

## DISCIPLINE DESCRIPTION

### 1. Information about the program

1.1 Higher education institution	Babeş–Bolyai University, Cluj–Napoca
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Political Science
1.4 Field of study	International Development
1.5 Level of study	Graduate
1.6 Study program / Qualification	Master

### 2. Information about the discipline

2.1 Discipline title	Globalization, geopolitics and the international system						
2.2 Course lecturer	Lect. Univ. Dr. Daniel Pop						
2.3 Seminar assistant	TBA						
2.4 Year of study	1	2.5 Semester	1	2.6. Evaluation type	E	2.7 Discipline type	Compulsory

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

3.1 Number of hours per week	2	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours in the study plan	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time distribution: face to face 2 hours; individual study 9 hours					Hrs
Studying the manual, course reader, bibliography and notes:					60
Supplementary documentation in the library, on electronic platforms and in the field:					24
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					30
Tutorials					4
Examinations					2
Other activities: field research, etc.					6
3.7 Total hours of individual study			126		
3.8 Total hours per semester			184		
3.9 Number of ECTS credits			7		

### 4. Prerequisites (where applicable)

4.1 based on the curriculum	<ul style="list-style-type: none"> <li>Not required</li> </ul>
4.2 based on competences	<ul style="list-style-type: none"> <li>Not required</li> </ul>

### 5. Conditions (where applicable)

5.1 for the course	<p>The notion of plagiarism is defined in accordance with the Department of Political Science policies (<a href="http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/">http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/</a>). Plagiarism and attempted fraud in examination is punishable by 1 to this note and the case is presented to the Dean to take appropriate administrative measures.</p> <p>Final exam fraud is punishable by removal from the exam.</p>
5.2 for the seminar/ laboratory	<p>According to article 29(2) from the Babes-Bolyai University Student's status, seminar attendance is mandatory in a proportion of at least 75%. Failing to comply with the regulation leads to not being accepted to take the final exam, in either the regular session of exams and in retakes. In such cases, the subject will have to be retaken in the next academic year.</p> <p>The grade for the seminar cannot be modified during regular exams or retakes. If the criteria for seminar participation are not met, the student will have to re-enrol in the same subject in the next academic year.</p>

### 6. Accumulated specific competencies

<b>Professional competencies</b>	<ul style="list-style-type: none"> <li>- The ability to apply fundamental social and political theories in understanding, analysing and evaluating various socio-political organizations and phenomena.</li> <li>- To master the skills required to analyse actual societal situations through the application of concepts and fundamental political science principles, theories and methods. Realizing individual and team projects on social and political theories.</li> <li>- The competence to adequately use basic concepts in political science.</li> <li>- Acquire the knowledge of the conceptual apparatus specific to political science in evaluating the relevance and impact of socio-political theories.</li> <li>- Develop the capacity to effectively employ fundamental concepts from political science in describing and explaining the genesis and evolution of events and processes.</li> <li>- The ability to use effective citation standards.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>- Ability to effectively operate in a multidisciplinary and hierarchic environment.</li> <li>- The ability to assimilate, operationalise, synthesise, and communicate complex information in mother tongue and at least one international language.</li> <li>- The ability to use effective citation standards.</li> <li>- Commitment to and demonstration of honest and moral behaviour in an academic setting.</li> <li>- Ability to obtain and critically evaluate information through ICT.</li> <li>- Global citizenship competences by enhanced intercultural understanding, tolerance and respect for diversity.</li> <li>- Reasoned decision making and reflective thinking.</li> </ul>

### 7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	This course will familiarize students with the principal theories of international relations. International relations as a sub-field of social sciences, and, more specifically political science, are relatively new and particularly dynamic. This course will offer both theoretical and practical knowledge concerning the field of international relations. Theoretical approaches will be matched with applied analyses of current events, so that at the end of the class students will form an adequate image of the field, and will be able to professionally analyse international events.
7.2 Specific objectives	<p>At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply theoretical approaches to understanding international events</li> <li>• Understand how international relations theories came about and connect with each other</li> <li>• Capture the interesting combination between theory and practice within the field of international policy making.</li> <li>• Develop students' global citizenship competences.</li> </ul>

### 8. Contents

8.1 Course	Teaching methods	Observations
<b>1. Introduction: the modern international order</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 1 and 2. Flint, Colin, and Peter J. Taylor. 2018. Prologue and Ch. 1. Cooke, Samantha, ed. 2022. Ch. 1.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>2. Liberal internationalism, Marxist theories, and realism</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 6, 7 and 8.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>3. Feminism and postcolonial and decolonial approaches</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 9 and 10.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>4. Poststructuralism and social constructivism</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 11 and 12.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus

<b>5. Review week – bringing all concepts and theories together</b>	Review of concepts and theories presented	
<b>6. Security issues</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 14 and 15.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>7. Gender and race issues</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 17 and 18.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>8. International organizations and regionalism</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 20, and 21.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read and discuss the proposals of their peers
<b>9. Globalization: trade and global political economy</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 16 and 27.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>10. Global issues: environmental issues</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 24.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>11. Global issues: cyber-sovereignty and digital governance</b> Sheng, Li. 2022. Ch. 1.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>12. Global issues: poverty</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 26.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>13. Global issues: migration</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 25.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>14. Final review</b> During this meeting, students will have the chance of asking questions about any topic from the class.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>Mandatory bibliography</b>		
<p>Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. <i>The Globalization of World Politics the Globalization of World Politics: An Introduction to International Relations</i>. 8<sup>th</sup> ed. London, England: Oxford University Press.</p> <p>Brolin, John, and Astrid Kander. 2022. "Global Trade in the Anthropocene: A Review of Trends and Direction of Environmental Factor Flows during the Great Acceleration." <i>The Anthropocene review</i> 9(1): 71–110. <a href="http://dx.doi.org/10.1177/2053019620973711">http://dx.doi.org/10.1177/2053019620973711</a>.</p> <p>Cooke, Samantha, ed. 2022. <i>Non-Western Global Theories of International Relations</i>. 1<sup>st</sup> ed. Cham, Switzerland: Springer Nature</p> <p>Flint, Colin, and Peter J. Taylor. 2018. <i>Political Geography: World-Economy, Nation-State and Locality</i>. 7<sup>th</sup> ed. London, England: Routledge</p> <p>Sheng, Li. 2022. <i>Big Tech Firms and International Relations: The Role of the Nation-State in New Forms of Power</i>. 1<sup>st</sup> ed. Singapore, Singapore: Springer.</p>		

8.2 Seminar / laboratory	Teaching methods	Observations
<b>1. Introduction: the modern international order</b> Flint, Colin, and Peter J. Taylor. 2018. Prologue and Ch. 1.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>2. Liberal internationalism, Marxist theories, and realism</b> Shyam Sundar, K. R., ed. 2019. Ch. 1. Özekin, M. Kürşad, and Engin Sune. 2021. Ch. 2.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>3. Feminism and postcolonial and decolonial approaches</b> Shahjahan, Riyad A., Annabelle L. Estera, Kristen L. Surla, and Kirsten T. Edwards. 2022.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>4. Poststructuralism and social constructivism</b> Yepez-Reyes, Veronica. 2019.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>5. Bringing theories together, and quiz</b>		
<b>6. Security issues</b> Graeger, Nina, Bertel Heurlin, Ole Waever, and Anders Wivel, eds. 2022. Ch. 9 and 20.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>7. Gender and race issues</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 2020. Ch. 31.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>8. International organizations and regionalism</b> Brolin, John, and Astrid Kander. 2022.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>9. Globalization: trade and global political economy</b> Baylis, John, Patricia Owens, and Steve Smith, eds. 202. Ch. 27.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>10. Global issues: environmental issues</b> Matthews, H. Damon, and Seth Wynes. 2022. Seddon, Nathalie. 2022. Zurek, Monika, Aniek Hebinck, and Odirilwe Selomane. 2022.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>11. Global issues: cyber-sovereignty and digital governance</b> Sheng, Li. 2022. Ch. 2.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>12. Global issues: poverty</b> Buğra, Ayşe. 2021.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>13. Global issues: migration</b> Pisarevskaya, Asya, Nathan Levy, Peter Scholten, and Joost Jansen. 2020.	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<b>14. Final review</b>	Detailing and illustrating the concepts and theories discussed	Students are required to read the literature

<p><b>During this meeting, students will have the chance of asking questions about any topic from the class.</b></p>	<p>on the course. Interactive discussion of examples.</p>	<p>indicated in the syllabus</p>
<p><b>Mandatory bibliography</b></p>		
<p>Brennan, Eugene. 2021. "Mapping Logistical Capitalism." <i>Theory, culture &amp; society</i> 38(4): 135–46. <a href="http://dx.doi.org/10.1177/0263276421990425">http://dx.doi.org/10.1177/0263276421990425</a>.</p>		
<p>Brolin, John, and Astrid Kander. 2022. "Global Trade in the Anthropocene: A Review of Trends and Direction of Environmental Factor Flows during the Great Acceleration." <i>The anthropocene review</i> 9(1): 71–110. <a href="http://dx.doi.org/10.1177/2053019620973711">http://dx.doi.org/10.1177/2053019620973711</a>.</p>		
<p>Buğra, Ayşe. 2021. "Current Perspectives on Global Poverty: Rights, Capabilities and Social Exclusion." In <i>Research Handbook on Human Rights and Poverty</i>, Edward Elgar Publishing, 37–52.</p>		
<p>Graeger, Nina, Bertel Heurlin, Ole Waever, and Anders Wivel, eds. 2022. <i>Polarity in International Relations: Past, Present, Future</i>. 1st ed. Switzerland: Springer International Publishing.</p>		
<p>Matthews, H. Damon, and Seth Wynes. 2022. "Current Global Efforts Are Insufficient to Limit Warming to 1.5°C." <i>Science</i> (New York, N.Y.) 376(6600): 1404–9. <a href="http://dx.doi.org/10.1126/science.abo3378">http://dx.doi.org/10.1126/science.abo3378</a>.</p>		
<p>Özekin, M. Kürşad, and Engin Sune. 2021. <i>Critical Approaches to International Relations: Philosophical Foundations and Current Debates</i>. Leiden, Netherlands: Brill.</p>		
<p>Pisarevskaya, Asya, Nathan Levy, Peter Scholten, and Joost Jansen. 2020. "Mapping Migration Studies: An Empirical Analysis of the Coming of Age of a Research Field." <i>Migration studies</i> 8(3): 455–81. <a href="http://dx.doi.org/10.1093/migration/mnz031">http://dx.doi.org/10.1093/migration/mnz031</a>.</p>		
<p>Shahjahan, Riyad A., Annabelle L. Estera, Kristen L. Surla, and Kirsten T. Edwards. 2022. "'Decolonizing' Curriculum and Pedagogy: A Comparative Review across Disciplines and Global Higher Education Contexts." <i>Review of educational research</i> 92(1): 73–113. <a href="http://dx.doi.org/10.3102/00346543211042423">http://dx.doi.org/10.3102/00346543211042423</a>.</p>		
<p>Seddon, Nathalie. 2022. "Harnessing the Potential of Nature-Based Solutions for Mitigating and Adapting to Climate Change." <i>Science</i> (New York, N.Y.) 376(6600): 1410–16. <a href="http://dx.doi.org/10.1126/science.abn9668">http://dx.doi.org/10.1126/science.abn9668</a>.</p>		
<p>Sheng, Li. 2022. <i>Big Tech Firms and International Relations: The Role of the Nation-State in New Forms of Power</i>. 1st ed. Singapore, Singapore: Springer</p>		
<p>Shyam Sundar, K. R., ed. 2019. <i>Perspectives on Neoliberalism, Labour and Globalization in India: Essays in Honour of Lalit K. Deshpande</i>. 1st ed. Singapore, Singapore: Springer.</p>		
<p>Zurek, Monika, Aniek Hebinck, and Odirilwe Selomane. 2022. "Climate Change and the Urgency to Transform Food Systems." <i>Science</i> (New York, N.Y.) 376(6600): 1416–21. <a href="http://dx.doi.org/10.1126/science.abo2364">http://dx.doi.org/10.1126/science.abo2364</a>.</p>		
<p>Yepez-Reyes, Veronica. 2019. "Alter-globalisation Social Imaginaries: a theoretical review." <i>imagonautas</i> (2019) 13: 1-22.</p>		

**9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program's corresponding field**

The course intends, among others, to develop students' critical thinking, global citizenship skills and their general understanding of social issues and problems.

## 10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Week 5 quiz test	In class written test	10%
	Evaluation of expert knowledge taught in class. Assessment of exposition and clarity of expression in the term essay	Submission of original essay of 2,500 -3,000 words	30%
	Presentation of the essay	Final oral exam	30%
10.5 Seminar/laboratory	Work in the seminars	Quality of replies to questions about the topics discussed in seminars. Active presence and informed discussions.	30%
10.6 Minimum performance standard			
<p>If the work done by the student does not meet the seminars requirements to promote this discipline it is mandatory to repeat it in the next academic year.</p> <p>Any academic paper relies on information with proper sources cited according to scientific rules. It is strongly recommended to use one of the existing bibliographical styles (APA, MLA, Chicago, etc.). The Department of Political Sciences recommends using the <a href="#">APSA</a> style (American Political Science Association). If any other style is preferred, it should be used consistently throughout the paper. Evaluation of the papers will take into consideration also the correct use of the bibliographical style.</p>			