Universitatea Naţională de Ştiinţă şi Tehnologie Politehnica Bucureşti
Facultatea de Electronică, Telecomunicaţii şi
Tehnologia Informaţiei

COURSE DESCRIPTION

1. Program identification information

1.1 Higher education institution	**National University of Science and Technology Politehnica Bucharest**
1.2 Faculty	**Electronics, Telecommunications and Information Technology**
1.3 Department	**Electronic Devices, Circuits and Architectures**
1.4 Domain of studies	Electronic Engineering, Telecommunications and Information Technology
1.5 Cycle of studies	Bachelor/Undergraduate
1.6 Programme of studies	Microelectronics, Optoelectronics and Nanotechnologies

2. Date despre disciplină

2.1 Course name (ro) (en)				Cultură şi civilizaţie europeană European culture and civilization			
2.2 Course Lecturer				Associate Professor Dr. Adrian-Claudiu Stoica			
2.3 Instructor for practical activities				Associate Professor Dr. Adrian-Claudiu Stoica			
2.4 Year of studies	1	2.5 Semester	2	2.6. Evaluation type	V	2.7 Course regime	Op
2.8 Course type		C	2.9 Course code	04.C.02.A.022		2.10 Tipul de notare	Nota

3. Total estimated time (hours per semester for academic activities)

3.1 Number of hours per week	2	Out of which: 3.2 course	2	3.3 seminary/laboratory	0
3.4 Total hours in the curricula	28	Out of which: 3.5 course	28	3.6 seminary/laboratory	0
Distribution of time:					hours
Study according to the manual, course support, bibliography and hand notes Supplemental documentation (library, electronic access resources, in the field, etc) Preparation for practical activities, homework, essays, portfolios, etc.					20
Tutoring					0
Examinations					2
Other activities (if any):					0

3.7 Total hours of individual study	22.00
3.8 Total hours per semester	50
3.9 Number of ECTS credit points	2

4. Prerequisites (if applicable) (where applicable)

4.1 Curriculum	Not applicable
4.2 Results of learning	Not applicable

5. Necessary conditions for the optimal development of teaching activities (where applicable)

5.1 Course	Use of a video projector in the lecture hall, as well as expository methods: lecture, explanation, presentation, lecture-debate

5.2 Seminary/ Laboratory/Project	Not applicable

6. General objective *(Reffering to the teachers' intentions for students and to what the students will be thought during the course. It offers an idea on the position of course in the scientific domain, as well as the role it has for the study programme. The course topics, the justification of including the course in the currcula of the study programme, etc. will be described in a general manner)*

This course aims to promote the understanding and acquisition of the historical phenomena that marked the emergence and evolution of European culture and civilization.
The thematic structure of the course was configured in relation to the main historical and axiological landmarks of the discipline. It includes the dimensions and factors that influenced European culture and civilization, in order to understand their origins and characteristics, the historical process of European construction, identification of European cultural values, knowledge of the dimensions of European education, and understanding the role of culture in the social reconstruction of Europe.

Seminar activity includes the preparation of a paper on topics presented to students, which should include: the general issues into which the paper fits and a critical assessment of the information and ideas drawn from the bibliography used; an analysis of the relationship between culture and civilization; the reciprocal interferences between civilizations; and contemporary meanings of knowing the history of civilization. Understanding the role of culture in the social reconstruction of Europe and the difficulties that arose in the winding process of European construction. A constant thematic dialogue is conducted to understand the issues of the discipline and to create the availability for multicultural communication.

7. Competences *(Proven capacity to use knowledge, aptitudes and personal, social and/or methodological abilities in work or study situations and for personal and proffesional growth. They refflect the empolyers requirements.)*

Specific Competences	• Understanding the main **values, traditions, and historical-cultural processes** that have shaped European civilization. • Ability to **correlate European cultural and civic values** with the professional field and with the engineer’s role in society. • Critical analysis of the **impact of technology on contemporary European society and culture**. • Developing the ability for **effective and respectful communication in multicultural and multilingual contexts**. • Assuming civic and cultural responsibility as an **active European citizen**.
Transversal (General) Competences	Ability to communicate effectively and respectfully with people from **different cultural backgrounds**, in international academic and professional contexts. Embracing the values of **active European citizenship**, **respect for diversity**, and **tolerance**.

8. Learning outcomes *(Synthetic descriptions for what a student will be capable of doing or showing at the completion of a course. The learning outcomes reflect the student's acomplishments and to a lesser extent the teachers' intentions. The learning outcomes inform the students of what is expected from them with respect to performance and to obtain the desired grades and ECTS points. They are defined in concise terms, using verbs similar to the examples below and indicate what will be required for evaluation. The*

learning outcomes will be formulated so that the correlation with the competences defined in section 7 is highlighted.)

Knowledge	*The result of knowledge aquisition through learning. The knowledge represents the totality of facts, priciples, theories and practices for a given work or study field. They can be theoretical and/or factual.* · **Acquires** systematic knowledge of historical, cultural, social, and political aspects; of the relationship between communication and politics; as well as the expertise needed for proper orientation and active participation in developing communication processes in a social context. · **Lists** the most important stages that marked the development of the field. · **Defines** domain-specific concepts. · **Describes/classifies** concepts/processes/phenomena/structures. · **Highlights consequences and relationships,** the historical and axiological landmarks of the European continent, as well as the historical phenomena that marked the emergence and evolution of European culture and civilization; analyzes the dimensions of European education. · **Explains** domain-specific concepts. · **Recognizes** concepts/processes/phenomena/structures. · **Answers questions.** **Compares concepts.**
Skills	*The capacity to apply the knowledge and use the know-how for completing tasks and solving problems. The skills are described as being cognitive (requiring the use of logical, intuitive and creative thinking) or practical (implying manual dexterity and the use of methods, materials, tools and intrumentation).* · **Selects** and **groups** relevant information in a given context. · **Understands** the historical phenomena that marked the emergence and evolution of concerns about the relationship between culture and society. · **Configures** the main historical and axiological landmarks of the discipline. · **Knows** the dimensions and factors that influenced the evolution of European culture and civilization. · **Deepens** the contemporary meanings of historical phenomena that took place in the past or are ongoing. · **Uses specific principles with justification to identify the processes that led to the evolution of European societies.** · **Works** productively **in a team.** · **Drafts a scientific text.** · **Experimentally verifies identified solutions.** · **Solves** practical applications. · **Appropriately interprets causal relationships.** · **Analyzes and compares the relationship between culture and civilization at the European level.** · **Identifies solutions** and **develops** plans for resolution/projects. · **Formulates viewpoints and conclusions regarding the experiments carried out.** · **Argues** for the identified solutions/modes of resolution. · **Creates a scientific text.** **Anticipates the stages**/modes of resolution.

Responsability and autonomy	*The student's capacity to autonomously and responsably apply their knowledge and skills.* · **Selects** appropriate bibliographic sources and analyzes them. · **Observes the principles of academic ethics,** correctly citing the bibliographic sources used. · Conducts a permanent thematic dialogue to understand the issues of the discipline and to create availability for multicultural communication. · Seminar activity includes the preparation of a paper on topics presented to students, which should include: the general issues into which the paper fits and a critical assessment of the information and ideas drawn from the bibliography used. · **Demonstrates openness** to new learning contexts. **Shows collaboration** with fellow students and teaching staff in conducting educational activities **Demonstrates autonomy** in organizing the learning situation/context or the problem situation to be solved **Displays social responsibility** through active involvement in student social life/involvement in events within the academic community **Promotes/contributes through new solutions in the field of specialization** to improve the quality of social life. · **Becomes aware of the value of their contribution in engineering** to identifying viable/sustainable solutions to solve problems in social and economic life (social responsibility). · **Applies principles of professional ethics/deontology in analyzing the technological impact of the proposed solutions** in the field of specialization on the environment. · **Analyzes and leverages business opportunities**/entrepreneurial development in the field of specialization. **Demonstrates management** skills for real-life situations (time management, collaboration vs. conflict).

9. Teaching techniques *(Student centric techniques will be considered. The means for students to participate in defining their own study path, the identification of eventual fallbacks and the remedial measures that will be adopted in those cases will be described.)*

The teaching process will explore both expository methods (lecture, presentation) and conversational–interactive methods, based on discovery learning models facilitated by direct and indirect exploration of reality (experiment, demonstration, modeling), as well as action-based methods such as exercises, practical activities, and problem-solving.

Teaching will use lectures supported by PowerPoint presentations or various short videos that will be made available to students. Each lecture will begin with a recap of the chapters already covered, with emphasis on the concepts from the previous session.

The presentations use images so that the information presented is easy to understand and assimilate.

This discipline covers information and practical activities intended to support students in their learning efforts and in developing optimal collaboration and communication relationships in a climate conducive to discovery-based learning.

Practice will include active listening and assertive communication skills, as well as mechanisms for constructing feedback as means of behavioral regulation in diverse situations and of adapting the pedagogical approach to students' learning needs.

Teamwork skills will be exercised to solve different learning tasks.

10. Contents

COURSE		
Chapter	**Content**	**No. hours**
1	Introduction. Definition and issues of the discipline “European culture and civilization”.	2
2	The values of the culture and civilization of Ancient Greece.	2
3	Ancient Rome and its contribution to the genesis of European culture and civilization	2
4	The genesis of feudal Europe (10th–12th centuries).	2
5	History and civilization of Europe in the High Middle Ages (late 12th century – early 14th century).	2
6	The Byzantine Empire and its influence in the European space.	2
7	The constitution of the modern state (16th–18th centuries). The absolutist state and theories of limited monarchy. The establishment of absolutist monarchy. Artistic life in Louis XIV’s France.	2
8	The Reformation and its implications for Europe’s political and cultural landscape. Variants of Protestantism. The Reformation and the modernization of society. The Counter-Reformation. The Baroque—the artistic expression of the Counter-Reformation	2
9	Europe in the Enlightenment. From Little to Great Europe. The role of the Enlightenment in preparing the European revolutions. The theory of “enlightened despotism”. The rise of modern science (17th–18th centuries).	2
10	Modernity and Revolution. The Industrial Revolution. The onset of industrial society. The Industrial Revolution and the widening of economic gaps. Social contract theories. The French Revolution. The culture of industrial Europe: modernism in art and thought.	4
11	Nation and nation-state. National identity. The Western model in the Romanian space. The age of European supremacy (19th century).	4
12	The consequences of the First World War. The crisis of interwar Europe and the emergence of totalitarian regimes: communism, fascism, and Nazism. European democracies between the two world wars. Arts and literature in the interwar period	0
	Total:	28

Bibliography:
Adrian-Claudiu Stoica, *Cultură şi civilizaţie europeană*, suport de curs electronic, curs.upb.ro/2024/course/view.php?id=10817.
Adrian-Claudiu Stoica, *De la Antichitate la Renaştere: cultură şi civilizaţie europeană*, Târgovişte, Editura Cetatea de Scaun, 2013.
Adrian-Claudiu Stoica, *Europa la apogeu: o viziune istorică asupra lumii moderne europene*, Târgovişte, Editura Cetatea de Scaun, 2015.
Angela Banciu, *Cultură şi civilizaţie europeană. Repere istorice şi semnificaţii valorice*, Editura Lumina Lex, Bucureşti, 2003.
Angela Banciu (coord.), Daniela Maricica Cotoară, Adrian-Claudiu Stoica, Sergiu Ţâra, Raluca Iulian, *Teorii politice şi integrare europeană*, Editura Politehnica Press, Bucureşti, 2006.
L. Boia, *România, ţară de frontieră a Europei*, Ed. a 6-a, Bucureşti, Humanitas, 2016.
L. Boia, *Tragedia Germaniei: 1914-1945*, Bucureşti, Humanitas, 2012.
L. Boia, *Occidentul: o interpretare istorică*, Humanitas, Bucureşti, 2007.
Fernand Braudel, *Gramatica civilizaţiilor*, Editura Meridiane, Bucureşti, 1994.
Anne-Marie Buttin, *Grecia clasică*, Editura ALL, Bucureşti, 2002.
E. Cairns, *Creştinismul de-a lungul secolelor*, Humanitas, Bucureşti, 1992.
P. Chaunu, *Civilizaţia Europei în Secolul Luminilor*, Editura Meridiane,
Bucureşti, 1994.
R. Dahrendorf, *Reflecţii asupra revoluţiilor din Europa*, Humanitas, Bucureşti, 1993.
Niall Ferguson, *Războiul Lumii: epoca urii*, Iaşi, Polirom, 2022.
Niall Ferguson, *Piaţa şi turnul: reţele, ierarhii şi lupta pentru putere*, Iaşi, Polirom, 2018.
Niall Ferguson, *Imperiul: cum a creat Marea Britanie lumea modern*, Iaşi, Polirom, 2018.
Yuval Noah Harari, *Sapiens: Scurtă istorie a omenirii*, Iaşi, Polirom, 2017.
Benjamin Carter Hett, *Cum moare democraţia: ascensiunea la putere a lui Hitler şi prăbuşirea Republicii de la Weimar*, Iaşi, Polirom, 2021.
Ian Kershaw, *Personalitate şi putere. Cei care au distrus şi cei care au construit Europa modernă*, Bucureşti, Litera, 2024.
Ian Kershaw, *Drumul spre iad. Europa, 1914-1949*, Bucureşti, Litera, 2017.
Tim Marshall, *Epoca zidurilor. Cum schimbă lumea barierele dintre naţiuni*, Litera, Bucureşti, 2020.
Mark Mazower, *Umbre peste Europa. Democraţie şi totalitarism în secolul XX*, Bucureşti, Litera, 2018.
Laurence Rees, *Hitler şi Stalin. Aliaţi şi inamici. Tiranii în cel de-al Doilea Război Mondial*, Bucureşti, Litera, 2023.
Brendan Simms, *Europa: lupta pentru supremaţie din 1453 până în prezent*, Iaşi, Polirom, 2015.

Bibliography:

11. Evaluation

Activity type	11.1 Evaluation criteria	11.2 Evaluation methods	11.3 Percentage of final grade
11.4 Course	Quality of the prepared papers and active attendance at lectures.	Presentation of the papers during the course	80
	In-depth understanding of the concepts presented in the course.	written exam	20
11.5 Seminary/laboratory/project			

11.6 Passing conditions
Obtaining 50% of the total score.

12. Corroborate the content of the course with the expectations of representatives of employers and representative professional associations in the field of the program, as well as with the current state of knowledge in the scientific field approached and practices in higher education institutions in the European Higher Education Area (EHEA)

The course **"European culture and civilization"** contributes to shaping a cultural, civic, and ethical perspective on the engineering profession, supporting the development of a European identity and awareness of belonging to the common democratic, scientific, and cultural values of the European Union.

Date	Course lecturer	Instructor(s) for practical activities
25.09.2025	Associate Professor Dr. Adrian-Claudiu STOICA	Associate Professor Dr. Adrian-Claudiu Stoica

Date of department approval	Head of department
26.09.2025	Prof. Dr. Claudius Dan

Date of approval in the Faculty Council	Dean
26.09.2025	Prof. Dr. Mihnea Udrea