

COURSE DESCRIPTION

Modern historical sources and their interpretation

Academic year 2025-2026

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Faculty of History and Philosophy
1.3. Doctoral School	Doctoral School of History, Culture, Civilization
1.4. Field of study	History
1.5. Level of study	Doctoral
	Doctor of History (PhD) (Level 8 CNC/EQF)

2. Course-related data

2.1. Course title	Modern historical sources and their interpretation			Course code	ICC_009
2.2. Course coordinator	Prof. dr. Judit Pál				
2.3. Seminar coordinator	Prof. dr. Judit Pál				
2.4. Year of study	I	2.5. Semester		2.6. Type of assessment	Viva voce
2.7. Course status	Optional		2.8. Course type	Specialisation 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	36	of which: 3.5. course	24	3.6. seminar/ laboratory	12
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					40
Additional research in the library, on subject-specific electronic platforms, and on-site					30
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					20
Tutoring (professional guidance)					10
Examinations					6
Other activities					4
3.7. Total hours of individual study (IS) and self-taught activities (ST)				110	
3.8. Total hours per semester				146	
3.9. Number of credits				8	

4. Prerequisites (where applicable)

4.1. curriculum-related	none
4.2. skills-related	none

5. Specific conditions (where applicable)

5.1. course-related	none
5.2. seminar/laboratory-related	Participation in exercises and discussions at the seminar.

6. Subject-specific learning outcomes

Competency code	Knowledge
PC1	a) advanced knowledge in the field; b) the ability to identify, formulate and solve research problems in a creative manner; c) mastery of advanced research methods and techniques;
PC2	d) knowledge regarding the management of research projects; e) mastery of new research procedures and solutions;
PC3	f) skills in documenting and capitalizing on scientific works; g) ability to write scientific works and other academic materials at an advanced level, in a style appropriate to the field of study and in compliance with its specific rigors at national and international level;
PC4	h) understanding and ability to apply the principles and values of scientific research ethics in the field of study;
	Skills
TC1	a) written and oral communication skills in the field of science and culture; b) advanced linguistic skills in internationally spoken languages, including the ability to express and formulate ideas in multicultural and multilingual contexts;
TC3	h) knowledge of critical thinking, including the ability to analyze, interpret or formulate reasoning in different contexts; i) knowledge of the use of legislation in the field of intellectual property rights
	Responsibility and autonomy
	The doctoral student possesses and applies the most advanced and specialized skills and techniques, including the ability to synthesize and evaluate, necessary for solving critical research problems.
	(Responsibility and autonomy) The doctoral student demonstrates a sustained commitment to developing new ideas or processes at the forefront of a work or study situation, including research.

7. Contents

7.1. Course	Teaching and learning methods	Remarks ¹
1. Sources and history: different perspectives on the approach	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
2. Libraries and bibliographies	-interactive course with a basis of lecture and multimedia presentation	
3. Archives and archival sources	- visit to the archives	
4. Writing and the development of the bureaucratic apparatus	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
5. Document editions. Principles of modern source editing	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
6. Genealogical sources	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	

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

7. The Transylvania towns in the light of sources	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
8. The activity of the Transylvanian Court Chancellery and the Gubernium in the light of documents	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
9. Sources and central institutions of the dualist era	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
10. Parliament and political parties in the light of sources	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
11. Egodocuments in the 19th century	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
12. Discussion of the papers	-problematization -debate	

Bibliography

Aleida Assmann: Rossz közérzet az emlékezetkultúrában. Beavatkozás. Budapest, Múlt és Jelen, 2016.
 Bódy Zsombor – Ö. Kovács József (szerk.): *Bevezetés a társadalomtörténetbe*. Budapest, 2003, p. 243–638.
 Fazekas Csaba: *Bevezetés az újkori magyar történeti források tanulmányozásába*. Miskolc, 2000.
<http://www.bolcsweb.hu/pdf/forras.pdf> (2017. 07. 22.)
 Fons. A történeti források kiadásának módszertani kérdései. 7/1 (2000).
 Gyáni Gábor: *Relatív történelem*. Budapest, 2007, p. 187–297.
 Clifford Geertz: *Az értelmezés hatalma. Antropológiai írások*. Budapest, 1994.
 Hofer Tamás – Niedermüller Péter (eds): *Nemzeti kultúrák antropológiai nézetben*. Budapest, 1988.
 Philippe Lejeune: *Az önéletírói paktum*, in: idem, *Önéletírás, élettörténet, napló*. Budapest, 2003.
 Nyulásziné Straub Éva: *Útmutató a genealógiai és családtörténeti kutatáshoz a Magyar Országos Levéltárban*. Levéltári Közlemények, 66/1-2. (1995) p. 167–181.
 Sebők Marcell (ed.): *Történeti antropológia. Módszertani írások és esettanulmányok*. Budapest, 2000.
 Szekeres András: *Mikrotörténelem és általános történeti tudás*. Századvég, 1999/15.

7.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Sources and history: different perspectives on the approach	-text commentary, debate -discussions based on examples	
2. Libraries and bibliographies	-text commentary, debate -discussions based on examples	
3. Archives and archival sources	- visit to the archives	
4. Writing and the development of the bureaucratic apparatus	-text commentary, debate -discussions based on examples	
5. Document editions. Principles of modern source editing	-text commentary, debate -discussions based on examples	
6. Genealogical sources	-text commentary, debate -discussions based on examples	
7. The Transylvania towns in the light of sources	-text commentary, debate -discussions based on examples	
8. The activity of the Transylvanian Court Chancellery and the Gubernium in the light of documents	-text commentary, debate -discussions based on examples	
9. Sources and central institutions of the dualist era	-text commentary, debate -discussions based on examples	
10. Parliament and political parties in the light of sources	-text commentary, debate -discussions based on examples	

11. Egodocuments in the 19th century	-text commentary, debate -discussions based on examples	
12. Discussing reviews of document editions	- discussion	
Bibliography		
Gyurgyák János: Szerzők és szerkesztők kézikönyve. Budapest, 2005.		
Iratok a nemzetiségi kérdés történetéhez Magyarországon a dualizmus korában. Ed. Kemény G. Gábor, vol. I–VI. [1867–1914], VII. (1915–1916) Budapest, 1952–1999.		
Kosáry Domokos: Bevezetés Magyarország történetének forrásaiba és irodalmába, vol. I-III. Budapest, 1954-1958.		
Kölcsey Ferenc: Országgyűlési napló. Ed. Völgyesi Orsolya. Budapest, 2000.		
Philippe Lejeune: Az önéletírói paktum, in: idem, Önéletírás, élettörténet, napló. Budapest, L'Harmattan, 2003.		
Nyulásziné Straub Éva: Útmutató a genealógiai és családtörténeti kutatáshoz a Magyar Országos Levéltárban. Levéltári Közlemények, 66/1-2. (1995) p. 167–181.		
Sashegyi Oszkár: Az abszolutizmus kori levéltár. Budapest, 1965.		
Széchenyi István válogatott művei, vol. I–III. Ed. Spira György. Budapest, 1991.		
Trócsányi Zsolt: Erdélyi kormányhatósági levéltárak. Budapest, 1973.		
Uzsoki András: A kéziratok nyomdai előkészítése és a korrekció. In: Magyar Egyháztörténeti Vázlatok, vol. I. Budapest, 1989.		

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	- the ability to problematize and operate adequately with advanced research methods	Elaboration of a final theme with the application of advanced research methods specific to history	50% of the final grade
8.5. Seminar/ laboratory	- participation in exercises and debates	The evaluation will be done throughout the semester - oral examination	20% of the final grade
	- the ability to analyse the historical documents	Review of a volume (preferably an edition of documents or other historical sources)	30% of the final grade
8.6 Minimum standard for passing			
<ul style="list-style-type: none"> • Elaboration of a final topic, which demonstrates knowledge of advanced research methods in history and the principles of ethics and academic integrity • Writing a review of a volume (an edition of documents) 			

9. SDG labels (Sustainable Development Goals)⁴

		Sustainable Development Generic Label
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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.

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."

								
								
								No label applies
								

Date of entry:

Signature of course coordinator

Signature of seminar coordinator

Prof. dr. Judit Pál

Prof. dr. Judit Pál

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Date of approval in the department:

Signature of the head of department

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