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MINISTRY OF CULTURE OF THE REPUBLIC OF MOLDOVA
ACADEMY OF MUSIC, THEATER AND FINE ARTS
DEPARTMENT OF SOCIO-HUMANISTIC SCIENCES AND MODERN LANGUAGES

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Head of the Department, Ludmila LAZAREV , PhD., Assoc.Prof.	Chairperson of the Council, Victoria MELNIC, PhD., Prof.

CURRICULUM¹
for the course
European Civilization and Cultural Identity
(Cycle I, Bachelor's Degree)

<i>Code and name of the field of professional training:</i>	<i>0215- Music, 0213-Fine arts, 213-Audio-visual arts, 216-Theatrical arts, 0229-Culturology</i>
<i>The code and name of the study program:</i>	<i>0215-music (215.1-key instruments (piano), orchestral instruments, folk instruments, light music and jazz instruments, 215.2-academic canto, popular canto, variety and jazz canto, 215.3-choral conducting, 215.4-academic music composition, light music and jazz composition, 215.5-musicology);</i> <i>0213-plastic arts (213.1-painting, 213.2-graphics, 213.3-sculpture, 213.4- history and theory of plastic arts, 212.1-fashion-clothing design, 212.2-interior design, 214.1-applied decorative arts)</i> <i>213-audio-visual arts (film and TV directing, film image and TV, 211.4-film and TV production),</i> <i>216-theatrical arts (216.4-directing, 216.5-choreography, 216.4-dramaturgy and screenwriting), 226-cultural studies, 229.2-cultural production and artistic management.</i>
<i>Mode of studies</i>	Full-Time Study (FTS)

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¹ The curriculum for the course/module (standardised model_ Issue 02), approved by AMTAP Senate, minutes No. 5 of 23.12.2020

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I. PRELIMINARIES

European civilization and cultural identity is a socio-humanistic (U) oriented discipline, intended to be studied in semester V, year III of undergraduate studies. The discipline is part of the *Interdisciplinary Module on European Cultural Identity*, implemented within the Erasmus+ Jean Monnet project -JMO-2022-MODULE –101085561 – TEIDCIPEI- "Development of European identity through culture in the process of European integration". The curriculum is based on the innovative Research, Development, and Diffusion (RD&D) model.

The strategic option of the Republic of Moldova for integration into the European Union, as well as the connection of the higher education system from the Republic of Moldova to the European one, requires awareness of the phenomenon of "European civilization" in university environments and an initiation of young people into European Studies. The training of highly qualified specialists in the field of arts requires not only thorough specialized training, but also a fundamental value education. Knowing some conceptual benchmarks regarding the process of formation and evolution of European civilization, its essential features, the post-war European construction, would create premises for the formation of an integral vision of the man of culture on the prospects of the Republic of Moldova's accession to the European Union and the costs of accession and integration. Through an inter- and transdisciplinary approach, the course aims to present a synthesis of socio-political reality and moral ideality, without which the concept of European civilization cannot become a force capable of marking a reality for the future.

The aim of the *European Civilization and Cultural Identity* course is to provide an analytical perspective on the history and culture of the European continent, the phenomenon of cultural identity and European integration (of fundamental concepts, values, institutions and processes) among undergraduate university students in the field of arts in order to develop critical thinking and awareness of the role of culture in the Europeanization process. The course is aimed at students who have previously completed conceptual courses in the field of social and humanistic sciences, such as philosophy, ethics, sociology, but also the *Psychology of Communication discipline: identity in a European context* within the *Interdisciplinary Module on European Cultural Identity*. *The European Civilization and Cultural Identity* course is made up of three thematic compartments that aim at the conceptual framework of European identity, the post-war European construction and the current aspects of European cultural policies.

This curriculum fulfills the following functions:

- conceptualization of the discipline *European Civilization and Cultural Identity*;
- ensuring coherence between the *European Civilization and Cultural Identity* course and the courses of the *Interdisciplinary Module on European Cultural Identity*, as well as the socio-humanistic orientation courses within the Study Program, between teaching - learning - assessment, between the course-specific curricular results;
- guiding the design of curriculum materials: textbooks, methodological guides, didactic materials, educational software, assessment tests.

The European Civilization and Cultural Identity curriculum is developed in accordance with the legal framework, labor market requirements and the needs of stakeholders in educational products and services, to ensure the quality of the teaching-learning process. This Curriculum is aligned with the current documents regarding national and international educational policies: Education Code of the Republic of Moldova no. 152/2014; Framework plan for higher studies (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), 2015; The National Qualifications Framework of the Republic of Moldova, Government Decision no. 1016/2017; External quality assessment methodology for provisional operation authorization and accreditation of study programs and vocational technical, higher education and continuing training institutions, 2016; University Curriculum Framework, 2015; Recommendation of the European Council of 22.05.2018 on key competences for lifelong learning; Council of Europe Reference Framework of Competences for Democratic Culture, 2018; Standards

and Guidelines (ESG) reviewed at the Yerevan Ministerial Conference on 14-15 May 2015; Regulation on the organization of undergraduate studies (cycle I) and integrated studies, etc.

In the process of developing the Curriculum for the *European Civilization and Cultural Identity* course, the following criteria were taken into account:

- postmodern approaches and trends in curriculum development at national and international level;
- the imperatives of adjusting the curriculum to the needs of students, the expectations of employers and society in general, as well as the socio-cultural responsibility of the University as a provider of learning;
- the value of the course unit/module in the development of professional skills;
- the need to ensure continuity and interconnection between education cycles;
- the need to correlate intra-/inter-/transdisciplinary approaches with didactic activity, etc.

The curriculum presents the expected outcomes described in the professional and transversal skills, discipline administration, thematic units and the learning-teaching and assessment activities that will be applied in this course, the recommended bibliography and the annexes.

Conceptual Framework of the Course/Module

The curriculum of this course was designed taking into account various approaches, thus, finally synchronizing the psychocentric approach (students' needs, the pace of learning and development as key components), the sociocentric approach (focused on the assumption of democratic values, human rights, the rule of law and cultural diversity), the individualized approach (from the point of view of inclusive education, which aims to capitalize on all differences and qualities by developing the potential of each student). At the same time, the curriculum can be adapted or modified according to the requirements of students with special educational needs.

In developing this Curriculum, we based ourselves on the following principles:

- The principle of thorough learning, which refers to the development of logical, rhythmic learning skills and self-control skills;
- The principle of the systemic approach and the gradual development of skills, which ensures respect for age characteristics, incentives, student interests and the conceptual continuity of the course;
- The axiological principle, resulting in the creation of a behavior centered on the values of the democratic society and the market economy;
- The principle of respecting individual autonomy and freedom in expressing opinions and making decisions;
- The principle of flexibility, which ensures individual paths, the possibility of individualizing the educational process at the institutional level;
- The principle of social inclusion, which ensures professional insertion, prepares socio-professional integration upon leaving the education system, according to the requirements of the labor market;
- The principle of compatibility with European benchmarks and standards in education, etc.

The European Civilization and Cultural Identity course has as its objectives the accumulation of theoretical knowledge regarding European civilization and European cultural identity, the development of critical thinking, the development of practical skills for applying European democratic values and attitudes in professional practice, awareness of the role of European cultural identity in the Europeanization process, etc.

Students are expected to refine their knowledge and demonstrate research capabilities by developing individual and team projects for both lecture and seminar classes (PPT presentations, commentaries, mini-essays, posters, case studies, assessment tests).

Taking into account that this curriculum can be used for the hybrid format of studies, students are recommended to access the Internet and use several educational platforms and digital applications: Google Classroom, PowerPoint Presentation, Google Slides Presentation, Padlet, LearningApps, Canva, Wakelet, Google forms, Quizziz, etc.

The curriculum is aimed at AMTAP students, but can serve as a guide for teachers, representatives of civil society, as well as decision-makers in the field of education and culture, interested in the subject of the course, and is suitable for both full-time and distance studies.

II. GENERAL COMPETENCES OF THE DISCIPLINE

Professional skills:

CP1. The accumulation of fundamental theoretical and historical knowledge in the field of musical art and their use in the interpretation of artistic creations of various genres and styles from the national and universal musical repertoire.

Transversal skills:

CT1. The ability to learn, analyze, present, communicate orally and in writing, including through information technologies, respecting the norms of professional ethics, in diverse cultural contexts.

CT2. Formation of a broad horizon of philosophical, sociological, aesthetic, communicative, managerial culture for the purpose of adaptability to the demands of the labor market.

CT3. Objective self-assessment and identification of lifelong learning opportunities.

III. SPECIFIC COMPETENCES (STUDY OBJECTIVES)

By studying the discipline students will be able to at the level of:

1. 1. Knowledge and understanding:

- - to define Europe as a continent, civilization and common cultural identity;
- - to know the key concepts, definitions, basic notions regarding the origins and evolution of European civilization
- - to understand the role of the European integration process in the post-war period, its premises and consequences;
- - to distinguish the meaning of the notions of culture and civilization;
- - to explain the essence and significance of the European idea in the history of the continent;
- - distinguish different types of political culture and be able to classify them;
- - to illustrate the differences between different European political doctrines.

2. Application:

- - to argue the European character of local culture;
- - to determine the role of young people's knowledge and political culture by taking responsibility for their own positions regarding certain European processes;
- - to analyze events, processes, phenomena specific to European integration;
- - to classify the social-political phenomena in the Republic of Moldova in relation to European democratic values;
- - to apply democratic values and attitudes in professional practice.

3. Integration:

- to establish the defining characteristics of European civilization in relation to other civilizations;
- to formulate the operating principles of the European Union, considering its institutional purpose and character, the decision-making process, the main policies and the way of external relations;
- to interpret concepts, theories and phenomena regarding the community development of skills for the initiation of community activities to facilitate cooperation and harmonization of relations between the Republic of Moldova and the European Union;

- to develop scientific essays and presentations on the topic of the discipline, using credible and current sources;
- to submit proposals for cultural policies on the European dimension;
- to identify ways of involvement in the decision-making process at the local, national, European level;
- to realize the connection between theoretical knowledge and professional activity.

IV. COURSE TIME SCHEDULE (FAM)

Discipline code	Year of studies	Semester	Total hours			Nr. of hours per type of activity*				Form of evaluation	Nr. ECTS	Responsible for discipline
			Total	Direct Contact	Individual study	C	S	L/P	I			
According to the study plan	III	V	60	30	30	15	15	-	-	exam	2	Lazarev L.

Grade*: C = course, S = seminar, L = laboratory hours, practice, I – individual lessons assisted by the teacher.

COURSE TIME SCHEDULE (FAPDD)

Discipline code	Year of studies	Semester	Total hours			Nr. of hours per type of activity*				Form of evaluation	Nr. ECTS	Responsible for discipline
			Total	Direct Contact	Individual study	C	S	L/P	I			
According to the study plan	III	V	90	30	60	15	15	-	-	exam	3	Lazarev L.

Grade*: C = course, S = seminar, L = laboratory hours, practice, I – individual lessons assisted by the teacher.

COURSE TIME SCHEDULE (FATCM)

Discipline code	Year of studies	Semester	Total hours			Nr. of hours per type of activity*				Form of evaluation	Nr. ECTS	Responsible for discipline
			Total	Direct Contact	Individual study	C	S	L/P	I			
According to the study plan	III	V	90	30	60	15	15	-	-	exam	3	Lazarev L.

V. THEMATIC UNITS AND APPROXIMATE DISTRIBUTION OF HOURS

Nr.	Thematic units	Nr of hours			
		Direct contact		Individual study	Total
		C	S		
	Anul III, semester V				
I	Section I. Europe - concept and overview				
I.1	European civilization: definitions and interpretations	2	2	4	8
I.2	Main historical landmarks and aspects of European identity	2		2	4

I.3	Religion and its role in the constitution of European civilization		2	2	4
II.	Compartment II. The European idea from its origins to the present				
II.1	The theoretical bases of the process of European unification and development of the European identity	2	2	4	8
II.2	The practice of European unification. The lessons of European construction	2	2	4	8
II.3	The relations of the Republic of Moldova with the European Union	2	2	4	8
III.	Compartment III. European cultural values, attitudes and policies				
III.1	Freedom, democracy and human rights - fundamental values of European civilization		2	4	6
III.2	European socio-political doctrines and political culture	2	2	3	7
III.3	European cultural policies. The case of the "Orheiul Vechi" Cultural-Natural Reserve and the development of the European cultural identity.	2	2	3	7
	Total semester I	14	16	30	60
	TOTAL: 60 HOURS				

VI. REFERENCE OBJECTIVES AND THEMATIC UNITS

<i>Nr.</i>	<i>Reference objectives</i>	<i>Thematic units</i>
		<i>Section I. Europe - concept and overview</i>
1.	<ul style="list-style-type: none"> • to operationalize the concepts of European culture and civilization; • to be able to define Europe in all the visions and perspectives under debate; • to define the landmarks of the European borders; • to establish the priorities of the European integration process of the Republic of Moldova. 	I.1. European civilization: definitions and interpretations <ul style="list-style-type: none"> • Meaning of the concept of civilization. Correlation between culture and civilization • The term Europe - connotations and interpretations • About the borders of Europe • Current European Studies from the point of view of the European integration processes of the Republic of Moldova
2.	<ul style="list-style-type: none"> • to define the sources of European culture and civilization; • to determine the impact of Greek civilization, of ancient democracy on contemporary European culture; 	I.2. Main historical landmarks and aspects of European identity <ul style="list-style-type: none"> • The typological unity of Europe from a historical perspective. Greek civilization and its influence on the development of European culture; • The relevance of the Roman heritage for the

	<ul style="list-style-type: none"> • to establish the relevance of the Romanian factor, especially of the Romanian private law in the formation of the European identity; • to determine the contribution of the medieval, renaissance and modern eras in the formation and consolidation of the typological unity of Europe. 	<p>contemporary world</p> <ul style="list-style-type: none"> • The conceptual picture of the world formed under the influence of the Christian religion in the Middle Ages and its actuality • Humanism and universalism of Renaissance culture. The "euro-organizing" historical whirlwind (E. Morin) • The modern age with its rationalism and empiricism • The role of the Enlightenment in the evolution of European culture. The emergence of the term "Europeanism"
3.	<ul style="list-style-type: none"> • to identify the role of the Christian religion as the source of European civilization; • to define Christian values as the moral foundation of European culture; • to highlight the contradictory role of the Catholic Church in European history; • to evaluate the phenomenon of the Reformation and Protestantism; • to raise awareness of the issue of Islam in Europe; • to analyze the religious spectrum in the Republic of Moldova. 	<p>I.3. Religion and its role in the constitution of European civilization</p> <ul style="list-style-type: none"> • The role of religion in the formation and evolution of European civilization: multi-confessional approach • Christianity and power. Catholicism and Orthodoxy – cultural imprints in the European tradition • The Protestant tradition as a phenomenon of European civilization. Max Weber "The Protestant Ethic and the Spirit of Capitalism" • Multi-confessional Europe and the problem of Islam • Religious fragmentation in Eastern Europe. The case of the Republic of Moldova
		<p>Compartment II. The European idea from its origins to the present</p>
4.	<ul style="list-style-type: none"> • to understand the processes of crystallization of the European cultural identity, taking into account the diversity, specificity and cultural, spiritual and historical heritage of Europe; • to be aware of the role and importance of the paradigm shift in the development of European civilization; • to know the notions that define the processes in the European space; • to notice the logic of the "unity in diversity" and "all different, all equal" principles; • to identify the identity dilemmas of the Republic of Moldova in the context of European integration. 	<p>II.1. The theoretical bases of the process of European unification and development of the European identity</p> <ul style="list-style-type: none"> • The problem of European identity and specificity • The evolution of the European idea throughout history • The national paradigm and the European paradigm • European space, European idea, common destiny, European construction - defining notions of the processes of European unification; • The Republic of Moldova and Europe: identity dilemmas

5.	<ul style="list-style-type: none"> • To identify the historical, political, socio-economic and cultural premises of the post-war European unification; • delimit the prerogatives and functions of the basic European institutions; • to understand the institutional, political, decision-making and enlargement process of the European Union; • to identify the role of the basic Treaties of the European Union; • To know general aspects about the main institutions, processes and current events within the European Union. 	<p>II.2. The practice of European unification. The lessons of European construction</p> <ul style="list-style-type: none"> • Premises of European unification. Awareness of the need for collaboration, cooperation and construction of a unified Europe • European institutions: Council of Europe, OSCE, EU, etc. • The main stages of the European unification process • The role of founding Treaties and amending Treaties; Declaration on European Identity (Copenhagen, 14 December 1973) • The main institutions of the European Union and European policies
	<ul style="list-style-type: none"> • to operationalize the European integration term of the Republic of Moldova; • to know the criteria for joining the EU; • to evaluate the perspectives of the Republic of Moldova regarding the accession to the European Union; • to raise awareness of the role of citizens, of people of culture in the relations between the Republic of Moldova and the European Union. 	<p>II.3. The relations of the Republic of Moldova with the European Union</p> <ul style="list-style-type: none"> • European Union enlargement policies. Copenhagen Criteria and Madrid Criteria • Stages of the European integration process of the Republic of Moldova • The roles of citizens in the relations between the Republic of Moldova and the European Union
		<p>Compartment III. European cultural values, attitudes and policies</p>
6.	<ul style="list-style-type: none"> • to define democracy and its fundamental principles; • to identify the forms of democratic governance; • determine the paradoxes and contradictions of democracy; • to know the rights and obligations of the citizen, as well as the instruments for the protection of human rights. 	<p>III.1. Freedom, democracy and human rights - fundamental values of European civilization</p> <ul style="list-style-type: none"> • The essence of the phenomenon of democracy. The historical evolution of democracy and its phases • Direct democracy and representative democracy • Paradoxes and contradictions of democracy. The pluralism of democracy • European Charter of Human Rights. European instruments for the protection of human rights.
7.	<ul style="list-style-type: none"> • to define the concept of social-political doctrine; 	<p>III.2. European socio-political doctrines and political culture</p> <ul style="list-style-type: none"> • The concept of doctrine: common features and

	<ul style="list-style-type: none"> • to carry out a comparative analysis of the doctrines: social-democratic, liberal and conservative; • to determine the evolution of classical political doctrines in the current European society and highlight their manifestation in the native space; <ul style="list-style-type: none"> • to elucidate the dichotomous nature of the European model of political culture; • to determine the specifics and problems of the political culture in the Republic of Moldova. 	differences <ul style="list-style-type: none"> • Classification of political doctrines. Liberalism and neoliberalism; Social democracy; Conservatism and its essence. Christian-democracy and other doctrines under the influence of religion. Nationalism as a political doctrine • Post-materialist doctrines (feminism, the green movement, etc.) • Democratic political culture and its principles. • The political culture of the Republic of Moldova
8.	<ul style="list-style-type: none"> • to analyze the basic documents that establish the principles and determine the cultural policies of the European Union; • to express the opinion on European cultural policies; • to determine the role of cultural heritage in the process of mutual communication and development of awareness of common cultural identity. 	III.3. European cultural policies. The case of the "Orheiul Vechi" Cultural-Natural Reserve and the development of the European cultural identity <ul style="list-style-type: none"> • The strategic framework for EU cultural policy • The European agenda in the field of culture • European identity and cultural patrimony - Cultural-Natural Reserve "Orheiul Vechi"

VIII. ORGANIZATION OF INDIVIDUAL WORK OF STUDENTS

<i>Nr.</i>	<i>Thematic units</i>	<i>Individual work</i>	<i>hours</i>
	Section I. Europe - concept and presentation generous		
1.	European Civilization: Definitions and Interpretations	<ul style="list-style-type: none"> • Consulting the recommended bibliography • Learning the theoretical material, distributed on Google Classroom • Listening to the podcast "3 minutes of European Civilization"1 (Google Classroom) • Preparation for the seminar (express debates on the topic). Tasks (individual/team): • Digital poster (Canva application): Definitions given to culture and civilization and their comparative analysis (according to O. Spengler, E. B. Taylor, Lucian Blaga, etc.). • Digital poster (Canva application): "The meanings of Europe" 	4

2.	Main historical landmarks and aspects of European identity	<ul style="list-style-type: none"> • Studying the theoretical material • Mini-essay: Characteristics of European culture (Word document) and submission on Google Classroom <p>Tasks (individual):</p> <ul style="list-style-type: none"> • Word table (completion on Google Drive): Characteristics of the main aspects/sources of the European identity; 	2
3.	Religion and its role in the constitution of European civilization	<ul style="list-style-type: none"> • Documentation based on the recommended bibliographic literature • Developing a PPT presentation • Studying the theoretical material • Listening to the podcast "3 minutes of European Civilization"2 (Google Classroom) • Preparation for the seminar and debates on the topic. Themes for reflection: • Christian ethics – the cultural matrix of European identity • The religious diversity of Europe • Europe and Islam • The religious spectrum of the Republic of Moldova <p>Tasks (individual): .</p> <ul style="list-style-type: none"> • Application/self-assessment (Word table): Varieties of Christianity: cultural boundaries 	2
	Compartment II. The European idea from its origins to the present		
4.	The theoretical bases of the European unification process	<ul style="list-style-type: none"> • Consulting the recommended bibliography • Studying the theoretical material. • Preparation for the seminar and debates specifically on the topic. • Listening to the podcast "3 minutes of European Civilization"3 (Google Classroom) Themes for reflection: • European identity paradigms. • The concepts of unity and diversity in the European identity configuration • Identity dilemmas in the Republic of Moldova <p>Tasks (individual/team):</p> <ul style="list-style-type: none"> • Watching the proposed videos. 	4

		<ul style="list-style-type: none"> • Digital poster (Canva application): Evolution of the European Idea throughout history • Application/self-assessment (Word table): Projects of European unification (Saint Pierre, Saint-Simon, I. Kant, V. Hugo) 	
5.	The practice of European unification. The lessons of European construction	<ul style="list-style-type: none"> • Studying the theoretical material. • Preparation for the seminar and debates specifically on the topic. • Listening to the podcast "3 minutes of European Civilization"⁴ (Google Classroom) <p>Reflection topics (oral):</p> <ul style="list-style-type: none"> • Premises of European unification (historical conditions) • The way in which the basic treaties contributed to the evolution of the European Union <p>Tasks (individual/team):</p> <ul style="list-style-type: none"> • Watching the documentary film and reading the article about the history of the EU • Self-assessment activity (Quizziz application): Stages of European unification • Reflection/self-analysis exercises: What are the benefits of joining the EU (work on Padlet); The competences of the European institutions (poster). 	4
6.	The relations of the Republic of Moldova with the European Union	<ul style="list-style-type: none"> • Consulting the recommended bibliography • Studying the theoretical material • Preparation for the seminar and debates specifically on the topic. • Listening to the podcast "3 minutes of European Civilization"⁵ (Google Classroom) <p>Answers to questions based on the videos proposed for viewing: 1. What is the impact of the financial support of the Republic of Moldova by the EU; 2. Why is it important for the Republic of Moldova to join the European Union</p> <p>Reflection topics (oral):</p> <ul style="list-style-type: none"> • The steps taken by the Republic of Moldova on the way to European integration • The difficulties faced by the Republic of Moldova on the way to European 	4

		<p>integration and the ways to solve them (in the field of culture)</p> <p>Tasks (individual/team):</p> <ul style="list-style-type: none"> • Developing the Questionnaire (Google Forms) and analyzing the results: Identifying the perception of belonging to the European cultural identity among the institution's students. 	
	Compartment III. European cultural values, attitudes and policies		
7.	Freedom, democracy and human rights - fundamental values of European civilization	<ul style="list-style-type: none"> • Studying the recommended bibliographic sources. • Listening to the podcast "3 minutes of European Civilization"⁶ (Google Classroom) <p>Reflection topics (oral):</p> <ul style="list-style-type: none"> • The challenges of modern democracy (recounting personal experience). • The evolution of the concept of Human Rights • European instruments for the protection of human rights • Cultural rights and their observance in the Republic of Moldova <p>Tasks (individual/team):</p> <ul style="list-style-type: none"> • Development of a project (video about a problem in the community) • Creative exercise: (Padlet application): European democratic values (poster): • Self-assessment activities (Word questionnaire): Democracy and human rights - pillars of European identity 	4
8.	European socio-political doctrines and political culture	<ul style="list-style-type: none"> • Documentation based on the recommended bibliographic literature • Listening to the podcast "3 minutes of European Civilization"⁷ (Google Classroom) • Studying the theoretical material. • Preparation for the seminar and debates specifically on the topic. • Themes for reflection and comments (oral): <ul style="list-style-type: none"> -The concept of political culture and its components -Types of political culture - Liberalism: characteristics -The social-democratic doctrine and its specifics 	3

		<ul style="list-style-type: none"> • Conservatism, defining features <p>Tasks (individual):</p> <ul style="list-style-type: none"> • Collaborative learning activity: Political culture and its varieties. The specifics of the Republic of Moldova. (work on Padlet). • Application/Self-Assessment (Quizziz): European Political Doctrines 	
9.	European cultural policies. The case of the "Orheiul Vechi" Cultural-Natural Reserve and the development of the European cultural identity.	<ul style="list-style-type: none"> • Documentation based on the recommended bibliographic literature • Studying the theoretical material • Preparation for the seminar and debates <p>Themes for reflection and comments (oral):</p> <ul style="list-style-type: none"> • EU strategies regarding cultural policy • The European agenda in the field of culture • European cultural projects (participation experience) • European identity and national cultural heritage <p>Tasks (individual):</p> <ul style="list-style-type: none"> • Preparation of a case study: Policies to protect national cultural heritage and European identity (PPT format) • Collaborative learning activity: Experience of participation in European cultural projects - shared identity values (work on Padlet). 	3
Total hours:			30

VIII. TEACHING METHODS:

Methods and didactics:

- *expository: lecture, explanation, demonstration, examination, exposition;*
- *interrogatives: heuristic conversation, dialogue, debate;*
- *student-centered: case study, brainstorming, organizing students in learning teams, group discussion, etc.*

Didactic techniques based on:

- *solving problems (problematization, algorithmization, learning by categorization);*
- *communication (summary, expert group method);*
- *cooperation (active-participatory methods: brainstorming, etc.);*
- *experience (systematic and independent observation, case study, project, portfolio).*

Educational resources:

- *didactic: course support for the discipline, PowerPoint presentations / Google Presentations, specialized articles, didactic materials (handouts, tables, schemes, posters), videos (on Youtube), podcasts, learning-self-assessment activities on digital platforms (Google Classroom, LearningApps,*

Padlet, Canva, Wakelet, Quizizz, Google Drive, etc.).

• *technical: notebook, overhead projector, video camera, speakers, microphone, web conference tools (Google Meet).*

Forms of organization of student activity: frontal, individual, group/team.

IX. THE EVALUATION OF THE DISCIPLINE

1. Types, methods and forms of assessment

<i>The type of assessment</i>	<i>Evaluation period</i>	<i>Modalities and forms of assessment</i>	<i>Weight in the final grade</i>
Current rating	During the semester	<ul style="list-style-type: none"> – oral answer during the lessons-seminars; – PPT presentations - report 	60 %
Periodic evaluation	<ul style="list-style-type: none"> – upon completion of compartment I, (test no. 1); – upon completion of compartment II, (test no. 2) 	Assessment test on the Quizizz platform	
Semester evaluation	– during the winter session	exam	40 %

2. The criteria for assessing knowledge/skills

<i>Grade</i>	<i>To get that grade:</i>
10 (A)	<p>The student knows 100-91% of the contents of the curriculum.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - the full study of the recommended bibliographic sources; - practical skills, developed by the course units; - originality and quality of the identified solutions; - considerable independent work.
9 (B)	<p>The student knows 90-81% of the contents of the curriculum.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - the full study of the recommended bibliographic sources; - analysis and interpretation skills; - creativity and skills in applying the acquired knowledge; - gaps, insignificant/non-essential inaccuracies regarding assimilated contents, analysis and interpretation skills.
8 (C)	<p>The student knows 80-71% of the contents of the curriculum.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in proportion of 80%; - analysis and interpretation skills; - skills in applying the acquired knowledge; - gaps, inaccuracies regarding assimilated contents, analysis and interpretation skills; - gaps regarding independent activity.
7 (D)	<p>The student knows 70-61% of the curriculum contents.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in proportion of 70% - 60%; - analysis and interpretation skills;

	<ul style="list-style-type: none"> - average ability to argue; - gaps, considerable inaccuracies regarding assimilated contents, analysis and interpretation skills
6 (E)	<p>The student knows 60-51% of the curriculum contents.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in proportion of 50%; - poor skills in applying the acquired knowledge; - gaps, quite considerable inaccuracies regarding assimilated contents, analysis and interpretation skills.
5 (E)	<p>The student knows 50-41% of the curriculum contents.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in proportion of 40%; - minimum cognitive, application and attitudinal skills; - inability to argue; - gaps, rather considerable inaccuracies regarding assimilated contents.
4 (FX)	<p>The student knows 40-31% of the curriculum contents.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in proportion of 30%; - inability to analyze and interpret; - inability to argue; - essential inaccuracies regarding assimilated contents.
3, 2, 1 (F)	<p>The student knows 30 – 0 % of the contents of the curriculum.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in proportion of 20% or less. - inability to analyze and interpret; - inability to argue; - no results regarding independent work.

X. RECOMMENDED BIBLIOGRAPHY

Compulsory:

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2. Dutu, A. *Ideea de Europa și evoluția conștiinței europene*.București: All Educational, 1999.436p. ISBN/Cod: 973-9392-86-5
3. Enciu N., Enciu V. *Construcția Europeană (1945 - 2007)*. Curs universitar. Chișinău: Civitas, 2008. 392 p. ISBN: 9789975912006
4. Ferreol, G. *Dicționarul Uniunii Europene*. Iași: Editura Polirom, 2001. 276 p. ISBN: 973-683-727-0
5. Fontaine, P. *12 lecții despre Europa*. Bruxelles: Comisia europeană, 2018. 48 p. ISBN 978-92-79-71581-5. Disponibil online: <https://op.europa.eu/webpub/com/eu-in-12-lessons/ro/> (accesat: 15.01. 2023).
6. Marga, A. *Filosofia unificării europene*. Cluj: Editura Fundației pentru Studii Europene, 2001.436p. ISBN 973825406X, 9789738254060
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8. Ștefănescu, M. *Ideea și integrarea europeană*. București, 2007. 187 p. ISBN 978-973-0-04793-6. Disponibil online:

Supplementary:

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2. Chopin T. *L'Europe face au défi de l'identité : qui sommes "nous" ?*:In: Question d'Europe n°466. Disponibil online: <https://www.robert-schuman.eu/fr/questions-d-europe/0466-l-europe-face-au-defi-de-l-identite-qui-sommes-nous> (accesat: 25.01. 2023).
3. Defarges, P. M. *Instituțiile europene*. Timisoara: Amarcord, 2002. 215 p. ISBN: 9738208254
4. Friedman R., Thiel M.(Editors). *European Identity and Culture.Narratives of Transnational Belonging*. New York: Routledge, 2016. 200 p.ISBN: 9781138247109.
5. Husar, A. *Ideea Europeană sau Noi și Europa* (Istorie, cultură, civilizație). Iași: Institutul European, 1993. 391 p. ISBN 9739148204.
6. Kitagawa, I. *In cautarea unității. Istoria religioasă a omenirii*. București: Humanitas, 1994.336 p. ISBN: 973-28-0520-x
7. Lazăr, L. Funcțiile mass-media în contextul integrării europene. In: *Învățământul artistic-dimensiuni culturale*. Chișinău: AMTAP, 2018, p.66-67.
8. Lazăr, L. Cultura europeană: o reevaluare a identității. În: *Studiul artelor și culturologie:istorie, teorie, practică*. Nr.2(31), 2017. Chișinău: AMTAP (Tipogr. Notograf Prim), 2017, p.167-172.
9. Lazăr, L. Creativitatea în contextul construirii identității europene. Cazul Republicii Moldova. In: *Identita Europea e alterita nazionale. La conferenza anuale scientific internazionale del facolta di lettere dell'universita Spiru Haret*. Milano: Rediviva Edizioni, 2017, p.544-553.
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12. Morin, E. *Gândind Europa*. București: Ed. Trei, 2002. 178 p. ISBN 973-8291-36-4.
13. Ortega Y Gasset, J. *Europa și ideea de națiune*. București: Humanitas, 2003. 232 p. ISBN: 973-50-0319-8.
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15. Reabcinschi, V. Politicile culturale: abordare europeană. In: *Revista de Filozofie, Sociologie și Științe politice*. Nr.3(184). Chișinău:2020, p.118-125. ISSN 1957-2294. Disponibil online: https://ibn.idsi.md/sites/default/files/imag_file/118-125_6.pdf(accesat: 25.01. 2023).
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18. Weber, M. *Etica protestantă și spiritul capitalismului*. București: Humanitas, 2007.304 p. ISBN: 978-973-50-0390-2.

Electronic resources:

1. *Consiliul Europei* [Site-ul oficial]. Disponibil online: <https://www.coe.int/web/portal/home> (accesat :05.01. 2023).
2. *Istoria UE*. Disponibil online :https://european-union.europa.eu/principles-countries-history/history-eu_ro(accesat 20.01.2023).
3. *MAEI Explică aderarea la UE*. Disponibil online: <https://mfa.gov.md/ro/content/maeiexplica-aderarea-la-ue>(accesat: 10.01. 2023).
4. *Politica de extindere a UE*. Disponibil online: <https://www.consilium.europa.eu/ro/policies/enlargement/moldova/#:~:text=La%203%20>

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5. *Uniunea Europeană* [Site-ul official]. Disponibil online: https://european-union.europa.eu/index_ro. (accesat: 17.01. 2023).

ANNEXES

Annex 1.

Themes for report:

1. The construction of the European Union - historical, economic, political and cultural approach
2. Enlargement of the European Union – problems and perspectives
3. Guardians of the European Union - the main European Treaties
4. The essence and structure of the European integration process (stages of integration)
5. The European Union - a "Tower of Babel" of languages and cultures?
6. The European Union and the challenges of world security and stability in the third millennium
7. The European Union or the "Empire of Freedoms"?
8. The European Union - between deepening or expanding?
9. Civilization and European citizenship
10. European identity - historical legitimacy
11. Pillars of the European Union
12. Political integration - European Constitution
13. The European Union - a future civilization or a success story?
14. Myths and symbols of European cultural identity

Annex 2.

The subjects for the exam

EUROPEAN CIVILIZATION AND CULTURAL IDENTITY

1. Culture and civilization: conceptual boundaries (A. Toynbee, M. Weber and L. Blaga).
2. Globalization and the "clash of civilizations" (S. Huntington)
3. The term Europe - connotations and interpretations.
4. Typology of cultures and civilizations. Western versus Eastern culture
5. Characteristics of European culture
6. Dimensions and sources of European civilization
7. Greek antiquity – source of European civilization. Civic values given to European civilization by Athenian democracy
8. The Roman heritage and its relevance
9. Christianity - source of Western civilization
10. The emergence of the European idea in the Middle Ages
11. Projects of European unification in the century. XVIII - beginning of the century 20th
12. Characterize the European concept in the interwar period.
13. Premises of post-war European unification.
14. The stages of European unification
15. The European Treaties (of Paris, Rome, Maastricht, Lisbon)

16. EU institutions and their functions (European Council (of heads of government), Council of the EU, European Commission, Court of Justice of the European Union, European Central Bank and Court of Auditors)
17. The Republic of Moldova-EU relationship (stages of the European journey)
18. The essence of democracy and its forms. The challenges of modern democracy
19. European Convention on Human Rights. European instruments for the protection of human rights
20. Political culture: concept and typology
21. European political doctrines (Liberalism, social democracy, conservatism, etc.)
22. European agenda in the field of culture
23. European identity and national cultural heritage

Annex 3.

Final assessment test (model)

Topic I. Christianity – source of Western civilization.

Nº	Subject content	points
1.1.	Summarize the concept of Christian ethics, religious diversity	4 p.
1.2.	Elucidate the cultural imprints of Christianity in the European tradition	6 p.
1.3.	Explain the contradictory role of Christianity in the process of European unification	10 p.

Subject II. The stages of European unification

Nº	Subject content	points
2.1.	Name the main stages of European unification	4 p.
2.2.	Explain the importance of expansion processes in the evolution of European construction	6 p.
2.3.	Analyze the benefits of European policies during the stages of unification	10 p.

Subject III. The concept of political culture and its components

Nº	Subject content	points
3.1.	Define and explain the notion of political culture	4 p.
3.2.	Explain the typology of political culture (according to Almond and Verba) and characterize the types identified	6 p.
3.3.	Argue the point of political culture in affirming European values in the Republic of Moldova	10 p.

Grading scale

Grade	Maximum points	Grade	Maximum points	Grade	Maximum points
5	6-8	7	12-18	9	26-28
6	9-11	8	19-25	10	29-30

Annex 4.

Sample topics for periodic assessment test:

1. *Define and explain the concepts: culture, civilization, cultural identity.*

2. *Compare the characteristics of European/Western culture with those of Eastern culture.*

3. *Argue the causal relationship between confessional transformations in ancient and medieval Europe and the specifics of Eastern and Western European civilization.*

4. *Identify the fundamental features of European civilization:*

- rationality, scientific spirit;
- introverted character, based on self-protection;
- non-linear, relativistic way of thinking;
- openness to other cultures;
- individualism (based on the notion of a person).

5. *European civilization took over from Greek culture:*

- school system;
- democracy;
- civil law;
- the scientific spirit;
- the ideal of perfection and excellence.

6. *Explain the impact of ancient civilizations on European unity.*

7. *Characterize one of the concepts (of your choice) regarding the European idea until the 19th century (Dante Alighieri, I. Kant, V. Hugo)_*

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