norvegian (Rumensk-norsk parlor)</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 Baciu, Sanda, <i>Velkommen! Manual de conversație în limba norvegiană</i> , Polirom, Iași, 2015

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Thematic lectures, CD-player, whiteboard, projector.
Seminar	Oral and written exercises, reading, translations, group work, discussions.
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
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
A1-A2	9	9		2 nd

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		
Faculty/ Department	Marketing Management	Marketing Management		
Scientific title	AP	AP		
Position	Graduate	Graduate		

V.

Objectives
<p>The aim of the course is to provide students with a general overview of the basic themes and issues of an everyday life. This will be done with an emphasis on the most common areas of interest such as: personal information, shopping, local geography, work, school, friendship, feelings, holidays, culture etc.</p> <p>Thus, they will acquire in-depth knowledge and appropriate skills in order to communicate in simple and routine ways whilst making use of a thematic vocabulary.</p>

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Invitations and parties	1
Lecture 2: Mood and emotion	1
Lecture 3: Friendship	1
Lecture 4: Shopping, food and recipes	1
Lecture 5: Health and disease	1
Lecture 6: Days off, holidays and vacation plans	1

Lecture 7: Sharing experiences	1
Lecture 8: School and education	1
Lecture 9: Test your knowledge	1
Total:	9 hours
VI.2. Seminar	
The seminar sessions take a strengths-based approach to examine the challenges facing students vs. learning Danish language as they attempt to do exercises using both the vocabulary and grammar previously taught during the lectures.	
Total:	9 hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline	
VII.1. Grammar	
<p>Article: definite or indefinite Adverb: short and long forms, inversion Adjective: base form, T-form, E-form Noun: number, gender, genitive Pronoun: personal, possessive, reflexive Number: cardinal, ordinal Verb: past, present, future tenses, modal verbs Preposition: long or short form</p>	
VII.2. Vocabulary	
<p>The following themes will be employed for the vocabulary learning objectives:</p> <ul style="list-style-type: none"> Invitations and parties Mood and emotion Friendship Shopping, food and recipes Health and disease Days off, holidays and vacation plans Sharing experiences School and education 	

VIII.

References
Thorborg, Lisbet, <i>Videre mod dansk – trin for trin</i> , Synope, 2011
Lecocq, Ben, <i>5 nye emner</i> , Alfabet, 2011
Kirkebak, Mads, Jakob, <i>Din Dansker – Nye sider af dansk kultur</i> , Gyldendal, 2013
Kledal, Ann & Fisher-Hansen, Barbara, <i>Slut Finale 1, 2, 3</i> , Tarm Bogtryk, 2013

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Thematic lectures, CD player, projector, whiteboard
Seminar	Debate around the room, write before you talk, reading and translations, games, brainstorming, oral and written exercises
Application	
Project	

X.

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

I.

Course title	SWEDISH LANGUAGE
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
A1-A2	7	7	4	2 nd

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	Babeş-Bolyai University	Babeş-Bolyai University		Babeş-Bolyai University
Faculty/Department	Faculty of Letters	Faculty of Letters		Faculty of Letters
Scientific title	B.A. in Philology, English-Swedish, M.A. in Literary Translations, English (University of Bucharest)	B.A. in Philology, English-Swedish, M.A. in Literary Translations, English (University of Bucharest)		B.A. in Philology, English-Swedish, M.A. in Literary Translations, English (University of Bucharest)
Position	M.A. student	M.A. student		M.A. student

V.

Objectives
<p>By the end of this course, students will be able to speak about their hobbies and spare time activities, give and ask for opinions and express tastes and choices in Swedish.</p> <p>They will be able to describe their extended families, discuss jobs and professions, and carry out basic dialogues related to shopping, meals and food in Sweden.</p> <p>They will also become acquainted with the basics of Swedish pronunciation and with some representative elements of Swedish culture.</p>

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Introduction	1
Lecture 2: Leisure activities and hobbies	1
Lecture 3: Making plans and decisions	1
Lecture 4: My family tree	1
Lecture 5: What do you do?	1

Lecture 6: Food. At the supermarket	1
Lecture 7: Food culture: tastes and customs	1
Total:	7
	hours
VI.2. Seminar	
Total:	7
	hours
VI.3. Application (if the case)	
VI.4. Project topic: Typically Swedish	
	4
	hours

VII.

Syllabus outline	
VII.1. Grammar	
<ol style="list-style-type: none"> 1. The verb: present and past tense 2. Time and place adverbs 3. Main auxiliary verbs 4. The adjective: strong inflection; degrees of comparison 5. Possessive pronouns 6. The relative pronoun 'som' 7. The noun: plural formation 8. Word order in main clauses 	
VII.2. Vocabulary	
Hobbies and leisure activities Agreement and disagreement Tastes and preferences The family tree Jobs and professions At the supermarket Food	

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	'Take it from me' (the singularities of Swedish culture)

X.

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

I.

Course title	FINNISH LANGUAGE	
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
A1-A2	12	6		2 nd

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		
Faculty/ Department	Faculty of Letters	Faculty of Letters		
Scientific title	Ph.D. student	Ph.D. student		
Position				

V.

Objectives
The students are expected to be able to deal with simple information, express

themselves in informal contexts and take part in an everyday conversation on uncomplicated and unsurprising topics.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Language, citizenship, homeland. <i>Kieli, kansalaisuus, kotimaa.</i>	2
Lecture 2: Person and verb. <i>Persoona ja verbi.</i>	2
Lecture 3: Politeness distinction in the 2 nd person pronoun. <i>Te-muoto.</i>	2
Lecture 4: -ko, -kö-questions. <i>-ko, -kö-kysymys.</i>	2
Lecture 5: An email to Mikko. <i>Sähköposti Mikolle.</i>	
Lecture 6: Adverbials of time and conjunctions. <i>Pikkusanat.</i> How is it? <i>Millainen se on?</i> Evaluation.	12
Total:	hours
VI.2. Seminar	
Revision. Summary. Finnish puns: <i>Piih, pauh, puh, tulikuuma vouh...</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
Conjugation of verbs without consonant gradation. Interrogative pronouns. Question particles. Adverbs of time and place.
VII.2. Vocabulary
Adjectives, antonyms. Everyday situations: email writing to a friend. Numbers. Prices.

VIII.

References
Gehring, Sonja and Heinzmann, Sanni. <i>Suomen mestari 1</i> . Saarijärvi: Fira Lectura, 2010.

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 examination	
Colloquium		
Continuous assessment		
Project		

I.

Course title	ESTONIAN LANGUAGE
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
A1-A2	7	11		2 nd

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		
Faculty/ Department	Philosophy	Philosophy		
Scientific title	M.A. student	M.A. student		

Position				
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V.

Objectives

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

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Mul on ..., sul on..., tal on... - I have..., you have..., s/he has...	1
Lecture 2: Kui me linnas oleme - When we are in town	1
Lecture 3: Lähme! - Let's go!	1
Lecture 4: Kas täna on ilu ilm? - Will it be good weather today?	1
Lecture 5: Arsti juurde - Going to the doctor	1
Lecture 6: Eesti keelt ma õppisin - I have learnt Estonian	1
Evaluation	7
Total:	hours
VI.2. Seminar	
1. Mul on ..., sul on..., tal on... - I have..., you have..., s/he has...	2
2. Kui me linnas oleme - When we are in town	2
3. Lähme! - Let's go!	3
4. Kas täna on ilu ilm? - Will it be good weather today?	2
5. Arsti juurde - Going to the doctor	2
6. Eesti keelt ma õppisin - I have learnt Estonian	2
Total:	11 hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline
VII.1. Grammar
Estonian language: cases and postpositions; -ma and -da infinitive; to have construction, past tense, participles, impersonal voice, conditional mode.
VII.2. Vocabulary
Places within the city/town, different countries, weather and health related words, names of plants and animals, nature.

VIII.

References
Jänese, Katrin 2011. <i>Eesti keele grammatika</i> . Unpublished Course. University of Tartu
Toomet, Piret 2011. <i>Introduction to Estonian Language</i> . 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	
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
A1-A2	18			2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

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

V.

Objectives
<p>The course is offered for students that have learned some basics of Latvian and who would like to continue with the learning of the phonetic, grammatical and semantic structure of Latvian. It is based on the communicative approach in Latvian as a foreign language teaching.</p> <p>The aim of the course is</p> <ul style="list-style-type: none"> • to strengthen the ability to start using Latvian in everyday speech, to feel more comfortable in Latvian society, • to develop the students' socio-cultural competence so as to give short information about modern culture and customs. <p>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 issues 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 A1.2 level according to the scale of language proficiency levels defined by the European Common Framework of Reference: Learning, Teaching, Assessment.</p>

VI.

Course structure		No. hours
VI.1. Lectures		
Lecture 1	Me, my hobbies. <i>Es un mani vaļasprieki.</i>	2
Lecture 2	People. Looks. Nature and mood. <i>Cilvēka izskats, raksturs un oma.</i>	2
Lecture 3	Seasons. Weather. <i>Gadalaiki. Laika apstākļi</i>	2
Lecture 4	Health. <i>Veselība.</i>	2
Lecture 5	Sports. <i>Sports.</i>	2
Lecture 6	Food and money. <i>Ēdiens un nauda</i>	2
Lecture 7	Festivities. <i>Svētki</i>	2
Lecture 8	Travel. <i>Ceļošana.</i>	2
Lecture 9	Latvia. <i>Latvija. Revision (Lecture 1-9).</i>	
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

Lecture 1	W-Questions. Conjugation of irregular, regular verbs, present tenses.
Lecture 2	Phrases <i>Man galvā / mugurā / kājās / ir...</i> Verbs <i>izskatīties, vilkt</i> . Agreement of noun and adjective endings.
Lecture 3	Question <i>Kāds šodien laiks?</i> Phrases <i>Šodien līst / spīd saule / snieg...</i> 2. declination (<i>rudens, ūdens, etc.</i>) Definite endings of adjectives.
Lecture 4	Question <i>Kas tev kaiš?</i> Phrases <i>Man sāp...</i> <i>Esmu saaukstējies</i> . Personal pronouns in Dative.
Lecture 5	Reflexive verbs, present tense. Comparative and superlative of adjectives. Demonstrative pronouns.
Lecture 6	Questions <i>Ko tu vēlies? Kas tev garšo? Cik maksā?</i> Irregular verbs. I. konjugation. Comparative of adjective. Demonstrative pronouns. Numerals.
Lecture 7	Questions <i>Kad tev ir dzimšanas diena?</i> Verbs <i>aicināt, apsveikt, ielūgt, svinēt</i> . Date. Time.
Lecture 8	Questions <i>Uz kurieni jūs vēlaties ceļot?</i> Irregular, regular verbs, past tense, future tense.
Lecture 9	Present perfect form of verbs - introduction. Overview - the Latvian noun and verb system. Revision exercises.
VII.2. Vocabulary	
Lecture 1	Lexis: leisure activities, interests.
Lecture 2	Lexis: portrait, clothes, appearance.
Lecture 3	Lexis: weather, seasons.
Lecture 4	Lexis: parts of the body, doctors, medicine.
Lecture 5	Lexis: sports, games, competitions.
Lecture 6	Lexis: ordering at the restaurant, food, money.
Lecture 7	Lexis: traditions, celebrations, presents.
Lecture 8	Lexis: traveling by car, plane, bus, train, tourism
Lecture 9	Lexis: places in Latvia Vocabulary revision

VIII.

References	
<p>During the course several materials will be used:</p> <ul style="list-style-type: none"> - The book for secondary school students <i>Atoērsim 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.
Seminar	
Application	
Project	

X.

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

I.

Course title	CRASH COURSE OF LITHUANIAN LANGUAGE AND CULTURE
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
A1-A2	15	3		2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Jūratė Derukaitė	Jūratė Derukaitė		
Institution	Klaipėda University	Klaipėda University		
Faculty/ Department	Faculty of Humanities,	Faculty of Humanities,		

	Centre for Languages and Cultures	Centre for Languages and Cultures		
Scientific title	M.A.	M.A.		
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 update the basic knowledge of Lithuanian language of A1(1) level. 2. To give further linguistic training at the level A1(2). 3. Through the language classes, to acquaint students with the Lithuanians' national character, traditions, customs. 4. To provide information about the basic cultural content (Lithuania in the past and nowadays).

VI.

Course structure	No. hours
VI.1. Lectures	
I. Updating, deepening and giving a summary of the previous course	
Lecture 1. <i>Pronunciation. Vocabulary:</i> "Where are you from? How are you doing?" Interesting: Lithuanian names and surnames. <i>Grammar:</i> Personal pronouns. Verb <i>būti</i> ('to be'). Nouns: number, gender, cases. Nominative and genitive cases. <i>Grammar and vocabulary:</i> Conjugation of verbs. Main survival verbs.	2
Lecture 2: <i>Grammar and vocabulary:</i> Numerals. Cardinal numerals. Telling the age, price, etc. Numerals with nouns. <i>Vocabulary:</i> Getting around in town. <i>Grammar:</i> prepositions of direction and place. <i>Grammar and vocabulary:</i> Ordinal numbers. Telling the date and time. <i>Grammar:</i> Interrogatives. <i>Vocabulary:</i> Food. <i>Grammar:</i> practising singular and plural forms of nouns.	2
Lecture 3: <i>Vocabulary and grammar:</i> Adjectives. Describing people and things. Practising adjectives with nouns.	2
II. New material	
Lecture 4: <i>Vocabulary:</i> Human body and health. <i>Grammar:</i> Reflexive verbs. <i>Vocabulary:</i> My daily routine.	2
Lecture 5: <i>Grammar:</i> Verbal prefixes. <i>Vocabulary:</i> Leisure activities.	2
Lecture 6: <i>Grammar:</i> Past tenses. Past Indefinite Tense. <i>Vocabulary:</i> Telling a biography. Important dates and events (practising	2

numbers and verbs). Lecture 7: <i>Grammar:</i> Future tense. Interesting: diminutives. Lecture 8: Evaluation of the course. <i>Mindfight</i> type quiz on the Lithuanian language and culture. Total:	2 1 15 hours
VI.2. Seminar	
<i>Culture:</i> Lithuania. Lithuanian language. Famous events and people of Lithuania. National festive days. Celebrations and traditions. <i>Culture:</i> Virtual tour in Lithuania. Ethnographical regions. Curious things about Lithuanian dialects. Singing Lithuanian folk songs <i>Culture:</i> Modern culture: most prominent artists, events and achievements Total:	1 1 1 3 hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline
VII.1. Grammar
<i>Updating and giving a summary</i> Phonetical system. Basic knowledge of the grammatical system: nouns, verbs, numbers, adjectives, pronouns (personal, demonstrative, interrogative), prepositions. Affirmative, negative and interrogative sentences. <i>New material</i> Verbal tenses. Reflexive verbs. Verbal prefixes. Nouns: diminutives.
VII.2. Vocabulary
<i>Updating and giving a summary</i> Topic: "People": names, nationalities, countries, professions. Family Verbs: survival verbs Numerals. Cardinal numerals. Telling the age, price, etc. Topic: "In town" Telling the date and time Topic: "Food" Adjectives to describe people and things <i>New vocabulary</i> Topic: "Human body and health" Basic vocabulary of verbs Topic: "Daily routine"

Topic: "Leisure activities". "What do you like to do?"

Topic: "My biography"

VIII.

References	
Džežulskienė J. Kalbu lietuviškai. Kaunas: VDU, 2012	
Stumbrienė V., Kaškelevičienė A. Nė dienos be lietuvių kalbos. Vilnius: Gimtasis žodis, 2011	
Jurgaitytė V., Derukaitė J. LABAS: Klaipėdos universitetas, 2013	
http://www.kalbulietuviskai.com/ (password is needed)	
http://www.oneness.vu.lt/lt/	
http://www.debeselis.net/	
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 of the Communicative Approach. An active integration of students with previous knowledge into the process of teaching.
Seminar	Interactive
Application	
Project	

X.

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

I.

Course title	SELECTED THEMES FROM NORWEGIAN LITERATURE, LANGUAGE AND CULTURE
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	12			2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Andreas Lombnæs			
Institution	University of Agder, Norway			
Faculty/ Department	Department of Nordic and Media Studies			
Scientific title	Dr. Philos.			
Position	Professor			

V.

Objectives
The course aims to familiarize the students with Norwegian literature after the year 1814 and up to nowadays. Some of the most important writers (Henrik Ibsen, Bjørnstjerne Bjørnson, Knut Hamsun) are taken into discussion.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Norway 1814-1905: Nation building.	2
Lecture 2: Elite and folk culture: mythology, fairytales. Bjørnson, <i>The Father</i> .	2
Lecture 3: Modern Breakthrough: Ibsen, <i>A Doll's House</i> (extract, film clip).	2
Lecture 4: Modernity and Modernism: Hamsun, <i>Hunger</i> (extract, film clip).	2
Lecture 5: Trends in 20 th century Norwegian literature (poems and short texts).	2
Lecture 6: Trends & Debates: Hamsun's Fascism, Reality Hunger, Hybrid Genres.	2
Total:	12 hours
VI.2. Seminar	
Questions for discussions/ colloquium integrated in lectures.	
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline

VIII.

References
<p><i>East of the Sun and West of the Moon</i> (fairy tale) Bjørnstjerne Bjørnson, <i>The Father</i> (short story, 1859) Henrik Ibsen, <i>A Doll's House</i> (drama, 1879, extract) Knut Hamsun, <i>Hunger</i> (novel, 1890, extract) Sigbjørn Obstfelder, <i>I look, Regn [Rain]</i> (poems, 1893) Rolf Jacobsen, <i>Metaphysics of the City</i> (poem, 1933) Olav H. Hauge, <i>The river across the fjord</i> (poem, 1956) Jan Erik Vold, selected poems (1965-) a-ha: <i>Take On Me</i> (music video, 1985, https://www.youtube.com/watch?v=ZKspel3BEog) Jon Fosse, <i>(boat in darkness)</i> (poem, 1992) Øystein Lønn, <i>It's So Damned Quiet</i> (short story, 1993) Trude Marstein, <i>Deep Need – Instant Nausea</i> (short story, 1998) Gunnar Wærness, <i>Bli verden</i> (graphic poems, 2007, extracts) Cornelius Jakhelln/Sturmgeist: <i>The Unknown Soldier</i> (music video, 2009, https://www.youtube.com/watch?v=8TCCyRMmtuE) Karl Ove Knausgård: <i>My Struggle</i> (novel in six volumes 2009-2011, extract) http://www.poetryinternationalweb.net/pi/site/country/video_list/17166 Harald Bache-Wiig: "Introduction", Leopard VI, <i>The Norwegian Feeling for Real</i>, Harvill Press, London, 2005</p>

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Combined lecture/seminar
Seminar	
Application	
Project	

X.

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

I.

Course title	SELECTED THEMES FROM NORWEGIAN LITERATURE, LANGUAGE AND CULTURE
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	7	2		2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Martin Skjekkeland	Martin Skjekkeland		
Institution	University of Agder, Norway	University of Agder, Norway		
Faculty/ Department	Department of Nordic and Media studies. Faculty of Humanities and Education	Department of Nordic and Media studies. Faculty of Humanities and Education		
Scientific title	Professor	Professor		
Position	Professor emeritus	Professor emeritus		

V.

Objectives
The students will gain knowledge about several aspects of the Norwegian language community past and present. The course provides an introduction to Norwegian language history from ancient times up to today. Language and Nation building in the 1800s and Norwegian language policy from the year 1900 up to nowadays are also a

central part of the lectures.

The course also provides insight into the Norwegian dialect landscape, and discusses the linguistic climate in Scandinavia and the use of dialects in everyday life.

Norway has two official written languages, Bokmål (Dano-Norwegian) and Nynorsk (New Norwegian). They have equal status, i.e. they are both used in public administration, in schools, churches, and on radio and television. Books, magazines and newspapers are published in both languages. This language situation will be discussed in the lectures and seminars.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Two written standards – two identities? The Norwegian language situation and its historical explanation. (Open for questions after the lecture).	2
Lecture 2: Foreign influence on the Norwegian language.	1
Lecture 3: The Sámi language.	
Lecture 4: The Norwegian dialects – about the historical background and how to differentiate the Norwegian dialect areas? (Open for questions after the lecture).	2
Lecture 5: On the use of dialects – the linguistic climate in Norway.	1
Lecture 6: The survival of a dialect through 400 years – an example from Southern Norway.	
Lecture 7: Nynorsk (New Norwegian) in Norway.	1
Lecture 8: Personality characteristics as predictors of linguistic choices (Sociolinguistic issue).	
Total:	7 hours
VI.2. Seminar	
In the seminars we will discuss the subjects that are addressed in lectures. The students get the opportunity to look at texts written in Bokmål and New Norwegian, and observe the differences.	
Total:	2 hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline
VII.1.

Language history in Norway Language and Nation building in the 1800s Language and politics in Norway The building of “Common Norwegian” in the 1900s. Foreign Influence on the Norwegian Language
VII.2.
The Norwegian dialect landscape. The linguistic climate in Scandinavia. On the use of dialects in Norway and Scandinavia in everyday life. The New Norwegian Language and its legal and social position.

VIII.

References	
Einar Haugen (1966): <i>Language conflict and Language Planning. The case of modern Norwegian.</i> Cambridge, Massachusetts: Harvard University Press	
Einar Haugen (1976): <i>The Scandinavian Languages. An Introduction to their History.</i> London: Faber and Faber Limited	
Lars S. Vikør (2001): <i>The Nordic Languages. Their Status and Interrelations.</i> Oslo: Novus Press	
Martin Skjækkeland (2010): <i>Dialektlandet.</i> Kristiansand: Portal Academic	

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Thematic lectures, handouts
Seminar	Discussions
Application	
Project	

X.

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

I.

Course title	SELECTED THEMES FROM NORWEGIAN LITERATURE, LANGUAGE AND CULTURE (SCANDINAVIAN FANTASY)
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	12			2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Svein Slettan	Svein Slettan		
Institution	University of Agder, Norway	University of Agder, Norway		
Faculty/ Department	Department of Nordic and Media Studies	Department of Nordic and Media Studies		
Scientific title	Ph.D.	Ph.D.		
Position	Associate Professor	Associate Professor		

V.

Objectives
<p>The course provides perspectives on fantasy in Scandinavia, focusing mainly on young adult and crossover literature. A number of authors, novels and short stories, including a short film, are discussed, emphasizing both thematic and formal aspects. The main target is to develop the students' ability to reflect upon and discuss different forms of fiction dealing with the supernatural.</p> <p>Copies of the short stories and excerpts from the novels (in English) will be available in advance. The texts discussed are first and foremost examples of different genres and aspects of fantasy. Summaries of plots and characters will be given, so one can attend the lectures without having read the novels.</p>

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Fantasy - Introduction Short story / tale: Hans Christian Andersen: <i>Skyggen</i> (<i>The Shadow</i>) (1847). (Romanian transl. <i>Umbră</i>). Novel: Jostein Gaarder: <i>Kabalmysteriet</i> (<i>The Solitaire Mystery</i>) (1990). (Romanian ed.: <i>Misterul cărților de joc</i> , București: Univers, 2011).	3
Lecture 2: Science Fiction, Urban Fantasy, Horror Short story: Tor Åge Bringsværd: "Kodémus" ("Codemus") (1968). Novel: Mats Strandberg and Sara B. Elfgren: <i>Cirkeln - Engelsforstrilogin I</i> (<i>The Circle - The Engelsfors Trilogy I</i>) (2011).	2
Lecture 3: Heroic fantasy in the Tolkien tradition Novel: Lene Kaaberbøl: <i>Skammerens datter - Skammerserien I</i> (<i>The Shamer's Daughter - The Shamer's Chronicle I</i>) (2000).	3
Lecture 4: A Multicultural Fable in Film Form Short film: <i>Skylappjenta</i> (<i>Little Miss Eye flap</i>) (Iram Haq, 2009, YouTube, also shown in lecture).	2
Lecture 5: Final examination: Student presentations, evaluation Total:	12 hours
VI.2. Seminar	
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline
Lecture 1: Fantasy literature - Introduction. The lecture gives an introduction to different categories of fantasy literature. A classic tale, H.C.Andersen's <i>Skyggen</i> (1847) (<i>The Shadow</i> , Rom. <i>Umbră</i>) is discussed more thoroughly. We will also discuss some excerpts from a modern classic in Norwegian fantasy, Jostein Gaarder's young adult novel <i>Kabalmysteriet</i> (<i>The Solitaire Mystery</i>) (1990). (A Romanian edition of the novel exists: Jostein Gaarder: <i>Misterul cărților de joc</i> , București: Univers, 2011).
Lecture 2: Science Fiction, Urban Fantasy, Horror. The lecture discusses the science fiction, urban fantasy and horror genres. First, we discuss a somewhat

prophetic sci-fi short story by the Norwegian author Tor Åge Bringsværd - *Kodémus (Codemus)* (1968). Further, we discuss some excerpts from a worldwide popular Swedish young adult novel, Mats Strandberg and Sara B. Elfgren: *Cirkeln - Engelsforstrilogin I* (2011). English editions: *The Circle - The Engelsfors Trilogy I*, London: Hammer, 2012 / N.Y.: Overlook Press, 2013). A film version of *The Circle* was released in 2015.

Lecture 3: Heroic Fantasy in the Tolkien tradition. The lecture discusses heroic fantasy, exemplifying with “the uncrowned queen of Danish fantasy”, Lene Kaaberbøl. *Skammerens datter* (2000) is a novel written for children and young adults, but like the novels of Gaarder and Elfgren/Strandberg it has a crossover quality, and fascinates adult readers as well. English editions: *The Shamer's Daughter*, London: Hodder, 2002, N.Y.: Holt, 2004. A film version of *The Shamer's Daughter* was released in 2015.

Lecture 4: A Multicultural Fable in Film Form. The lecture discusses *Skylappjenta (Little Miss Eyeflap)*, a Norwegian short film from 2009, directed by Iram Haq. ‘*Skylappjenta* tells the story of a Norwegian-Pakistani girl who escapes the forced marriage her family has planned for her.’ The film is based on the Red Riding Hood formula, combines real film and animation, and plays humorously with both Pakistani and Norwegian cultural stereotypes. *Little Miss Eyeflap* is published on YouTube and will also be shown in the lecture.

The lecture also concludes and sums up the course.

Lecture 5: Final examination: Student presentations, evaluation

VIII.

References	
Le Guin, Ursula K.: <i>The Language of the Night. Essays on Fantasy and Science Fiction</i> . New York: Putnam, 1979.	
Omdal, Gerd Karin. <i>Grenseerfaringer. Fantastisk litteratur i Norge og omegn</i> . Bergen: Fagbokforlaget, 2010.	
Swinfen, Ann. <i>In Defence of Fantasy</i> . London: Routledge & Kegan Paul, 1984.	

Engelsfors Trilogy, homepage: www.worldofengelsfors.com/	
Hitzner, Charlotte: “Lene Kaaberbøl” (presentation of the author, in Danish): http://www.forfatterweb.dk/oversigt/kaaberboel-lene/print_kaaberboel00	
Håland, Kjersti Wøien. “Ny norsk fantasy utfordrar speleregiane”. <i>NRK (Norwegian Broadcasting Corporation)</i> . March 13th, 2012. URL: http://www.nrk.no/kultur/bok/fantasy-for-var-tid-1.8032799 (Interview with Scandinavian fantasy authors, including Elfgren and Strandberg, in Norwegian/Danish/Swedish)	

IX.

Forms of activity	Methods and techniques used in the teaching process

Lecture	Thematic lectures, PowerPoint presentations, discussion of selected topics and text examples (Quotes / text-excerpts will be in English).
Seminar	
Application	
Project	

X.

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

I.

Course title	MUSIC AS A CULTURAL EXPRESSION IN THE NATIONAL NORWEGIAN CURRICULUM
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II.

Natal					Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year					
Beginners	3	Cultural evening		2 nd					

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Randi Margrethe Eidsaa	Randi Margrethe Eidsaa/Mariam Kharatyan		
Institution	University of Agder, Norway	University of Agder, Norway		
Department	Department of Fine	Department of Fine Art		

	Art			
Scientific title	Ph.D. Music Didactics	Ph.D. student		
Position	Associate Professor and researcher	Ph.D. student, solo performer and accompanist		

V.

Objectives
The course aims to develop the students' understanding of how cultural expressions, in particular music, are presented in the Norwegian schools during year 1 - 10. The students will develop knowledge and basic understanding of the ideology and politics of Art Council Norway. Topics such as music as cultural heritage and music as communication across borders will be focused on, and the students will listen to selected musical examples from the Norwegian repertoire and they will take part in singing Norwegian Folk Songs.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Introduction: Music and Art in the National Norwegian Curriculum. An overview.	1
Lecture 2: The Norwegian Government's Cultural policy: The Cultural Rucksack.	1
Lecture 3: Traditional Norwegian Music: Practical examples for listening and performing.	1
Total:	3 hours
VI.2. Seminar	
Cultural Evening: <i>Presentation "From Folk Culture to Concert Hall. Music for Listening and Performing"</i>	
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline
The students will get acquainted with Norwegian culture through lectures about music and art education. They will also explore Norwegian culture through texts, stories, songs and instrumental pieces. Students are encouraged to use aesthetic, critical and creative thinking to understand and enjoy music expression from various parts of Norway.

VIII.

References
Bamford, A. (2012): <i>Arts and cultural education in Norway</i> . Bodø: The Norwegian Centre for Arts and Cultural Education (KKS)
Colley, Bernadette; Eidsaa, Randi Margrethe, Kenny, Ailbe og Leung, Bo Wah (2012). <i>Music education partnerships in practice</i> . I McPherson, Gary og Welch, Graham F. (ed.): <i>The Oxford Handbook of Music Education Volume 1</i> , s. 341-357. Oxford: Oxford University Press
Johnsen, Bjørn (2013): <i>Musikkfaget på ungdomstrinnet. En invitasjon til mestring</i> . Bergen: Fagbokforlaget
Laycock, Jolyon (2005): <i>A changing role for the composer in society. A study of the historical background and current methodologies of creative music making</i> . Bern: Peter Lang
O’Niell, Susan (2011): <i>Learning in and through music performance: Understanding cultural diversity via inquiry and dialogue</i> . I Barrett, Margaret S. (ed): <i>A cultural psychology of music education</i> (s. 179–197) http://www.udir.no/stottemeny/english/curriculum-in-english/ http://www.kulturradet.no/english/the-cultural-rucksack

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Thematic lecture, video and sound files
Seminar	Music examples presented by the pianist. Ensemble singing and slide presentation together with recorded music.
Application	
Project	

X.

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

I.

Course title	NORDIC FILM

II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	12			2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Jan Erik Holst			
Institution	Freelancer (previously Norwegian Film Institute)			
Faculty/ Department				
Scientific title				
Position	Executive Editor			

V.

Objectives
A presentation of the contemporary Nordic film situation, its background, style, as well as of current directors and institutions.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Modern Nordic film production - an overview.	3
Lecture 2: Nordic landscapes as a dramatic tool in film.	3
Lecture 3: The modern Norwegian film wave 2001 - 2015.	3
Lecture 4: Nordic - Baltic film cooperation 1989 - 2014.	3
Total:	12
VI.2. Seminar	
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline

VIII.

References
Holst, Jan Erik (ed.), <i>Filmen i Norge. Norske kinofilmer 1995-2011</i> , Gyldendal, Oslo, 2011
Holst, Jan Erik (ed.), <i>Stork flying over pinewood</i> , Kom forlag, Oslo, 2014

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Lectures with DVD examples
Seminar	
Application	
Project	

X.

Type	Assessment system (written, written and oral, oral, others)
Exam	Discussions and short presentations
Colloquium	
Continuous assessment	
Project	

I.

Course title	THE NORDIC MODEL: AN EXAMPLE OF GOOD PRACTICES
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	6	6		2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Magdalena Ionescu	Magdalena Ionescu		
Institution	The Romanian Association for Baltic and Nordic Studies	The Romanian Association for Baltic and Nordic Studies		
Department				
Scientific title	Ph.D.	Ph.D.		
Position				

V.

Objectives
The course aims to make students acquainted with the concept of Nordic Welfare Model and its evolution in time.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Introduction. What is the Nordic Model?	1
Lecture 2: The Nordic Model of government.	1
Lecture 3: The public policy and tax system in the Nordic States. The Nordic health care system.	1
Lecture 4: Is there a Nordic Model in education?	1
Lecture 5: The family policy in the Nordic welfare states.	1
Lecture 6: The labour market.	6
Total:	6 hours
VI.2. Seminar	
Readings, discussions and movies about the topics approached during the lectures.	6
Total:	6 hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline
"The Nordic Welfare Model"; unemployment benefits, labour market; public policy and tax system in the Nordic States; gender equality, family policy in the Nordic welfare states

VIII.

References
David Arter, <i>Scandinavian Politics Today</i> , Manchester University Press, 1999
Niels Finn Christiansen, <i>The Nordic Model of Welfare: A Historical Reappraisal</i> , Museum Tusulanum Press, 2006
Jon Kvist, Johan Fritzell, <i>Changing Social Equality: The Nordic Welfare Model in the 21st Century</i> , Policy Press, 2012
Stein Kuhnle, <i>The Survival of the European Welfare State</i> , Routledge, 2003

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	

I.

Course title	CULTURAL TRADITIONS OF BUILDING PEACE - FORMING CONFLICT RESOLUTION SKILLS AND NON-VIOLENT COMMUNICATION ATTITUDES FOR YOUTH. INHERITANCE OF YOUTH'S OWN CULTURES TOWARDS THE CREATION OF WORLD-WIDE HERITAGES
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II.

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

				year
Beginners	6	6		2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Andra Tănase and Kai F. Brand-Jacobsen	Andra Tănase and Kai F. Brand-Jacobsen		
Institution	Peace Action, Training and Research Institute (PATRIR)	Peace Action, Training and Research Institute (PATRIR)		
Faculty/ Department				
Scientific title				
Position	Executive Director PATRIR; Director of the Department of Peace Operations	Executive Director PATRIR; Director of the Department of Peace Operations		

V.

Objectives
<p>The course aims to familiarize the students with the field of peacebuilding, including the foundational contributions of Johan Galtung and to define and explore the traditions and practices of concepts such as a culture of peace, cultural peace, and cultural violence. In this context the course reflects how youth can be agents that transform cultural practices and create cultural practices and invites the students to assess their own readiness, willingness and capacity to act in either direction.</p> <p>If you want peace, prepare for ... peace !</p>

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Introduction to peacebuilding: academic field, practical field.	1
Lecture 2: Basic concepts: triangles of conflict, violence, peace.	1
Lecture 3: Cultural peace.	1
Lecture 4: A culture of peace.	1
Lecture 5: Cultural traditions of peacebuilding: e.g. ho o pono pono, jarga, etc.	1
Lecture 6: Role of youth in peacebuilding.	6
Total:	6 hours
VI.2. Seminar	
Seminar 1: Case study work applying the triangles	2
Seminar 2: Proposals for a culture of peace actions	2
Seminar 3: Museum project: presenting cultural traditions and living library exercise	2
Total:	6 hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline
Peacebuilding. Conflict transformation. Conflict. Violence. Culture of peace. Restaurative practices. Peace intelligence etc.

VIII.

References
Galtung, Johan. "Cultural Violence," <i>Journal of Peace Research</i> , Vol. 27, No. 3 (Aug., 1990), pp. 291-305
Galtung, Johan. Transcend and Transform https://www.transcend.org/pctrcluj2004/TRANSCEND_manual.pdf
Galtung, Johan. Peace by Peaceful Means.
UNESCO. A culture of Peace Initiative https://en.unesco.org/cultureofpeace/index.php?q=ressources
Youth and Peacebuilding Examples. http://www.buildingpeace.org/think-global-conflict/issues/youth-and-peacebuilding
http://www.culture-of-peace.info/copoj/definition.html
UNESCO. High Level Discussions: Peace and Reconciliation How Culture Makes a Difference. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/images/PeaceReconciliationENG.pdf

Traditional Practices in Restorative Justice http://www.restorativejustice.org/university-classroom/02world/asia1/indigenous

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Interactive presentations
Seminar	Project and discussion
Application	
Project	

X.

Type	Assessment system (written, written and oral, oral, others)	
Exam		
Colloquium		
Continuous assessment	Feedback rounds, diary	
Project	Peer/Self/Lecturerer - written and oral	

I.

Course title	TALENT AND VALUE: NOBEL-PRIZE-WINNING NORDIC LITERATURE
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	6	6		2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Camelia Dinu	Camelia Dinu		
Institution	University of Bucharest	University of Bucharest		

Faculty/ Department	Faculty of Foreign Languages and Literatures	Faculty of Foreign Languages and Literatures		
Scientific title	Ph.D.	Ph.D.		
Position	Lecturer	Lecturer		

V.

Objectives
<p>In this course we will examine Nordic literature through the lens of books that have been awarded Nobel Prizes. Our examination will focus on particular passages chosen from the masterpieces of the relevant prize-winning authors. The passages have been selected for their thematic unity. Not only do they reflect their authors' interests in the aesthetic and sociopolitical problems in Scandinavia and Finland in the twentieth century, but they also demonstrate their authors' commitments to contributing to wider, sometimes European, sometimes global, literary traditions.</p> <p>At the end of the course participants should have the ability:</p> <ul style="list-style-type: none"> - to recognize the identifying literary characteristics of the authors under review; - to compare and contrast the ideas and attitudes of the various authors among themselves and in relationship to the themes highlighted in the lectures and seminars; - to identify elements of continuity among the books and authors, as well as to discern certain discontinuities among them; - to apply the methods developed in the course to the interpretation of a work of fiction of the participant's choice; - to grasp and apply concepts of literary theory at the beginning/intermediate level; - to articulate one's own personal reactions and understandings of the texts under review and to be able to discuss them with one's classmates; - to understand the contributions of the various authors to the development of literature in general.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: The Nobel Prize	1
Lecture 2: The Nobel in Sweden	1
Lecture 3: The Nobel in Norway	1

Lecture 4: The Nobel in Norway	1
Lecture 5: The Nobel in Denmark	1
Lecture 6: The Nobel in Finland	1
Total:	6
	hours
VI.2. Seminar	
The accompanying seminars will include analysis of texts of the following authors: Bjørnson, Hamsun, Gjellerup, and Sillanpää. Our examination will focus on particular passages chosen from the masterpieces of the relevant prize-winning authors. The passages have been selected for their thematic unity.	
Total:	6
	hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline	
Lecture 1: The Nobel Prize: history and overview; the prize in literature with its representatives and controversies.	
Lecture 2: The life and work of Eyvind Johnson.	
Lecture 3: The life and work of Knut Hamsun.	
Lecture 4: The life and work of Bjørnstjerne Bjørnson and Sigrid Undset.	
Lecture 5: The life and work of Karl Gjellerup and Henrik Pontoppidan.	
Lecture 6: The life and work of Frans Eemil Sillanpää.	
The accompanying seminars will include analysis of texts of the following authors:	
Knut Hamsun, <i>Foamea</i>	
Knut Hamsun, <i>Pan. Victoria</i>	
Bjørnstjerne Bjørnson, <i>Moștenirea familiei Kurt</i>	
Karl Gjellerup, <i>Pelerinul Kamanita</i>	
Frans Eemil Sillanpää, <i>Silja</i>	

VIII.

References	
Bjørnson, Bjørnstjerne, <i>Moștenirea familiei Kurt</i> , București, Litera, 2013	
Gjellerup, Karl, <i>Pelerinul Kamanita</i> , București, București, Litera, 2013	
Hamsun, Knut, <i>Foamea</i> , București, Univers, 2002	
Hamsun, Knut, <i>Pan. Victoria</i> , București, Univers, 1996	

Laureații Premiului Nobel pentru Literatură, Almanah Contemporanul, 1983

Muskii, Serghei, 100 Laureați ai Premiului Nobel, București, Ideea Europeană, 2009

Sillanpää, Frans Eemil, Silja, București, Art, 2012

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	<ul style="list-style-type: none"> - In this course we will balance lectures, where structured information on historical, cultural, and literary information is offered, with active engagement both in terms of the participants' ability to apply what is learned and in terms of lively class discussion. - Lecturing, expository, PowerPoint presentations
Seminar	<ul style="list-style-type: none"> - Text analysis, discovery, brainstorming, mind mapping
Application	
Project	

X.

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

I.

Course title	NORTHERN EUROPE BETWEEN CONFLICTS AND DIPLOMACY IN THE FIRST HALF OF THE 20TH CENTURY
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	6	6		2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Bogdan-Alexandru Schipor	Bogdan-Alexandru Schipor		
Institution	Romanian Academy, "A.D. Xenopol" History Institute	Romanian Academy, "A.D. Xenopol" History Institute		
Faculty/Department	Contemporary History	Contemporary History		
Scientific title	Ph.D.	Ph.D.		
Position	Scientific Researcher, 3 rd degree	Scientific Researcher, 3 rd degree		

V.

Objectives
Our main goal is to develop among the students a real capacity to formulate critical and correct assessments regarding the political, diplomatic and historical factors which determined the evolution of Northern Europe during the first years of the 20 th century, the First World War, the interwar period and the Second World War. We also focus on the development of the students' ability to compare different choices in matters of security both for the Nordic European countries and, as well, for the major European powers with various interests in Northern Europe in that period.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Northern Europe in the First World War	1
Lecture 2: The Legacy of Versailles and the search for collective security	1
Lecture 3: The path toward the Second World War.	1
Lecture 4: The Winter War.	1
Lecture 5: Denmark and Norway - an almost forgotten campaign of the Second World War.	1
Lecture 6: The aftermath of the Second World War in Northern	6

Europe. Total:	hours
VI.2. Seminar	
<ol style="list-style-type: none"> 1. The Soviet Shadow over Finland at the end of the First World War. 2. From the Washington Treaty to the Anglo-German Naval Agreement. The path toward the destruction of the Versailles system in Northern Europe. 3. The diplomacy of the Winter War. 4. Norway, 1940. Who fired the first shot? 5. Finland's Continuation War. 6. Final evaluation. Total:	6 hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline

VIII.

References
<p>Churchill, Winston, <i>Al doilea război mondial</i>, Vol. I, Traducere de Any și Virgil Florea, Cu un cuvânt înainte de Florin Constantiniu, București, Editura Saeculum I.O., 1996</p> <p>Hidden, John; LANE, Thomas (Editors), <i>The Baltic and the Outbreak of the Second World War</i>, Cambridge, New York, Port Chester, Melbourne, Sidney, Cambridge University Press, 1992</p> <p>Jakobson, Max, <i>The Diplomacy of the Winter War. An Account of the Russo-Finnish War, 1939-1940</i>, Cambridge, Massachusetts, Harvard University Press, 1961</p> <p>Mannerheim, Carl Gustaf Emil, <i>Memorii</i>, Cuvânt înainte de Generalul-locotenent Ernel Kanninen, Președinte de onoare al Comisiei Finlandeze de Istorie Militară, Traducere de Teodor Atanasiu, Ediție îngrijită de Dumitru Preda, Adrian Pandea, București, Editura Militară, 2003</p> <p>Miloiu, Silviu, <i>O Istorie a Europei Nordice și Baltice</i>, Vol. I, <i>De la Epoca Naționalismului la Războiul Rece</i>, Târgoviște, Editura Cetatea de Scaun, 2004</p> <p>Nevakivi, Jukka, <i>The Appeal that was never made. The Allies, Scandinavia and the Finnish Winter War 1939-1940</i>, London, C. Hurst & Company, 1976</p> <p>Salmon, Patrick, <i>Scandinavia and the Great Powers 1890-1940</i>, Cambridge, Cambridge University Press, 1997</p> <p>Taylor, A.J.P., <i>Originile celui de-al doilea război mondial</i>, Traducere și note de Lucian Leuștean, Postfață de I. Ciupercă, Iași, Polirom, 1999</p>

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Lecture, demonstration, comparison, brainstorming.
Seminar	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 BALTIC STATES, COLLECTIVE SECURITY AND THE SEARCH FOR PEACE DURING THE INTERWAR PERIOD
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	6	6		2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Silviu Miloiu	Silviu Miloiu		
Institution	Valahia University, Târgoviște	Valahia University, Târgoviște		
Faculty/	Dept. of History	Dept. of History		

Department				
Scientific title	Ph.D.	Ph.D.		
Position	Professor	Professor		

V.

Objectives
<p>The course tackles the foreign and security policy of the Baltic States and their endeavors for collective security and peace during the interwar period. Counting among the smallest countries in Europe and situated in one of its most troubled region (neighboring the totalitarian state of the Soviet Union and under the threat of Nazi Germany in the 1930s), the Baltic States acutely felt a deficit of security. For most part of the interwar period they based their foreign and security policy on collective and regional security and attempted to nurture a climate of peace around them. This course defines the meaning of collective security and peace as seen from the perspective of the Baltic States and surveys the main documents and initiatives which show the Baltic contribution to security and peace in the age between the world wars. The course will also challenge Moscow's allegations against the Baltic States of forming an anti-Soviet military alliance, which served as excuses for their gradual annexation in 1939-1940. Such contentions can still be found in Russian historiography today. How do the Baltic interwar foreign and security policies and their later experiences explain the major security choices after 1990/1991 is also an aim of this course. Moreover, the course will shade light on the policies of the Baltic States with regard to the current international crisis in the Ukraine.</p>

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Collective security and peace in the international treaties of the interwar period.	1
Lecture 2: The Baltic States and collective security during the interwar period.	2
Lecture 3: The Baltic States and peace during the interwar period.	2
Lecture 4: The legacy of interwar and post-1939 period in the foreign and security policies of the Baltic States.	1
Total:	6 hours
VI.2. Seminar	
Readings, discussions and movies about topics approached during the lectures.	

Total:	6 hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline
Collective and regional security during the interwar period; the role of small states in the League of Nations; the foreign and security policies of the Baltic States in national documents; the foreign and security policies of the Baltic States in international documents; Baltic initiatives at the League of Nations; the Baltic Entente of 1934; Baltic peace initiatives; the Ribbentrop-Molotov Pact; the Soviet ultimatums to the Baltic States (1939); the Soviet annexation of the Baltic States (1940); overview of the Baltic fate during World War II and the Cold War; the Baltic foreign and security policy after regaining their independence in 1990-1991; the Baltic States and the crisis in the Ukraine.

VIII.

References
Berg, Eiki, and Piret Ehin. <i>Identity and Foreign Policy Baltic-Russian Relations and European Integration</i> . Farnham, England: Ashgate, 2009
Corum, James S. <i>The Security Concerns of the Baltic States As NATO Allies</i> . Carlisle: U.S. Army War College. Strategic Studies Institute, 2013
Grigas, Agnia. <i>The Politics of Energy and Memory between the Baltic States and Russia</i> . Farnham: Ashgate Pub, 2013
Hidden, John, Vahur Made, and David J. Smith. <i>The Baltic Question During the Cold War</i> . London: Routledge, 2008
Knudsen, Olav F. 1993. "The Foreign Policies of the Baltic States: Interwar Years and Restoration". <i>Cooperation and Conflict</i> . 1993: 47-72
Lehti, Marko, and David J. Smith. <i>Post-Cold War Identity Politics: Northern and Baltic Experiences</i> . London: Frank Cass, 2003
Lehti, Marko. <i>A Baltic League As a Construct of the New Europe: Envisioning a Baltic Region and Small State Sovereignty in the Aftermath of the First World War</i> . Frankfurt am Main: Peter Lang, 1999
Miloiu, Silviu Marian, Florin Anghel, Veniamin Ciobanu, and Zigmantas Kiaupa. <i>Istoria Lituaniei</i> . Târgoviște: Cetatea de Scaun, 2011
Miloiu, Silviu. <i>O istorie a Europei Nordice și Baltice</i> . De la epoca naționalismului la Războiul Rece. Târgoviște: Editura Cetatea de Scaun, 2004
Miloiu, Silviu. <i>România și Țările Baltice în perioada interbelică</i> . Târgoviște: Editura Cetatea de Scaun, 2003
Smith, David J. <i>The Baltic States: Estonia, Latvia and Lithuania</i> . London: Routledge, 2002

Smith, David J. *The Baltic States and Their Region New Europe or Old?* Amsterdam: Rodopi, 2005
 Tarulis, Albert N. *Soviet Policy Toward the Baltic States, 1918-1940.* [Notre Dame, Ind.]: University of Notre Dame Press, 1959

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		

I.

Course title	RELATIONS BETWEEN THE NORDIC COUNTRIES AND THE ROMANIAN AREA IN THE 17TH-19TH CENTURIES. CASE STUDY: TRAVEL WRITINGS
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	6	6		2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Mihaela Mehedinți-Beiean	Mihaela Mehedinți-Beiean		
Institution	Babeș-Bolyai University	Babeș-Bolyai University		
Faculty/ Department	Department of Modern History, Archival Studies and Ethnology	Department of Modern History, Archival Studies and Ethnology		
Scientific title	Ph.D.	Ph.D.		
Position	Research assistant	Research assistant		

V.

Objectives
<ul style="list-style-type: none"> - To familiarise the students with general information regarding the contacts between the Nordic countries and the area inhabited by Romanians during the modern period (17th-19th centuries) - To present some factual data about the Nordic travellers who passed through the Romanian area during the specified timeframe - To provide an insight into the travellers' perceptions about the Romanian people - To apply this newly acquired knowledge by analysing some quotes from the texts written by the Nordic travellers

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Political, military and cultural relations between the Nordic countries and the Romanian area during the 17 th -19 th centuries.	2.5
Lecture 2: The Nordic travellers' typology (categories of travellers and the resulting peculiarities regarding their travelling notes).	1
Lecture 3: The Romanian people as seen by the Nordic travellers.	2.5
Total:	6 hours
VI.2. Seminar	
Selecting the sources	2

Text analysis	2
Evaluation	2
Total:	6
	hours
VI.3. Application (if the case)	
VI.4. Project topic (if the case)	

VII.

Syllabus outline

VIII.

References
Bossy, Raoul, <i>Mărturii finlandeze și alte scrieri nordice despre români</i> , Târgoviște: Valahia University Press, 2008
<i>Călători străini despre Țările Române</i> , vol. I-X, Bucharest: Editura Științifică/Editura Academiei Române, 1968-2001
<i>Călători străini despre Țările Române în secolul al XIX-lea</i> , New Series, vol. I-VI, Bucharest: Editura Academiei Române, 2004-2009
Ciobanu, Veniamin, „Aspects of the Eastern Question found in Swedish diplomatic reports (1813)”, în <i>Revista Română pentru Studii Baltice și Nordice (The Romanian Journal for Baltic and Nordic Studies)</i> , Vol. 2, Issue 2, 2010, pp. 153-174
Ciobanu, Veniamin, <i>Carol al XII-lea și românii</i> , Iași: Domino, 1999
Cristea, George, <i>Regi și diplomați suedezi în spațiul românesc (secolele XII-XX)</i> , Cluj-Napoca: Academia Română, Centrul de Studii Transilvane, 2007
Djuvara, Neagu, <i>Între Orient și Occident. Țările române la începutul epocii moderne (1800-1848)</i> , Bucharest: Humanitas, 2005
Hurdubețiu, Ion, <i>Istoria Suediei</i> , Bucharest: Editura Științifică și Enciclopedică, 1985
Iorga, Nicolae, „Carol al XII-lea, Petru cel Mare și Țările Noastre (1709-1714)”, în <i>Analele Academiei Române. Memoriile Secțiunii Istorice</i> , 1910-1911, Seria II, Tomul XXXIII, pp. 71-127
Popescu, Alexandru, „The Romanian-Finnish cultural relations: history, trends, bibliography”, în <i>Revista Română pentru Studii Baltice și Nordice (The Romanian Journal for Baltic and Nordic Studies)</i> , Vol. 1, 2009, pp. 115-130
Rosetti, R., <i>Notele unui ofițer norvegian înaintea și în timpul Războiului de Neatârnare 1876-1878</i> , Bucharest: Cultura Națională, 1928
Rosetti, R., <i>Rapoarte daneze asupra războiului din 1877-1878</i> , Bucharest: Cultura Națională, 1929

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Oral presentation, questioning, discussions
Seminar	Brainstorming, group work, discussions
Application	
Project	

X.

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

I.

Course title	NORWEGIANS AND THE NOBEL PEACE PRIZE
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	12			2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Ana - Maria Despa			
Institution	Valahia University Târgoviște/ARSDN			
Faculty/ Department	Dept. of History			
Scientific title	Ph.D.			
Position	Associate researcher			

V.

Objectives
<p>At the completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> - Describe the aims behind the awarding of the Nobel Peace Prize, to define the common characteristics of the Nobel Prize owners, and to explain from a historical point of view the differences of the impact on human lives between the Nobel Peace awarding and the other Nobel Prizes; - Possess the knowledge in order to explain the factors that conducted towards a Norwegian peaceful attitude; - Ascertain, understand and employ the critical viewpoints and theories regarding the Norwegian peace history; - Discuss features and limitations of peace policy in the international relations context; - Develop and manifest a positive attitude towards the Norwegian cultural and political aspects in the context of peace policy.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Introduction	1
Lecture 2: Alfred Nobel – the man and the brand	1
Lecture 3: Nobel Prize – a short history	1
Lecture 4: Nobel Peace Prize owners	1
Lecture 5: Romanians / Norwegians and the Nobel Peace Prize	1
Lecture 6: Norway – a history of violence	1
Lecture 7: Norway – a history of peace. Cultural aspects	
Lecture 8: Norway – a history of peace. Political aspects in the interwar period	1
Lecture 9: Norway – a history of peace. Political aspects during Cold War	1
Lecture 10: Norway – a history of peace. Political aspects after the Cold War era	1
Lecture 11: Women and the Nobel Peace Prize	1
Lecture 12: Conclusions. Final evaluation	
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: Introduction</p> <ul style="list-style-type: none"> - Presenting the course through the established objectives. - Organizing working groups. - General discussion. <p>Lecture 2: Alfred Nobel – the man and the brand</p> <ul style="list-style-type: none"> - The Nobel family; - Who was Alfred Bernhard Nobel? Personal aspects and academical achievements. - Alfred Nobel, the dynamite, and the Peace. <p>Lecture 3: Nobel Prize – a short history</p> <ul style="list-style-type: none"> - Facts about Nobel Prize Awards. Sweden vs. Norway in 1905. - Alfred Nobel’s “will” – historical background. - The Norwegian Nobel Committee and the nomination and selection of the candidates. <p>Lecture 4: Nobel Peace Prize owners</p> <ul style="list-style-type: none"> - From Jean Henry Dunant and Frederic Passy to Kailash Satyarthi and Malala Yousafzai. - The moral authority of the Nobel Peace Prize. <p>Lecture 5: Romanians / Norwegians and the Nobel Peace Prize</p> <ul style="list-style-type: none"> - Romanians and the Nobel Peace Prize. Nicolae Titulescu. Vespasian V. Pella. - Norwegians and the Nobel Peace Prize. Fridtjof Nansen. Christian Lous Lange. <p>Lecture 6: Norway – a history of violence</p> <ul style="list-style-type: none"> - 9th of April 1940 – German invasion in Norway. - 22nd of July 2011 – Andreas Breivik’s attacks fom Oslo and Utøya. <p>Lecture 7: Norway – a history of peace. Cultural aspects</p> <ul style="list-style-type: none"> - Historical and cultural aspects. - Geographical aspects. <p>Lecture 8: Norway – a history of peace. Political aspects in the interwar period</p> <ul style="list-style-type: none"> - Neutral Norway as a promoter of peace building ideas. - Norway and the moral power of a small state. - Norway and the League of Nations.

- Awarding the Nobel Peace Prize in the interwar period.

Lecture 9: Norway – a history of peace. Political aspects during Cold War

- Norway and the new international order.
- Norway - “less neutral” but still a promoter of peace building ideas.
- Awarding the Nobel Peace Prize during the Cold War – not an easy task.

Lecture 10: Norway – a history of peace. Political aspects after the Cold War era

- Norwegian foreign policy – a coherent policy toward the Peace.
- The Norwegian peace engagement after the end of the Cold War.

Lecture 11: Women and the Nobel Peace Prize

- Discussion regarding the 16 women awarded with the Nobel Peace Prize (out of the 46 women awarded with a Nobel Prize since 1901 until 1914).

Lecture 12: Conclusion. Final evaluation

- Peace policy as a foreign policy in Norway. Norwegian participation in peace support. Conclusion.

VIII.

References

A. Sources

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B. Newspapers

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2. *Tidens Tegn* (August 1932, December 1933, August 1934, May 1935, April 1936, February, July 1939).

C. Books and articles

1. Abrams, Irwin, *Bertha von Suttner and the Nobel Peace Prize*, în *Journal of Central European Affairs*, Vol. 22, No. 3 , October, 1962
2. Dungen, Peter van den, *The Nobel Peace Prize and the Global Proliferation of Peace Prizes in the 20th Century*, The Norwegian Nobel Institute Series, Vol.I, No.6, Oslo 2000
3. Døhlen, Cherri, *How peaceful is the Peace Prize?*, in *The Norseman*, *The contemporary magazine about Norway*, 6/1986

4. Haaland, Torunn Laugen, *Participation in Peace Support Operations for Small Countries: The Case of Norway*, *International Peacekeeping*, 14:4, 493-509, 2007
5. Libæk Ivar, Sveen Asle, and Stenersen Øivind, *The Nobel Peace Prize, 1901–1939: The Decision-Making Process, Peace and Change*, vo. 26, no. 4, October 2001
6. Keilhau, Wilhelm, *Norway in the world history*, MacDonald & Co. Ltd., London, 1945
7. Koht, Halvdan, *Norway, neutral and invaded*, Hutchenson, London, 1941
8. Miloiu, Silviu, *Fețele schimbătoare ale stângii norvegiene de la jumătatea anilor 1930: percepții și reacții românești*, în Sorin Liviu Damean, Marusia Cârstea (coord.), *Politică, diplomatie și război. Profesorul Gheorghe Buzatu la 70 de ani*, Editura Universitaria, Craiova, 2009
9. Miloiu, Silviu, *Small powers in big wars: a theoretical approach focused on the case of Finland and Romania during the World War II* în *Anuarul Institutului de Istorie „A. D. Xenopol”*, XLIII-XIV, Editura Academiei Române, Iași, 2007
10. Miloiu, Silviu, *The Baltic escape from hell. The Nansen office and the Romanian POWs (1919 - 1921)*, in *Valahian Journal of Historical Studies*, vol. 15, Summer 2011
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12. Skånland, Øysten Haga, “*Norway is a peace nation*”: *A discourse analytic reading of the Norwegian peace engagement*, *Cooperation and Conflict* 45(I) 34 - 54, 2010.
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14. Waage, Hilde Henriksen, *Norway's Role In The Middle East Peace Talks: Between A Strong State And A Weak Belligerent*, *Journal of Palestine Studies* Vol. XXXIV, No. 4 (Summer 2005), pp. 6–24, 2005

D. On-line sources

1. <http://www.nobelprize.org>
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3. www.nobel.no

4. www.nobe.se

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 examination	
Colloquium		
Continuous assessment	Oral examination	
Project		

I.

Course title	SCANDINAVIAN TOURISM - A MODEL OF SUSTAINABLE DEVELOPMENT
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II.

Course structure (Number of hours per summer school session)				
Level	Lecture	Seminar	Practical course	Summer school year
Beginners	7	5		2 nd

III.

Optionality category	Imposed	Optional	Freely chosen
		X	

IV.

Supervisor				
	Lecture	Seminar	Application	Project
Name	Daniela Larion	Daniela Larion		
Institution	Alexandru Ioan Cuza University of Iași	Alexandru Ioan Cuza University of Iași		
Faculty/	Geography	Geography		

Department				
Scientific title	Ph.D.	Ph.D.		
Position	Lecturer	Lecturer		

V.

Objectives
The course aims at making students: <ul style="list-style-type: none"> - understand the concept of sustainable tourism and the importance of developing this type of tourism - explain the factors that have influenced the development of any type of ecotourism and sustainable tourism in Scandinavia - recognize the most important natural and cultural tourist attractions in Scandinavia - become responsible tourists practicing responsible tourism.

VI.

Course structure	No. hours
VI.1. Lectures	
Lecture 1: Sustainable tourism – concept and components.	1
Lecture 2: Natural, cultural and historical tourist potential of Scandinavia.	2
Lecture 3: UNESCO heritage sites in Scandinavia.	2
Lecture 4: Tourism in Scandinavia; types of tourism.	1
Lecture 5: Scandinavian awareness on sustainability.	1
Total:	7 hours
VI.2. Seminar	
1. Scandinavian geographical tourist map	1
2. Scandinavian travel guide videos – presentation and discussion	1
3. Geographical contest (on Scandinavian tourist attractions): <i>Do you recognize the place?</i>	1
4. Poster presentation: Best Scandinavian Sustainable Destinations (team work)	1
5. Final evaluation	1
Total:	5 hours

VII.

Syllabus outline
Key components of Scandinavian sustainable tourism (environment, nature and culture protection; strengthening social prosperity and economic viability) with case studies of specific natural or cultural tourist attractions.
A geographical approach of the tourist destinations, with emphasis on the UNESCO heritage sites in each Nordic country (Norway, Sweden, Finland, Denmark and Iceland).
Responsible tourism - responsible tourist.

VIII.

References
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2. Larion D. (2005) - <i>Geografia continentelor - Europa</i> , Editura Azimuth, Iași
3. Muntele I. et al (2006) - <i>Geografia turismului</i> , Editura Sedcom Libris, Iași
4. Neguț S. et al. (1995, 1998, 2003) - <i>Statele lumii</i> , București
5. Neguț S., Nicolae I. (2003) - <i>Enciclopedia recordurilor geografice</i> , Editura Ion Creangă, București
6. Trygve Sunde Kolderup (2012) - <i>Norske Perler</i> , Fri Flyt AS, Oslo
7. World Tourism Organization (2014) - <i>Yearbook of touristic statistics</i>
8. *** - <i>Norway</i> , Aune Forlag AS
9. *** - <i>National Geographic Magazine</i> (1992 - 2014)

IX.

Forms of activity	Methods and techniques used in the teaching process
Lecture	Interactive PowerPoint presentations; conversation; problematization; debate
Seminar	Use of diagrams, maps and graphical representation; videos
Application	
Project	Brainstorming; geographical research methods

X.

Type	Assessment system (written, written and oral, oral, others)
Exam	30% - final written test
Colloquium	
Continuous assessment	50% - various assessment methods each class
Project	20% - poster