

COURSE SYLLABUS

1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of History and Philosophy
1.3 Doctoral school	Population Studies and History of Minorities
1.4 Field of study	History
1.5 Study cycle	Doctorate
1.6 Study program / Qualification	Doctoral training / PhD in History

2. Course data

2.1 Name of discipline	The History of the Family and Childhood						
2.2 Teacher responsible for lectures	Research Associate Professor Luminita Dumanescu						
2.3 Teacher responsible for seminars	Research Associate Professor Luminita Dumanescu						
2.4 Year of study	2.5 Semester	I	2.6. Type of evaluation	C	2.7 Course framework	OP	

3. Estimated total time of teaching activities (hours per semester)

3.1 Hours per week	3	Out of which: 3.2 Lectures		3.3 Seminars / Laboratory classes	3
3.4 Total hours in the curriculum	70	Out of which: 3.5 Lectures	24	3.6 Seminars / Laboratory classes	70
Allocation of study time:					
Study supported by textbooks, other course materials, recommended bibliography and personal student notes					40
Additional learning activities in the library, on specialized online platforms and in the field					50
Preparation of seminars / laboratory classes, topics, papers, portfolios and essays					43
Tutoring					24
Examinations					14
Other activities: -					4
3.7 Individual study (total hours)	133				
3.8 Total hours per semester	175				
3.9 Number of credits	15				

4. Preconditions (where applicable)

4.1 Curriculum	•
4.2 Competences	•

5. Conditions (where applicable)

5.1 Conducting lectures	•
5.2 Conducting seminars / laboratory classes	• Active presence to at least 70% of the seminars

6. Specific competences acquired

Professional competences	<ul style="list-style-type: none"> • Gaining advanced knowledge into the field • Strengthen the ability for a proper usage of terms and concepts • Identify and use the main ways of oral communication, as well as on the particularities of the scientific presentation of specialized knowledge. Use of basic concepts and methods of at least one other social or humanities, or a border discipline between history and other sciences (sociology, anthropology, art history, economics, psychology, philosophy, etc.)
Transversal competences	<ul style="list-style-type: none"> • Understanding the mechanisms that determine the structural and functional changes of the family • Understanding the complex of factors that determine changes in family and childhood history • The rigorous and responsible fulfillment, in conditions of efficiency and effectiveness, of the professional tasks, respecting the principles of the ethics of the scientific activity, the rigorous application of the citation rules and the rejection of the plagiarism. • Applying group relationship techniques and efficient teamwork, assuming various roles. • Searching, identifying and using effective learning methods and techniques; awareness of the extrinsic and intrinsic motivations of lifelong learning.

7. Course objectives (based on the acquired competencies grid)

7.1 The general objective of the course	<ul style="list-style-type: none"> • Offering the theoretical, conceptual and interdisciplinary basis in the field of history of family and childhood. Clarification the main concepts in what regards the evolution and modernization of the family. Understanding the theories associated to childhood history.
7.2 Specific objectives	<ul style="list-style-type: none"> • Defining the family group/household/kin and tracing its evolution in history • Clarification of theories on family and childhood, knowledge of the main research directions and theorists who have influenced the development of the fields of family history and childhood history • Understanding the mechanisms by which society has influenced the domestic group • Strengthen research skills with historical sources - discovery, interpretation, analysis • Awareness of the differences that exist in different societies regarding the family in different stages of evolution in order to understand the conceptual diversity with which the history of childhood operates. • Use of basic knowledge from family and childhood history for a better understanding of present family contexts.

8. Content

8.1 Lectures	Teaching methods	Comments
Theme 1. Introduction to family and childhood history. Presentation of the fields, discussion on the bibliography and working methods, familiarization with the requirements of the seminar;	Presentation, discussion, case studies, exercises	
Theme 2. Theories of family and childhood;		
Theme 3. The domestic group, the status of women, the place of the child in the codes of laws and the Old Testament;		

<p>Theme 4. Family and childhood in Rome and Ancient Greece. The advance of Christianity; Theme 5. Middle Ages, Reformation, Counter-Reformation - marriage, family, group relationships, children's place, childhood; Theme 6. Family and childhood in premodern society Theme 7. The First Demographic Transition, and its effects on family Theme 8. Family and childhood in the era of industrialization and urbanization; Western and non-Western societies (weeks 8-9) Theme 9. Family, children, childhood and transformations in the twentieth century (weeks 10-11) Theme 10. Family and childhood in the age of globalization - the new "family" forms and postmodern challenges. The faces of childhood (weeks 12-13)</p> <p>The research ethics</p>		
8.2 Seminars / laboratory classes	Teaching methods	Comments
Case studies prepared with the doctoral students, based on their individual doctoral research topics	Presentation, discussion, exercises	
<p>Bibliography: Ariès, Philippe, <i>L'enfant et la vie familiale sous l'Ancienne Régime</i>, Paris, Édition du Seuil, 1960</p> <p>DeMause, Lloyd, <i>The History of Childhood</i>, New-York, Psihohistory Press, 1974</p> <p><i>Encyclopedia of Children and Childhood. In History and Society</i>, (ed. Paula S. Fass), New-York, London, Thompson-Gale, 2004.</p> <p>Fass, Paula S., <i>Children of a New World. Society, Culture, and Globalization</i>, New York, New York University Press, 2007</p> <p>Flandrin, Jean-Louis, <i>Familles. Parenté, maison, sexualité dans l'ancienne société</i>, Hachette, 1976.</p> <p>Gotlieb, Beatrice, <i>The Family in the Western World. From the Black Death to the Industrial Age</i>, Oxford University Press, 1993.</p> <p>Shorter, Edward, <i>The Making of the Modern Family</i>, London, Collins, 1976</p> <p>Stearns, Peter, <i>Gender in World History</i>, Routledge, 2000, 2006.</p> <p>Therborn, Goran, <i>Between sex and power. Family in the world, 1900-2000</i>, London-New-York, 2004.</p> <p>Optional Bibliography</p> <p>Lawrence Stone, <i>The Family, Sex and Marriage in England, 1500-1800</i>, Harper, Torchbooks, 1979.</p> <p>Majuru, Adrian, <i>Copilăria la români. Schițe și tablouri cu prunci, școlari și adolescenți</i>, București, Editura Compania, 2006</p> <p>Dumănescu, Luminița, <i>Familia românească în comunism</i>, Cluj-Napoca, Presa Universitară Clujeană, 2012.</p>		

Scurtu, Ioan, *Viața cotidiană a românilor în perioada interbelică*, București, Rao, 2001.

9. Aligning the contents of the discipline with the expectations of the epistemic community representatives, professional associations and standard employers operating in the program field

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10. Examination

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lectures	Assessment of knowledge	Discussions, answers to questions	
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10.5 Seminars / laboratory classes	Activity during seminars	Discussions, answers to questions	
	Research / Written work - the three-generation history of one's own family	Discussion	100%
10.6 Minimum performance standard			
• Work of at least 7 pages, accompanied by the family tree and documents related to one's own family.			

Date of issue
29 September 2021

Signature of the teacher
responsible for lectures



Signature of the teacher
responsible for seminars



Date of approval by the doctoral school council

Signature of the doctoral school director