

SYLLABUS

INTRODUCTION TO WORLD ANCIENT HISTORY

Course code: I.1101

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Cristian Ioan Popa, PhD

Seminar tutor: Ovidiu Ghenescu, PhD student

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	70	5	I	Grade	6

COURSE AIM:

Developing skills of analysis and interpretation of historical data.

COURSE CONTENTS:

1. The emergence agricultural civilizations in Mesopotamia (10000-3000 BC.).
2. Ancient Egypt.
3. The Hittites.
4. Minoan and Mycenaean civilizations.
5. Greece in VII-VI century BC.
6. Greece Classical Age.
7. Rise Kingdom Macedonia.
8. The beginnings of Roman civilization.
9. Rome during Republic.
10. Reorganization of the central power of Augustus.
11. Roman Empire (Part I).
12. Roman Empire (Part II).
13. Roman Empire (Part III).
14. Roman Empire (Part IV).

TEACHING METHODS:

Lecture, conversation, exemplification, presentation of papers, discussions.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- oral and written presentation in English of the specific discipline knowledge;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Participation, oral examination.

RECOMMENDED READING:

- Aries, Philippe, Georges Duby (general editors), *A History of private life. Volume I: from pagan Rome to Bizantium*, Cambridge, 1987.
- Boardman, John, Jasper Griffin, Oswyn Murray, *The Oxford History of Greece & the Hellenistic World*, Oxford University Press, 2002.
- Borrelli, Federica, Maria Cristina Targia, Stefano Peccatori, Stefano Zuffi, *The Etruscans: art, architecture, and history*, J. Paul Getty Museum, 2004.
- Camp, John, Elizabeth Fisher, *The World of the Ancient Greeks*, Thames & Hudson, 2010.

INTRODUCTION TO ANCIENT HISTORY OF ROMANIANS

Course code: I.1102

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Cristian Ioan Popa, PhD

Seminar tutor: Cristian Ioan Popa, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	70	5	I	Grade	6

COURSE AIM:

- Establishing historical facts based on information from sources outside sources about the ancient history of Romania.
- Framing ancient history of Romania in the broader context of the history of Central and South-Eastern Europe.

COURSE CONTENTS:

1. Object of study, sources and periodization of the Ancient History of Romanians.
2. Paleolithic and Mezolithic Age.
3. Neolithic Age.
4. Eneolithic Age.
5. Bronze Age.
6. Early Iron Age (I).
7. Early Iron Age (II).
8. Dacian Culture and Civilization (I). General characteristics; Geto-Dacian in ancient written sources; Early Period (sec. IV-III BC).
9. Dacian Culture and Civilization (II). Material and spiritual culture; art; religion; the Geto-Dacian Kingdom during Burebista;
10. Internal and foreign policy of the Geto-Dacian Kingdom during Decebal. Military confrontation with the Roman Empire.
11. Roman Province of Dacia (I). Territory and the administrative organization of Roman Dacia; Dacian Roman army (*exercitus Daciae*).
12. Roman Province of Dacia (II). Dacia province's population: settlers and indigenous; Roman Dacian urbanism; the economic life of Roman Dacia.
13. Roman Province of Dacia (III). Political history; religions, material and spiritual culture; provincial art.
14. Romane Provine of Dacia (IV). Loss and left Dacia; Dacia south of the Danube; Early Christianity in the territories north of the Danube.

TEACHING METHODS:

Lectures, conversation, exemplification, presentation of papers, discussions.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- oral and written presentation in English of the specific discipline knowledge;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Participation, oral examination.

RECOMMENDED READING:

- Ellis, L., "Terra Deserta": Population, Politics, and the [de]Colonization of Dacia", in *World Archaeology*, 30 (1998), 2. Population and Demography, pp. 220-237.
- Glamble, Clive, *Origins of Revolution. Human Identity in Earliest Prehistory*, 2007.
- Glodariu, Ioan, *Dacian trade with the Hellenistic and Roman world*, BAR supplementary series, 8, 1976.
- Grumeza, Ion, *Dacia: Land of Transylvania, Cornerstone of Ancient Eastern Europe*, Hamilton Books, 2009.
- Hanson, W. S., I. P. Haynes, *Roman Dacian. The Making of a Provincial Society*, Portsmouth, 2004.
- Oltean, Ioan Adina, *Dacia: landscape, colonisation and romanisation*, Routledge, 2007.

WORLD PREHISTORY

Course Code: I.1103

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Mihai Gligor, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	I	Grade	5

COURSE AIMS:

- *World Prehistory* is a course that presents a global survey of the human past from the earliest evidence of tool use by hominid species to the emergence of stratified chiefly societies. This course tells the story of humanity from two million years ago to the present. Understanding that story requires an understanding of two inter-related concepts: cultural evolution and organic evolution.
- We will emphasize the complex diversity of past life ways, including the development of many different social systems over time, and the wide range of cultural responses human groups have made to the longer term environmental changes of the past 300.000 years. Case studies will focus on the nature of the archaeological data that support these investigations, with a special emphasis on the way that the interpretation of specific issues and data sets has changed as archaeological science has developed.

ENTRY REQUIREMENTS:

COURSE CONTENTS:

1. Introduction to the course, course format, requirements, content. Studying the Past (Dating, Fossils, and Archaeology)
2. Early human pre-cultural ancestors (*Australopithecus*). Earliest humans (*Homo habilis*) and origins of culture (Oldowan) in Africa
3. Geologic Ages. Pleistocene. Holocene. Glaciations Phenomenon.
4. Holocene Period. Intensification of Hunting/Gathering/Fishing. Changes in Climate
5. Lower Paleolithic Hominid Origins. Middle Paleolithic (Neanderthals in Europe). Upper Paleolithic (Evolution of *Homo sapiens*. Europe and Asia).
6. Art and Spirituality in Middle and Upper Paleolithic. Paleolithic Cave Art. Paleolithic Mobiliary Art. Totem and Shamanism. First burials.
7. Neolithic. Village Life. Plant and Animal Domestication. The Origins of Agriculture and Inequality.
8. Old European Civilization. Fertility Cult. Symbols and Artifacts.
9. Copper Age. Copper Ores, Crucibles and Slag. Coppermiths.
10. Burial Practices and Grave Goods in Prehistory.
11. Osteoarchaeology and Bioarchaeology. Human Remains in Prehistory.
12. Bronze Age. A New Elite. Axes, Symbols of Power.
13. Aegean Prehistoric Archaeology.
14. Iron Age. Metal Works, Chiefdoms, Social Structure, the Trade Explosion.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Anthony, D. W., Chi, J. (Eds.) (2010): *The Lost World of Old Europe. The Danube Valley, 5000-3500 BC*, Princeton University Press.
- Bailey, D. W. (2000): *Balkan Prehistory*, London and New York.
- Bellwood, P. (2005): *First Farmers. The Origins of Agricultural Societies*, Blackwell Publishing.

- Bocquet-Appel, J.P., Bar-Yosef, O. (2008): *The Neolithic Demographic Transition and its Consequences*, Springer.
- Harding, A. F. (2000): *European Societies in the Bronze Age*, Cambridge.
- Scarre, Ch. (Ed.) (2005): *World Prehistory and the Development of Human Societies*, Thames & Hudson.
- Wenke, R. J. (1999): *Patterns in Prehistory: Humankind's First Three Million Years*, 4th Edition. Oxford University Press

INTRODUCTION TO ARCHAEOLOGY

Course Code: I.1104

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Mihai Gligor, PhD

Seminar tutor: Ancuța Bobîna, PhD student

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	I	Grade	5

COURSE AIMS:

- Describe what archaeologists do and how the field has developed. Explain the different types of sites that form the archaeological record and how they are geologically and culturally formed. Explain how archaeologists determine the age of sites and artifacts. Explain how archaeologists interpret data to learn about cultural behaviors such as trade, social organization, ethnicity, and cultural history.
- Demonstrate a general understanding of basic field methods of site survey, excavation, and recording. Be able to describe important types of artifacts found such as lithics, ceramics, and faunal remains. Also describe and practice the basic techniques of analyzing artifacts to learn more about human behavior.
- Describe how archaeologists study human culture using case studies from world history that may include but do not exclusively include: human evolution, the rise of agriculture, the rise of cities, Ancient Near East, Far East, Classical World.

ENTRY REQUIREMENTS:

COURSE CONTENTS:

1. What is archaeology? Purpose and methods of archaeological research. The contribution of science to the archaeology development
2. A Brief History of Archaeology. First records of archaeological activities. The legacy of Antiquity Collectors and antiquarians
3. Introduction to archaeological research. From analytical to systemic archaeology. 4. Processual and post-processual archaeology. Cultural anthropology and ethnoarchaeology
5. Site Identification. Site Excavation. Interpreting Features. Excavation and stratigraphy.
6. Recording stratification
7. The Archaeology of Settlements
8. Non-destructive prospections. Geophysics. Soil electrical resistivity. Magnetometry
Dating the Past
9. How is Pottery Made?
10. Stone Artifact Analysis. Determining the type and flaking properties of stone
Plant Remains. Archaeobotany
11. Animal Bones. Archaeozoology
12. Conservation and restoration of archaeological artefacts. Archaeological materials drawing. Primary conservation. Restoration and storage of archaeological artefacts
13. The Archaeology of Subsistence and Environment
EU Law on Cultural Heritage. Status of Archaeological Research. Preliminary
14. Documentation and Post-excavation Reports. Ethics in Archaeology

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Bintliff, J. (Ed.) (2006): *A Companion to Archaeology*, Blackwell Publishing, Oxford.
- Carver, M. (2009): *Archaeological Investigation*, Routledge, London and New York.
- Grant, J., Gorin, S., Fleming, N. (2008): *The Archaeology. Coursebook* (Third Edition), Routledge, London and New York.
- Green, K. (1995): *Archaeology. An introduction* (Third Edition), Routledge, London and New York.
- Hester, T. R., Shafer, H. J., Feder, K. L. (2009): *Field methods in archaeology*, Walnut Creek, Left Coast Press.
- Smith, L. (2004): *Archaeological theory and the politics of cultural heritage*, Routledge, London and New York.
- Wilkinson, P. (2007): *Archaeology*, Oxford.

METHODOLOGY OF SCIENTIFIC RESEARCH

Course Code: I.1105

Type of course: mandatory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Cosmin Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	I	Grade	4

COURSE AIMS:

- To know, understand, and correctly employ the tools of intellectual and scholarly work.
- To know and to observe ethical principles in using scientific information from any sources.
- Familiarization with instruments and practices of bibliographical documentation.

ENTRY REQUIREMENTS:-

COURSE CONTENTS:

1. Introduction in the methodology of scientific research. What is plagiarism? How to avoid it?
2. Personal research tools. Bibliographical notes, quotation notes, research journal.
3. Methods of study. Critical reading. Active reading. Note making. Using the research journal.
4. Analysing secondary literature. Reading methods. Questions to ask.
5. Assessment of primary sources. Criteria for analysing primary sources. Question to ask.
6. The types of scientific works. Works published in the form of book. Works published as studies, articles, notes, reviews. Works produced by students.
7. Critical apparatus of scientific works. Bibliographical list. References in footnotes/endnotes. Technical terms employed in references: *Idem, Ibidem, apud, confer, passim, contra*.
8. Editorial requirements in scientific papers (accepted by the Department of History, Archaeology, and Museology). Dimensions, margins, spacing, type. Chapters, subchapters, page numbering, illustrations, annexes.
9. The production of a research paper. Stages of preparing a research work. Choosing the subject. Documenting. Finding the primary and secondary sources.
10. The outline of the paper. Writing the first version. Preparing the final version. Checking the final version.
11. Writing the student papers. Summary. Essay. Book presentation.
12. Writing reviews.
13. The assessment of research papers written by colleagues (peer review).
14. Using *Bibliografia istorică a României* (The Historical Bibliography of Romania).

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 50%; continuous assessment – 50%.

RECOMMENDED READING:

- Andronescu, Șerban C., *Tehnica scrierii academice*, București, Editura Fundației „România de Măine”, 1997.
- Câmpeanu, Remus, *Metodologia cercetării științifice*, Alba Iulia, 2004.
- Murgescu, Bogdan, „Metodologia cercetării istorice”, in *Studii și Articole de Istorie*, 67 (2002), p. 107-128.
- Rădulescu, Mihaela St., *Metodologia cercetării științifice: elaborarea lucrărilor de licență, masterat, doctorat*, Bucharest, 2006.

GERMAN

Course Code: I.1108C

Type of course: elective

Language of instruction: German

Name of lecturer: Todescu Valentin

Full time studies

Form of instruction	Number of teachinghours per semester	Number of teachinghours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	I	Grade	2

COURSE AIMS:

It guides the student in building the relevant grammatical structures and communicative strategies.

ENTRY REQUIREMENTS: -**COURSE CONTENTS:**

1. **Hello!** (Communication: to greet and to say good bye; Grammar: statement and W-interogation; verbs - present form ; Understanding: People from Germany)
2. **How are you?** (Communication: how are you? Grammar: Numbers from 0 – 200; personal pronoun; Understanding: Numbers and prices)
3. **What does that cost?** (Communication: speak about prices; Grammar: definite and indefinite article; Understanding: Notification)
4. **What time is it?** (Communication: time; Grammar: separable Verbs; Understanding: past forms)
5. **What do you want to by?** (Communication: to understand shopping dialogues; Grammar: Plural of Nouns; Understanding: a recipe)
6. **Family life.** (Communication: talk about family; Grammar: mein-, dein-, sein-; Preterit forms from “sein” and “haben”; Understanding: Birthdaytradition in Germany)
7. **Repetition**

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Introducing and talking about oneself
- Shopping
- Telling time and recounting a day
- Family life
- Cultural and linguistic variants of all three German-speaking countries are featured

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- *Berliner Platz 1*, Deutsch im Alltag, Langenscheidtverlag, 2010.

INTRODUCTION TO WORLD MEDIEVAL HISTORY

Course Code: I.1201

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Octavian Tătar, PhD

Seminar tutor: Cornelia Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	70	5	II	Grade	6

COURSE AIM:

This course aims to introduce Archeology students to the main topics describing the World Medieval History since the demise of the Roman Empire to the sixteenth century.

COURSE CONTENTS:

1. The origins of the medieval world. The formation of Barbarian kingdoms in the West (fourth-fifth centuries). The first and the second waves of migrations in the West.
2. The genesis of the Byzantine Empire. The Byzantine heritage.
3. The Carolingian Empire. The Carolingian Society. Economic, social and cultural characteristics.
4. Europe in the tenth-eleventh centuries. The final stage in the ethnogenesis processes. The collapse of the Carolingian Empire. The new invasions and their consequences.
5. The formation of the medieval state system in Europe. The Holy German Empire. The Western state system. Central and Eastern Europe.
6. Europe and Islam. Political realities in the Islamic world. The Islam. The Arabs. The Selgiuk Turks. The Mongols.
7. The recovery and expansion of Europe in the eleventh and twelfth centuries. The first crusades.
8. Europe in the thirteenth and mid-fourteenth centuries.
9. Europe from the mid-fourteenth to mid-fifteenth century. Catastrophes and crisis in Western Europe. Famine, Black Death and Wars.
10. Europe from mid-fourteenth to mid-fifteenth century. Political unrest and the formation of national states in the fifteenth century.
11. Europe and the Ottoman World. The genesis of the Ottoman Empire. The Ottoman Porte between 1453-1566.
12. Europe at the end of the Middle-Ages. Society and economy in the fifteenth-sixteenth centuries.
13. The Renaissance. The development of monetary economy system.
14. The great geographical discoveries and the end of the Middle Ages.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- oral and written presentation in English of the specific discipline knowledge;
- concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 50 %; Research paper – 25%; Seminar activities – 25%.

RECOMMENDED READING:

- *The New Cambridge Medieval History*, vol. I-VII, edited by David Luscombe and Jonathan Riley-Smith, Cambridge, 1995-2006.

MEDIEVAL HISTORY OF ROMANIANS

Course Code: I.1202

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Cosmin Popa-Gorjanu, PhD

Seminar tutor: Cosmin Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	70	5	II	Grade	6

COURSE AIM:

This course aims to introduce Archeology students to the main topics describing the historical development of the Romanians since the Early Middle Ages to the late sixteenth century.

COURSE CONTENTS:

1. Introduction in the medieval history of Romanians. The sources. Unwritten sources. Written sources: narrative, diplomatic, cartographic, ethnographic and folklore;
2. The migrations and the ethnogenesis of Romanians. Greutungs and Ostrogoths. Huns. The question of ethnogenesis in the Middle Ages. Formation of the Romanian language
3. The last migrations. The Magyars, Pechenegues, Cumans, and Uzes;
4. The formation of the Hungarian Christian Kingdom. The conquest and organization of Transylvania by Hungarians. The colonization of Szeklers in Transylvania. The colonization of Saxons in Transylvania;
5. The society of Transylvania between the ten and fourteenth centuries. The formation of nobility. The formation and development of urban settlements in Hungary and Transylvania;
6. The Romanian principalities in the fourteenth century. Wallachia from Basarab I to Mircea the Old. Moldova in the second half of the fourteenth century. Mircea the Old's rule in Wallachia;
7. The international political situation and the Romanian Lands in the fifteenth century. The emergence of the Ottoman Porte. The Kingdom of Hungary in the first half of the fifteenth century. The age of John Hunyadi (1437-1457). The second half of the fifteenth century;
8. The political situation of Wallachia in the fifteenth-sixteenth centuries;
9. Moldova in the fifteenth and sixteenth centuries;
10. The medieval institutions in the Romanian Lands. The central government institutions. The prince. The princely council and the assembly of estates;
11. The medieval institutions in the Romanian Lands. The territorial administrative organization of Wallachia and Moldova. The ecclesiastic organization. The military organization.
12. The medieval institutions in the Romanian Lands. The voivodate of Transylvania and the eastern parts of the kingdom of Hungary. The territorial administrative organization of the voivodate of Transylvania, counties, Szekler and Saxon seats and districts. The juridical organization. The military organization;
13. The formation of the autonomous principality of Transylvania. The internal crisis of the kingdom of Hungary from Mathias Corvinus to Louis II. Transylvania between 1526-1541. The formation of the principality. Transylvania in the second half of the sixteenth century;
14. The Romanian Lands at the end of the sixteenth century. The rule of Michael the Brave and the union of 1600. The international context and the participation of Transylvania, Wallachia, and Moldova at the anti-Ottoman war. Michael the Brave as ruler of the Romanian Lands.

TEACHING METHODS:

Lecture, conversation, exemplification, debate, sources analysis

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- oral and written presentation in English of the specific discipline knowledge;
- concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 50%; Seminary activities – 30%; Final paper – 20%.

RECOMMENDED READING:

- Curta, Florin, *The Making of the Slavs. The History and Archaeology of Lower Danube Region c. 500-700*, Cambridge, Cambridge University Press, 2001.
- Deletant, Dennis, „Ethnos and Mythos in the history of Transylvania: the Case of the Chronicler Anonymus”, in *Romanian Civilization*, no. 1, Iași, 1992, p. 1-16.

HISTORY OF WORLD HISTORIOGRAPHY

Course code: I.1203

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Daniel Dumitran, PhD

Seminar tutor: Cornelia Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	II	Grade	5

COURSE AIMS:

- Introducing the students in research methods of the past by using various types of historical writing.
- Understanding the phenomenon of gradual enlargement of the history that led to the diversification issues and types of historical sources.

COURSE CONTENTS:

1. Introduction. The meanings of "History" and "Historiography". Ancient and modern. Contemporary debates.
2. Prologue to the history of historiography. Keeping records and making accounts in Egypt and Babylon.
3. Ancient Greece (I). From myth to history. The great century: Herodotus and Thucydides.
4. Ancient Greece (II). The Hellenistic and Greco-Roman historiography.
5. Ancient Rome (I). Early Roman historiography. The history in Roman Republic: Sallust and Caesar.
6. Ancient Rome (II). The history in the imperial Rome: Livy and Tacitus. The late Antiquity: Flavius Josephus and Ammianus Marcellinus.
7. The Christian Historiography. Bible and history. The making of Church history.
8. The medieval historiography. Carolingians and Anglo-Saxons. Annals, chronicles and histories.
9. From Renaissance to Baroque. The Italian humanist history: Machiavelli and Guicciardini. The discovery of Feudalism. The erudite history.
10. The history in the eighteenth century. The French and British Enlightenment. The German Aufklärung.
11. From Revolution to Restoration. The idea of liberty and the making of modern nation. The German historicism.
12. The quest for a science of history. Auguste Comte. Karl Marx and the economic history. The institutionalisation of history.
13. The historiography between Two World Wars. The French historians and a new vision of the past. Historiography and ideology.
14. The historiography in the contemporary world. The Marxist theory. Historical tendencies in western democracies. The history and the Postmodernity.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Retrieval of edited information about the historical past;
- Establishing historical facts based on the information from the sources and outside sources;
- Oral and written presentation in English of the specific discipline knowledge;
- The concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral examination.

RECOMMENDED READING:

- Breisach, Ernst, *Historiography. Ancient, Medieval, and Modern*, Third Edition, Chicago & London, The University of Chicago Press, 2007.
- Burrow, John, *A History of Histories. Epics, Chronicles, Romances & Inquiries from Herodotus & Thucydides to the Twentieth Century*, Penguin Books, 2009.
- Chatelet, François, *La naissance de l'histoire. La formation de la pensée historique en Grèce*, Paris, Les Éditions du Minuit, 1962.
- Clark, Elizabeth A., *History, Theory, Text. Historians and the Linguistic Turn*, Harvard University Press, 2004.
- Gaddis, John Lewis, *The Landscape of History. How Historians Map the Past*, Oxford & New York, Oxford University Press, 2002.
- Hartog, François, *The Mirror of Herodotus. The Representation of the Other in the Writing of History*, University of California Press, 1988.

INTRODUCTION TO AUXILIARY SCIENCES OF HISTORY

Course Code: I.1204

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Cornelia Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	II	Grade	5

COURSE AIM:

This course aims to achieve an introduction of the Archeology students in the field of Auxiliary Sciences of History by making presentations of the development of these sciences as well as their application in the various fields of historical research.

COURSE CONTENTS:

1. Introduction to the Auxiliary Sciences of History
2. Chronology
3. Archaeology
4. Bibliology
5. Codicology
6. Epigraphy
7. Palaeography
8. Heraldry
9. Numismatics
10. Genealogy
11. Sigilography
12. Diplomatics
13. Art History
14. Statistics

TEACHING METHODS:

Lecture, conversation, exemplification

LEARNING OUTCOMES:

- oral and written presentation in English of the specific discipline knowledge
- the usage, at a basic level, of methodologies specific to auxiliary sciences of history.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 90%; discussions – 10%.

RECOMMENDED READING:

- Powell, James M. ed., *Medieval Studies. An Introduction*, Syracuse-New York, Syracuse University Press, 1992.
- Newton, Francis, *“The” Scriptorium and Library at Monte Cassino: 1058 – 1105*, Cambridge, Cambridge University Press, 2004.

GERMAN

Course Code: I.1208C

Type of course: elective

Language of instruction: German

Name of lecturer: Todescu Valentin

Form of instruction	Number of teachinghours per semester	Number of teachinghours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	II	Grade	2

COURSE AIMS:

It guides the student in building the relevant grammatical structures and communicative strategies.

ENTRY REQUIREMENTS: The lessons from the first semester.

COURSE CONTENTS:

1. **Welcome to Berlin?** (Communication: make Places – ask for directions – provide guidance; Grammar: dative in sentence; dative forms; preposition with dative; imperative; Understanding: to understand an e-mail; Text -Sights in Berlin)
2. **Room, Kitchen, Bedroom** (Communication: to talk about to live somehow; to express desires; Grammar: modal verbs wollen/können; perfect from “haben” and “sein”; Understanding: Text about “to move”)
3. **What happened** (Communication: talk in the past; talk about yourself; request personal information; Grammar: perfect with “haben”; prepositions “vor”, “nach”, “seit” with Dative)
4. **I work in ...** (Communication: talk about work and occupation; Grammar: te sentence; modal verb “müssen”; the ordinal numbers; Understanding: Text - Job advertisements)
5. **Healthy and fit.** (Communication: talk about body parts; doctor talks; to describe health problems; arrange an appointment; Grammar: modal verb “dürfen”; conjugation and position from verb in the sentence; Understanding: Text - To understand an article from a magazine).
6. **Have a nice weekend** (Communication: how to book a trip; require hotel information; to buy a train ticket; Grammar: Personal noun in nominative and acusative – preposition with accusative and dative; Understanding: Text - A trip to Berlin)
7. **Repetition**

TEACHING METHODS:

Lecture, conversation, exemplification

LEARNING OUTCOMES:

- Describing a city and orientation by city.
- Describing and renting an apartment
- Describe your workplace
- Health and fitness
- Make a trip

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- *Berliner Platz 1*, Deutsch im Alltag, Langenscheidtverlag, 2010.

INTRODUCTION TO MODERN WORLD HISTORY

Course Code: I.2101

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Daniel Dumitran, PhD

Seminar tutor: Călin Anghel, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	I	Grade	6

COURSE AIM:

- Introduce the students to the diverse issues of pre-modern and modern eras.
- Understanding the complexity of the phenomenon of modernization (politics, economy, society, and thinking).

ENTRY REQUIREMENTS:

History of Historiography; Introduction to Medieval History.

COURSE CONTENTS:

1. The debates on modernity. Anthropological, religious, political, economic and cultural perspectives.
2. The genesis of the modern world in the sixteenth century (I). Economy and society. The European policy of the Emperor Charles V.
3. The genesis of the modern world in the sixteenth century (II). The new economic conjuncture. Philip II and the Spanish preponderance.
4. The seventeenth century, a century of absolutism (I). Economy, society and governance in Western Europe. The Thirty Years War.
5. The seventeenth century, a century of absolutism (II). The governance system of absolutism. Europe during the French hegemony.
6. The eighteenth century and the end of the Old Regime (I). Transformation of society. "The agricultural revolution" and the industrial revolution. The Seven Years War.
7. The eighteenth century and the end of the Old Regime (II). The governance practice and the enlightened reformation project. The governance system of enlightened absolutism. The Polish crisis.
8. The age of revolutions (I). The war of independence of English colonies from America. The French revolution and its European impact.
9. The age of revolutions (II). France, from Consulate to Empire. Napoleon – rising and decline. The Peace Congress from Vienna.
10. The age of liberal revolutions (1815-1850) (I). The ideologies and the European political system. The revolutionary movements.
11. The age of liberal revolutions (1815-1850) (II). The triumph of liberalism in Great Britain. France during the Restoration and the July Monarchy. Central Europe between two revolutions. The Crimean War.
12. Reaction and nationalism in Europe (1850-1870). Building a nation in Italy and Germany. The War of Secession.
13. The accumulation of tensions (1870-1914). France and Britain. German Empire, Italy, Austria-Hungary and Russia. From the delicate balance to crisis: political, military and diplomatic relations.
14. The First World War (1914-1918). From 1914 to 1916. The crises of 1917. The end of war and the Peace Conference.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Retrieval of written sources on the historical past;
- Establishing historical facts on the basis of historical sources and outside of these;
- Concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 50%; VP – 25%; Oral presentation – 25%.

RECOMMENDED READING:

- Beales, Derek, *Enlightenment and Reform in Eighteenth-Century Europe*, I. B. Tauris, 2005.
- *Encyclopædia of the Age of Political Revolutions and the New Ideologies, 1760-1815*. Edited by - Gregory Fremont-Barnes, Vol. I-II, Greenwood Press, 2007.
- *Encyclopedia of Catholicism*. Edited by Frank K. Flinn, Facts on File, 2007.
- Ferguson, Niall, *Civilization: The West and the Rest*, Penguin Books, 2011.
- Kennedy, Paul, *The Rise and Fall of the Great Powers*, Random House, 1987.
- Pomeranz, Kenneth, *The Great Divergence: China, Europe and the Making of the Modern World Economy*, Princeton University Press, 2000.

INTRODUCTION TO THE MODERN HISTORY OF ROMANIANS

Course Code: I.2102

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Laura Stanciu, PhD

Seminar tutor: Daniela Cetean, PhD student

Full time studies

Form of instruction	Number of teachinghours per semester	Number of teachinghours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	I	Grade	6

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to Modern History of Romanians.
- Integration in a coherent structure of main theorizations and value landmarks recognised in Modern History of Romanians as well as in connected domains.

ENTRY REQUIREMENTS:

Introduction to Ancient History of Romanians; introduction to Medieval History of Romanians.

COURSE CONTENTS:

1. Romania's stages of modernism. Theories and division into periods.
2. Romanian Principalities from the Old Regime to the New Regime.
3. Tudor Vladimirescu's Revolution.
4. Native reigns and regulatory reigns.
5. The 1848 Romanian revolution in Moldova and Wallachia.
6. Romania revolution in Transylvania, Banat and Bucovina.
7. The Union of Romanian Principalities and Cuza's reign.
8. The beginning of monarchy in Romania. The proclamation of Romania as a kingdom.
9. The Romanian Independence War.
10. The political life in Romania.
11. Transylvania between the end of revolution and the beginning of First World War.
12. The Foreign Policy of Romania (1878-1914).
13. First World War.
14. The Modern Romanian Culture.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Boia, Lucian, *History and Myth in Romanian Consciousness*, Budapest, 2000.
- Hitchens, Keith, *The Romanians, 1774–1866*, New York, 1996.
- Hitchens, Keith, *A Nation Affirmed: The Romanian National Movement in Transylvania. 1860-1914*, Bucharest, 1999.
- Hitchens, Keith, *The Identity of Romania*, Bucharest, 2009.
- Pop, Ioan-Aurel, Bolovan, Ioan (eds.), Ioan, *History of Romania*, Cluj-Napoca, 2006, 2006.
- Pop, Ioan-Aurel, Năgler, Thomas, Magyari, Andras (eds.), *The History of Transylvania*, vol. III (1711 to 1918), Cluj-Napoca, 2010.

ROMANIAN HISTORIOGRAPHY

Course Code: I.2103

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Laura Stanciu, PhD

Seminar tutor: Cornelia Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teachinghours per semester	Number of teachinghours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	I	Grade	5

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to Romanians Historiography.
- Realizing a coherent Historiography discourse, with a pedagogic purpose as well as a scientific one.
- Integration of Romanian Historiography in a broader context of European and World Historiography.

ENTRY REQUIREMENTS:

General Historiography; introduction to Modern History of Romanians.

COURSE CONTENTS:

1. Significance and periodization of Romania Historiography.
2. Medieval Historiography.
3. Humanist Historiography.
4. Pre-Enlightenment Historiography.
5. Romanian Enlightenment Historiography.
6. Pre-Romantic Romanian Historiography.
7. Romanian Romantic Historiography.
8. Romanian Romantic Historiography (post-revolutionary).
9. Affirmation of the critical thinking in Historiography.
10. The new critical thinking in Romanian Historiography.
11. The new generation of Romanian historians in Transylvania.
12. Romanian University Historical Schools.
13. Romanian Historiography in the Communist Period.
14. Romanian Historiography after 1989.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Clear expression in written communication;
- Interpretive approach;
- Critical and interpretive approach of the historical phenomenon in the European context.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Boia, Lucian, *History and Myth in Romanian Consciousness*, Budapest, 2000.
- Bentley, Michael, *Modern Historiography. An Introduction*, London-New York, 2005.
- Hitchins, Keith, *The Identity of Romania*, Bucharest, 2009.
- Lemon, M.C., *The Discipline of History and the History of Thought*, London-New York, 2002.
- Trencsényi, Balázs and Kopeček, Michal (eds), *Discourses of Collective Identity in Central and Southeast Europe (1770–1945): Texts and Commentaries*, Late Enlightenment - Emergence of the Modern National Idea, Budapest-New York, 2006.

HISTORY OF BYZANTIUM

Course Code: I.2104

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Cornelia Popa-Gorjanu, PhD

Seminar tutor: Cornelia Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	I	Grade	5

COURSE AIM:

This course aims to introduce Archeology students in the history of the Byzantine Empire, starting from the foundation of the capital, Constantinople, to the conquest thereof by the Ottomans in 1453.

ENTRY REQUIREMENTS:

Introduction to Medieval World History.

COURSE CONTENTS:

1. Introduction. Historiography of Byzantium. Geographical characteristics.
2. The beginnings of the Byzantine Empire (third-fifth centuries). The Roman society, the Barbarian invasions and the theological disputes. Constantinople. The birth of an imperial capital.
3. The age of Justinian. The Justinian heritage.
4. The Byzantine Empire between 610-843. The struggle for survival. The Iconoclast crisis.
5. The Byzantine Empire between 843-1025. The internal policies of the Macedonian dynasty. The external policies.
6. The crisis of the eleventh century.
7. The military aristocratic regime.
8. Greeks and Latins. The fourth crusade and the double collapse. The division of the Byzantine Empire.
9. The restoration of the Byzantine Empire. The Greek states after the division.
10. Byzantium and the Balkan states (fourteenth-fifteenth centuries).
11. The Ottomans and Byzantium in the fourteenth century. The collapse of the empire in the fifteenth century.
12. The Byzantine Church as political factor.
13. The external influence of the Byzantine Church.
14. Conclusions of the course.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- *The Cambridge History of the Byzantine Empire, c. 500-1492*, edited by Jonathan Shepard, Cambridge, 2008.
- *Cameron, Averil, The Mediterranean World in Late Antiquity, ad. 395-700*, New York, 1993, 2012.
- Nicoll, D. M., *The Last Centuries of Byzantium, 1261-1453*, Cambridge, 1993.
- Ostrogorski, Georg, *A History of Byzantine State*, translated by J. Hussey, Oxford, 1968.
- Timothy, E. Gregory, *A History of Byzantium*, Oxford, 2005.

GERMAN

Course Code: I.2108C

Type of course: elective

Language of instruction: German

Name of lecturer: Todescu Valentin

Full time studies

Form of instruction	Number of teachinghours per semester	Number of teachinghours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	I	Grade	3

COURSE AIMS:

It guides the student in building the relevant grammatical structures and communicative strategies.

ENTRY REQUIREMENTS: the lessons from the first study year

COURSE CONTENTS:

1. **This coat looks good** (Communication: talk about clothes; how to buy clothes; Grammar: comparative and superlative from adjective; Understanding: To buy cheap clothes)
2. **Family and friends** (Communication: talk about traditions; accepting an invitation; talk about gifts; talk about friends; Grammar: modal verbs in past tense; Understanding: Text -The German family today and in the past)
3. **Living together?** (Communication: how to justify; to describe feelings; Grammar: subordinate clause introducing by “weil” and “wenn”; Understanding: Text - My first word in German!
4. **In the school ...** (Communication: talk about school and studies; Grammar: subordinate clause introducing by “dass”; perfect with “haben/sein); Understanding: Text – Kindergarten in Germany)
5. **My new apartment** (Communication: to describe a house; Grammar: the subjunctive with “würde” und “hätte”; Understanding: Text – Wallpapering)
6. **Mobility in the city ...** (Communication: talk about advantage and disadvantage from care; Grammar: consecutive clause introducing by “deshalb”; Understanding: Text – driving test)
7. **Repetition**

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- How to buy coats
- Describe activities with friends
- Describe the school system
- Talk about means of transportation

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING: *1. Berliner Platz 2*, Deutsch im Alltag, Langenscheidtverlag, 2010.

INTRODUCTION TO THE WORLD HISTORY OF TWENTIETH CENTURY

Course Code: I.2201

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Sorin Arhire, PhD

Seminar tutor: Sorin Arhire, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	II	Grade	6

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to the World History of the Twentieth Century.
- Integration in a coherent structure of main theorizations and value landmarks recognised in the World History of the Twentieth Century as well as in connected domains.

ENTRY REQUIREMENTS: Introduction in the World Modern History.

COURSE CONTENTS:

1. The World at the Beginning of the 20th Century. A general presentation of the 20th century.
2. World War I (1914-1918). How it began. Battles. Weaponry. Consequences.
3. Germany and the interwar period. From Democracy to totalitarianism. The Versailles Treaty and its consequences.
4. The Soviet Union during the interwar years. The Russian revolution. The civil war.
5. The United States of America. Searching for the old good days. The Coming of the Great Depression. The First New Deal. The Second New Deal.
6. Italy and Spain during the interwar years. B. Mussolini and his road to power. The defining characteristics of fascism. The Italian foreign policy. The Spanish civil war (1936-1939).
7. Japan and China in the first half of the 20th century. The Japanese political regime. Japan's military aggression in East-Asia (1931-1937). The Emergence of Communist Party of China and Gomindan. The civil war 1946-1949.
8. World War II. The Origins of the Second World War. Military operations. The Teheran Conference. The Yalta Conference. The Potsdam Conference.
9. European Union. Treaty establishing the European Coal and Steel Community. Treaties of Rome – EEC and EURATOM treaties. Treaty on European Union – Maastricht Treaty. Treaty of Lisbon. Institutions and bodies.
10. The Cold War.
11. East-Central Europe after World War II. Treaty of Warsaw. The Council for Mutual Economic Assistance. The Hungarian revolution. The Brezhnev doctrine.
12. The Soviet Union after World War II. Leonid Brezhnev and Nikita Khrushchev. Mikhail Gorbachev and his policies. The collapse of USSR.
13. USA and Western Europe after World War II. The European Social Economy. Changing Class Structure. Youth and Counterculture.
14. World at the end of 20th century.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 50%; Research paper – 25%; Seminar activities – 25%.

RECOMMENDED READING:

- Calvocoressi, Peter, *World Politics since 1945*, 1996, London, 1996.
- Evans, Richard J., *The Coming of the Third Reich*, 2003.
- Gaddis, John Lewis, *The Cold War*, 2005.
- Judt, Tony, *Reappraisals. Reflections on the Forgotten Twentieth Century*, 2008.
- Judt, Tony, *Postwar: A History of Europe since 1945*, William Heinemann, 2005.

INTRODUCTION IN THE HISTORY OF ROMANIANS IN THE TWENTIETH CENTURY

Course Code: I.2202

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Valer Moga, PhD

Seminar tutor: Eleonora-Maria Popa, PhD student

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	II	Grade	6

COURSE AIMS:

- The discovery and use of bibliographic and archival resources specific of specialization;
- Learning to study twentieth century history from a critical perspective;
- Creating a coherent historiographical discourse with educational or scientific purpose.

ENTRY REQUIREMENTS:

Introduction in the Romanian Modern History.

COURSE CONTENTS:

1. Introductory lecture
2. Romanians in the first two decades of the twentieth century.
3. Political regime in Romania (1918-1938).
4. Political parties in Romania during 1918-1938.
5. Government activity in interwar Romania I.
6. Government activity in interwar Romania II.
7. Economy and Society in Romania (1918-1941).
8. Romanian culture and the trends of ideas after 1918.
9. Romanian totalitarianism: Carlist regime (1938-1940).
10. Romanian totalitarianism II: National Legionary State and Antonescu's dictatorship.
11. International relations of Romania during 1918-1941.
12. Romania in World War II.
13. Romania under the communist regime.
14. Final lecture.

TEACHING METHODS:

Lecture. Discussion.

LEARNING OUTCOMES;

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 50%; Research paper – 25%; Seminar activities – 25%.

RECOMMENDED READING:

- Bulei, Ion, *History of Romania*, Bucharest, 2007.
- Hitchins, Keith, *Rumania 1866-1947*, Oxford, 1994.
- Treptow, Kurt W. (ed.), *A History of Romania*, Iași, 1996.

HISTORY AND THEORY OF ARTS (II)

Course Code: I.2203

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Ileana Burnichioiu, PhD

Seminar tutor: Ileana Burnichioiu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	II	Grade	3

COURSE AIMS:

This course is an overview in the Western tradition of art and architecture in Europe from early Middle Ages through the end of 16th century. We will pay special attention to the particular cultural circumstances in which works of art and architecture were created. This course aims to introduce students to key concepts and concerns within the art history and theory of art.

ENTRY REQUIREMENTS:

COURSE CONTENTS:

1. Early medieval western european art.
2. Byzantine architecture and sculpture.
3. Byzantine art: wall-paintings, mosaic, icons, manuscript iluminations, and textiles.
4. Islamic art during Umayyads and Abbasids dynasties.
5. Charlemagne and Carolingian art and architecture.
6. Romanesque architecture and sculpture.
7. Romanesque art: wall-painting, mosaic, metalwork, and tapestry.
8. Gothic architecture and sculpture.
9. Gothic art: wall-paintings, manuscript iluminations, and stained glass.
10. **Pre-Renaissance** period (c.1300-1400) in Italy.
11. Italian Renaissance in Art (c. 1400-1520).
12. Art and theory in Renaissance Italy.
13. The Renaissance Art in Northern Europe (c. 1420-1570).
14. Post-Byzantine art.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- students will demonstrate comprehension of major cultural diversities and general stylistic characteristics of art from the Late Antiquity/Early Middle Ages through the Renaissance;
- students recognize works in terms of their style, content and historical context; apply art historical vocabulary to describe art.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 70%; continuous assessment – 30%.

RECOMMENDED READING:

- Châtelet, A., Groslier, B.-Ph. (ed.), *Histoire de l'art*, Larousse, 1995.
- Janson, H. W., *History of Art*, New York, 1984.
- Watkin, D., *A History of Western Architecture*, London, 2000.

INTRODUCTION TO MUSEOLOGY

Course Code: I.2204

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Călin Anghel, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	II	Grade	3

COURSE AIMS:

- This course aims to achieve an introduction of the History students in the field of Museology by making presentations of the development of these science.
- Students will know the functions of the museum and will be familiar with the types of specific research museums.

ENTRY REQUIREMENTS:

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COURSE CONTENTS:

1. The fundamental concepts.
2. The collecting in Classical Antiquity.
3. The collecting in the European Middle Ages and in modern times.
4. Evolution of museums in Romania.
5. Museums and public collections.
6. The main functions of the museum.
7. The structure of the museum.
8. Heritage of Museum.
9. Systems of record of the museum.
10. The Research in the museum.
11. The Exhibition activities.
12. Organizing an exhibition.
13. Marketing and museum management.
14. Preservation and restoration of heritage museum (notions).

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- oral and written presentation in English of the specific discipline knowledge;
- the usage, at a basic level, of methodologies specific to museology;
- the accurate, responsible, efficient and on time delivery of professional tasks, keeping within the ethics of scientific activities.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Bazin, Germain, *The Museum Age*, New York, 1967.
- Hudson, Kenneth, *A Social History of Museums*, Humanities Press, 1975.
- Knell, Simon, *Care of Collections*, London, New York, 1994.
- Letellier, Robin, *Recording, Documentation, and Information Management for the Conservation of Heritage Places: Guiding Principles*, Los Angeles, 2007.
- Putt, Neal, Sarah Slade, *Teamwork for Preventive Conservation*, ICCROM, 2004.

WOMEN IN MEDIEVAL SOCIETY

Course Code: I.2205

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Seminar tutor: Cornelia Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	II	Grade	3

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to history of women in the Middle Ages.
- Introduction in the history of women in the Middle Ages.

ENTRY REQUIREMENTS:

Introduction to Ancient General History; introduction to Medieval History of Romanians; Introduction in the General Medieval History.

COURSE CONTENTS:

1. Introduction.
2. Overview of historiography of women from the nineteenth to twenty-first century.
3. The women in the Ancient Greek and Roman world.
4. The women in the Old Testament. The women in the New Testament.
5. The women in the first Christian centuries as mother and widow.
6. The women in the first Christian centuries as virgin and nun.
7. The women in the Byzantine world in law codes (Corpus Juris Civilis, Leon IX novellas).
8. The women in the Byzantine world in literary sources, art, and church.
9. The women in the Western world as mother and widow.
10. The women in the Western world as virgin and nun.
11. The women in Islamic world.
12. The women in India.
13. The women in China and Japan.
14. The importance of studying woman in medieval civilizations.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Pisan, Christine de, *The Book of the City of Ladies*, edited by Rosalind Brown-Grant, Penguin Book Limited, 1999.
- Connor, L. Carolyn, *Women of Byzantium*, London, 2004.
- D'Avray, David, *Medieval Marriage. Symbolism and Society*, Oxford, 2005.
- Evans, Joan, *Life in medieval France*, London, 1975.
- Garland, Lynda, *Byzantine Empresses. Women and Power in Byzantium, AD 527-1204*, London, New York, 1999.
- Leyser, Henrietta, *Medieval Women. A Social History of Women in England, 450-1500*, Oxford, 2002.

LATIN PALAEOGRAPHY

Course Code: I.2208A

Type of course: elective

Language of instruction: English tutoring available for Erasmus students

Seminar tutor: Cosmin Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	II	Grade	3

COURSE AIMS:

- To acquire basic skills pertaining to an auxiliary science of history, Latin Palaeography.
- Training the ability to read, transliterate, establish the date of documents written in Latin.

ENTRY REQUIREMENTS:

Latin language.

COURSE CONTENTS:

1. Introduction in the history of Latin Palaeography. Latin script in Antiquity and the Middle Ages. Writing materials. Parchment and paper. Writing instruments.
2. The external form of documents. History of document issuing in medieval Europe and Transylvania.
3. History of Gothic script: previous forms; the evolution of writing in 1180-1240; the magisterial scripts (1240-1280)
4. Types of abbreviations.
5. Elements of Latin diplomatic. Types of documents. Language, redaction, and style.
6. The composition of documents. Initial protocol (invocation, intitulation, address, salutation). Text (preamble, notification, exposition, disposition, sanction, corroboration).
7. Final protocol (date, list of witnesses/dignitaries, subscription).
8. Elements of medieval chronology. Dating of documents according to feasts of Roman-Catholic calendar. Dating of documents according to Roman system.
9. Reading practice. Documents from the first half of thirteenth century. (Royal chancellery)
10. Reading practice. Document from the second half of thirteenth century. (Royal chancellery)
11. Reading practice. Documents from first half of fourteenth century. (Transylvanian chapter)
- Reading practice. Documents from the second half of fourteenth century (Transylvanian chapter) (voivode chancellery)
12. Reading practice. Documents from the fifteenth century (Royal chancellery).
13. Reading practice. Document from sixteenth century.
14. Colloquium. Reading, transliterating and dating of a Transylvanian medieval charter.

TEACHING METHODS:

Lecture, paleographic practice.

LEARNING OUTCOMES:

- Ability of reading a medieval charter in Latin;
- Recognition of the basic abbreviations;
- Ability of dating a medieval document.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Test in reading ability– 50%; continuous assessment – 50%.

RECOMMENDED READING:

- Bischoff, Bernhard, *Latin Palaeography: Antiquity and the Middle Ages*, Cambridge, 2008.
- Ionașcu, Ion, și Francisc Pall, „Elemente de cronologie”, in *Documente privind istoria României*, vol. I, *Introducere*, Bucharest, 1956, p. 389-663.
- Pall, Francisc, *Diplomatica latină cu referire la Transilvania (sec. XI-XIV)* in *Documente privind istoria României*, vol. II, *Introducere*, Bucharest, 1958.

GERMAN

Course Code: I.2209C

Type of course: elective

Language of instruction: German

Name of lecturer: Todescu Valentin

Full time studies

Form of instruction	Number of teachinghours per semester	Number of teachinghours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	II	Grade	3

COURSE AIMS:

It guides the student in building the relevant grammatical structures and communicative strategies.

ENTRY REQUIREMENTS:

The lessons from the first semester.

COURSE CONTENTS:

1. **This is beautiful** (Communication: to describe persons and objects – talk about mode / beauty – how to make compliments; Grammar: “ein, kein, mein, dein, für, ohne”; Understanding: Text – Persons)
2. **Holidays!** (Communication: talk about your holiday and passions; Grammar: the indefinite pronoun and the reflexive pronoun; Understanding: Text: About football)
3. **Search for employment** (Communication: talk about job experience; Grammar: Relative clause; Understanding: Text – Free Time!)
4. **Daily life and medias** (Communication: talk about medias – understand a statistical analysis report; Grammar: adjectives that ending in *-ig, -isch, -lich, -bar, -los*; Understanding: Text – The History from the television in Germany)
5. **Politics and I ...** (Communication: talk about politic; Grammar: Futurum I; Understanding: Text – Aussagen zum Ehrenamt)
6. **Our and your traditions** (Communication – talk about good and bad behavior; talk about intercultural Behavior; Grammar: subordinated clauses; Understanding: Text: Politeness)
7. **Repetition**

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Describe a person;
- Speak about Holiday and Holiday destination.
- Writing a curriculum vitae
- Speak about politics and politicians
- Speak about traditions

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- *Berliner Platz 2*, Deutsch im Alltag, Langenscheidtverlag, 2010.

HISTORY OF EUROPEAN INTEGRATION

Course Code: I.3101

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Sorin Arhire, PhD

Seminar tutor: Sorin Arhire, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	I	Grade	6

COURSE AIMS:

- The discovery and use of bibliographic resources specific of specialization.
- Learning to study twentieth century history from a critical perspective.
- Creating a coherent historiographical discourse with educational or scientific purpose.

ENTRY REQUIREMENTS:

Introduction to the Romanian History in the Twentieth Century; Introduction to the World History of the Twentieth Century.

COURSE CONTENTS:

1. Brief Prehistory of European integration (sec. XIX-XX).
2. The USA paradigm and the USA role in the foundation of the European Union.
3. European Union, symbols and principles.
4. CECO Treaty.
5. CEE Treaty.
6. Euratom Treaty.
7. From the European Communities to the European Union.
8. European Monetary Union.
9. The European Constitution.
10. Institutional system of the European Union.
11. Eastward enlargement of the European Union.
12. The Foreign Policy of European Union.
13. European Union administration.
14. Final lecture.

TEACHING METHODS:

Lecture, discussion.

LEARNING OUTCOMES:

- Publication about the historical past information retrieval.
- establishing historical facts on the basis of historical sources and outside of these.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 50%; Research paper – 50%.

RECOMMENDED READING:

- Calvocoressi, John, *World Politics since 1945*, London, 1996.
- Gann, L. H., Duignan, Peter, *Contemporary Europe and the Atlantic Alliance. A Political History*, Malden, Massachusetts, Blackwell Publishing, 1998.
- Judt, Tony, *Postwar: A History of Europe since 1945*, William Heinemann, 2005.
- Pinder, John, *The European Union: A Very Short Introduction*, OUP, 2001.
- *2007 Guide to European Union Funding for NGOs: Accessing Europe's Largest Donor*, vol. 1, Brussels, ECAS, 2007.

SOCIAL AND FUNERARY ARCHAEOLOGY

Course Code: I.3102

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Mihai Gligor, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	I	Grade	5

COURSE AIMS:

This course examines the relationship between the funerary domain and the once living society that created it.

To examine the human practices of death and burial as they connect the past. To locate the mortuary practices in relation to general archaeological and ethnological discussions of theories about practices surrounding death.

ENTRY REQUIREMENTS:

World Prehistory, Introduction to Archaeology, The Emergence of the Agricultural Civilizations of Old Europe.

COURSE CONTENTS:

1. Funerary Archaeology - The Study of a Uniquely Human Behaviour?
2. Ancestral Communities: Mortuary Practice and Burial Monuments.
3. Funerary Rites and Rituals. Inhumation and Cremation in Prehistory.
4. Necropolis. Isolated Burials.
5. Mounds and Kurgans.
6. Grave Goods. Social Status of the Deceased.
7. The Ancestors and the Traces of Remembrances.
8. Death and the Afterlife. Ceremonial Sites through Death.
9. The Archaeology of Conflicts in Prehistory.
10. The Archaeology of Rank and Status.
11. Demography in Archaeology. Population Structure. Social Organization.
12. Families and Households.
13. Archaeological Evidence of Migration. Human Dispersals.
14. Archaeological Record.

TEACHING METHODS:

Lecture, conversation

LEARNING OUTCOMES:

- Publication about the historical past information retrieval.
- Establishing historical facts and based on information from sources outside sources.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 70%; Essay – 30%.

RECOMMENDED READING:

- Bazaliiskiy, V. I., Savelyev, N. A. (2003): *The wolf of Baikal: „Lokomotiv” Early Neolithic Cemetery in Siberia (Russia)*, in *Antiquity*, 77 (295), p. 20-30.
- Bernabò Brea, M., Mazziere, P., Micheli, R. (2010): *People, dogs and wild game: evidence of human-animal relations from Middle Neolithic burials and personal ornaments in northern Italy*, in *Documenta Praehistorica*, XXXVII, p. 125-146.

IMAGE AS DOCUMENT

Course Code: I.3103

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Ileana Burnichioiu, PhD

Full time studies

Form of instruction	of	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class		28	2	I	Grade	5

COURSE AIMS:

This course seeks to develop skills in perception, comprehension, and appreciation when dealing with a variety of visual art forms. It encourages the analysis of visual materials from a historical point of view, explores the range of questions and methods appropriate to the explication of a given work of art. The course contents and the record analyses will be adapted to the topics of the diploma thesis of the students.

ENTRY REQUIREMENTS:

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COURSE CONTENTS:

1. Introduction. General bibliography. Images and objects as historical evidence.
2. Types of visual documents.
3. Methods. Description, analysis, interpretation, comparison.
4. Visual description.
5. Formal and technical analysis.
6. Stylistic analysis.
7. Historical analysis.
8. Social, economic, cultural and political context of art.
9. Iconographic, iconological or semiotic analysis.
10. Biographical and psychological analysis.
11. Film as historical evidence.
12. Visual documents analysis - case studies (I).
13. Visual documents analysis - case studies (II).
14. Visual documents analysis - case studies (III).

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- employ a visual vocabulary and translate our visual impressions into a concrete verbal articulation;
- demonstrate effective oral and written communication;
- utilize a variety of art historical methodologies;
- use the visual material as historical evidence.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Visual Record analyses – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Burke, Peter, *Eyewitnessing the use of images as historical evidence*, New York, Cornell University Press, 2001.
- Edwards, Elizabeth, Hart Janice (ed.), *Photographs, objects, histories: on the materiality of images*, Routledge, 2004.
- Freedberg, David, *The Power of Images. Studies in the History and Theory of Response*, Chicago Press, 1989.
- Kemp, Martin, *Behind the Picture. Art and Evidence in the Italian Renaissance*. New Haven and London, Yale University Press, 1997.
- Sayre, M. Henry, *Writing about Art*, Upper Saddle River, NJ: Prentice Hall, 2005.
- Smith, Paul, *The historian and film*, Cambridge University Press, 1976.

INTRODUCTION IN THE HISTORY OF MEDIEVAL ELITES

Course Code: I.3104

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Cosmin Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	I	Grade	5

COURSE AIMS:

- To know, understand, and a correctly use fundamental ideas concerning concepts specific to the history of medieval elites.
- Introduction in the field of history of medieval elites.

ENTRY REQUIREMENTS:

Introduction to Medieval History of Romanians; Introduction to General Medieval History.

COURSE CONTENTS:

1. Introduction. Historiography of medieval elites.
2. Theoretical approaches and terminology in the social history research.
3. Genesis and evolution of nobility in the Late Antiquity and migration age.
4. Nobility and aristocracy in the Carolingian Empire.
5. Nobility in the German Empire.
6. Nobility in England and France.
7. Medieval chivalric culture.
8. Formation of nobility in Central Europe. Hungary.
9. Nobility in medieval Poland.
10. Nobility in medieval Bohemia.
11. Social elites in the Romanian principalities.
12. Noble groups in anthropologic-sociologic approaches. Aristocratic kinship. Inheritance rules.
13. Nobility and privileges. Noble identity.
14. European nobility at the end of the Middle Ages. Cultural changes.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- establishing historical facts on the basis of historical sources;
- acquisition of historical knowledge through insight into a medium complexity historical subject;

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 80%; continuous assessment – 20%.

RECOMMENDED READING:

- Duggan, Anne, ed., *Nobles and nobility in medieval Europe : concepts, origins, transformations*, Rochester, N. Y., Boydell Press, 2000.
- Gąnsiorowski, Antoni ed., *The Polish Nobility in the Middle Ages. Anthologies*, Polskiej Akademii Nauk, Wrocław-Warszawa-Kraków, 1984.
- Rady, Martyn, *Nobility, Land and Service in Medieval Hungary*, Palgrave, 2000.
- Wickham, Chris, *Framing the Early Middle Ages. Europe and the Meditteranean 400-800*, Oxford, 2005.

LATINS AND BYZANTINES: CULTURAL INTERFERENCES BETWEEN WEST AND EAST

Course Code: I.3105A

Type of course: elective

Language of instruction: English tutoring available for Erasmus students

Seminar tutor: Cornelia Popa-Gorjanu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	I	Grade	3

COURSE AIMS:

- Introduction in the history and chronology of contacts and interactions between Western Europeans and the Byzantine Empire.
- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to the cultural, religious and political interactions between Latins and Byzantines.

ENTRY REQUIREMENTS:

Introduction to Ancient History of Romanians; Introduction to Medieval History of Romanians.

COURSE CONTENTS:

1. Introduction.
2. The relations between Rome and Constantinople from the fourth to the sixth century. The foundation of the episcopate of Constantinople.
3. Controversies regarding the position and role of the bishops of Rome and Constantinople.
4. The relations between Byzantine Empire and the West in the eighth and ninth centuries. Photios' schism. The conflict with Ignatius. Disagreements with Rome, the schism and its consequences.
5. The relations between Constantinople and Rome from Photios' schism to 1054. Schism of year 1054: causes, disagreements, participants and consequences.
6. Byzantine-Latin relations during the crusades. Europe in the second half of eleventh century. Millenarianism and pilgrimages. Byzantine Empire and the rise of Arabs (Manzikert, 1071, conquest of Jerusalem, 1091, the Turks).
7. Council of Clermont and the Pope's call for crusade. The concept of 'holy war' in the West. The Islam and the Byzantine Empire.
8. Byzantines and Latins during the first crusade. The failure of the first crusade and the collaboration with the Byzantines. The encounter between crusaders and Byzantines in Constantinople. The divergences with Emperor Alexios I Comnenus (1081-1118).
9. The relations between Byzantines and Latins during the second crusade (1146-1148). Foreign policy of Manuel I Comnenus (1143-1180). The conflict between Normans and Byzantines.
10. Diplomatic Latin-Byzantine relations during the third crusade (1187-1192). The relations between Latin states of the Orient and the Byzantine Empire. Conquest of Jerusalem by Saaladin and the reaction of the West and the Byzantine Empire.
11. The conquest of Constantinople by the Latins and the worsening of their relations with the Byzantines. Competition for power and its consequences for the Byzantine Empire. The rise of new states in the Balkans.
12. A new crusade, new and old goals. The Pope and the deviation of the crusade on Venetian intervention. Fall of Constantinople. The formation of the Latin state of Constantinople. The situation of Byzantines.
13. Latins and Byzantines. Interactions and mentalities. The Latin state of Constantinople, Greek and Balkan states. Byzantine influences in the West.
14. Latin influences in the Byzantine world. Political and religious consequences of crusades on the relations between Byzantines and Latins.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- acquisition of new historical knowledge on the basis of deeper insights within an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 60%; continuous assessment of activity in seminar – 40%.

RECOMMENDED READING:

- Akropolites, George, *The History*, introduction, translation and commentary Ruth Macrides, Oxford, 2005.
- *Arab Historians of the Crusades*, selected and translated from the Arabic sources by Francesco Gabrieli, translated from the Italian by E. J. Costello, London, 1984.
- *Crusaders as Conquerors. The Chronicle of Moreea*, translated from the Greek, with notes and introduction by Harold E. Lurier, New York and London, 1964.
- Dostourian, Ara Edmond, *Armenia and the Crusades. Tenth to Twelfth Centuries. The Chronicle of Matthew of Edessa*, New York, London, 2004.
- Leo the Deacon, *The History. Byzantine Military Expansion in the Tenth Century*, introduction, translation and annotations by Alice-Mary Talbot and Denis F. Sullivan, with the assistance of George T. Dennis and Stamatina McGrath, Washington, 2005.

**URBAN PHENOMENON IN TRANSYLVANIA
(13-19TH CENTURIES)**

Course Code: I.3106A

Type of course: elective

Language of instruction: English tutoring available for Erasmus students

Seminar tutor: Călin Anghel, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	I	Grade	3

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to History of towns from Transylvania.
- The discovery and use of bibliographic resources specific of specialization.
- Learning to study the history of cities from a critical perspective.

ENTRY REQUIREMENTS:

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COURSE CONTENTS:

1. Introduction.
2. The Genesis, evolution and urban renaissance in Central and Western Europe.
3. The Genesis of medieval towns in Transylvania.
4. The Civil and military architecture in the 13th and 14th century.
5. The General evolution of the Transylvanian towns in 15-17th Centuries.
6. The evolution of Transylvanian towns in 15-17th Centuries: the crafts and trade.
7. The evolution of Transylvanian towns in 15-17th Centuries: Municipal institutions.
8. The evolution of Transylvanian towns in 15-17th Centuries: Civilian and military architecture.
9. The general evolution of the Transylvanian towns in 18-19th Centuries.
10. The evolution of Transylvanian towns in 18-19th Centuries: Demographic changes and colonisations.
11. The evolution of Transylvanian towns in 18-19th Centuries: Cities and their role in the economy of Transylvania.
12. The evolution of Transylvanian towns in 18-19th Centuries: Institutional changes
13. The evolution of Transylvanian towns in 18-19th Centuries: The dynamics of constructions.
14. The evolution of Transylvanian towns in 18-19th Centuries: The beginnings of industrialization.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Dickinson, Robert E., *The morphology of the Medieval German Town*, in *Geographical Review*, vol. 35, No. 1, 1945, p. 74-97.
- Göllner, Carl, *Siebenburgische Stadte im Mittelalter*, București, 1971.
- Niedermaier, Paul, *Stadtebau in Mittelalter. Siebenbürgen, Banat und Kreischgebiet (1242-1347)*, Köln, Weimar, Wien: Böhlau Verlag, 2002.
- Niedermaier, Paul, *Stadtebau in Mittelalter. Siebenbürgen, Banat und Kreischgebiet (1348-1541)*, Köln, Weimar, Wien: Böhlau Verlag, 2003.

INTERNATIONAL RELATIONS DURING THE 20TH CENTURY

Course Code: I.3107A

Type of course: elective

Language of instruction: English tutoring available for Erasmus students

Seminar tutor: Sorin Arhire, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	I	Grade	3

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to International Relations during 20th century.
- Integration in a coherent structure of main theorizations and value landmarks recognised in International Relations as well as in connected domains.

ENTRY REQUIREMENTS:

Introduction to the World History of the 20th century.

COURSE CONTENTS:

1. International relations between Great Powers before World War I.
2. Paris Peace Conference (1919-1920).
3. The first decade of the inter-war period.
4. League of Nations.
5. The second decade of the inter-war period.
6. Anglo-American Relations during World War II.
7. United Nations.
8. Germany after 1945.
9. The Korean War (1950-1953).
10. NATO versus Treaty of Warsaw.
11. Vietnamese War.
12. Mikhail Gorbachev and the end of the Cold War.
13. USA foreign policy promoted by presidents Bill Clinton and George Bush.
14. International relations at the end of the 20th century.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Calvacoressi, Peter, *World Politics since 1945*, London, New York, Boston, 2009.
- Kissinger, Henry, *Diplomacy*, New York, London, Toronto, 1994.

INTRODUCTION TO HISTORY OF RELIGIONS

Course Code: I.3201

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Ileana Burnichioiu, PhD

Seminar tutor: Ileana Burnichioiu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	48	4	II	Grade	6

COURSE AIMS:

This course is an introduction to some religious beliefs and practices of the Ancient and Medieval World. It will assist students to appreciate the nature and expressions of a variety of religions; to understand the ways in which religious beliefs and practices may have a shaping influence on the life and values of individuals and societies; become more aware of individual cultural and spiritual heritages.

ENTRY REQUIREMENTS:

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COURSE CONTENTS:

1. Introduction. Basic concepts used to study religion. Tools and Methods in the Study of Religion. The history of religions during 19th-20th centuries – an overview.
2. Prehistory. How old is the religious behavior? Religious beliefs and practices during the Paleolithic. Religious beliefs and practices during the Neolithic.
3. Religious beliefs and practices in Ancient East Orient (Anatolia, Syria, Palestine, Egypt, Canaan, Mesopotamia).
4. Religious beliefs and practices in ancient Greece (Crete and Mycenae, Archaic, Classical and Hellenistic Greece).
5. Roman Religion.
6. Religious beliefs and practices of Celts.
7. Judaism.
8. Zoroastrianism.
9. Religious beliefs and practices of old Slavs.
10. Christianity: origins; source problems; Jesus of Nazareth; The Early Church - 2nd-3rd centuries.
11. Eastern Christianity.
12. Western Christianity.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- oral and written presentation (in English and another common language) of the specific discipline knowledge;
- the usage of the concepts and basic methodologies for at least one other social or human science, or another borderline science.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 70%; presentation of papers – 30%.

RECOMMENDED READING:

- Bowes, K., *Private Worship, Public Values, and Religious Change in Late Antiquity*, Cambridge, 2008.
- Bowker, John, *The Concise Oxford Dictionary of World Religions*, Oxford University Press, 2007.
- Eliade, Mircea, *History of Religious Ideas*, Chicago, University of Chicago Press, 1978-.
- Esposito, John L., et al. *World Religions Today*, New York, Oxford University Press, 2009.

**THE EMERGENCE OF THE AGRICULTURAL CIVILIZATIONS
OF OLD EUROPE**

Course Code: I.3202

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Mihai Gligor, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	24	2	II	Grade	5

COURSE AIMS:

- The period from the 9th to the end of the 4th millennium BC in Asia and Europe witnessed important social and economic changes. The establishment of cereal cultivation and animal husbandry were accompanied by profound social and ideological transformations of human societies.
- This course examines the evidence pertinent to this important evolutionary change in European prehistory and investigates the extensive cultural patterns which transcend modern cultural boundaries, and which created conditions for all subsequent cultural developments in Europe.
- This course deals with the neolithic and copper age, a period for which the archaeological record is dominated by large monuments, burials, formal deposits and complex artefacts which circulated in exchange networks.

ENTRY REQUIREMENTS:

World Prehistory, Introduction to Archaeology

COURSE CONTENTS:

1. The Mesolithic-Neolithic Transition.
2. The Fertile Crescent. Pre-Pottery Neolithic A-B (PPN A/B).
3. Early Farming in the Near East. Case Studies: Hallan Çemi, Körtektepe, Çayönü, Nevalı Çori, Göbekli Tepe, Jerico, Çatalhöyük
4. The Expansions of Farming Societies and the Role of the Neolithic Demographic Changes.
5. The Neolithic: Subsistence Economies and Social Structure.
6. Copper Age. Main Characteristics. Timeframe.
7. Demography and Storage Systems.
8. Sources of Raw Materials and Exploitation Strategies
9. Craft Specializations. Trade Network.
10. The Pottery Production in Neolithic and Copper Age.
11. Neolithic and Copper Age Clay Figurines. The Steatopygy.
12. The Mother Goddess. Signs, Symbols, and Images of the Divinity.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING

- Chapman, J., *Fragmentation in archaeology*, London, New York, 2000.
- Gale, D., *A comparative study of the earliest european copper mining tools*, in B. - Jovanović (ed.), *Ancient Mining and Metallurgy in Southeast Europe*, Bor-Belgrade, 1995, p. 47-53.
- Sfériadès, M., *Spondylus and Long-Distance Trade in Prehistoric Europe*, in D. W. Anthony, J. Chi (eds.), *The Lost World of Old Europe. The Danube Valley, 5000-3500 BC*, Princeton University Press, 2010, p. 179-189.
- Whittle, A., *The archaeology of people. Dimensions of neolithic life*, London, New York, 2003.

DACIAN CIVILIZATION IN THE CONTEXT OF THE ANCIENT WORLD

Course Code: I.3203

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Cristian Ioan Popa, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	24	2	II	Grade	5

COURSE AIMS:

Use basic knowledge of at least one other social sciences or humanities discipline or a boundary between history and other sciences. Explain the concepts and methods of social sciences or humanities or other discipline of the border between history and other social sciences. Knowledge of the main features of the Geto-Dacian World. Integration in the context of the world of Antiquity.

ENTRY REQUIREMENTS:

Introduction to World Ancient History; Early Iron Age archeology

COURSE CONTENTS:

1. Introduction to civilization Geto-Dacian.
2. The Dacians in ancient sources - critical analysis of written sources.
3. The Iron Age / Latène - clarification of terminology.
4. Geto-Dacian material culture (I).
5. Geto-Dacian material culture (II).
6. Geto-Dacian Spiritual culture. Written sources and archeological.
7. Geto-Dacian Art.
8. Geto-Dacian fortresses.
9. Dacian heritage recovered from the illegal market.
10. The political history of pre-Roman Dacia.
11. Military confrontation.
12. Dacian civilization in the context of the ancient world. General conclusions.

TEACHING METHODS:

Lecture, conversation, exemplification, PowerPoint presentation.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past.
- establishing historical facts on the basis of historical sources and outside of these.
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam.

RECOMMENDED READING:

- Glodariu, Ioan, *The History and Civilization of the Dacians*, in Ioan Aurel Pop; Thomas Năgler (eds), *The History of Transylvania until 1541*, Cluj-Napoca, 2005.
- Herodot, *Histories*.

MEDIEVAL INSTITUTIONS

Course Code: I.3204

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Octavian Tătar, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	24	2	II	Grade	5

COURSE AIMS:

- To know the defining elements of the main categories of medieval institutions of Western Europe, Byzantine Empire, and classical Islam.
- Awareness of the fundamental directions of the genesis of medieval institutions.
- To explain the characteristic of the political and religious institutions
- Introduction in the history of women in the Middle Ages.

ENTRY REQUIREMENTS:

Introduction to Ancient General History; introduction to Medieval History of Romanians; Introduction in the General Medieval History.

COURSE CONTENTS:

1. Introduction. What are institutions? Medieval or feudal institutions?
2. Byzantine political institutions. The emperor. The empress.
3. Carolingian Empire. The imperial institution. Central government and local administrative institutions.
4. The Byzantine Church. Institutions. Monastic life.
5. The Western Church before the year 1000. The monastic orders.
6. The Arab world. Introduction. Institutions of classical Islam.
7. The Ottoman World. The institutions of the central power. Local administrative institutions.
8. The monarchy in Western Europe. Genesis and ideology. Attributes and legitimation.
9. Renovatio imperii. The Ottonian imperial institution. The dispute Empire-Church.
10. The monarchy of the estates assemblies in medieval Europe. Genesis. The sharing of power between monarchy and estates.
11. The knighthood. Introduction. The knight in western Europe.
12. The university in the Middle Ages.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Donald J. Kagay, Theresa M. Vann (eds), *On the Social Origins of Medieval Institutions*, BRILL, 1998.
- Norman, Zacour, *Introduction to Medieval Institutions*, Palgrave Macmillan, 1976.
- Stephenson, Carl, *Medieval Institutions: Selected Essays*, New York, 1954.

CULTURE AND CIVILIZATION IN ROMANIAN SOCIETY IN MODERN EPOCH

Course Code: I.3205A

Type of course: elective

Language of instruction: English tutoring available for Erasmus students

Seminar tutor: Laura Stanciu, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	36	3	II	Grade	3

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to Modern History.
- Integration in a coherent structure of main theorizations and value landmarks recognised in Modern History as well as in connected domains.

ENTRY REQUIREMENTS:

Introduction to Modern History of Romanians; History of Romanian Historiography.

COURSE CONTENTS:

1. Introductory course: From Enlightenment to 1900.
2. Romanian bourgeoisie: Its affirmation and confirmation in modern epoch.
3. The Romanians and the Habsburg ruling.
4. A laboratory of modernity: Romanian countries from the Phanariots to the royal monarchy.
5. Mentalities, private life – collective life in the modern history of Romanians.
6. Family and the Romanian modern civilisation.
7. Centre and periphery - urban and rural in the modern Romanian society,
8. Security and insecurity in Romanian civilisation.
9. Sociability and solidarity in 'Romanian world'.
10. Cultural institutions and modernization rhythms for the Romanian world.
11. Romanian petitions in Transylvania.
12. Food and food habits in Romanian society.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Maria Crăciun, Ovidiu Ghitta (eds), *Church and Society in Central and Eastern Europe*, Cluj Napoca, 1998.
- Maria Crăciun, Ovidiu Ghitta (eds), *Ethnicity and Religion in Central and Eastern Europe*, Cluj-Napoca, 1995.
- Hitchins, Keith, *The Romanians, 1774-1866*, New York, 1996.
- Hitchins, Keith, *The Identity of Romania*, Bucharest, 2009.
- Mamatey, V. S., *Rise of the Habsburg Empire 1526-1815*, New York, 1971.

CONFESSONAL AND RELIGIOUS MINORITIES IN ROMANIA

Course Code: I.3206A

Type of course: elective

Language of instruction: English tutoring available for Erasmus students

Seminar tutor: Daniel Dumitran, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	36	3	II	Grade	3

COURSE AIM:

- Introduce the students in the study of population trends and policies led by the modern state in contemporary Rumanian areal, from a historical perspective and applying the methodological suggestions offered by the social sciences.
- Establishing of possible research team within the institutional programs.

ENTRY REQUIREMENTS:

Introduction in the Modern World History; Introduction in the Medieval History of Romania.

COURSE CONTENTS:

1. Problems of religious and confessional minorities historiography in early modern Europe.
2. Territory and population. Transylvania and Romanian countries from the Middle Ages to the Early Modern and Modern Era.
3. Religion, economy and society. Trends in the state policy.
4. The Jews.
5. The Armenians.
6. The Catholics from the Romanian countries.
7. The Lutherans.
8. The Calvinians.
9. The Unitarians.
10. The Anabaptists.
11. The Neo-Protestants denominations in Romania.
12. The conclusions. Majority and minorities in contemporary Romania.

TEACHING METHODS:

Questioning and debate.

LEARNING OUTCOMES:

- Approach the relations between majority and minority on a long historical period (Middle Ages - Late modern era, with references needed at present), in the light of religious, economic and social developments;
- Concrete production of new historical knowledge on the basis of deeper insights within the study of above referred historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 50%; VP – 25%; Oral presentation – 25%.

RECOMMENDED READING:

- Alcock, Antony, *A History of the Protection of Regional Cultural Minorities in Europe. From the Edict of Nantes to the Present Day*, MacMillan Press Ltd., 2000.
- Evans, R. J. W., *Austria, Hungary, and the Habsburgs. Essays on Central Europe, c. 1683-1867*, Oxford University Press, 2006.
- Jurková, Zuzana et alii (Eds.), *Minority: Construct or Reality? On Reflection and Self-Realization of Minorities in History*, Bratislava, Zingprint, 2007.
- Karady, Victor, *The Jews of Europe in the Modern Era. A Socio-historical Outline*, Central European University Press, 2004.
- Schilling, Heinz, *Early Modern European Civilization and its Political and Cultural Dynamism*, University Press of New England, 2008.

HISTORY OF THE COLD WAR

Course Code: I.3207A

Type of course: elective

Language of instruction: English tutoring available for Erasmus students

Seminar tutor: Sorin Arhire, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	36	3	II	Grade	3

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to History of the Cold War.
- Integration in a coherent structure of main theorizations and value landmarks recognised in History of the Cold War as well as in connected domains.

ENTRY REQUIREMENTS:

Introduction to the World History of the 20th Century.

COURSE CONTENTS:

1. The breakdown of the Grand Alliance in 1945.
2. Division of the Cold War.
3. The Marshall plan.
4. The Truman doctrine.
5. The Berlin Wall – symbol of the Cold War.
6. Cuban Missile Crisis (1962).
7. The Brezhnev doctrine.
8. The *Ostpolitik* promoted by Willy Brandt.
9. United Nations.
10. Fall of communism in East-Central Europe.
11. USA and the Soviet Union during the late of '80s.
12. The end of the Cold War and its consequences.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on the historical past;
- establishing historical facts on the basis of historical sources and outside of these;
- the concrete production of new historical knowledge on the basis of deeper insights within the study of an epoch and/or of a medium complexity historical subject.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Kissinger, Henry, *Diplomacy*, New York, London, Toronto, 1994.
- McCauley, Martin, *Russia, America and the Cold War, 1949-1991*, Longman Limited, 1998.