

SYLLABUS

REGIONAL IDENTITIES IN THE MIDDLE AGES

Course Code: MIR.1101

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	42	3	I	Grade	5

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas, terminology and methodology of research specific to the examination of history of regions and regional identities in the Middle Ages.
- To familiarize students with the debates concerning the regions and regional identities from historical perspective and connected with contemporary debates on regionalization.

ENTRY REQUIREMENTS:

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

COURSE CONTENTS:

- Introduction. Regional identity in historiography and contemporary debates.
- Interdisciplinary perspectives in regional studies and regional identity research.
- Territoriality and the formation of medieval states.
- The evolution of regions in the Carolingian Empire.
- The regions in the post-Carolingian age.
- Regionalism in the German Empire.
- The formation of realms in Central Europe and their internal structuring.
- The birth of regions in Central Europe. Regional institutionalization.
- The emergence of regional identity bearers. Regional nobilities and their manifestations (Transylvania's case).
- The bearers of regional identity. Urban networks.
- Reflections of region and regional consciousness in historiography.
- The centralization of states and regional reactions to political, economic, and spiritual crisis (fifteenth-sixteenth centuries)
- Transylvania. From region to principality.
- Regional particularity and diversity in art.

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:

- Jones, Rhys, „Mann and Men in a Medieval State: The Geographies of Power in the Middle Ages”, *Transactions of the Institute of British Geographers, New Series*, 24/1 (1999), pp. 65-78.
- Jordan, Thomas, “Recent German research on space-related attachments and regional identities”, în *Geografiska Annaler. Series B, Human Geography*, 78/2 (1996), pp. 99-111.
- Knight, David B., „Identity and Territory: Geographical Perspectives on Nationalism and Regionalism”, în *Annals of the Association of American Geographers*, 72, 4 (1982), pp. 514-531.

- Paasi, Anssi, „Bounded spaces in the mobile world: deconstructing ‘regional identity’”, in *Tijdschrift voor Economische en Sociale Geografie* 93/2 (2002), pp. 137-148.
- Terlouw, Kees, Job Weststraate, “The region as a vehicle of local interests: the spatial strategies of medieval and modern urban elites in Netherlands”, in *Journal of Historical Geography*, 40 (2013), 24-35.

**CONFESSIONAL DIVERSITY AND SOCIAL MODERNIZATION
IN EARLY MODERN EUROPE**

Course Code: MIR.1102

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Course tutor: Daniel Dumitran, PhD

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	42	3	I	Grade	5

COURSE AIM:

- Interdisciplinary study of religious phenomenon in Early Modern and Modern era (in the light of ecclesiastical history, sociology and cultural sociology).

ENTRY REQUIREMENTS:

The ability to use the Latin/ Romanian Cyrillic written sources.

COURSE CONTENTS:

- Methodology. Debates about concepts of *confession*, *confessionalism*, *confessionalisation*, *confessional propaganda*, *acculturation*, *social and confessional discipline*.
- Reformation and Confessionalism in Europe. The propagation of Protestant Reformation, the dogma, the shaping of the clergy and the Church.
- Reformation and Confessionalism in Europe. The propagation of Catholic Reformation, the dogma, the shaping of the clergy and the Church.
- Confessionalization and modern state formation process. Prusia, Habsburg lands and Bavaria. The small principalities.
- Confessionalization and modern state formation process. The Archbishopric of Salzburg and the cities.
- The Confessional Propaganda and the Acculturation. Means of propagation: universities, monasteries, the Bishopric and the clergy. The Counterreformation's saints. Victories and withstandings.
- The Confessional Propaganda and the Acculturation in the Protestant Reformation. Means of propagation. Victories and withstandings.
- Social and confessional discipline. The Protestant and the Roman Catholic churches. Popular resistance.
- The new idea about state during the enlightened absolutism. Sources of ideas, models and debates.
- The Enlightened Absolutism's Reformation Programme. The areas and reasons of reforms. Ruling practices. The impact and posterity of reformism.
- The Toleration Policy. The genesis of the concept. The ordinances of toleration. The different significations of toleration.
- Theological and political meanings of doctrinal controversies in the early modern era. Theology and politics. The main doctrinal controversies. Church and state.
- Church and state in Eastern Europe, between traditionalism and modernization challenges. Tradition / traditions in Eastern Orthodox churches. Attempts to reform. Consequences of secularization process.
- Conclusions.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- The study of the process of modernization in Central-Eastern Europe, in the light of the main concepts "confession" and "diversity";
- Identifying and making use of sources, published and unpublished, which can provide new insights for research on these lines;
- 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%; Frequency and oral presentation – 50%.

RECOMMENDED READING:

- Beales, Derek, *Enlightenment and Reform in Eighteenth-Century Europe*, I. B. Tauris, 2005.
- Bushkovitch, Paul, *Religion and Society in Russia. The Sixteenth and Seventeenth Centuries*, Oxford University Press, 1992.
- Forster, Marc, *Catholic Revival in the Age of the Baroque. Religious Identity in Southwest Germany, 1550-1750*, Cambridge University Press, 2004.
- Hsia, R. Po-chia, *Social Discipline in the Reformation: Central Europe 1550-1750*, Routledge, 1992.
- Hsia, R. Po-chia, *The world of Catholic renewal 1540-1770*, Cambridge University Press, 1998.
- Scribner, Bob, Roy Porter, Mikulás Teich (Eds.), *The Reformation in National Context*, Cambridge University Press, 1994.
- Schilling, Heinz, *Religion, Political Culture and the Emergence of Early Modern Society. Essays in German and Dutch History*, E. J. Brill, 1992.

REGIONAL IDENTITY - NATIONAL IDENTITY IN TRANSYLVANIAN ENLIGHTENMENT

Course Code: MIR.1103

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Laura Stanciu, PhD

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	42	3	I	Grade	5

COURSE AIMS:

This course aims to introduce MA students to the main history terminology which is characteristic for the Enlightenment period. Mainly, it will be analyzed the irradiative role which Vienna, Budapest and Göttingen had at political, cultural and ecclesiastical levels and its result in the process of national identity in Transylvania.

ENTRY REQUIREMENTS:

Introduction in Modern History of Romanians; Culture and Civilization in Romanian Society in Modern Epoch.

COURSE CONTENTS:

1. Introductory course: themes and bibliography.
2. Transylvania from the Old Regime to the New Regime.
3. Enlightenment – Aufklärung in Transylvania.
4. Regional identities and Enlightenment in Transylvania.
5. Regional identities and Enlightenment in Transylvania.
6. “Irradiative” centres for the Romanian Enlightenment: Trnava, Rome, Vienna, Budapest and Goettingen.
7. Romanian Enlightenment and European Enlightenment: ideas’ exchange.
8. Romanian Enlightenment in Transylvania.
9. Enlightenment – national consciousness and national movement.
10. Enlightenment, state and reformism.
11. Enlightenment and its impact to social dynamics.
12. Confessional identities in the Habsburg Empire. Transylvanian Romanians in the 18th century.
13. From Enlightenment to Romantism.
14. Course’s conclusions.

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:

- Hitchins, Keith, *The Identity of Romania*, Bucharest, The Encyclopaedic House, 2009.
- Neumann, Victor, *Transylvanian Enlightenment European influences and local intellectual ambitions*, in *Transylvania in the Eighteenth Century. Aspects of Regional Identity*, Cluj-Napoca, Mega Publishing House, 2013, p. 38-52.
- Porter, Roy, Teich, Mikulas, *The Enlightenment in National Context*, Cambridge University Press, 2000.
- Stanciu, Laura, Popa-Gorjanu, Cosmin (eds), *Transylvania in the Eighteenth Century: Aspects of Regional Identity*, Cluj-Napoca, Mega Publishing House, 2013.

APPLIED RESEARCH OF CULTURAL HERITAGE (I)

Course Code: MIR.1104

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Cristian Ioan Popa, PhD

Name of 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	28	2	I	Grade	4

COURSE AIMS:

- During lingual master the main research methods and evaluation of movable and immovable heritage. Besides acquiring knowledge enabling them framing a monument in terms of style, the course aims at familiarizing them with the physical-chemical degradation mechanisms they suffer it.
- Formation of analytical skills monuments in terms of style, planimetric and volumetric.

ENTRY REQUIREMENTS:

History and theory of art.

COURSE CONTENTS:

- Dacian fortresses from Orastie Mountains: military and religious architecture.
- Capital of Roman Dacia: Ulpia Traiana Sarmizegetusa.
- Dacian fortress of Căpâlna. Issues of conservation and restoration possibilities and tourism.
- The complex of Roman sites in Cigmău Germisara: camp, road and health resort. Historical and archaeological analysis and market opportunities for tourism.
- Romanic churches from Băcăiști and Geoagiu.
- Establishment parish network in medieval Transylvania.
- Ethnic-confessional coexistence and cultural interference in medieval Transylvania.
- Types of pre-modern cities in Transylvania: possibilities of studying.
- Roman Catholic Cathedral of Alba Iulia.
- Saxon medieval rural sites from Călnic and Gârbova.
- The medieval church of Sântimbru / Vingard and Gothic churches in Boz.
- Heritage recovery: case study Colțești-Rimetea.
- Recovery topography premodern city Alba Iulia: suburbs and their churches.
- Routes of colonization and destinies of immigrants.

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.

THE HISTORY OF ARCHITECTURE IN ROMANIA

Course Code: MIR.1106A

Type of course: elective

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: 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	28	2	I	Grade	4

COURSE AIMS:

The seminar is a global-oriented survey of the history of architecture in Romania from Antiquity to 20th century. It is analyzed architectural productions and built environment within a contextual framework. The seminar is accompanied by field trips to historical buildings.

ENTRY REQUIREMENTS:

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COURSE CONTENTS:

1. Introduction. Bibliography.
2. The architecture in Romania from Antiquity to Middle Ages.
3. Romanesque architecture in Transilvania.
4. Gothic architecture in Transilvania.
5. Influences of Gothic architecture in Moldavia and Wallachia.
6. Renaissance architecture in Transilvania.
7. The Brancovan Style in the architecture of Wallachia.
8. The Baroque architecture.
9. The Architecture of 19th century: Neo-Classicism and Romanticism.
10. The Architecture at the end of 19th century: Eclecticism.
11. Art Nouveau, Secession and Jugendstil in Romania.
12. The architecture of 20th century – an overview.
13. The architecture of 20th century. Architects and buildings. Neo-Romanian architectural style.
14. The architecture of 20th century. The Socialist-Realism.

TEACHING METHODS:

Oral presentation, conversation, exemplification.

LEARNING OUTCOMES:

Students will gain a general idea of architecture history in Romania. They will be able to distinguish basic design principles and historical styles of buildings in Romanian provinces, and to use the specific vocabulary of historical architecture.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

One analytical and interpretative essay of not more than 5000 words (to include footnotes) will be presented for final examination. This essay needs to be related to the topics of the seminar. The essays represent 70% of the overall mark for the seminar. The attendance of seminar is compulsory. Continuous assessment – 30%.

RECOMMENDED READING:

- *Dicționar de artă. Forme, tehnici, stiluri. Forme, tehnici, stiluri*, I, Bucharest, 1995.
- Curinschi-Vorona, Gheorghe, *Istoria arhitecturii în România*, 1981.
- Mandache, Valentin, *The Neo-Romanian Architectural Style: A Brief Guide on Its Origins and Features*, in <https://historo.wordpress.com/2008/12/14/the-neo-romanian-architectural-style-a-brief-guide-on-its-origins-and-features/>
- Machedon, Luminita, Scoffham Ernie, *Romanian Modernism: The Architecture of Bucharest 1920-1940*, MIT Press, 1999.

GERMAN

Course Code: MIR.1107B

Type of course: elective

Language of instruction: German

Name of lecturer: Todescu Valentin

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	14	1	I	Grade	3

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-interrogation; 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 buy? (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.

FORMATION OF REGIONAL IDENTITY: THE GENESIS OF “TRANSYLVANISM”

Course Code: MIR.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	42	3	II	Grade	5

COURSE AIMS:

- To train the ability of understanding and explaining the phenomenon of constituting Transylvanian identities in the fifteenth and sixteenth centuries in the broader European context
- To explain the fundamental dimensions of Transylvanian identity in fifteenth-sixteenth centuries.

ENTRY REQUIREMENTS:

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

COURSE CONTENTS:

1. Introduction. Terminology and methodology.
2. The genesis of ethnic identities in the space of Romance language in the Middle Ages.
3. The genesis of ethnic identities in Central Europe.
4. The identity of Transylvania..
5. Transylvania and its inhabitants. The identity through people.
6. Transylvanian Magyars. Identity ideology of the Magyars. The case of the contemporaries of Mohacs.
7. Transylvanian Szeklers and their identity.
8. Transylvanian Romanians and their identity.
9. Transylvanian Saxons and their identity.
10. Communities and solidarities at the end of the Middle Ages. The Kingdom of Hungary.
11. States and autonomies. Transylvania in fifteenth and sixteenth centuries.
12. The “Transylvanist” idea and the constitution of the Transylvanian state (1541-1556).
13. The “Transylvanist” idea and the constitution of the Transylvanian state. Stephen Majlath.
14. The “Transylvanist” idea and the constitution of the Transylvanian state. Chroniclers and chronicles in the sixteenth 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:

- Brezeanu, Stelian, *Identități și solidarități medievale. Controverse istorice*, Bucharest, 2002.
- Feneșan, Cristina, *Constituirea Principatului Autonom al Transilvaniei*, Bucharest, 1997.

POWER AND POLICY: INSTITUTIONAL ASPECTS IN THE PRINCIPALITY OF TRANSYLVANIA

Course Code: MIR.1202

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	42	3	II	Grade	5

COURSE AIMS:

- To form the capacity of understanding and explain the formation of the Principality of Transylvania in sixteenth century.
- To know the fundamental elements of the process of genesis of Transylvanian state.
- To explain the state institutions and the main sources regarding the subject of the course.
- To present the defining ideas of the Transylvanian state ideology in seventeenth century.

ENTRY REQUIREMENTS:

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

COURSE CONTENTS:

1. European models of political power.
2. Transylvanian from voivodate to principality.
3. Statal Transylvania.
4. The institution of Diet.
5. The institution of prince of Transylvania.
6. The evolution of the Church in the autonomous principality.
7. The Transylvanian counties.
8. The case of the Szekler community.
9. From the institutions of ethnic and regional autonomy to state institutions.
10. From the estate assemblies to the Diet of Transylvania, 1540-1556.
11. From voivode to the prince of Transylvania, 1541-1571.
12. The institution of governor in Transylvania, George Martinuzzi.
13. The institutions of autonomous Transylvania and their relationship with the Ottoman Porte.
14. Constitution of the principality of Transylvania. The Approbatae from 1653.

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:

- Sz. Sándor (ed.), *Monumenta Comitialia Regni Transsylvaniae*, vol. I (1540-1556), vol. II (1556-1576), Budapest, 1875, 1876.
- Pop, I. A., Năgler, Th., Magyari, A. (eds), *The History of Transylvania*, vol. II, Cluj-Napoca, 2007.

TRANSYLVANIA AND THE ART OF CENTRAL EUROPE (18TH-20TH CENTURIES)

Course Code: MIR.1203

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	36	3	II	Grade	5

COURSE AIMS:

The course provides a general overview of the history of art and architecture in Central Europe with a special focus on Transylvania. The class is divided into two parts; a lecture in the classroom and field trips to a local museum or other historical buildings.

ENTRY REQUIREMENTS:

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COURSE CONTENTS:

1. Introduction. `Central Europe`, `Eastern Europe`. Diversity of cultural traditions and influences in Central Europe. Western and Eastern background influences in the art and architecture of Transylvania.
2. Baroque and Rococo art in Central Europe.
3. Art and architecture of Transylvania in 18th century – an overview.
4. Military and religious Baroque architecture in Transylvania.
5. Baroque art and architecture in Transylvania: urban and country house-buildings.
6. Baroque art in Transylvania: sculpture and painting.
7. Neoclassicism in Central Europe. Architecture, Neoclassicism in Central Europe.
8. Neoclassicism in Central Europe. Sculpture, and painting.
9. Neoclassicism architecture in Transylvania.
10. Historicism in Central Europe.
11. Historicism in Transylvania (1840-1918).
12. Eclectic architecture in Transylvania.
13. Central Europe: Secession and Jugendstil trends in art.
14. Conclusions.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

Students will gain a general idea of art and architecture in Central Europe including Transylvania during 18th-20th centuries. They will be able to distinguish basic historical styles, place them chronologically, to use the specific vocabulary of history of art and to identify the major artworks and architectural elements.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Harrison, Charles (ed.), *Art in Theory 1648-1815: An Anthology of Changing Ideas*, New York, 2001.
- Kann, Robert A., *A History of the Habsburg Empire 1526-1918*, Berkeley, 1974.
- Kaufmann, Thomas DaCosta, *Court, Cloister and City: The Art and Culture of Central Europe 1450-1800*, London, 1995.

HISTORICAL SEMANTICS IN TRANSYLVANIA

Course Code: MIR.1204

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: 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	28	2	II	Grade	4

COURSE AIMS:

Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to Historical Semantics in Transylvania. Finding and using of the sources which are characteristic to historical semantics for Transylvania as well as for East-Central Europe.

ENTRY REQUIREMENTS:

Regional identity - national identity in Enlightenment Transylvania; Culture and civilization in Romanian society in the modern epoch.

COURSE CONTENTS:

1. Historic discourse and semantics analyse: Fundamental directions.
2. About text.
3. About context.
4. About text's hermeneutics.
5. The historical discourse and its analysis in the historical research.
6. Types of analysing the historical discourse.
7. Meaning and semnification in the Transylvanian historical discourse.
8. Context - text – subtext. Politics and culture in Enlightenment Mitteleuropa.
9. Types and categories of sources used in Transylvanian Enlightenment.
10. Politics terminology from *Transylvanian School* to 1848.
11. Historical discourse in Transylvania after 1848: historical semantics and politics semantics.
12. The meaning of the concepts *homeland*, *patriotism*, *Europa/European* for 18th-19th centuries Transylvania.
13. The meaning of the concept *poverty*: *Poorness* in the Transylvanian Romanian's Language (in the Eighteenth and Nineteenth Centuries).
14. Conceptual History in Romanian Historiography: course's conclusions.

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:

- Koselleck, Reinhart, *The Practice of Conceptual History: Timing History, Spacing Concepts*. Series: Cultural Memory in the Present, Stanford, 2002.
- Koselleck, Reinhart, *Futures Past: On the Semantics of Historical Time*, Series: Studies in Contemporary German Social Thought, New York, 2004.
- Munslow, Alun, *Deconstructing History*, London & New York, 1997.
- Neumann, Victor, *Essays on Romanian Intellectual History*, Timișoara, 2008.
- Stanciu, Laura, „About National Identity in Transylvania. The Concept of *Fatherland* for Transylvanian Romanians between 1700 and 1848”, in *Brukenthalia. Romanian Cultural History Review. Supplement of Brukenthal. Acta Musei*, 1, 2011, p. 29-43.

APPLIED RESEARCH OF CULTURAL HERITAGE (II)

Course Code: MIR 1205

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Course 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	28	2	II	Grade	4

COURSE AIM:

- Interdisciplinary study of cultural heritage from Romanian areal (in the light of ecclesiastical and social history, demography and urbanism).

ENTRY REQUIREMENTS:

Applied Research of Cultural Heritage (I).

COURSE CONTENTS:

1. Cultural heritage: Concept, legislation and practice. Case studies: Roşia Montană and Colţeşti - Rimetea.
2. Demographic structures in early modern Transylvania. Case studies: Vingard / Călnic and Pianu de Sus / Ghirbom.
3. Administrative and ecclesiastical structures in early modern Transylvania. Case studies: Aiud and Blaj.
4. Ethnic-confessional cohabitation and cultural interference in early modern Transylvania. Case study: Alba Iulia.
5. Types of early modern cities in Transylvania: Possibilities for studying. Case studies: Abrud and Cetatea de Baltă.
6. Governance of the cities: Territory, population and consumption. Case studies: Ocna Mureş and Zlatna.
7. Routes of colonization and fate of immigrants. Case studies: Vinţu de Jos and Alba Iulia (the Hebrew community).

TEACHING METHODS:

Lecture, conversation, case studies and documentary trips.

LEARNING OUTCOMES:

- Formation of skills of analysis and interpretation of historical, demographic, architectural and topographical data.
- Identifying and making use of sources, published and unpublished, which can provide new insights for research on these lines.
- Concrete production of new historical knowledge on the basis of deeper insights within the study of above referred historical subject.
- Formulation and motivation within some professional projects of a personal view in relation to historical phenomena; developing a research project on a historical issues.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 50%; Frequency and oral presentation – 50%.

RECOMMENDED READING:

- Clark, Peter (Ed.), *Small Towns in Early Modern Europe*, Cambridge, Cambridge University Press, 2002.
- Davies, Susan, “History and Heritage”, in Lambert, Peter and Phillipp Schofield, eds., *Making History. An introduction to the History and Practices of a Discipline*, London and New York, Routledge, 2004, 280-289.
- *Guidance on Inventory and Documentation of the Cultural Heritage*, Council of Europe Publishing, 2009.
- Hoffman, Barbara T., ed., *Art and Cultural Heritage. Law, Policy, and Practice*, Cambridge University Press, 2006.
- Navrud, Ståle, Richard C. Ready, eds., *Valuing Cultural Heritage. Applying Environmental Valuation Techniques to Historic Buildings, Monuments and Artifacts*, Edward Elgar Publishing, 2002.

GERMAN

Course Code: MIR.1207B

Type of course: elective

Language of instruction: German

Name of lecturer: Todescu Valentin

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	14	1	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. **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.

OFFICIAL AND POPULAR RELIGION IN EARLY MODERN EUROPE

Course Code: MIR 201

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Course tutor: Daniel Dumitran, PhD

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	42	3	I	Grade	6

COURSE AIM:

- Interdisciplinary study of religious phenomenon in Early Modern and Modern era (in the light of ecclesiastical history, sociology and cultural sociology).

ENTRY REQUIREMENTS:

Confessional Diversity and Social Modernization in Early Modern Europe; the ability to use the Latin/ Romanian Cyrillic written sources.

COURSE CONTENTS:

1. Methodology.
2. "Official" and "popular" in debates of religious life historiography on the medieval and modern.
3. Official and popular religion in the late Middle Ages.
4. Reformulation framework of the official religion by the Protestant Reformation. Attitude towards popular religion.
5. Reformulation framework of the official religion by the Catholic Reformation. Attitude towards popular religion.
6. Tools for disseminating Reform: The parish clergy and its formation.
7. Tools for dissemination Reform in the Catholic territories: The orders, congregations and religious associations.
8. Popular missions: Evangelization project.
9. Parish: Frame of the believers' community life.
10. Benchmarks of Christian life: The rites of passage.
11. Rhythms of Christian life: The holidays.
12. The cult of saints and practices of devotion.
13. The sorcery and the magical practices.
14. Conclusions: The official and the popular religion at the end of the Old Regime.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- The study of the process of modernization of society, from the perspective of the main concepts previously studied "confession" and "diversity", in terms of official and popular manifestations of religious phenomenon.
- Identifying and making use of sources, published and unpublished, which can provide new insights for research on these lines.
- 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%; Frequency and oral presentation – 50%.

RECOMMENDED READING:

- Burke, Peter, *A Social History of Knowledge, vol. I: From Gutenberg to Diderot*; vol. II: From the Encyclopaedia to Wikipedia, Polity Press, 2000 and 2012.
- Muchembled, Robert, *Popular Culture and Elite Culture in France, 1400-1750*, Louisiana State Univ Press, 1985.
- Scribner, Bob, Trevor Johnson, *Popular Religion in German and Central Europe, 1400-1800*, Macmillan, 1996.
- Scribner, R. W., (Ed.), *For the Sake of Simple Folk. Popular Propaganda for the German Reformation*, Cambridge University Press, 1981.
- Scribner, R. W., *Popular Culture and Popular Movements in Reformation Germany*, The Hambledon Press, 1987.
- Thomas, Keith, *Religion and the Decline of Magic. Studies in Popular Beliefs in Sixteenth and Seventeenth Century England*, Penguin Books, 1991.

CENTRAL EUROPEAN BOOK CIVILIZATION: 17TH-19TH CENTURIES

Course Code: MIR 202

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Course tutor: Ana Maria Roman-Negoi, PhD

Seminar tutor: Ana Maria Roman-Negoi, 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 AIM:

- Interdisciplinary study of Central European Book Civilization. XVII-XIXth century.

ENTRY REQUIREMENTS:

- Central European Book Civilization. XVII-XIXth century; the ability to identify and describe various category of books from XVII-XIXth century.

COURSE CONTENTS:

1. Methodology.
2. The bases of modern printing. Romanian and European printing.
3. Books and printers in the XVIIth century.
4. The concept of book in the Age of Enlightenment: from religious books to secular ones.
5. Romanian printing houses. XVIII-XIXth century.
6. Printing houses from Habsburg Empire. Vienna and Buda case study.
7. Circulation on the books.
8. Graphic art of the books.
9. Critical editions.
10. Book collections and foundation of the libraries.
11. Book collections and foundation of the museums.
12. Bibliology and Library.
13. Old books and digitization: the challenge of a new era.
14. Conclusions: Central European Book Civilization. XVII-XIXth century.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- The study of the process of modernization of society, from the perspective of the evolution of the books and printing houses in Central Europe from XVII-XIXth century.
- Identifying and making use of sources, published and unpublished, which can provide new insights for research on these lines.
- 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%; Frequency and oral presentation – 50%.

RECOMMENDED READING:

- Balázs, Éva. H., *Hungary and the Habsburgs 1765-1800. An Experiment in Enlightened Absolutism*, Budapest, Central European University Press, 1987.
- Kosáry, Domokos, *Culture and Society in Eighteenth Century Hungary*, Budapest, Corvina, 1987.
- Porter, Roy, Teich, Mikulaš, *The Enlightenment in National Context*, Cambridge University Press, 1996.
- Beales, Derek, *Enlightenment and reform in 18th-century Europe*, Ney York, I.B Tauris & Co Ltd, 2005.
- Kann, Robert A., *History of the Habsburg Empire 1526-1815*, Berkley, University of California Press, 1974.
- Weston Evans, Robert John, *Austria, Hungary, and the Habsburgs: Essays on Central Europe, c.1683-1867*, Oxford, Oxford University Press, 2006.

NATION BUILDING THROUGH CULTURE. XIX-XX CENTURIES

Course Code: MIR 203

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Valer Moga, PhD

Seminar tutor: Valer Moga, 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 AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to nation building through culture. XIX-XX centuries.
- Integration in a coherent structure of main theorizations and value landmarks recognised in nation building through culture (XIX-XX centuries) as well as in connected domains.

ENTRY REQUIREMENTS:

Introduction to Modern History of Romanians; Introduction to World Modern History.

COURSE CONTENTS:

1. Introductory class. Conceptual and methodological aspects.
2. Nations and nationalisms in Central-Eastern Europe (1867-1918).
3. Elite and society. The role of *intelligentsia*.
4. Relations between Church and State. Church's role in the nation building through culture.
5. Orthodox and Greek Catholic confessional schools in Transylvania.
6. Church, nation and school at Slovaks, Serbs and Poles.
7. Reading societies and popular libraries.
8. Exhibitions, museums and popular theatre.
9. "Astra" Cultural Society in Transylvania.
10. The Matica Srpska Cultural Society, Pest, Novi Sad, 1826-1914.
11. The Matica Slovenska Cultural Society, Turčiansky Svätý Martin (1863-1875).
12. Other cultural societies in Central-Eastern Europe.
13. Patterns and mutual influences. Romanians *versus* south and central Slavs.
14. First World War. The new geopolitics of Central-Eastern Europe and its cultural 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:

- Oscar Jaszi, *The Dissolution of the Habsburg Monarchy*, Chicago, 1929.
- Marius Turda, *The Idea of National Superiority in Central Europe, 1880-1918*, Lewinston, Queenston, 2005.
- Keith Hitchins, *A Nation Affirmed: The Romanian National Movement in Transylvania, 1860-1914*, Bucharest, 1999.
- Milenko Karanovich, *The Development of Education in Serbia and Emergence of its Intelligentsia (1838-1858)*, Boulder Colorado, 1995.
- Stanislav J. Kirschbaum, *A History of Slovakia: The Struggle for Survival*, New York, 1995.

THE HISTORY OF ARCHITECTURE IN ROMANIA

Course Code: MIR 204

Type of course: elective

Language of instruction: English tutoring available for Erasmus students

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	28	2	I	Grade	4

COURSE AIMS:

The seminar is a global-oriented survey of the history of architecture in Romania from Antiquity to 20th century. It is analyzed architectural productions and built environment within a contextual framework. The seminar is accompanied by field trips to historical buildings.

ENTRY REQUIREMENTS:

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COURSE CONTENTS:

1. Introduction. Bibliography.
2. The architecture in Romania from Antiquity to Middle Ages.
3. Romanesque architecture in Transilvania.
4. Gothic architecture in Transilvania.
5. Influences of Gothic architecture in Moldavia and Wallachia.
6. Renaissance architecture in Transilvania.
7. The Brancovan Style in the architecture of Wallachia.
8. The Baroque architecture.
9. The Architecture of 19th century: Neo-Classicism and Romanticism.
10. The Architecture at the end of 19th century: Eclecticism.
11. Art Nouveau, Secession and Jugendstil in Romania.
12. The architecture of 20th century – an overview.
13. The architecture of 20th century. Architects and buildings. Neo-Romanian architectural style.
14. The architecture of 20th century. The Socialist-Realism.

TEACHING METHODS:

Oral presentation, conversation, exemplification.

LEARNING OUTCOMES:

Students will gain a general idea of architecture history in Romania. They will be able to distinguish basic design principles and historical styles of buildings in Romanian provinces, and to use the specific vocabulary of historical architecture.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

One analytical and interpretative essay of not more than 5000 words (to include footnotes) will be presented for final examination. This essay needs to be related to the topics of the seminar. The essays represent 70% of the overall mark for the seminar. The attendance of seminar is compulsory. Continuous assessment – 30%.

RECOMMENDED READING:

- *Dicționar de artă. Forme, tehnici, stiluri. Forme, tehnici, stiluri*, I, Bucharest, 1995.
- Curinschi-Vorona, Gheorghe, *Istoria arhitecturii în România*, 1981.
- Mandache, Valentin, *The Neo-Romanian Architectural Style: A Brief Guide on Its Origins and Features*, in <https://historo.wordpress.com/2008/12/14/the-neo-romanian-architectural-style-a-brief-guide-on-its-origins-and-features/>
- Machedon, Luminita, Scoffham Ernie, *Romanian Modernism: The Architecture of Bucharest 1920-1940*, MIT Press, 1999.

THE ROMANIAN FOREIGN POLICY AND THE REGIONAL ALLIANCES

Course Code: MIR.205

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	28	2	I	Grade	6

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to the Romanian foreign policy in inter-war period.

ENTRY REQUIREMENTS:

Introduction to Modern History of Romanians.

COURSE CONTENTS:

1. Paris Peace Conference (1919-1920).
2. Romania and Yugoslavia.
3. Romania and Czechoslovakia.
4. The Little Entente.
5. The Balkan Pact.
6. The French foreign policy towards Romania.
7. The British foreign policy towards Romania.
8. The Romanian-Polish relations.
9. Nicolae Titulescu's foreign policy.
10. The Soviet-Czechoslovakian Pact (1935).
11. League of Nations.
12. The Ribbentrop-Molotov Pact.
13. The Czechoslovakian Crisis.
14. Romania territorial losses.

TEACHING METHODS:

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:

- Haynes, Rebecca, *Romanian Policy towards Germany, 1936-1940*, London, 2000.
- Kissinger, Henry, *Diplomacy*, New York, London, 1994.

CULTURAL POLICIES IN THE INTERWAR ROMANIA

Course Code: MIR 208

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Valer Moga, PhD

Seminar tutor: Valer Moga, 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:

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

ENTRY REQUIREMENTS:

Introduction to the Romanian History in the 20th Century; Introduction to the World History in the 20th Century.

COURSE CONTENTS:

1. Introductory class. Conceptual and methodological aspects.
2. Experiences from the nineteenth century and from the early twentieth century.
3. Catalysing role of the First World War.
4. Romanian society after World War I.
5. Connection of Romania to international concerns in the field.
6. Debates on the relationship between state and non-governmental institutions in implementing cultural policies.
7. The minimum level of culture. Literacy. Cultural implications of the health of society.
8. Ideological aspects: nationalism; traditionalism; political finality of culture.
9. Strategic personalities of the adult education in interwar Romania.
10. Adult education institutions in interwar Romania
11. Relations between cultural societies after 1918.
12. Adult education under the authoritarian regime (1938-1940).

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:

- Isac, Ionuț-Constantin, "Adult Education and Culture in the Interwar Romania: The Examples of Nicolae Iorga and Dimitrie Gusti", in *Anuarul Institutului de Istorie "George Barițiu" din Cluj Napoca. Series Humanistica*, tom XIII, 2015, p. 125-138.
- *International Handbook of Adult Education*, London, World Association for Adult Education, 1929.
- Livezeanu, Irina, *Cultural Politics in Greater Romania*, Ithaca, London, Cornell University Press, 1995.
- Rose, Amy D., *Ends or Means: An Overview of the History of the Adult Education Act*, Columbus, Ohio, 1991.

TRANSYLVANIA AND THE ART OF CENTRAL EUROPE (18TH-20TH CENTURIES)

Course Code: MIR 209

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	36	3	II	Grade	5

COURSE AIMS:

The course provides a general overview of the history of art and architecture in Central Europe with a special focus on Transylvania. The class is divided into two parts; a lecture in the classroom and field trips to a local museum or other historical buildings.

ENTRY REQUIREMENTS:

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COURSE CONTENTS:

1. Introduction. `Central Europe`, `Eastern Europe`. Diversity of cultural traditions and influences in Central Europe. Western and Eastern background influences in the art and architecture of Transylvania.
2. Baroque and Rococo art in Central Europe.
3. Art and architecture of Transylvania in 18th century – an overview.
4. Military and religious Baroque architecture in Transylvania.
5. Baroque art and architecture in Transylvania: urban and country house-buildings.
6. Baroque art in Transylvania: sculpture and painting.
7. Neoclassicism in Central Europe. Architecture, sculpture, and painting.
8. Neoclassicism architecture in Transylvania.
9. Historicism in Central Europe.
10. Historicism in Transylvania (1840-1918).
11. Eclectic architecture in Transylvania.
12. Central Europe: Secession and Jugendstil trends in art.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

Students will gain a general idea of art and architecture in Central Europe including Transylvania during 18th-20th centuries. They will be able to distinguish basic historical styles, place them chronologically, to use the specific vocabulary of history of art and to identify the major artworks and architectural elements.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Harrison, Charles (ed.), *Art in Theory 1648-1815: An Anthology of Changing Ideas*, New York, 2001.
- Kann, Robert A., *A History of the Habsburg Empire 1526-1918*, Berkeley, 1974.
- Kaufmann, Thomas DaCosta, *Court, Cloister and City: The Art and Culture of Central Europe 1450-1800*, London, 1995.

HERITAGE AND CULTURE ITINERARY IN MODERN EPOCH

Course Code: MIR.210

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: 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	24	2	II	Grade	5

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to heritage in modern epoch.
- Integration in a coherent structure of main theorizations and value landmarks recognised in Heritage and culture in modern epoch.

ENTRY REQUIREMENTS:

Culture and civilisation in the Romanian society; Modern history of Romania.

COURSE CONTENTS:

1. Travel - a fundamental discovery of the modern epoch.
2. Values of Enlightenment Europe.
3. Prestige and power. Military architecture in baroque Transylvania.
4. Transylvania and its cultural itineraries.
5. Cultural itineraries.
6. European and Romanian UNESCO itineraries.
7. Cultural itinerary and touristic guide.
8. Tourism and historical memory. Local gastronomic traditions.
9. Historical monuments. Case studies.
10. Communist architecture and art. Case studies.
11. Heritage rehabilitation for the community benefit.
12. Identification of some potential funding sources.

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- retrieval of written sources on heritage;
- 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:

- Heike Doering, *The New Face of Mining: Cultural Tourism and Identity in the Coalfield Areas*, University of Nottingham, 2003.
- Robinson, Mike, Picard, David, *Tourism, Culture and Sustainable Development*, UNESCO, 2006.
- Sharpley, R., *Travel and Tourism*, London, 2006.
- Utah Division of State History, *Preserving our Past through Heritage Tourism*, Salt Lake City, 2005.
- http://ec.europa.eu/regional_policy/index_en.cfm
- <http://imagini-istorie.apulum.ro/?lang=en>

HISTORIOGRAPHY OF THE 20TH CENTURY AND ITS ALTERNATIVES

Course Code: MIR 211

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: 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	24	2	II	Grade	4

COURSE AIMS:

- Knowing, understanding and a correct using of fundamental ideas concerning concepts specific to Contemporary Historiography.
- Integration in a coherent structure of main theorizations and value landmarks recognised in Contemporary Historiography.

ENTRY REQUIREMENTS:

History of Romanian Historiography; History of Historiography.

COURSE CONTENTS:

1. European Historiography of the 20th century: between history and politics.
2. Romanian historiography of the 20th century: between 'use' and 'abuse'. The Romanian historiography during Nicolae Ceaușescu's epoch.
3. The American historiography in the 20th century.
4. The Romanian historiography today.
5. New tendencies in the contemporary Romanian historiography.
6. Gender historiography after 1990.
7. Integrated studies of history and interdisciplinarity.
8. History and historians from a regime to another one (Italy, Germany).
9. History and historians from a regime to another one (Austria, Hungary).
10. History and historians from a regime to another one (Russia, Poland, Slovakia, Croatia, Czech Republic).
11. Historic discourse and its spreading.
12. Course's conclusions.

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.
- Macintyre, Stuart, Maignushca, Juan, Pók Attila (Eds.), *The Oxford History of Historical Writing*, vol 4 (1800-1945), Oxford, 2015.
- Novick, Peter, *That Noble Dream, The "Objectivity Question" and the American Historical Profession*, Cambridge, 1996.
- Munslow, Alun, *Deconstructing History*, London & New York, 1997.
- Schneider, Axel, Woolf, Daniel (eds.), *The Oxford History of Historical Writing*, vol 5 (since 1945), Oxford, 2015.

APPLIED RESEARCH OF CULTURAL HERITAGE (II)

Course Code: MIR 212

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Course tutor: Daniel Dumitran, PhD

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	28	2	II	Grade	4

COURSE AIM:

- Interdisciplinary study of cultural heritage from Romanian areal (in the light of ecclesiastical and social history, demography and urbanism).

ENTRY REQUIREMENTS:

Applied Research of Cultural Heritage (I).

COURSE CONTENTS:

1. Cultural heritage: Concept, legislation and practice. Case studies: Roşia Montană and Colţeşti - Rimetea.
2. Demographic structures in early modern Transylvania. Case studies: Vingard / Călnic and Pianu de Sus / Ghirbom.
3. Administrative and ecclesiastical structures in early modern Transylvania. Case studies: Aiud and Blaj.
4. Ethnic-confessional cohabitation and cultural interference in early modern Transylvania. Case study: Alba Iulia.
5. Types of early modern cities in Transylvania: Possibilities for studying. Case studies: Abrud and Cetatea de Baltă.
6. Governance of the cities: Territory, population and consumption. Case studies: Ocna Mureş and Zlatna.
7. Routes of colonization and fate of immigrants. Case studies: Vinţu de Jos and Alba Iulia (the Hebrew community).

TEACHING METHODS:

Lecture, conversation, case studies and documentary trips.

LEARNING OUTCOMES:

- Formation of skills of analysis and interpretation of historical, demographic, architectural and topographical data.
- Identifying and making use of sources, published and unpublished, which can provide new insights for research on these lines.
- Concrete production of new historical knowledge on the basis of deeper insights within the study of above referred historical subject.
- Formulation and motivation within some professional projects of a personal view in relation to historical phenomena; developing a research project on a historical issues.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam – 50%; Frequency and oral presentation – 50%.

RECOMMENDED READING:

- Clark, Peter (Ed.), *Small Towns in Early Modern Europe*, Cambridge, Cambridge University Press, 2002.
- Davies, Susan, "History and Heritage", in Lambert, Peter and Phillipp Schofield, eds., *Making History. An introduction to the History and Practices of a Discipline*, London and New York, Routledge, 2004, 280-289.
- *Guidance on Inventory and Documentation of the Cultural Heritage*, Council of Europe Publishing, 2009.
- Hoffman, Barbara T., ed., *Art and Cultural Heritage. Law, Policy, and Practice*, Cambridge University Press, 2006.
- Navrud, Ståle, Richard C. Ready, eds., *Valuing Cultural Heritage. Applying Environmental Valuation Techniques to Historic Buildings, Monuments and Artifacts*, Edward Elgar Publishing, 2002.

**POLITICAL REGIMES IN EAST-CENTRAL EUROPE AFTER
WORLD WAR II**
Course Code: MIR.213
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	24	2	II	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 World History of the 20th Century.

COURSE CONTENTS:

1. The spreading of communism in East-Central Europe.
2. The political regime in Romania (1948-1965).
3. The political regime in Romania (1965-1989).
4. Bulgaria after 1945.
5. Yugoslavia after 1945.
6. Hungary after 1945.
7. Poland after 1945.
8. Czechoslovakia after 1945.
9. East Germany after 1945.
10. Mikhail Gorbachev and his foreign policy towards East-Central Europe.
11. The fall of communism.
12. Conclusions.

TEACHING METHODS:

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:

- Crampton, R.J., *Eastern Europe in the Twentieth Century*, Taylor & Francis Group, 1997.
- Sugar, Peter, *Eastern European Nationalism in the Twentieth Century*, University Press of America, 1995.