



COURSE DESCRIPTION

Interdisciplinary philology

Academic year 2026–2027

1. Information about the study programme

1.1. Higher education institution	Babeș-Bolyai University
1.2. Faculty	Faculty of Letters
1.3. Department	Doctoral School of Hungarian Studies
1.4. Field of study	Language and literature
1.5. Study cycle	Doctorate
1.6. Study programme / Qualification	Doctorate in philology / Doctor of philology
1.7. Form of study	Full-time

2. Information about the course

2.1. Course title		Interdisciplinary philology				Course code		LHD1102	
2.2. Lecturer(s) in charge of the course		Acad. Prof. univ. dr. GÁBOR Csilla / Prof. univ. dr. habil. BERSZÁN István							
2.3. Lecturer(s) in charge of the seminar / practical course		Acad. Prof. univ. dr. GÁBOR Csilla / Prof. univ. dr. habil. BERSZÁN István							
2.4. Year of study	I	2.5. Semester	1	2.6. Type of assessment	E	2.7. Course status	Content	DF	
							Compulsory status	OBL	

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

3.1. Number of hours per week	4	of which: 3.2. lecture	2	3.3. seminar / practical course	2
3.4. Total hours in the curriculum	48	of which: 3.5. lecture	24	3.6 seminar / practical course	24
Distribution of the time budget for individual study (IS) and self-training activities (ST)					hours
Study from textbooks, course materials, bibliography and notes (ST)					48
Additional research in the library, on specialised electronic platforms and in the field					93
Preparation for seminars/ practical courses / laboratories/ projects, assignments, papers, portfolios and essays					48
Tutoring (professional counselling)					12
Examinations					3
Other activities					-
3.7. Total hours of individual study (IS) and self-training activities (ST)				204	
3.8. Total hours per semester				252	

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3.9. Number of credits

10

4. Prerequisites (where applicable)

4.1. curricular	Not applicable
4.2. of competences	Knowledge of English, German or French (+ other foreign languages, depending on the topic addressed in the thesis) sufficient for reading the bibliography

5. Conditions (where applicable)

5.1. for delivering the course	Lecture room, digital board, access to the internet and to specific databases and software
5.2. for delivering the seminar/ practical course	Seminar room, digital board, access to the internet and to specific software

6.1. Competences acquired upon completion of the study programme

Professional and research competences	
Competence code	Competence
CP1	Advanced knowledge in the field of philology, literature, linguistics, literary theory, cultural history and discourse studies
CP3	Command of advanced research methods and techniques: literary analysis, linguistic analysis, hermeneutics, philological research, archival research, corpus analysis, genetic criticism, literary history, cultural studies and comparative methods
CP7	Skills in documenting, selecting, interpreting and critically using primary and secondary sources
CP8	The ability to write scientific works, research reports, articles, chapters and the doctoral thesis in accordance with national and international academic standards
CP9	The ability to process, organise and interpret textual, linguistic, bibliographic or archival data, including through the use of appropriate digital tools
CP12	The ability to responsibly manage research data in accordance with the principles of open science, including data management plans and the FAIR principles, as well as depositing results in open-access archives/repositories
Competences concerning research ethics, integrity and management	
Competence code	Competence
CE1	Knowledge and application of the principles of academic ethics and integrity at all stages of doctoral research, in accordance with Law no. 206/2004 and the institution's code of ethics
CE2	The ability to avoid plagiarism, self-plagiarism, the fabrication or falsification of data and other breaches of good conduct in research
CE3	The ability to design, plan and manage a doctoral research project: objectives, hypotheses, methodology, timeline, corpus, sources, results and dissemination
CE4	Knowledge of the principles concerning copyright, intellectual property, correct citation, open access and the responsible use of digital resources
CE5	The ability to critically assess the limits of one's own research and to formulate further directions of investigation
CE6	Knowledge of the institutional procedures for the ethical approval of research (the ethics committee) and the application of the rules on informed consent and the responsible processing of data, as appropriate

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Transversal competences	
Competence code	Competence
CT1	Advanced skills in oral and written scientific communication in academic, cultural and professional contexts
CT2	Advanced language skills in internationally used languages, necessary for documenting, writing and presenting research results
CT3	Advanced digital skills, including the critical and responsible use of databases, digital libraries, bibliographic management tools, linguistic corpora and artificial intelligence tools
CT5	Skills of critical thinking, synthesis, evaluation and argumentation in scientific and professional contexts
CT9	Skills for communicating science to the general public and to non-specialist audiences (popularisation, <i>public engagement</i> , cultural outreach)

6.2. Learning outcomes specific to the study programme

Learning outcomes targeted through the course		
Competence code	Knowledge and understanding (Knowledge and understanding)	Specific academic skills (Specific academic skills)
CP1, CP3, CP7, CP9, CP12, CE1, CE4, CE6, CT1, CT2, CT3	4. To critically interpret relevant primary and secondary sources, textual corpora, archival documents and bibliographic materials	4. To critically use digital tools, databases, bibliographic management software and, where appropriate, artificial intelligence tools, in compliance with the rules of academic integrity
CP3, CP7, CP8, CE2, CE4, CT1, CT2, CT5, CT9	9. To use specialised terminology appropriately in national and international scientific communication	9. To write advanced academic texts, observing the norms of argumentation, citation, structuring and style specific to the field of Philology
CP7, CP9, CP12, CE1, CE2, CE3, CE4, CE5, CE6, CT1, CT3	10. To responsibly manage research data in accordance with the principles of open science and FAIR data management	10. To apply the standards of academic ethics and integrity in producing the doctoral thesis and in disseminating research results

7. Learning outcomes specific to the course

Knowledge and understanding
1. The doctoral student is familiar with and understands the nature of interdisciplinarity in philology.
2. The doctoral student is familiar with and understands the key aspects of philological meticulous work, interpretation and textual criticism.
Specific academic skills
1. The doctoral student will be able to present a set of principles that must be followed in scientific research and in the field in which they will work.

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2. The doctoral student will be able to recognise the specific features of scientific works of various types, to carry out research, and to present and/or write preparatory scientific studies for the elaboration of the doctoral thesis: seminar presentations (book presentations, bibliographic surveys with the definition of concepts, corpus building, thematic topics, etc.); conference papers; scientific articles and reviews; the doctoral thesis (observing the methods of documentation, retrieval and processing of information, and the ethics of research and writing); the organisation of academic sessions; the editing and proofreading of volumes, etc.

8. Content

8.1 Lecture	Teaching methods	Remarks
1. Introduction to the topics covered in the lectures, organisational aspects – the role of the course in the PhD programme	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
2. Antiquity, otherness, the biases of the researcher and research; methodological reflections	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
3. The long Reformation in Hungarian scholarship – distinctive approaches, institutional frameworks	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
4. Participation at the conference entitled <i>The Sharing of Doctrinal Knowledge and Erudition II: Memory culture, interconfessional dynamism, and transcultural embeddedness</i>	Background work and preliminary preparation based on the conference materials	Doctoral students are to reflect on the event in writing, in accordance with the specified criteria.
5. Literary programmes as reflected in paratexts (16th–17th-century printed works)	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
6. 'Ars compilandi', metaphrasis and creativity in the early modern period	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
7. Language reform before language reform: the 'birth' of specialised languages. Issues related to translation	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the

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		doctoral students' contributions to the proposed topic.
8. Theories of everything: object-oriented ontology and string theory - Graham Harman: <i>Object Oriented Ontology: a New Theory of Everything</i> . Penguin, Random House UK, 2017.	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
9. When Kant is not Kantian enough and Heidegger is not Heideggerian enough - Timothy Morton: <i>Being Ecological</i> . The MIT Press, Cambridge, Massachusetts, 2018	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
10. . Interdisciplinarity in actor network theory - Bruno Latour: <i>Ágencia az antropocén korában</i> . Ford. Keresztes Balázs. PRAE. 2017/1. 3–20 - Bruno Latour: The Berlin key or how to do words with things. In P.M. Graves-Brown: <i>Matter, Materiality and Modern Culture</i> , Routledge, London 2000.10–21.	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
11. Research practices and time projection - Berszán István: <i>Sola Scriptura</i> mint elásott talentum? Evangélium és ideológia egy kortárs tanítvány (Andrei Pleșu) és egy kortárs igazságtörténész (Alain Badiou) filozófiájában. In szerk. Berszán István: <i>A reformáció aktualitászai</i> . Egytemi Műhely, Kolozsavár, 2018.	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
12. Physics tailored on light as a kinetic space - Neda Zoltán: <i>The Space-time of Physics: a Kinetic Space</i> , Hungarian Studies Yearbook 2019/1, DOI: 10.2478/HSY-2019-0002	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
13. Transposing the translator into what is being translated - Philip Gross: <i>Deep Field</i> . Bloodaxe Books, 2011. - Ehrlich, P., & Reed, J. (Directors). (2020). <i>My Octopus Teacher</i> [Film]. A Netflix original documentary, in association with Off the Fence	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.



& The Sea Change Project. https://filmehd.to/filme/my-octopus-teacher-2020/ .		
14. Bridges and Barriers in the Interdisciplinary Connections Between Physics and the Humanities - Berszán István: Húrelmélet és gyakorlásfizika Avagy lehet-e a kamovadászat kísérleti bizonyítás? (kézirat)	Lecture by the professor, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
8.2. Seminar and practical course		
1. Introduction, organising the group activity	Discussions.	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
2. The Long Reformation: the horizons of a (not-so-)new historical concept	Discussions; discussion of projects and papers prepared by PhD students; analysis of representative texts; group work	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
3. Text types in the early modern period: areas of research	Discussions; discussion of projects and papers prepared by PhD students; analysis of representative texts; group work	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
4. Participation at the conference entitled <i>The Sharing of Doctrinal Knowledge and Erudition II: Memory culture, interconfessional dynamism, and transcultural embeddedness</i>	Background work and preliminary preparation based on the conference materials	Doctoral students are to reflect on the event in writing, in accordance with the specified criteria.
5. The variant as a philological problem: the issue of authorship	Discussions; discussion of projects and papers prepared by PhD students; analysis of representative texts; group work	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
6. The role of primary and secondary context in the understanding of 15th–18th-century texts	Discussions; discussion of projects and papers prepared by PhD students; analysis of representative texts; group work	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the



		doctoral students' contributions to the proposed topic.
7. Writing habits, textual identity, the public sphere of manuscripts	Discussions; discussion of projects and papers prepared by PhD students; analysis of representative texts; group work	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
8–9. Access modes, practical interpretations - Nemes Nagy Ágnes: Hasonlat https://konyvtar.dia.hu/html/muvek/NEMESNAGY/nemesnagy00386_kv.html - Berszán István: Olvasószerzetesek. In Berszán István: <i>Terepkönyv. Az írás és az olvasás rítusai - irodalmi tartamgyakorlatok</i> , Koinónia, Kolozsvár, 2007. - Berszán István: Contemporary Ecosophies and Ecorhythmology. <i>Hungarian Studies Yearbook 2013</i> , ISSN 2668-7542, ISSN-L 2668-7542, pp. 13-32. (Magyarul: <i>Húrelmélet, metafora és gesztusrezonancia</i> c. alfejezet második fele, kézirat)	Individual presentations, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
10–11. Hybrids and/or agency networks (Andrei Pleșu in praise of the Trabant) - Andrei Pleșu: <i>Note, stări, zile</i> , București, Humanitas, 2010. 167. A post-human Zoe (Rosi Braidotti) and/or the art of creating connections (Miklós Mészöly: Magasiskola) - Rossi Braidotti: <i>The Posthuman</i> . Polity, 2013. 55–105 (Chapter: Post-Anthropocentrism: Life beyond the Species) - Berszán István: A függés és egymásrautaltság folytonossághiányai. In szerk. Káli Anita, Kelemen Pál, Márjánovics Diána, Vásári Melinda: <i>Száz év után Mészöly Miklósról</i> . Kijárat Kiadó, Budapest, 2024. 329–368.	Individual presentations, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.



12-13. The contextualist approach to literature as projections of time (a discussion with Galin Tihanov) - Galin Tihanov: <i>The Birth and Death of Literary Theory. Regims of Relevance in Russia and Beyond</i>. Stanford UP, 2019. - Berszán István: Dislocating the theory of the contextualist approach. <i>Metacritic Journal for Comparative Studies and Theory</i>, 8.2 (2022). Doi:https://doi.org/10.24193/mjst.2022.14.10.	Individual presentations, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.
14. Can we learn to be attentive the way László Krasznahorkai, Ádám Bodor, or Philip Gross do? -Krasznahorkai László: <i>Kamovadászat</i>, https://reader.dia.hu/document/Krasznahorkai-Laszlo-Seiobo-jart-odalent-7365	Individual presentations, discussions	Each lecture is conceived in close connection with the corresponding seminar, both placing the emphasis on the doctoral students' contributions to the proposed topic.

9. Assessment

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Lecture	In order to pass the course, doctoral students must take into account the tasks undertaken during the course (seminars & final assignment). An examination with theoretical-methodological and practical elements related to the topics and bibliography of the course	Examination The lecturers in charge of the course jointly choose two examination dates in the official session for finalising the grade. Doctoral students will submit to the lecturer the individual certificates for obtaining the grade, which, after assessment, will be completed and signed by the teaching staff. The possible grades are: excellent, good, satisfactory or unsatisfactory.	50 %
9.5 Seminar / practical course	Active participation in discussions and the preparation of reading notes based on the course	Continuous assessment / Evaluation of activity	50 %

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	bibliography. The individual solving, at home, of two practical problems related to advanced research for each seminar.		
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9.6 Minimum performance standard

- An understanding of the aspects concerning the adequate production of the doctoral thesis (in accordance with what was presented in the course and with the minimum standards for the field of Philology), while observing the aspects related to academic ethics and integrity; the specialised language is used simply but correctly, and the student knows and observes the standards of academic writing.

10. SDG labels (Sustainable Development Goals)

		General label for Sustainable Development						
								No label applies

Date of completion:
29.06.2026

Name and signature of the lecturers in

charge of the course and seminar

GÁBOR Csilla / BERSZÁN István

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Gábor Gille

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Date of approval:
3 July 2026

Name and signature of the Director – Doctoral School of
Hungarian Studies

Prof. univ. dr. habil. T. SZABÓ Levente

T. Szabó Levente

Date of approval by the Dean's Office
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