

COURSE DESCRIPTION

ARCHAEOLOGIES AND IDEOLOGIES

Academic year 2025-2026

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University, Cluj-Napoca
1.2. Faculty	History and Philosophy
1.3. Doctoral School	History, Civilization, Culture
1.4. Field of study	History
1.5. Level of study	Doctoral

2. Course-related data

2.1. Course title	Archaeologies and Ideologies			Course code	
2.2. Course coordinator	Professor Gelu A. Florea				
2.3. Seminar coordinator	Professor Gelu A. Florea				
2.4. Year of study		2.5. Semester		2.6. Type of assessment	Exam
2.7. Course status	Compulsory			2.8. Course type	Core subject

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	3	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	1
3.4. Total of hours in the curriculum	3	of which: 3.5. course	2	3.6. seminar/ laboratory	1
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					14
Additional research in the library, on subject-specific electronic platforms, and on-site					70
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					50
Tutoring (professional guidance)					20
Examinations					10
Other activities					
3.7. Total hours of individual study (IS) and self-taught activities (ST)				164	
3.8. Total hours per semester				200	
3.9. Number of credits				8	

4. Prerequisites (where applicable)

4.1. curriculum-related	-
4.2. skills-related	-

5. Specific conditions (where applicable)

5.1. course-related	-
5.2. seminar/laboratory-related	-

6. Subject-specific learning outcomes

Knowledge
1. ...The doctoral student demonstrates advanced knowledge of the scientific approach to the field
2. ...The doctoral student demonstrates advanced knowledge of writing a scientific text with appropriate references
3. The doctoral student demonstrates advanced knowledge of the history and theory of archaeology
4. The doctoral student demonstrates advanced knowledge of historical analysis and identifying connections between historical facts and ideological developments
Skills
1. ...The doctoral student possesses and applies advanced research methods, the ability to synthesize and evaluate, and critical thinking skills
2. The doctoral student possesses and applies advanced research methods for documenting and writing a scientific text and presenting it orally
3. The doctoral student demonstrates understanding and ability to find and promote original ideas, applying the principles of scientific research ethics
Responsibility and autonomy
1. The doctoral student demonstrates autonomy in identifying primary and secondary sources, structuring a written and oral scientific discourse
2. ...
3. ...

7. Contents

7.1. Course	Teaching and learning methods	Remarks ¹
Introduction, terminology		
Archaeology versus Ideology: theoretical approaches, fundamental concepts		
Archaeology and the construction of national ideologies during the 18-19 and 20-21 centuries. Case studies: France and Germany		
Archaeology and Culture: the Pompeii findings and the Empire style; Napoleon's Egyptian campaign and the "Egyptomania"		
Archaeology and the representation of Power: the 1 st and 2 nd French Empire		
Archaeology and the construction of the national Romanian identity/ideology in the 19 th c.		
Culture-historical archaeology and racist theories		
Archaeology and national socialism		
Archaeology and communism (soviet and Romanian case studies)		
Archaeology and today nationalist ideologies. Dacianism		
Archaeology and today nationalist ideologies: case study – North Macedonia		
Contemporary theories in archaeology: processualism, post processualism and today ideologies		

¹ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Romanian archaeology and today theoretical approaches		
Backup topic.		
Bibliography		
<p>M. Anghelinu, <i>Evoluția gândirii teoretice în arheologia din România. Concepte și modele aplicate în preistorie</i>, Târgoviște, 2014.</p> <p>B. Trigger, <i>A History of Archaeological Thought</i>, Cambridge, 1996 (2008)</p> <p>J. Chapoutot, <i>Nazismul și antichitatea</i>, Iași, 2016.</p> <p>R. A. Dragoman, S. Oanță-Marghitu, <i>Arheologie și politică în România</i>, Baia Mare, 2013.</p> <p>M. Grancea, <i>Dacismul și avatarurile discursului istoriografic postcomunist</i>, în <i>Studia Politica. Romanian Political Science Review</i>, vol.7, 1, 2007, pp.95 sqq.</p> <p>N. Himmelmann, <i>Trecutul utopic</i>, București, 1984.</p> <p>V. Lull et. alii, <i>Ideology, Archaeology</i>, în <i>Ideologies in Archaeology</i>, (R. Bernbeck, R. McGuire eds.), Tucson, 2011.</p> <p>D. Saitta, <i>Marxism, Prehistory and Primitive Communism</i>, in <i>Rethinking Marxism</i>, 1, 4, Dec. 1988, pp. 145 sqq.</p> <p>Van Dyke, R., <i>Imagined Pasts, Imagined Memory and Ideology in Archaeology</i>, in <i>Ideologies in Archaeology</i>, R. Bernbeck, R. McGuire (eds.), Tucson, 2013.</p>		
7.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Seminars no.1-4: discussion about the students' papers and presentations topics	debate	
Seminars no.5-14: students' presentations on the chosen topics	Presentations/debates	
Bibliography		

8. Evaluation

Type of activity	8.1 Evaluation criteria ²	8.2 Evaluation methods ³	8.3 Percentage in the final grade
8.4. Course	Interventions during debates	Critical interventions grounded in the bibliography	35%
	Correct use of the discussed concepts, operationalisation of the learned concepts		35%
8.5. Seminar/ laboratory	Coherent, well-informed and critical presentation of the chosen topic, use of an appropriate and relevant bibliography,	Critical assessment of oral/visual presentations	30%
8.6 Minimum standard for passing			
Preparation of presentations and ultimately, of research papers in accordance with the current academic standards, on relevant topics and using an appropriate bibliography			

² The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

³ Both final evaluation methods and ongoing evaluation strategies should be established.

9. SDG labels (Sustainable Development Goals)⁴

	<input type="radio"/>	Sustainable Development Generic Label						
								
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
								No label applies
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Date of entry:

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Signature of course coordinator

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Signature of seminar coordinator

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Date of approval in the department:

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Signature of the head of department

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⁴ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."