

Normarea in In planul de invatamanat

COD	DENUMIREA DISCIPLINELOR	Credite ECTS	Ore fizice săptămânale			Ore alocate studiului			Forme de evaluare			Felul disciplinei
			C	S	LP	F	I	T	E	C	VP	
UME1401	Conflict ridden societies and development/Societati in conflict si dezvoltare	7	2	1	0	3	12	15	E			DE

In fisa disciplinei:

### FIȘA DISCIPLINEI

#### 1. Date despre program

1.1 Instituția de învățământ superior	Universitatea Babeș–Bolyai, Cluj–Napoca
1.2 Facultatea	Facultatea de Științe Politice, Administrative și ale Comunicării
1.3 Departamentul	Departamentul de Științe Politice
1.4 Domeniul de studii	Științe Politice
1.5 Ciclul de studii	Master
1.6 Programul de studiu / Calificarea	Dezvoltare Internațională/ International Development

#### 2. Date despre disciplină

2.1 Denumirea disciplinei	Conflict ridden societies and development/Societati in conflict si dezvoltare										
2.2 Titularul activităților de curs	Stefan Cibian ( <a href="mailto:Stefan.cibian@gmail.com">Stefan.cibian@gmail.com</a> )										
2.3 Titularul activităților de seminar	Stefan Cibian ( <a href="mailto:Stefan.cibian@gmail.com">Stefan.cibian@gmail.com</a> )										
2.4 Anul de studiu	2	2.5 Semestrul	4	2.6. Tipul de evaluare	E	2.7 Regimul disciplinei	Obligatorie				

#### 3. Timpul total estimat (ore pe semestru al activităților didactice)

3.1 Număr de ore pe săptămână	3	Din care: 3.2 curs	2	3.3 seminar/laborator	1
3.4 Total ore din planul de învățământ	15X12	Din care: 3.5 curs	2x12	3.6 seminar/laborator	1x12
Distribuția fondului de timp: Studiu fata-in-fata: 3 ore. Studiu individual: 12 ore.					ore

Studiul după manual, suport de curs, bibliografie și notițe	5x12
Documentare suplimentară în bibliotecă, pe platformele electronice de specialitate și pe teren	3x12
Pregătire seminarii/laboratoare, teme, referate, portofolii și eseuri	4x12
Tutoriat	
Examinări	
Alte activități: .....	
3.7 Total ore studiu individual	12x12
3.8 Total ore pe semestru	15x12
3.9 Numărul de credite	7

#### 4. Precondiții (acolo unde este cazul)

4.1 de curriculum	Nu este cazul
4.2 de competențe	Nu este cazul

#### 5. Condiții (acolo unde este cazul)

5.1 De desfășurare a cursului	Plagiatul și alte forme de fraudă academică se sancționează conform <i>Codului Etic al studenților FSPAC</i> accesibil la adresa <a href="https://fspac.ubbcluj.ro/ro/resurse/administrative/regulamente">https://fspac.ubbcluj.ro/ro/resurse/administrative/regulamente</a> .
5.2 De desfășurare a seminarului/laboratorului	Prezența la seminarii este obligatorie, conform regulamentelor universității, în proporție de 75%.  Nota de la examenul de restanță include și componenta de seminar. Dacă activitatea prestată de student în cadrul seminariilor nu îndeplinește criteriile de promovare a disciplinei acesta are obligativitatea repetării disciplinei în anul universitar următor.

#### 6. Competențele specifice acumulate

<b>Competențe profesionale</b>	<ul style="list-style-type: none"> <li>• Understanding the context of societies in conflict.</li> <li>• Understanding the dynamics of conflict and ability to analyze conflict areas.</li> <li>• Understanding post-conflict contexts and being able to analyze post-conflict contexts.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Familiarity with conflict-related concepts and theories.</li> <li>• Familiarity with regions/countries that are in conflict or post-conflict contexts.</li> </ul>
<b>Competențe transversale</b>	<ul style="list-style-type: none"> <li>- Ability to analyze social phenomena from a comparative perspective and across cultural borders.</li> <li>- Ability to understand context-specific realities in post-conflict societies.</li> <li>- Ability to read specialized literature and engage with it.</li> <li>- Ability to discuss using specialized language on topics related to conflict and post-conflict areas.</li> <li>- Autonomy in learning.</li> <li>- Ability to engage with the research community through producing original research.</li> </ul>

### 7. Obiectivele disciplinei (reieșind din grila competențelor acumulate)

7.1 Obiectivul general al disciplinei	The course intends, among others, to develop students' critical thinking and their general understanding of conflict- and post-conflict-related phenomena. Students have the opportunity to engage with the field of peacebuilding from both a theoretical and a professional perspective, understanding better the array of potential employers and what kind of activities and work they undertake, including what is needed on their side to access jobs in the field.
7.2 Obiectivele specifice	<p>By the end of the course, students will:</p> <ul style="list-style-type: none"> <li>▪ have a thorough understanding of core phenomena related to peace, conflict, and post-war reconstruction,</li> <li>▪ have a thorough understanding of the various theoretical and policy approaches to the transformation of war and post-war reconstruction approaches,</li> <li>▪ become acquainted with the activity of international organizations and other international actors working in the field of post-war reconstruction and humanitarian assistance,</li> </ul>

	<ul style="list-style-type: none"> <li>▪ have an in-depth understanding of the modalities of intervention in post-war contexts and situations of fragility,</li> <li>▪ be acquainted with the conflict and post-war dynamics in at least one specific geographical area,</li> <li>▪ be able to analyze in a comparative manner and assess the impact of intervention practices in post-war and fragility situations.</li> </ul>
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## 8. Conținuturi

8.1 Curs	Metode de predare	Observații
<b>1. Course Introduction. Research design and academic writing requirements. Scope and requirements. General discussion on conflict, war, and peace after the Russian invasion of Ukraine.</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Introductions. Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>2. Introductory notions – Different understandings of Peace, Conflict, Violent Conflicts, and Civil Wars in a deteriorating global security context</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>3. Introductory notions (continued) – Current global security challenges: different types of wars and climate and digital insecurity</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.

<b>4. Introductory notions (continued) and Conflict Analysis – root causes, mapping the actors</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>5. Postwar Reconstruction: An introduction</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>6. Postwar Reconstruction: Political Power, Governance, Power Sharing Models, Electoral Design, and Restorative Justice</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>7. The ‘local’ in postwar reconstruction: The role of civil society and local actors</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>8. Security sector reform and new security threats: terrorism and cyber security</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>9. Post-war economic reconstruction</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>10. International interventions in post-war reconstruction areas:</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing	Oral presentation by instructor. Students are required to read assigned

from humanitarian assistance to development aid	knowledge. Recap of new concepts to ensure they are well understood.	readings. Students actively participate in class discussions.
<b>11. International interventions in post-war reconstruction areas: the role of development aid and evaluating peacebuilding interventions</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>12. Security implication of a contested global order, recap, and evaluation</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood. Review of concepts covered by the course. Discussion. Course evaluation.	Oral presentation by instructor. Evaluation form prepared by instructor.
Bibliografie	<p><b>Luttwak, Edward N.</b> (1999) "Give War a Chance", <i>Foreign Affairs</i>. 78, 4 (Jul/Aug 1999), pp. 36-44 <a href="http://www.foreignaffairs.com/articles/55210/edward-n-luttwak/give-war-a-chance">http://www.foreignaffairs.com/articles/55210/edward-n-luttwak/give-war-a-chance</a></p> <p><b>Kalyvas, Stathis</b> (2001) 'New' and 'Old' Wars—A Valid Distinction?" <i>World Politics</i>, 54(1): 99-118, accessible at <a href="http://stathis.research.yale.edu/files/New.pdf">http://stathis.research.yale.edu/files/New.pdf</a></p> <p><b>Mariotti, Sergio</b> (2022) "A warning from the Russian-Ukrainian war: avoiding a future that rhymes with the past," <i>Journal of Industrial and Business Economics</i> 2022,</p> <p><b>Hansen, Stig Jarle</b> (2021) "'Forever Wars'? Patterns of diffusion and consolidation of Jihadism in Africa," <i>Small Wars &amp; Insurgencies</i>, DOI: 10.1080/09592318.2021.1959130.</p> <p><b>Haesebrouck, Tim, Servaas Taghon, and Hermine Van Coppenolle</b> (2022) <i>The War in Ukraine</i>, GIES Occasional Paper, March – April 2022, GIES, Ghent University,</p> <p><b>Melly, Paul</b> (2021) "Crisis and Transition in the Sahel," pp. 397-416 in Terence McNamee and Monde Muyangwa eds. <i>The State of Peacebuilding in Africa: Lessons Learned for Policymakers and Practitioners</i>, Chum: Palgrave Macmillan.</p> <p><b>Hokayem, Emile</b> (2023) The Gaza War and the Region, <i>Survival</i>, 65:6, 57-66, DOI: 10.1080/00396338.2023.2285603</p>	

**Salman, Ton, Marjo de Theije and Irene Velez-Torres** (2018) Structures, actors, and interactions in the analysis of natural resource conflicts, in *Ecology and Society*, vol. 23, no. 3.

**Cunningham, David E.** (2016) "Preventing Civil War: How the Potential for International Intervention Can Deter Conflict Onset, pp. 307-40 in *World Politics*, vol. 68, no. 2.

**Kalyvas, Stathis and Nicholas Sambanis** (2005) Bosnia's Civil War: Origins and Violence Dynamics, in Paul Collier and Nicholas Sambanis eds, *Understanding Civil War: Evidence and Analysis*, Washington, D.C.: The World Bank, Volume 2, 191-229.

**Wolpe, Howard** (2011) Overcoming Making Peace After Genocide: Anatomy of the Burundi Process, USIP, available at [http://www.usip.org/sites/default/files/resources/PW\\_Burundi.pdf](http://www.usip.org/sites/default/files/resources/PW_Burundi.pdf)

**Paris, Roland** (2010) "Saving Liberal Peacebuilding," *Review of International Studies* 36:2, pp. 337-365, available at: [http://journals.cambridge.org/abstract\\_S0260210510000057](http://journals.cambridge.org/abstract_S0260210510000057)

**Bøås, Morten and Francesco Strazzari** (2020) "Governance, Fragility and Insurgency in the Sahel: A Hybrid Political Order in the Making," pp. 1-17 in *The International Spectator 2020*, vol. 55(4).

**Ogunmola, Dele** (2014) "From Civil War to Political Parties: A Comparison of Insurgent Movements in West Africa, Liberia, Sierra Leone, and Côte d'Ivoire, and Their Metamorphosis Into Political Parties" in *Global Journal of Human Social Science: Political Science*, Vol. 14, Issue 1, 2014.

**Vines, Alex** (2021) "Violence, Peacebuilding, and Elite Bargains in Mozambique since Independence," pp. 321-342 in Terence McNamee and Monde Muyangwa eds. *The State of Peacebuilding in Africa: Lessons Learned for Policymakers and Practitioners*, Chum: Palgrave Macmillan.

**Mattes, Michaela and Burgu Savun**, (2009) "Fostering Peace after Civil War: Commitment Problems and Agreement Design," *International Studies Quarterly* pp.737-759.

**Paffenholz, Thania** (2009) "Summary of Results for a Comparative Research Project: Civil Society and Peacebuilding," available online at: [https://www.sfcg.org/events/pdf/CCDP\\_Working\\_Paper\\_4-1%20a](https://www.sfcg.org/events/pdf/CCDP_Working_Paper_4-1%20a).

**Schaefer, Christopher Daniel** (2010) "Local Practices and Normative Frameworks in Peacebuilding," *International Peacekeeping*, Vol. 17, Issue 4, pp. 499-514.

**Cubitt, Christine** (2012) "Responsible Reconstruction after War: meeting local needs for building peace", pp. 91-112 in *Review of International Studies*, 39.

**Dobbins, James et al** (2013) *Obstacles to Peace: Local Factors in Nation-Building*, RAND Corporation, accessible at [http://www.rand.org/content/dam/rand/pubs/research\\_reports/RR100/RR167/RAND\\_RR167.pdf](http://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR167/RAND_RR167.pdf)

**Wulf, Herbert** (2004) "Security sector reform in developing and transitional countries," accessed at: [http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue\\_Chapters/dialogue\\_e2\\_wulf.pdf](http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue_Chapters/dialogue_e2_wulf.pdf)

**Clarke, Colin P.** (2016) "Drugs and Thugs: Funding Terrorism through Narcotics Trafficking" in *Journal of Strategic Security*, Vol. 9, No. 3, Special Issue Fall, accessed at: <http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1536&context=iss>

**Choucri, Nazli, Stuart Madnick, Priscilla Koepke** (2016) "Institutions for Cyber Security: Institutional responses and Data Sharing Initiatives" accessed at: <http://web.mit.edu/smadnick/www/wp/2016-10.pdf>

**Castillo, Garciana del** (2015) "Economic Reconstruction and Reforms in Post-Conflict Countries" Center for Research on Peace and Development Working Paper 25, accessed at: <https://soc.kuleuven.be/crpd/files/working-papers/working-paper-del-castillo.pdf>

**Ohiorhenuan, John F. E.** (2011) "Post-conflict Recovery: Approaches, Policies and Partnerships" CRPD Working Paper # 4 / December 2011, accessed at: <https://soc.kuleuven.be/crpd/files/working-papers/wp04.pdf>

**Cullen Dunn, Elizabeth** (2014) "Humanitarianism, Displacement, and the Politics of Nothing in Georgia" pp. 287-306 in *Slavic Review* 73:2.

**Jessen-Petersen, Soren** (2011) "Humanitarianism in Crisis," U.S. Institute of Peace Special Report, available at [http://www.usip.org/sites/default/files/resources/Humanitarian\\_Crisis.pdf](http://www.usip.org/sites/default/files/resources/Humanitarian_Crisis.pdf)



	<p><b>Mutahi, P. and Ruteere, M.</b> (2017) Where is the Money? Donor Funding for Conflict and Violence Prevention in Eastern Africa, IDS Evidence Report 217, Brighton: IDS, accessed at: <a href="https://opendocs.ids.ac.uk/opendocs/handle/123456789/12725">https://opendocs.ids.ac.uk/opendocs/handle/123456789/12725</a></p> <p><b>CDA</b> (2014) “The “Do No Harm” Framework for Analyzing the Impact of Assistance on Conflict: A Handbook”. Available online at <a href="http://www.cdacollaborative.org/media/52500/Do-No-Harm-Handbook.pdf">http://www.cdacollaborative.org/media/52500/Do-No-Harm-Handbook.pdf</a></p> <p><b>Eilstrup-Sangiovanni, Mette and Stephanie C. Hofmann</b> (2020) “Of the contemporary global order, crisis, and change,” pp. 1077-1089 in <i>Journal of European Public Policy</i>, 27(7).</p> <p><b>Owen, John M</b> (2021) “Two emerging international orders? China and the United States,” pp. 1415-1431 in <i>International Affairs</i> 97(5).</p>	
8.2 Seminar / laborator	Metode de predare	Observații
<b>1. Course Introduction. Research design and academic writing requirements. Scope and requirements. General discussion on conflict, war, and peace after the Russian invasion of Ukraine.</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Introductions. Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
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<b>5. Postwar Reconstruction: An introduction</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>6. Postwar Reconstruction: Political Power, Governance, Power Sharing Models, Electoral Design, and Restorative Justice</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>7. The 'local' in postwar reconstruction: The role of civil society and local actors</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>8. Security sector reform and new security threats: terrorism and cyber security</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>9. Post-war economic reconstruction</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>10. International interventions in post-war reconstruction areas: from humanitarian assistance to development aid</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
<b>11. International interventions in post-war reconstruction areas: the role of development aid and</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing	Oral presentation by instructor. Students are required to read assigned

evaluating peacebuilding interventions	knowledge. Recap of new concepts to ensure they are well understood.	readings. Students actively participate in class discussions.
<b>12. Security implication of a contested global order, recap, and evaluation</b>	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood. Review of concepts covered by the course. Discussion. Course evaluation.	Oral presentation by instructor. Evaluation form prepared by instructor.
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[http://www.rand.org/content/dam/rand/pubs/research\\_reports/RR100/RR167/RAND\\_R167.pdf](http://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR167/RAND_R167.pdf)

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[http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue\\_Chapters/dialogue2\\_wulf.pdf](http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue_Chapters/dialogue2_wulf.pdf)

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**9. Coroborarea conținuturilor disciplinei cu așteptările reprezentanților comunității epistemice, asociațiilor profesionale și angajatori reprezentativi din domeniul aferent programului**

- The course includes concepts, theories, and discussions of multiple empirical cases so that the students can get accustomed to both the academic and professional languages of the discipline.
- Students are encouraged to connect to academic and professional organizations in the field and attend academic and professional events relevant to their specialization.

**10. Evaluare**

Tip activitate	10.1 Criterii de evaluare	10.2 metode de evaluare	10.3 Pondere din nota finală
10.4 Curs si 10.5 Seminar	Attendance and active participation in class	Monitoring attendance and active participation	30%
	Complete job application	Evaluation of the documents comprised in the job application	15%
	Research paper	Evaluation of research project (10%), first draft (20%), and final draft of the research paper (15%).	55%
10.6 Standard minim de performanță			
- Each of the three requirements must be passed with grade 5 to pass the course.			

Data completării

Semnătura titularului de curs

Semnătura titularului de seminar

10 septembrie 2023



Data avizării în departament

Semnătura directorului de departament

15 septembrie 2023

