

COURSE DESCRIPTION

Urban institutions in pre-modern Transylvania

Academic year 2025/2026

1. Programme-related data

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

2. Course-related data

2.1. Course title	Urban institutions in pre-modern Transylvania			Course code	ICC011
2.2. Course coordinator	Rüsz-Fogarasi Enikő				
2.3. Seminar coordinator	Rüsz-Fogarasi Enikő				
2.4. Year of study	I	2.5. Semester	I	2.6. Type of assessment	Exam
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		of which: 3.2. course		3.3. seminar/ laboratory/ project	1
3.4. Total of hours in the curriculum		of which: 3.5. course		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)					14
Additional research in the library, on subject-specific electronic platforms, and on-site					70
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays (greater than or equal to the total number of hours specified in the course calendar for evaluation tasks)					50
Tutoring (professional guidance)					20
Examinations					10
Other activities [i.e.: two-way communication with the course coordinator/tutor]					
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. Familiarizing students enrolled in the Doctoral School "History. Civilization. Culture" with the concepts of urban history.
2. Introduction to the issues of urban evolution.
3. Introduction to the issues of the genesis of urban institutions.
4....Introduction to the issues of archival sources.
Skills
1. Familiarization with sources of urban history.
2. Practicing investigations and multidisciplinary analysis of primary sources.
3. Multidisciplinary presentation of research results.
Responsibility and autonomy
1. ... Managing complex professional activities or projects.
2. ... Demonstrating a high level of innovation, scientific and professional integrity.
3. ... Developing new ideas or concepts and arguments related to the chosen type of research.

7. Contents

7.1. Course	Teaching and learning methods	Remarks¹
Medieval towns in Transylvania. Formation	Exposure combined with active-participatory methods, problem-solving, investigation, heuristic conversation.	Seminar on micro/research guidance. Choosing topics.
The privileges and duties of cities in Transylvania.	Exposure combined with active-participatory methods, problem-solving, investigation, heuristic conversation.	Seminar on micro/research guidance. Identifying sources.
Cities in the pre-modern era (Transylvania, Partium Banat)	Exposure combined with active-participatory methods, problem-solving, investigation, heuristic conversation.	Seminar on micro/research guidance. Identifying sources.
Cities in the pre-modern era and central power.	Exposure combined with active-participatory methods, problem-solving, investigation, heuristic conversation.	Seminar on micro/research guidance. Presentation of bibliography.
Pre-modern cities and their statutes (comparative study)	Exposure combined with active-participatory methods, problem-solving, investigation, heuristic conversation.	Seminar on micro/research guidance. Presentation of bibliography.
Pre-modern cities and their archives	Exposure combined with active-participatory methods, problem-solving, investigation, heuristic conversation.	Seminar on micro/research guidance. Presentation of methods.
Pre-modern cities and guilds	Exposure combined with active-participatory methods, problem-	Seminar on micro/research guidance. Presentation of methods.

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

	solving, investigation, heuristic conversation.	
Pre-modern cities and their accountings	Exposure combined with active-participatory methods, problem-solving, investigation, heuristic conversation.	At the seminar on micro/research guidance.
Pre-modern cities and ecclesiastical institutions.	Exposure combined with active-participatory methods, problem-solving, investigation, heuristic conversation.	At the seminar on micro/research guidance.
Cities in the pre-modern era schools and libraries	Exposure combined with active-participatory methods, problem-solving, investigation, heuristic conversation.	At the seminar on micro/research guidance.
Pre-modern cities and social institutions.	Exposure combined with active-participatory methods, problem-solving, investigation, heuristic conversation.	
Presentation of micro/urban history research.		

Bibliography

7.2. Seminar/ laboratory	Teaching and learning methods	Remarks

Bibliografie

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Ágnes Flóra: *Symbols, Virtues. The Early Modern Town Hall of Kolozsvár as a Medium of Displan of Municipal Government*, In: Hungarian Historical Review, 1, 2012, p. 3-21.

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Laurențiu Rădvan: *Orașele din Țările Române în evul mediu*, Iași, 2011.

Rüsz- Fogarasi Enikő: *Privilegiile și îndatoririle orașelor din cele șapte comitate Transilvane*, Cluj, 2003, p. 22-30.

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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	Presentation, review	70% presentation, 30% review	

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.

8.5. Seminar/ laboratory			
8.6 Minimum standard for passing			
<p>... The student must prepare a well-documented presentation and a review. 70% presentation, 30% review. Every element is obligatory.</p> <p>Plagiarism will result in the student's removal from the course.</p>			

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:

...

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."

