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“1 Decembrie 1918” University of Alba Iulia • The Centre for International Relations • Erasmus+ Office  
Erasmus Student Network - Alba Iulia Section • Uniuro – University Network of International Relations Offices

are organizing

**2nd**  
Edition

**Autumn School**

Alba Iulia, 20-24 September 2021

**INNOVATION  
FOR NEXTGEN EU**



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## 2<sup>nd</sup> ANNUAL

### INNOVATION FOR NEXTGEN EU: AUTUMN SCHOOL

ALBA IULIA 20-24 SEPTEMBER 2021

We are honoured to invite you to participate in the 2nd edition of the *Innovation for NextGen EU: Autumn School* to be organized by “1 Decembrie 1918” University of Alba Iulia on 20-24 September 2021. We provide classes both physically in our campus and online, on ZOOM and certification for all successful attendees.

Registration is open until 30 June 2021 and available on [international.uab.ro](http://international.uab.ro) (choose Events after creating an account on the platform – for support please address your queries to [conference@uab.ro](mailto:conference@uab.ro)). On the platform, you will be able to choose those classes that you are most interested in participating.

The following courses in Economics, Language and Literature, Law, Social Sciences and Sports, Engineering are available:

## ECONOMICS

### 1. COURSE TITLE - *Marketing Communications*

Language of instruction: English

Name of lecturer: *Muntean Andreea*

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Lecturers	5	2	Exercices and Case Studies	

#### COURSE AIMS:

Understanding how marketing communications work.

Have a firm understanding of different marketing communication concepts, strategies, tools and technologies.

#### COURSE CONTENTS (for each workshop):



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Introduction to marketing communications.

How marketing communications work.

Marketing communication tools: Advertising.

Marketing communication tools: On-line Advertising.

Marketing communication tools: Sales Promotion, Public Relations and Direct Marketing.

**TEACHING METHODS:** Lectures, articles, readings, case studies

**LEARNING OUTCOMES:**

- Be able to use marketing communications to promote brands/products, deliver value and create relationships in the marketplace.
- To understand the theory and techniques applicable to the major marketing communication functions in order to evaluate a company's marketing and promotional situation and tie this to company business goals

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):**

**RECOMMENDED READING (English language only):**

[https://ebs.online.hw.ac.uk/EBS/media/EBS/PDFs/Marketing-Communications-Course-Taster\\_1.pdf](https://ebs.online.hw.ac.uk/EBS/media/EBS/PDFs/Marketing-Communications-Course-Taster_1.pdf)



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**2. COURSE TITLE - *Business Ethics and CSR***

Language of instruction: English

Name of lecturer: *Maican Silvia*

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Lecture – Teaching, Study cases and Discussions	5	2	Evaluation based on solving study cases	

**COURSE AIMS:**

- To develop skills in recognizing and analysing ethical issues;
- To define cross cultural variations and similarities in organizational practices in business ethics;
- To understand sources of organizational ethical culture and deviant behaviour;
- To develop ethical leadership skills and practices;
- To identify ethical dilemmas in marketing and find appropriate solutions for them.

**COURSE CONTENTS (for each workshop):**

- Chapter 1: The Importance of Business Ethics;
- Chapter 2: Stakeholder Relationships, Social Responsibility, and Corporate Governance;
- Chapter 3: Emerging Business Ethics Issues;
- Chapter 4: The Institutionalization of Business Ethics;
- Chapter 5: Ethical Decision-Making and Ethical Leadership;
- Chapter 6: Individual Factors: Moral Philosophies and Values;
- Chapter 7: Organizational Factors: The Role of Ethical Culture and Relationships;
- Chapter 8: Developing an Effective Ethics Program;
- Chapter 9: Managing and Controlling Ethics Programs;
- Chapter 10: Globalization of Ethical Decision-Making.

**TEACHING METHODS:** Lectures, Discussions, Study Cases (On-spot and On-line)



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**LEARNING OUTCOMES:**

On successful completion of this unit, students will be able to:

1. Recognise important ethical issues that arise in various business contexts and professional practice;
2. Demonstrate an understanding of the ethical, social and economic environments in which those occur;
3. Demonstrate critical thinking skills required for the successful practice of management and the professions within the framework of societal values;
4. Demonstrate confidence in introducing ethical considerations into professional and managerial decision making and explaining their importance to others; and
5. Use their ethical imaginations in resolving dilemmas and enhancing business decision-making.

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):**

Active participation in courses – 50%

Evaluation – study cases – 50%

**RECOMMENDED READING (English language only):**

- 1) Weiss J.W., *Business Ethics. A Stakeholder and Issues Management Approach*, 6th Edition, Berrett-Koehler Publishers, Inc., California, 2014.
- 2) Ferrell O.C., Fraedrich J., Ferrell L, *Business Ethics: Ethical Decision Making & Cases*, 8th Edition, South-Westerns, Cengage Learning, USA, 2012.
- 3) Utkal University, *Business Ethics and Corporate Governance*, Vikas Publishing House, New Delhi, 2009.



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## LANGUAGE AND LITERATURE

### 1. COURSE TITLE- *Pragmatic aspects of discourse in news media*

Language of instruction: English

Name of lecturer: *Adina Botaş*

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Workshop- Seminars	2	4	-	-

#### COURSE AIMS:

This course proposes an inquiry-based approach to several pragmatic aspects of discourse in news media from a cross-cultural point of view. Starting from a selection of examples, basic theoretical notions are identified, explained (language in use, cultural representation, discourse, context, speech acts, coherence and cohesion etc) and interpreted in the key of the theoretical framework considered for analysis. The overall aim of this course is a better understanding and development of the linguistic / pragmatic competence of learners, namely of the principles of language use according to which spoken and written texts are organised (discourse competence) and used in inter-cultural and cross-cultural communication (functional competence).

#### COURSE CONTENTS (for each workshop):

1. Introduction to pragmatics and language use. Presentation of the theoretical framework (pragmatics, discourse, language in use vs. theory of language). Examples and basic exercises of discourse analysis in several pieces of written news.
2. Pragmatic aspects of discourse in news media. Practical introduction to news media, presentation of corpus for analysis, interactive exercises of discourse analysis (emphasis on context and significant linguistic features, intertextuality and discursive nature of global conversations).

#### TEACHING METHODS:

Student-centered inquiry-based learning (explaining data, processing spoken and written texts, linguistic and critical analysis of texts, expressing a personal response to texts, note-taking, conversation and discussion).

#### LEARNING OUTCOMES:

Developed knowledge of linguistics and language in use, improved communication, and text interpretation skills.



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**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):**

At the end of the two workshops, participants are invited to take part in a discussion and share their findings, as well as their personal conclusions regarding the interpretation of news media, in the key of the pragmatic aspects approached in class.

**RECOMMENDED READING (English language only):**

- Brown, G., & Yule, G. (1983). *Discourse analysis*. Cambridge University Press.
- Hauser, Stefan & Luginbühl, Martin (Eds.). (2012). *Contrastive media analysis. Approaches to linguistic and cultural aspects of mass media communication*. John Benjamins Publishing.
- Hoffmann, Christian, R. & Bublitz, Wolfram (Eds.). (2017). *Pragmatics of social media*. Mouton de Gruyter.
- Levinson, Stephen, C. (1983). *Pragmatics*. Cambridge University Press.



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**2. COURSE TITLE -*Translation and retranslation: case studies***

Language of instruction: English

Name of lecturer: *Andra-Iulia Ursa*

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Case study	2	5	Reporting and presenting text analyses	

**COURSE AIMS:**

This course aims to show what case studies in translation could possibly offer to translatology. It attempts to point out the many advantages case studies have over abstract theorising in literary translation. Starting from the hypothesis that subsequent translations of the same literary work are susceptible to supplementing previous versions and capturing more of the original work, our goal is to analyse two or more foreign renditions of different literary works written originally in English in terms of translation strategies. In the end, our key objective is to find some conclusive answers to the question – Should we consider retranslations to be closer to the original than their former versions?

**COURSE CONTENTS:**

*Lecture:* presentation of the field of literary translation, retranslation theory, and strategies of translation. A demonstration of a case study containing an analysis of the three Romanian translations of James Joyce’s Dubliners.

*Individual work:* The students pick a type of literary work written in English and translated more than once into their mother tongues. They then follow the guidelines to prepare textual analyses, with respect to the rendition of meaning and form. Paragraphs in both the source and the target text must be numbered in parallel so that it is easy to refer back and forth between the two.

*Reporting and presenting:* The participants present their case studies and personal conclusions. The discussion ends with final remarks, serving to settle the questions.

**TEACHING METHODS:** Presentation, Direct Instruction, Inquiry-based learning.

**LEARNING OUTCOMES:**

The primary outcome of this activity is to help students better understand concepts, rules, or procedures in literary translation. Further on, each student is encouraged to use personal strategies in organizing the methods of approach when preparing the case study.

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:**





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At the end of these activities, the students are invited to present their findings and to reach a personal conclusion regarding the type of work analysed.

**RECOMMENDED READING:**

The students who express their willingness to participate in the activity should prepare source text and target texts electronic versions in advance. The type of literary works will be selected at the discretion of the participants. These may be in the form of prose, poetry, or drama.



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**3. COURSE TITLE- *Romanian Mythology, Traditions and Folklore***

Language of instruction: English

Name of lecturer: *Associate Professor Georgeta ORIAN, Ph.D*

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Lecture&Workshop	5	2	short essay	

**COURSE AIMS:** to know, understand and use correctly fundamental ideas related to specific concepts of ethnology and folklore; to apply the theoretical framework of ethnology to the Romanian culture or to the culture of the international student; to analyze the phenomenon of traditional culture in the current historical and cultural context; to write a short essay, on a topic of ethnology and / or folklore, on a topic of your choice, related to the topic of the course.

**COURSE CONTENTS (for each workshop):**

- Romanian Folklore on the Representative List of the Intangible Cultural Heritage of Humanity (7 elements inscribed):** 2008: *Căluș* ritual dance; 2009: *Doina* song; 2012: Craftsmanship of Horezu ceramics; 2013: Men’s group Colindat, Christmas-time ritual; 2015: Lad’s dances in Romania; 2016: Traditional wall-carpet craftsmanship; 2017: Cultural practices associated to the 1st of March.
- The domestic space:** ways to configure the rural area; human settlements and traditional houses & architecture; inside the traditional house: peasant furniture, tools, ceramics&pottery, carpets, decorations; symbols, shapes and colors.
- The Traditional Romanian costume:** specific elements for the female and male version, for children, for weddings and special occasions; the international day of the Romanian blouse - mythological symbols and meanings.
- The „poetry” of the rites of passage:** birth, wedding, death - synthetic presentation of the three great moments of the life cycle, as conceived by the archaic mentality.
- Romanian mythology & folklore:** legends, enchantments, superstitions about „*Iele*”, feminine mythical creatures – the reflection of the mythological theme in literature, music, film, painting, design, dance.

**TEACHING METHODS:** Brainstorming; Case studies; Essays; Debates&Group discussions; Discovery Learning / Learning by doing; Lecturing; Photography, Music&Video; Storytelling.

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**LEARNING OUTCOMES:** course participants will get an idea about Romanian folklore and mythology, will be able to make comparisons with their own culture, establishing similarities and differences, and will be able to notice the spread of myths and legends, folklore, generally speaking, in different languages artistic (literature, music, film, plastic arts, design, etc.), as a reference point of a cultural identity.

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):** a short essay

**RECOMMENDED READING (English language only):**

- <https://ich.unesco.org/en/state/romania-RO>
- [https://en.wikipedia.org/wiki/Category:Romanian\\_legendary\\_creatures](https://en.wikipedia.org/wiki/Category:Romanian_legendary_creatures)
- <https://folklorethursday.com/folktales/top-5-romanian-folk-tales/>
- <https://peasantartcraft.com/rural-romanian-lifestyle/>



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**4. COURSE TITLE- *Folk and fairy tales in postmodernism***

Language of instruction: English

Name of lecturer: Dr. Cristina Matilda Vănoagă

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Course	5	3	-	-

**COURSE AIMS:**

The course aims at depicting the way folk tales and fairy tales change in a postmodern approach. For folk tales, the change of paradigm may appear in the function of initiation, while, for fairy tales, we assist to various changes and reinterpretations, especially related to gender and feminism.

**COURSE CONTENTS (for each workshop):**

Day 1: Lecture and discussions on the main interpretations of folk tales and fairy tales

Day 2: Analysis of well-known folk tales from various folklore geographies, depending on the nationality of the students; analysis of contemporary video adaptations of folk tales, mainly from You Tube and similar streaming platforms.

Day 3: Analysis of postmodern fairy tales by Angela Carter and Margaret Atwood.

Day 4: Discussions on gender perspective change and initiations in postmodern fairy tales.

Day 5: Final discussions and conclusions.

**TEACHING METHODS:**

Lecture, video presentation, discussions, text analyses.

**LEARNING OUTCOMES:**

The students:

- Will know the main interpretation corridors for folk tales and fairy tales
- Will discover aspects related to the functions of folk tales and fairy tales in postmodernism
- Will be able to formulate comparative approaches to folk tales and fairy tales in postmodernism



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**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):**

**RECOMMENDED READING (English language only):**

Atwood, M. *Hag Seed*. (any edition)

Atwood, M. *Peneloponiad*. (any edition)

Bacchilega, C. (1997). *Postmodern fairy tales: gender and narrative strategies*. Philadelphia: University of Pennsylvania Press.

Carter, A. *The bloody chamber* (any edition).

Franz, von M.L. (1993). *The interpretation of fairy tales*. London: PublicSpring books.

Franz, von M.L. (1993). *The feminine in fairy tales*. Boulder: Shambhala Publications.

Franz, von M.L. (1998). *The cat: A tale of feminine redemption*. Toronto: Inner city books.

Haraway, J.D. (2016). *Manifestly Haraway*. Minneapolis: University of Minnesota Press.

Edmunds, L.(2016). *Stealing Helen: The myth of the abducted wife in comparative perspective*.

Philadelphia: University of Pennsylvania Press.

LeGuin, U.K. (2019). *The carrier bag theory of fiction*. London: Ignota Books.

Propp, V. *Morphology of the folktale*. (any edition).

Any collection of national folktales.

Any video with adapted folk tales for children.

*Fairy tales* by Ch. Perrault, and C. Andersen.

*The Book of the Thousand Nights and One Night*

Significant extracts from the above-mentioned works will be available for the registered students before the beginning of the course.



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## LAW AND SOCIAL SCIENCES

### 1. COURSE TITLE - *Legal aspects regarding the criminal protection of the intellectual property law, as well as criminal law issues regarding unfair competition, counterfeiting and piracy in Romania*

Language of instruction: English

Name of lecturer: *Alisa - Valeria TOMA<sup>1</sup>*

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Explanations; Lectures; Case studies; Power Point presentations; Dialogues; Group activities.	5 days	2 hours/day	Proposed curriculum portfolio; Case studies; Presentation based on computer methods.	Participation Diplomas awarded by Alba-Iulia "1 December 1918" University

#### COURSE AIMS:

*Cognitive objectives - students will assimilate new knowledge about:*

- Copyright and related rights;
- Industrial property law;
- Counterfeiting and piracy;
- Unfair competition;
- Evaluation of learning outcomes.

#### COURSE CONTENTS (for each workshop):

- I. *Conducting the lecture*  
*Organizational moment and introduction*
  - Creating the atmosphere conducive to the lecture;

<sup>1</sup> Associate Professor of the Department of Legal and Administrative Sciences at Alba-Iulia "1 December 1918" University



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- Announcing goals.

*II. Conducting the lecture*

- The teacher presents the general aspects in the field under analysis;
- The teacher leads the dialogue with the class team;
- The teacher presents case studies on the chosen topics;
- Students answer the questions asked by the teacher and participate in debates;
- The teacher presents the information in Power Point format.

*III. Methods of evaluation of course participants*

- Short evaluation by various methods at the end of each lecture.

**TEACHING METHODS:**

*Methods and means used:*

- Conversation;
- Explanation;
- Discovery learning;
- Power Point presentation.

**LEARNING OUTCOMES:**

*Practical skills in:*

- Identifying the legislation in the analysed field;
- Finding and interpreting Court Decisions in the field under analysis;
- Solving concrete cases at an average level.

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):**

- *Methods – tools:*

*Proposed curriculum portfolio*

The portfolio aims to analyse the acknowledged data during the deadline and the progress during the 5 days of knowledge accumulation is taken into consideration.

*Case studies*

Through the case study, the systemic observation of the student's understanding is taken into consideration; the ability of analysing and debate various cases is pursued.



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*Presentation based on computer methods*

Presentation based on computer methods facilitates the ability to transpose the acquired knowledge, taking into account the transnational nature of the activities.

- *Appreciation scale: ratings from "satisfactorily" to "very good".*

**RECOMMENDED READING (English language only):**





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**2. COURSE TITLE - *Judicial error and non-pecuniary damage***

Language of instruction: English

Name of lecturer: *George Mara*

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Lecture	2	4	-	Certificate of attendance

**COURSE AIMS:**

The course aims to offer a perspective on the negative consequences that the judicial error manifests regarding the rights and legitimate interests that present a non-pecuniary character, respectively the prejudice that cannot be evaluated economically and which occurs in the event of committing an illicit civil act that meets the elements of the judicial error.

The notions of judicial error and non-pecuniary damage will be presented, the correlation between them and also practical aspects related to establishing the compensatory amounts granted to the victim of the illicit act as long as the Romanian case law manifests significant variations on this topic.

**COURSE CONTENTS (for each workshop):**

**Day 1**

Workshop 1 (2 hours)

Judicial error – part I-

- Understanding the notion of judicial error.

Workshop 2 (2 hours)

Judicial error – part II -

- The liability of the State and the liability of the magistrate.
- Is the liability for a judicial error a civil or an administrative one?

**Day 2**

Workshop 3

Nonpecuniary damage – part I-

- What types of negative consequences could a judicial error cause?
- Various forms of non-pecuniary damage.



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Workshop 4

Nonpecuniary damage – part II-

- The importance of correctly framing the damage.
- Forms of compensation.

**TEACHING METHODS:**

- Lecture;
- Case study;
- Working groups.

**LEARNING OUTCOMES:**

The students will be able to better understand the notions of judicial error and the negative consequences it could manifest for the victims, and also mechanism granted by the law in order to compensate this damage.

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):**

**RECOMMENDED READING (English language only):**



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**3. COURSE TITLE - *Introduction to Bioethics***

Language of instruction: English

Name of lecturer: **prof. Martyna Laszewska-Hellriegel, LL.M.**

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Discussion, reading, lectures	5	2	Writing exercises, quiz.	

**COURSE AIMS:**

- Understand the fundamentals of argument construction and evaluation
- Understand and apply normative ethical theories to the problems of bioethics
- Gain familiarity with the defining issues of bioethics
- Apply the techniques of argument analysis to critique the arguments of bioethicists and philosophers
- Construct well-formed arguments in support of a position in a current debate in bioethics

**COURSE CONTENTS (for each workshop):**

This is an introduction course in bioethics. It has a general in nature, but students will also be given the opportunity to focus on specific topics in bioethics. At first, students will be given the tools with which they can analyze ethical arguments. Next we will make a brief survey of the essential issues in the field of bioethics. Topics covered during this 10 h long intensive course will cover euthanasia, abortion and animal rights. Students will be introduced to the substantial and philosophically rigorous debates in the field and try their hand at participating in these debates. Students will be expected to do reading assignments including philosophical essays, court decisions and opinion pieces and afterwards discussions will follow.

**TEACHING METHODS:**

Detailed teaching methods are listed in the schedule below. I will mostly use, lecture, brain storming, class discussion, pair/share.

**LEARNING OUTCOMES:**

This course highlights various bioethical issues and dilemmas—especially those that might have relevance in the international discourse about health care.



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The student benefit will be skills in recognizing weak arguments and how to improve these arguments. Additionally, the student will be challenged to provide adequate reasons for holding particular positions in a debate.

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):** Writing exercises, quiz.

#### Schedule:

Day	Subject	Activities
• 1	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Evaluation</li> <li>• Objectives and Expectations</li> <li>• What is bioethics? What is ethics?</li> </ul>	<ul style="list-style-type: none"> <li>• Ice-breaker: Beach Ball Questions</li> <li>• Name Placards</li> <li>• Lecture/Discussion: What is bioethics? What is ethics?</li> <li>• Reading: –<i>The Fundamentals of Ethics</i>.</li> <li>• Legal vs. Moral</li> <li>• Class discussion of moral assumptions</li> </ul>
• 2	<ul style="list-style-type: none"> <li>• Normative Ethics</li> <li>• Intro to Utilitarianism</li> <li>• Bentham and Mill</li> <li>• Act vs. Rule</li> <li>• Autonomy</li> <li>• Categorical Imperative</li> <li>• Virtue Ethics</li> <li>• Rawls</li> <li>• Veil of Ignorance</li> </ul>	<ul style="list-style-type: none"> <li>• Logic Quiz</li> <li>• Lecture: Ethical Theory</li> <li>• Video: “Justice” Intro</li> <li>• Writing Exercise</li> <li>• Pair/Share</li> <li>• Class Discussion: Strengths and Weaknesses of Utilitarianism</li> </ul>
• 3.	<ul style="list-style-type: none"> <li>• Euthanasia – What are we talking about?</li> <li>• Terri Schiavo</li> <li>• Key terms: active/passive voluntary/involuntary</li> <li>• Natural/unnatural</li> <li>• The Haag ruling</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz about theories</li> <li>• Reading</li> <li>• Writing Response</li> <li>• Class Discussion: Terri Schiavo</li> <li>• Lecture: Defining terms</li> </ul>
• 4.	<ul style="list-style-type: none"> <li>• Abortion Basics</li> <li>• Roe v. Wade</li> <li>• Abortion Statistics</li> <li>• The status of the fetus</li> <li>• Woman’s rights- equality</li> </ul>	<ul style="list-style-type: none"> <li>• Euthanasia Quiz</li> <li>• Writing Exercise (Abortion Free-write)</li> <li>• Reading:</li> <li>• Class Discussion: Roe v. Wade</li> <li>• Lecture: Abortion basics</li> </ul>



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<ul style="list-style-type: none"><li>• 5.</li></ul>	<ul style="list-style-type: none"><li>• The moral status of animals and nature general introduction</li><li>• Animal rights: arguments for and against.</li><li>• Animal Experimentation</li></ul>	<ul style="list-style-type: none"><li>• Abortion Quizzes</li><li>• Writing Exercise: What moral obligations do we have towards animals?</li><li>• Pair/Share</li><li>• Class Discussion</li><li>• “Philosophy Talk”-Animal rights</li></ul>
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**RECOMMENDED READING (English language only):** Will be sent later and will be provided to the students.



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#### 4. COURSE TITLE - *Leisure sports activities*

Language of instruction: English

Name of lecturer:

*Lect. Univ. Dr. Haisan Angel-Alex*  
*Asist. Univ. Drd. Haisan Petronela-Lăcrămioara*  
*Lect. Univ. Dr. Simon Sorin*

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Practical lesson	5	2	Compulsory attendance to all practical lessons	Certificate of participation

#### COURSE AIMS:

- To acquire theoretical and practical knowledge regarding basic elements specific to each game presented;
- To acquire knowledge about regulations specific to each game presented;

#### COURSE CONTENTS (for each workshop):

##### *20 September*

**2 hours - Scoop** – is a game derived from Lacrosse. It is played with the help of special equipment in the form of oversized cups. The ball is made of plastic and has holes, thus offering a low risk of injury. Course content - introductory notions, exercises and game.





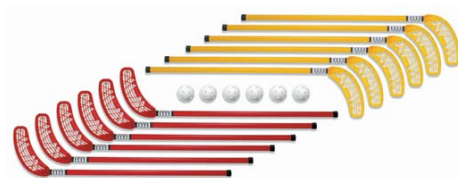
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**21 September**

**2 hours - Floorball** - is a game derived from Hockey. It is played with a ball instead of a puck and with modified sticks. Course content - introductory notions, exercises and game.



**22 September**

**2 hours - Bonkerball** - is a game derived from Baseball. It is played with oversized bats and balls covered with foam. The bases can be a maximum of 8 and they vary depending on the playing surface. Course content - introductory notions, exercises and game.



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**23 September**

**2 hours - Coxi Bola** – is a challenging game of throw and catch, that improves hand/eye coordination. Course content - introductory notions, exercises and game.



**24 September**

**2 hours – Kin-ball** - is a relatively new sport that was invented in 1986 in Quebec, Canada by Mario Demers. At first it was thought of as an extracurricular activity, to encourage group interpersonal relationships, fair play and physical activity. The novelty of this game consists in the fact that it is played with a giant ball of 1.22 m in diameter and unlike the bilateral games it takes place between three teams of 4 players each. Course content - introductory notions, exercises and game.







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**TEACHING METHODS:**

- Practical lessons combined with video exemplifications & discussions

**LEARNING OUTCOMES:**

- Students should be able, after attending this course, to develop/organize a class/activity, regardless of the environment, being it in a school (leisure/didactic) or in a private institution (team building events/activities).

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):**

- Compulsory attendance to all practical lessons.

**RECOMMENDED READING (English language only):**

**Videos links:**

- **Scoop** - [Rainbow Scoops for Fun Student Activities - YouTube](#)
- **Floorball** - [IFF Story of Floorball - YouTube](#)
- **Bonkerball** - [Bonkerball! - YouTube](#)
- **Coxi Bola** - [COXIBOLA - YouTube](#)
- **Kin-ball** - [KIN-BALL® sport World Cup 2015 - YouTube](#)



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## ENGINEERING

### 1. COURSE TITLE - *Analog Precision Lab – Op Amps*

Language of instruction: English

Name of lecturer: **Ceuca Emilian**

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Online /labs	5	4	On line based on quiz	N/A

#### COURSE AIMS:

Learn students about: Operational amplifiers – Data converters – Voltage references.

#### COURSE CONTENTS (for each workshop):

Introduction to TI Precision Labs

Virtual Bench

Vos and IB: Lecture and Lab

Input & Output Limitations: Lecture and Lab

Bandwidth: Lecture and Lab

Slew Rate: Lecture and Lab

Stability: Two lecture sessions and Lab

#### TEACHING METHODS: On line

**LEARNING OUTCOMES:** Good knowledge on using circuits and design of common circuits used in industry.

#### LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):

**RECOMMENDED READING (English language only):** Materials will be delivered on request!



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**2. COURSE TITLE - *Introduction into sustainable building design***

Language of instruction: English

Name of lecturer: **PhD Eng. Adina-Ana Mureşan**

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Lecture	1	2	None	None

**COURSE AIMS:**

- Learning about the concept of sustainable design.
- Learning about the importance of sustainability.

**COURSE CONTENTS (for each workshop):**

- General aspects regarding sustainable design.
- Cost analysis of buildings.
- Myths about sustainable design.
- Reasons why reinforced concrete buildings are sustainable.

**TEACHING METHODS:**

- PowerPoint presentation.
- Case studies.
- Discussions.

**LEARNING OUTCOMES:**

- Students will know about the process of building cost analysis.
- Students will learn the importance of sustainable design of not only buildings, but also cities.

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):**

- None.

**RECOMMENDED READING (English language only):**

- Gajanan M. Sabnis. „*Green Building with Concrete: Sustainable Design and Construction, Second Edition.*” CRC, 2015.



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**3. COURSE TITLE - *Technologies and trends on the electrical energy market in EU and Romania in order to achieve the European Green Deal***

Language of instruction: English

Name of lecturer: *Tulbure Adrian*

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Discussion, lectures.	2	3	none	none

**COURSE AIMS:** To achieve knowledges on technologies and trends on the electrical energy market.

**COURSE CONTENTS (for each workshop):**

**1. Labelling of electricity**

- 1.1. European Norms. EU Directive 2009/28/EC , Directive (EU) 2018/2001 on the promotion of the use of energy from renewable sources.
- 1.2. Basic (old and new) electricity mixture.
- 1.3. Electricity sources from local Power Supplier (ETS Company)

**2. Classical Energy (fuel) compared to the modern (renewable)**

- 2.1. Energy production in EU and Romania.
- 2.2. Status of implementation of renewable energy projects.
- 2.3. The current legislative framework. Renewable energy in Romania, Law 220/27.10.2008/19

**3. Evolution of renewable energy sources in Romania and in the Alba region**

- 3.1. Studies concerning the regional renewable energy.
- 3.2. Investment in renewable energy projects (Prosummer, ElectricUp, Green House)
- 3.3. Solar projects for public buildings in Alba-Iulia
- 3.4. Private projects in the field of renewable energy

**4. Best practice examples at UAB**

- 4.1. Certificate system for wind energy potential assessment
- 4.2. Green mobility projects in urban area
- 4.3. Energy measurements and audit in the industrial companies

**TEACHING METHODS:**

- PowerPoint presentation.
- Case studies.
- Discussions.

**LEARNING OUTCOMES: Technologies and trends on the electrical energy market**

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any):**

**RECOMMENDED READING (English language only):**



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**4. COURSE TITLE - *The Evolution of the Manufacturing System Between Old, Present and Future. Transport optimization in flexible cells.***

Language of instruction: English

Name of lecturer: Lect. PhD. Eng. CIORTEA Elisabeta Mihaela

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Lecture	1 day	4 hours per day	-	Acquired competences -

**COURSE AIMS:**

- **Analysis of the characteristics of flexible manufacturing systems in relation to the classic ones.**
- **Analysis of sizing, configuration and simulation models:** Modeling through the network of queues, Modeling through Petri nets, Modeling through the dynamics of large systems, Modeling through neural networks.
- **Transport optimization using graph theory:** Graph analysis, Algorithms for finding the optimal value tree, Determining Hamiltonian paths, Foulkes' Algorithm, Chen's Algorithm for determining Hamiltonian paths in graphs without circuits, Kaufmann's Algorithm, Algorithm based on the Hungarian Algorithm Bell -Kalaba, Simplified and generalized Ford Algorithm, Dijkstra's Algorithm, Dynamic Algorithm, Pert Algorithm, Petri nets.
- **Transport process optimization:** Determination of manufacturing time, Simulation of the manufacturing process: *Non-timed Petri model, Petri model as timed transitions, Petri model with timed positions, Stochastic model.*

**COURSE CONTENTS (for each workshop):**

- Synthesis on the analysis of manufacturing systems
- Research on optimizing transport in flexible cells using transport algorithms
- Overview of the optimization of the transport process dedicated to manufacturing systems
- Considerations regarding the implementation of some solutions resulting from the research performed

**TEACHING METHODS:**

Lecture, conversation, exemplification.

**LEARNING OUTCOMES:**

- It outlines a clear picture of the analysis of manufacturing systems
- Understand transport in flexible cells using transport algorithms
- Sizing, configuration, simulation and transport optimization models are analyzed using graph theory
- It will be possible to simulate a manufacturing process and manufacturing defects can be identified.



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**RECOMMENDED READING (English language only):**

1. H.K. Shivanand, M.M. Benal, V. Koti, “Flexible manufacturing system”, Engineering Books pdf, <https://www.engineeringbookspdf.com/flexible-manufacturing-systems/>
2. Heinrich Kuhn, Flexible Manufacturing Systems: Decision Support for Design and Operation 1st Edition, ISBN-13: 978-0471307211, ISBN-10: 0471307211, 1993
3. Ciortea Elisabeta Mihaela, „Analysis of manufacturing systems modeling by petri nets”, ACTA UNIVERSITATIS APULENSIS, Mathematics-Informatics, No.11/2005, ISSN 1582-5329
4. Ciortea Elisabeta Mihaela, „Aspect regarding the types of process control systems”, ACTA UNIVERSITATIS APULENSIS, Mathematics-Informatics, No.8/2004, ISSN 1582-5329
5. Ciortea Elisabeta Mihaela, „The study for transport in flexible cells”, 6<sup>TH</sup> International Conference of phd Students, 12-18 August 2007, Miskolc, ISBN 978-963-661-779-0
6. Ciortea Elisabeta Mihaela, Morar Liviu, „Analysis of the influence of the transportation system in increasing the performances of the production system”, ACTA UNIVERSITATIS CIBINIENSIS, Vol. LII, Technical Series, Sibiu, 2005
7. <http://robotics.eecs.berkeley.edu/~mayi/imgproc/index.html>
8. <http://www.ac.tuiasi.ro/pntool/>
9. <http://www.geocities.com/jenyrajan/>
10. <http://www.informatik.uni-hamburg.de/TGI/PetriNets/>
11. [http://www.math.hkbu.edu.hk/~cstong/sci3710/filter\\_tutor.html](http://www.math.hkbu.edu.hk/~cstong/sci3710/filter_tutor.html)
12. [http://www.mathworks.com/access/helpdesk/help/pdf\\_doc/instrument/instrument.pdf](http://www.mathworks.com/access/helpdesk/help/pdf_doc/instrument/instrument.pdf)
13. [http://www.mathworks.com/applications/imageprocessing/indexb.html?s\\_v1=app\\_image\\_b](http://www.mathworks.com/applications/imageprocessing/indexb.html?s_v1=app_image_b)
14. <http://www.mathworks.com/industries/iam/>
15. Iordache, M.V., Antsaklis, P.J.,”Software tools for the supervisory control of Petri nets base don place invariants”, Technical Report ISIS-2002-2003, University of Notre Dame, IN, USA
16. Zhou, M.C., DiCesare, F., „Petri Net Synthesis for Discrete Event Control of Manufacturing Systems”, Kluwer, Boston, 1993



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**5. COURSE TITLE - *The Evolution of the Manufacturing System Between Old, Present and Future: Analysis of intelligent manufacturing systems, with cloud storage, IoT monitoring, and ensuring the maintenance of manufacturing systems in Industry 4.0***

Language of instruction: English

Name of lecturer: Lect. PhD. Eng. CIORTEA Elisabeta Mihaela

<b>Form of instruction</b>	<b>Number of teaching days</b>	<b>Number of teaching hours per day</b>	<b>Form of evaluation (if any)</b>	<b>Certification</b>
<b>Lecture</b>	1 day	4 hours per day	-	Acquired competences -

**COURSE AIMS:**

At the beginning, the hierarchical model based on the network of discrete events for robotic systems is presented. Based on the hierarchical approach, the Petri net is analysed as a net of the highest conceptual level and the lowest level of local control. For modelling and control of complex robotic systems using extended Petri nets.

Such a system is structured, controlled, and analysed in this paper using the Visual Object Net ++ package, which is relatively simple and easy to use, and the results are presented as easy-to-interpret representations. The hierarchical structure of the robotic system is implemented on analysed computers using specialized programs.

**COURSE CONTENTS (for each workshop):**

- Analysis Hierarchical Model for Discrete Event Systems
- Intelligent system of coordination and control for manufacturing
- Prototyping manufacturing in the cloud
- Manufacturing analysis with discrete events using IoT platform
- IoT analysis of manufacturing using Petri Nets
- Aspects regarding maintenance of the manufacturing system in Industry 4.0

**TEACHING METHODS:**

Lecture, conversation, exemplification.



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**LEARNING OUTCOMES:**

We start from the idea: when using Petri nets, events are associated with transitions. Activities are associated with triggering transitions and marking places that represent the state of the system. In addition to its graphical representation that differentiates events and states, Petri nets allow the modelling of true parallelism and the possibility of progressive modelling using gradual refinements or modular composition.

The basic concept of Petri nets is to offer the possibilities of modelling a network just like in a real network. As a method of graphical description, the readability of Petri nets allows the addition of resources to represent locations and to check for conflicts or errors in the system.

By implementing the intelligent system in manufacturing processes, the goal is to increase productivity with minimal staff involvement and implement real-time tracking and control process.

**RECOMMENDED READING (English language only):**

1. M.L. Boca, L. Secara, M. Abrudean, Methods for control of some critical situations afferent of a  $^{13}\text{C}$  isotope separation column, International Journal of Modern Manufacturing Technologies ISSN 2067-3604, Vol. IV., No 1 / 2012 , pp. 21-26
2. M. Heiner, P. Deussen and J. Spranger, A Case Study in Design and Verification of Manufacturing System Control Software with Hierarchical Petri Nets, The International Journal of Advanced Manufacturing Technology, 1999 Springer-Verlag London Limited
3. G. Yasuda, Petri Net Model Based Implementation of Hierarchical and Distributed Control for Discrete Event Robotic Manufacturing Cells, Nagasaki Institute of Applied Science, J. Software Engineering & Applications, 2010, 3:436-445
4. A. Sawhney, Petri net based simulation of construction schedules, Proceedings of the 1997 Winter Simulation Conference
5. K. E. Stecke, A hierarchical approach to solving machine grouping and loading problems of flexible manufacturing systems, European Journal of Operational Research 24 (1986) 369-378, North Holland





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**6. COURSE TITLE - *The Evolution of the Manufacturing System Between Old, Present and Future: Rolul RAMI 4.0 in sisteme de fabricatie, analiza integrarii blockchain cu ajutorul arhitecturilor si tehnologiilor 5G***

Language of instruction: English

Name of lecturer: Lect. PhD. Eng. CIORTEA Elisabeta Mihaela

Form of instruction	Number of teaching days	Number of teaching hours per day	Form of evaluation (if any)	Certification
Lecture	1 day	2 hours per day	-	Acquired competences -

**COURSE AIMS:**

This presentation is based on an empirical analysis of the benefits of cloud production, the need to analyse RAMI 4.0 and last but not least IoT applications. The latter using high-performance platforms can lead to the modernization of automation, tracking and control systems, but are also added to optimization systems to increase performance. RAMI offers a 3D analysis of the entire manufacturing flow, a system that can be analysed more efficiently, interpreted and can be intervened to provide mandatory maintenance. Cloud manufacturing provides an overview of the entire manufacturing process with all the resources and resources used, as well as an overview of any interventions needed to optimize the manufacturing system. In order to be able to draw the most relevant conclusions in real time, we simulated such a system with the help of Petri nets. We chose Petri nets because they are easier to interpret, provide real-time information, changes can be made relatively easily, so that decisions can be made in the shortest time so as not to disrupt the manufacturing system. Because cloud production, the manufacturing system, and IoT platforms have been presented in previous papers on the same manufacturing system, in this paper I will review them and focus more on the relationship between cloud production and RAMI 4.0.

**COURSE CONTENTS (for each workshop):**

- Cloud manufacturing - the connection between RAMI 4.0 and IoT
- Analysis of Blockchain Integration with IoT
- Empirical analysis of 5G architecture smart manufacturing

**TEACHING METHODS:**

Lecture, conversation, exemplification.



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**LEARNING OUTCOMES:**

For the beginning of the presentation, I made a connection between my research, especially in terms of cloud manufacturing, analysis of IoT resources used in manufacturing systems and what can unite them in terms of research, namely RAMI 4.0. IoT is described in the literature as anything connected to a network that can communicate autonomously without additional human intervention. This concept used in production and other industrial processes allows machine designers to create intelligent equipment and machines so that they can track, record, display, monitor and adjust parameters autonomously. For the cloud we used the simple definition Cloud is an application available only for customers with active mobile Internet, which provides a solution for data storage. Cloud storage consists of archiving, organizing, and distributing data on demand between virtualized storage volumes that have been consolidated into hardware.

**LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA (if any): -**

**RECOMMENDED READING (English language only):**

1. B. A. Tama, B. J. Kweka, J. Park, K. - H. Rhee, “A critical review of blockchain and its current applications”, International Conference on Electrical Engineering and Computer Science (ICECOS) 2017-978-1-4799-7675-1/17/2017IEE, pp. 109-113
2. H. F. Atlam, “Blockchain with Internet of Things: Benefits, Challenges and Future Directions”, I. J. Intelligent Systems and Applications, 2018, 6, pp. 40-48 [www.mecs-press.org/](http://www.mecs-press.org/), DOI:10.5815/ijisa.2018.06.05
3. A. Pinna, R. Tonelli, M. Orru, M. Marchesi, A Petri Nets Model for Blockchain Analysis, The Computer Journal · September 2017, DOI: 10.1093/comjnl/bxy001
4. F. Hany Atlam, “Blockchain with Internet of Things: Benefits, Challenges, and Future Directions”, I. J. Intelligent Systems and Applications, 2018, 6, 40-48, [www.mecs-press.org/](http://www.mecs-press.org/), DOI:10.5815/ijisa.2018.06.05
5. D. Hong - Ning, Z. Zibin , Z. Yan , “Blockchain for Internet of Things: A Survey”, IEEE Internet of Things Journal ( Volume: 6 , Issue: 5 , Oct. 2019 ), Page(s): 8076 - 8094, DOI: 10.1109/JIOT.2019.2920987