

COURSE DESCRIPTION

Environment, Society and Governance Accountability and Ethics in Development
Academic year **2027-2028**

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Environment, society and governance accountability and ethics in development	Course code	UME2201
2.2. Course coordinator	Lect. Univ. Dr. Sinea Anca Cristina		
2.3. Seminar coordinator	Lect. Univ. Dr. Sinea Anca Cristina		
2.4. Year of study	2	2.5. Semester	2
		2.6. Type of assessment	Exam
2.7. Course status	Compulsory	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)					70
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)					70
Tutoring (professional guidance)					2
Examinations					4
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)				216	
3.8. Total hours per semester				252	
3.9. Number of credits				9	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2 skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. - Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for
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	objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

Knowledge and comprehension	
1.	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
2.	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
3.	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations
4.	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
5.	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events
6.	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
7.	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
8.	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills	
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge	
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events	
Conflict analysis; mediation; conflict resolution techniques	
Social science research design; operationalization and measurements; quantitative methods; qualitative methods	
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation	
Public policy formulation and implementation; policy design; analysis of global issues; advocacy	
Project writing and application; application design and formulation; project monitoring and impact; project evaluation	
Ethical research; ethics and writing; GDPR	

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
Course 1 Why Ethics Matters in Development Competing definitions of development	Interactive teaching	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

• Economic growth versus human flourishing • Ethics and public policy • Human development • Moral responsibility in development		
Course 2 Intergenerational Justice and Future Generations • Long-termism • Future generations • Moral obligations to the future • Discounting future welfare • Sustainability and stewardship	Interactive teaching	
Course 3 Environmental Ethics • Anthropocentrism • Ecocentrism • Deep ecology • Rights of nature • Ecological citizenship	Interactive teaching	
Course 4 Sustainable Development and Planetary Boundaries • Sustainable development • SDGs • Limits to growth • Planetary boundaries • Doughnut economics	Interactive teaching	
Course 5 Sustainable Development and Planetary Boundaries • Sustainable development • SDGs • Limits to growth • Planetary boundaries • Doughnut economics	Interactive teaching	
Course 6 Energy Justice and Resource Ethics • Energy poverty • Energy justice • Fair access • Distributional justice • Recognition justice	Interactive teaching	
Course 7 Governance Ethics and Public Accountability	Interactive teaching	

• Accountability • Transparency • Corruption • Public trust • Ethical governance		
Course 8 ESG: Origins, Evolution and Critiques • ESG frameworks • Sustainable finance • ESG ratings • Greenwashing • Critiques of ESG	Interactive teaching	
Course 9 Corporate Responsibility and Stakeholder Capitalism • Corporate Social Responsibility (CSR) • Stakeholder theory • Shareholder versus stakeholder capitalism • Corporate citizenship • Business ethics and sustainability • Responsible value creation • Corporate accountability in development	Interactive teaching	
Course 10 Participation, Inclusion and Procedural Justice • Public participation • Deliberative democracy • Environmental democracy • Participatory governance • Procedural justice • Community engagement • Social legitimacy of development projects	Interactive teaching	
Course 11 Diversity, Equity and Social Responsibility • Equality and equity • Recognition and redistribution • Vulnerability and marginalization • Social inclusion • Gender and development • Environmental justice	Interactive teaching	

• Ethics of diversity		
Course 12 Ethics of Innovation and Emerging Technologies • Responsible innovation • Ethics of artificial intelligence • Biotechnology and genetic engineering • Digital governance • Technological risks • Technological determinism • Innovation and development	Interactive teaching	
Course 13 Existential Risks and Global Catastrophic Risks • Existential risk theory • Global catastrophic risks • Nuclear risks • Climate tipping points • Pandemics • Artificial intelligence risks • Global governance of catastrophic threats	Interactive teaching	
Course 14 What Do We Owe the Future? Governance for Long-Term Development • Long-term governance • Institutions for future generations • Strategic foresight • Sustainability transitions • Systems thinking • Stewardship • Ethics of responsibility	Interactive teaching	
Bibliography Course 1 Sen, A. (1999). <i>Development as Freedom</i> . Oxford University Press. Nussbaum, M. C. (2011). <i>Creating Capabilities: The Human Development Approach</i> . Harvard University Press. Goulet, D. (1995). <i>Development Ethics: A Guide to Theory and Practice</i> . Apex Press. Course 2 MacAskill, W. (2022). <i>What We Owe the Future</i> . Basic Books.		

Parfit, D. (1984). *Reasons and Persons*. Oxford University Press.

Brown Weiss, E. (1989). *In Fairness to Future Generations: International Law, Common Patrimony, and Intergenerational Equity*. United Nations University.

Krznaric, R. (2020). *The Good Ancestor: A Radical Prescription for Long-Term Thinking*. WH Allen.

Course 3

Leopold, A. (1949). *A Sand County Almanac and Sketches Here and There*. Oxford University Press.

Naess, A. (1973). The shallow and the deep, long-range ecology movement. *Inquiry*, 16(1–4), 95–100.

Rolston III, H. (1988). *Environmental Ethics: Duties to and Values in the Natural World*. Temple University Press.

Singer, P. (2011). *Practical Ethics* (3rd ed.). Cambridge University Press.

Course 4

World Commission on Environment and Development. (1987). *Our Common Future*. Oxford University Press.

Rockström, J., Steffen, W., Noone, K., Persson, Å., Chapin, F. S., Lambin, E., Lenton, T., Scheffer, M., Folke, C., Schellnhuber, H. J., Nykvist, B., De Wit, C., Hughes, T., Van der Leeuw, S., Rodhe, H., Sörlin, S., Snyder, P., Costanza, R., Svedin, U., Falkenmark, M., Karlberg, L., Corell, R., Fabry, V., Hansen, J., Walker, B., Liverman, D., Richardson, K., Crutzen, P., & Foley, J. (2009). A safe operating space for humanity. *Nature*, 461(7263), 472–475.

Raworth, K. (2017). *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. Chelsea Green Publishing.

Course 5

World Commission on Environment and Development. (1987). *Our Common Future*. Oxford University Press.

Rockström, J., Steffen, W., Noone, K., Persson, Å., Chapin, F. S., Lambin, E., Lenton, T., Scheffer, M., Folke, C., Schellnhuber, H. J., Nykvist, B., De Wit, C., Hughes, T., Van der Leeuw, S., Rodhe, H., Sörlin, S., Snyder, P., Costanza, R., Svedin,

U., Falkenmark, M., Karlberg, L., Corell, R., Fabry, V., Hansen, J., Walker, B., Liverman, D., Richardson, K., Crutzen, P., & Foley, J. (2009). A safe operating space for humanity. *Nature*, 461(7263), 472–475.

Raworth, K. (2017). *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. Chelsea Green Publishing.

Course 6

Sovacool, B. K., & Dworkin, M. H. (2015). *Global Energy Justice: Problems, Principles, and Practices*. Cambridge University Press.

Jenkins, K., McCauley, D., Heffron, R., Stephan, H., & Rehner, R. (2016). Energy justice: A conceptual review. *Energy Research & Social Science*, 11, 174–182.

McCauley, D. (2018). *Energy Justice*. Springer.

Course 7

Bovens, M. (2007). Analysing and assessing accountability: A conceptual framework. *European Law Journal*, 13(4), 447–468.

Fukuyama, F. (2013). What is governance? *Governance*, 26(3), 347–368.

Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press.

Course 8

Eccles, R. G., & Klimenko, S. (2019). The investor revolution. *Harvard Business Review*, 97(3), 106–116.

Serafeim, G. (2022). *Purpose and Profit: How Business Can Lift Up the World*. Harper Business.

Bebchuk, L. A., & Tallarita, R. (2020). The illusory promise of stakeholder governance. *Cornell Law Review*, 106, 91–178.

Course 9

Freeman, R. E. (1984). *Strategic Management: A Stakeholder Approach*. Pitman.

Carroll, A. B. (1991). The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders. *Business Horizons*, 34(4), 39–48.

Porter, M. E., & Kramer, M. R. (2011). Creating shared value. *Harvard Business Review*, 89(1-2), 62-77.

Elkington, J. (1997). *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*. Capstone.

Course 10

Habermas, J. (1996). *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy*. MIT Press.

Dryzek, J. S. (2000). *Deliberative Democracy and Beyond: Liberals, Critics, Contestations*. Oxford University Press.

Fung, A. (2006). Varieties of participation in complex governance. *Public Administration Review*, 66(s1), 66-75.

Arnstein, S. R. (1969). A ladder of citizen participation. *Journal of the American Institute of Planners*, 35(4), 216-224.

Course 11

Fraser, N. (2008). *Scales of Justice: Reimagining Political Space in a Globalizing World*. Columbia University Press.

Young, I. M. (2011). *Responsibility for Justice*. Oxford University Press.

Sen, A. (2009). *The Idea of Justice*. Harvard University Press.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299.

Course 12

Jasanoff, S. (2016). *The Ethics of Invention: Technology and the Human Future*. W. W. Norton.

Winner, L. (1986). *The Whale and the Reactor: A Search for Limits in an Age of High Technology*. University of Chicago Press.

Bostrom, N. (2014). *Superintelligence: Paths, Dangers, Strategies*. Oxford University Press.

Stilgoe, J., Owen, R., & Macnaghten, P. (2013). Developing a framework for responsible innovation. *Research Policy*, 42(9), 1568-1580.

Course 13 Ord, T. (2020). <i>The Precipice: Existential Risk and the Future of Humanity</i>. Bloomsbury. Bostrom, N. (2013). Existential risk prevention as global priority. <i>Global Policy</i>, 4(1), 15–31. MacAskill, W. (2022). <i>What We Owe the Future</i>. Basic Books. Avin, S., Wintle, B. C., Weitzdörfer, J., Ó hÉigeartaigh, S. S., Sutherland, W. J., & Rees, M. J. (2018). Classifying global catastrophic risks. <i>Futures</i>, 102, 20–26. Course 14 MacAskill, W. (2022). <i>What We Owe the Future</i>. Basic Books. Krznaric, R. (2020). <i>The Good Ancestor: A Radical Prescription for Long-Term Thinking</i>. WH Allen. Meadows, D. H. (2008). <i>Thinking in Systems: A Primer</i>. Chelsea Green Publishing. Raworth, K. (2017). <i>Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist</i>. Chelsea Green Publishing.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Seminar 1 Can a country be developed without improving human well-being?	Small-group policy assessment: students evaluate a country that experienced rapid GDP growth but persistent social inequalities.	
Seminar 2 Do future generations have rights?	Structured debate: "Should governments prioritize long-term risks over short-term electoral demands?"	
Seminar 3 Does nature have intrinsic value?	Ethical dilemma workshop.	
Seminar 4 Can infinite economic growth be sustainable?	Planetary boundaries mapping exercise.	
Seminar 5 Who should pay for climate damages?	UN climate negotiation simulation.	
Seminar 6 Should access to energy be considered a social right?	SMRs and social justice debate	
Seminar 7 What makes institutions trustworthy?	Institutional audit exercise.	
Seminar 8 Is ESG transforming capitalism or merely rebranding it?	Debate	
Seminar 9 What responsibilities do corporations have beyond profit generation?	Corporate accountability simulation.	
Seminar 10	Participation design workshop.	

How much participation is enough?		
Seminar 11 Should public policy prioritize equality, equity, or vulnerability or rather budgetary rationales?	Social impact assessment exercise.	
Seminar 12 Can technological innovation ever be ethically neutral?	Technology ethics hearing.	
Seminar 13 Which risks deserve the greatest attention from governments and international institutions?	Global risk prioritization exercise.	
Seminar 14 How should societies institutionalize responsibility toward future generations?	Constitutional design workshop: students design an Ombudsperson for Future Generations, a Future Generations Chamber, or another long-term governance institution.	
Bibliography Seminar 1 Sen, A. (1999). Chapter 1, "The Perspective of Freedom." In <i>Development as Freedom</i> . Oxford University Press. Seminar 2 MacAskill, W. (2022). Introduction and Chapter 1 of <i>What We Owe the Future</i> . Seminar 3 Leopold, A. (1949). "The Land Ethic." Seminar 4 Rockström, J., et al. (2009). A safe operating space for humanity. Seminar 5 Shue, H. (2014). Chapter 1. Seminar 6 Jenkins et al. (2016). Seminar 7 Bovens, M. (2007). Analysing and assessing accountability. <i>European Law Journal</i> , 13(4), 447–468. Seminar 8 Bebchuk, L., & Tallarita, R. (2020). The illusory promise of stakeholder governance. <i>Cornell Law Review</i> , 106, 91–178. Seminar 9 Porter, M. E., & Kramer, M. R. (2011). Creating shared value. Selected chapter Seminar 10 Arnstein, S. (1969). A ladder of citizen participation. Seminar 11 Young, I. M. (2011). Selected chapter.		

Seminar 12 Winner, L. (1980). Do artifacts have politics? Seminar 13 Ord, T. (2020). Introduction. Seminar 14 Krznaric, R. (2020). Chapter 1 of <i>The Good Ancestor</i> .		
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9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Elaboration of a comparative national climate policy research paper respecting all academic criteria	Research paper	50%
9.5. Seminar/ laboratory	The student masters the subject-related concepts and debates based on the recommended literature	Knowledgeable participation in class	50%
9.6 Minimum standard for passing			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam. In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year. The grade from the oral exam and the grade from the seminar are not maintained from one year to another. During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studentsi.pdf. Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.			

10. SDG labels (Sustainable Development Goals)⁶

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

⁶ 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."

	X	Sustainable Development Generic Label						
								
			X					
								No label applies
								

Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

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Date of approval in the department:
May 11th, 2026

Signature of the head of department

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COURSE DESCRIPTION

Applied Risk and Conflict Analysis Workshop

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University of Cluj Napoca
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Department of Political Sciences
1.4. Field	Political Sciences
1.5. Level of study	Master
1.6. Degree programme / Qualification	International Relations: Geopolitics, Risk Analysis and Development
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Applied Risk and Conflict Analysis Workshop			Course code	UME2204
2.2. Course coordinator	Lect. Univ. dr. Constantin-Ciprian Sandu				
2.3. Seminar coordinator	Lect. Univ. dr. Constantin-Ciprian Sandu				
2.4. Year of study	2nd	2.5. Semester	4th	2.6. Type of assessment	Exam
2.7. Course status	Compulsory		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	1	3.3. seminar/ laboratory/ project	2
3.4. Total of hours in the curriculum	36	of which: 3.5. course	12	3.6. seminar/ laboratory	24
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					22
Additional research in the library, on subject-specific electronic platforms, and on-site					22
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)					40
Tutoring (professional guidance)					2
Examinations					3
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)				89	
3.8. Total hours per semester				125	
3.9. Number of credits				5	

4. Prerequisites (where applicable)

4.1. curriculum-related	It is not the case
4.2. skills-related	It is not the case

5. Specific conditions (where applicable)

5.1. course-related	Attendance is 75% compulsory.
5.2. seminar/laboratory-related	Attendance at seminar activities is compulsory. No more than 3 (three) excused absences will be accepted. The submission deadline for papers is mandatory.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchal levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension
1. This workshop-oriented course develops advanced analytical skills for identifying, assessing, and forecasting political, security, social, economic, environmental, and technological risks that influence international conflicts. Rather than focusing primarily on theory, the course emphasizes practical analytical tools used by governments, international organizations, think tanks, intelligence communities, NGOs, multinational corporations, and humanitarian agencies.
Specific academic skills
1. Explain and use major concepts of risk, threat, vulnerability, resilience, and uncertainty
2. Support decision-making under conditions of incomplete information
3. Perform actor capability assessments and produce stakeholder maps
4. Build scenarios for conflict transformation and strategic planning
5. Design evidence-based policy recommendations

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
Week 1 - Introduction to Applied Risk and Conflict Analysis • What is applied conflict analysis? • Risk versus threat versus vulnerability • Types of international risks • Analytical thinking versus advocacy	Lecture, Presentation, discussions	
Week 2 - Analytical Frameworks for Conflict Assessment • Conflict Cycle • Conflict Curve • Conflict Tree • ABC Triangle • Multi-Causal Analysis	Lecture, Presentation, discussions	
Week 3 - Stakeholder Mapping and Actor Analysis • Stakeholder analysis • Mapping interests, positions, and needs • Influence mapping • Spoilers	Lecture, Presentation, discussions	
Week 4 - Political Risk Analysis • Political stability • Governance indicators • Corruption • Institutional resilience • Electoral violence	Lecture, Presentation, discussions	
Week 5 - Early Warning Systems • Indicators • Thresholds • Escalation • Event monitoring • Forecasting	Lecture, Presentation, discussions	
Week 6 - Risk Assessment Methodologies • Probability • Impact • Risk Matrix • Heat Maps • Dynamic Risk	Lecture, Presentation, discussions	
Week 7 - Humanitarian Risk Assessment • Human Security • Protection Risks • Displacement	Lecture, Presentation, discussions	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

• Food Security • Health Emergencies		
Week 8 - Climate and Environmental Conflict Risks • Water • Food • Climate migration • Disaster-conflict nexus • Resource scarcity	Lecture, Presentation, discussions	
Week 9 - Cyber and Hybrid Threats • Cyber conflict • Information warfare • Election interference • Hybrid operations • Critical infrastructure	Lecture, Presentation, discussions	
Week 10 - Strategic Foresight and Horizon Scanning • Weak signals and emerging risks • Long-term scenarios for international security • Uncertainty in policymaking	Lecture, Presentation, discussions	
Week 11 - Intelligence Analysis and Decision Support • The intelligence cycle • Intelligence requirements and collection • Structured analytic techniques (SATs) • Cognitive biases in analysis • Confidence levels and uncertainty • Intelligence failures and lessons learned	Lecture, Presentation, discussions	
Week 12 - Peacebuilding, Stabilization, and Post-Conflict Recovery • Conflict transformation • Peace agreements • Security sector reform (SSR) • Disarmament, Demobilization and Reintegration (DDR) • Transitional justice • Institution building • Reconciliation processes	Lecture, Presentation, discussions	
Bibliography Furlong, G. (2005) The Conflict Resolution Toolbox. Mississauga, Ontario: Wiley & Sons Canada, Ltd. Buzan, B., & Wæver, O. (2003). <i>Regions and powers: The structure of international security</i>. Cambridge University Press. Collier, P. (2007). The bottom billion: Why the poorest countries are failing and what can be done about it. Oxford University Press. Tetlock, P. E., & Gardner, D. (2015). Superforecasting: The art and science of prediction. Crown. Goldstone, J. A., Gurr, T. R., Marshall, M. G., Bates, R. H., Epstein, D. L., Lustik, M. B., Ulfelder, J., Woodward, M., & Levy, M. A. (2010). <i>A global model for forecasting political instability</i>. American Journal of Political Science, 54(1), 190–208 United Nations Office on Genocide Prevention and the Responsibility to Protect. (2014). Framework of analysis for atrocity crimes: A tool for prevention. United Nations. Hines, A., & Bishop, P. (Eds.). (2015). Thinking about the future: Guidelines for strategic foresight (2nd ed.). Social Technologies. Healey, J. (Ed.). (2023). A fierce domain: Cyber conflict, 1986 to 2023 (2nd ed.). Cyber Conflict Studies Association.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks

Week 1 - Introduction to Applied Risk and Conflict Analysis • What is applied conflict analysis? • Risk versus threat versus vulnerability • Types of international risks • Analytical thinking versus advocacy	Interactive discussions, case-studies, role-plays	
Week 2 - Analytical Frameworks for Conflict Assessment • Conflict Cycle • Conflict Curve • Conflict Tree • ABC Triangle • Multi-Causal Analysis	Interactive discussions, case-studies, role-plays	
Week 3 - Stakeholder Mapping and Actor Analysis • Stakeholder analysis • Mapping interests, positions, and needs • Influence mapping • Spoilers	Interactive discussions, case-studies, role-plays	
Week 4 - Political Risk Analysis • Political stability • Governance indicators • Corruption • Institutional resilience • Electoral violence	Interactive discussions, case-studies, role-plays	
Week 5 - Early Warning Systems • Indicators • Thresholds • Escalation • Event monitoring • Forecasting	Interactive discussions, case-studies, role-plays	
Week 6 - Risk Assessment Methodologies • Probability • Impact • Risk Matrix • Heat Maps • Dynamic Risk	Interactive discussions, case-studies, role-plays	
Week 7 - Humanitarian Risk Assessment • Human Security • Protection Risks • Displacement • Food Security • Health Emergencies	Interactive discussions, case-studies, role-plays	
Week 8 - Climate and Environmental Conflict Risks • Water • Food • Climate migration	Interactive discussions, case-studies, role-plays	

• Disaster-conflict nexus • Resource scarcity		
Week 9 - Cyber and Hybrid Threats • Cyber conflict • Information warfare • Election interference • Hybrid operations • Critical infrastructure	Interactive discussions, case-studies, role-plays	
Week 10 - Strategic Foresight and Horizon Scanning • Weak signals and emerging risks • Long-term scenarios for international security • Uncertainty in policymaking	Interactive discussions, case-studies, role-plays	
Week 11 – Professional Risk Analysis Capstone Workshop • Integrate all analytical tools learned during the semester. • Produce professional-quality analytical products under time pressure. • Present findings in a policy briefing format. • Defend analytical judgments before a decision-making panel	Interactive discussions, case-studies, role-plays	
Week 12 - Professional Analytical Portfolio and Career Simulation • Professional standards in policy analysis • Writing for decision-makers • Ethical dilemmas in conflict analysis • Careers in diplomacy, intelligence, international organizations, NGOs, and consulting • Professional networking and analytical portfolios	Interactive discussions, case-studies, role-plays	
Bibliography Furlong, G. (2005) <i>The Conflict Resolution Toolbox</i>. Mississauga, Ontario: Wiley & Sons Canada, Ltd. Buzan, B., & Wæver, O. (2003). <i>Regions and powers: The structure of international security</i>. Cambridge University Press. Collier, P. (2007). <i>The bottom billion: Why the poorest countries are failing and what can be done about it</i>. Oxford University Press. Tetlock, P. E., & Gardner, D. (2015). <i>Superforecasting: The art and science of prediction</i>. Crown. Goldstone, J. A., Gurr, T. R., Marshall, M. G., Bates, R. H., Epstein, D. L., Lustik, M. B., Ulfelder, J., Woodward, M., & Levy, M. A. (2010). <i>A global model for forecasting political instability</i>. <i>American Journal of Political Science</i>, 54(1), 190–208 United Nations Office on Genocide Prevention and the Responsibility to Protect. (2014). <i>Framework of analysis for atrocity crimes: A tool for prevention</i>. United Nations. Hines, A., & Bishop, P. (Eds.). (2015). <i>Thinking about the future: Guidelines for strategic foresight</i> (2nd ed.). Social Technologies. Healey, J. (Ed.). (2023). <i>A fierce domain: Cyber conflict, 1986 to 2023</i> (2nd ed.). Cyber Conflict Studies Association.		

9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Theoretical knowledge of the conflict analysis and risk assessment field	Exam	50%
9.5. Seminar/ laboratory	Professional Risk Analysis Capstone Workshop	Individual final risk analysis paper	50%
9.6 Minimum standard for passing			
A mark of 5 (five) is required to pass the exam			

10. SDG labels (Sustainable Development Goals)⁶

	☐	Sustainable Development Generic Label						
								
☐	☐	☐	☐	☐	☐	☐	☐	☐
								No label applies
☐	☐	☐	☐	☐	☐	☒	☐	☐

Date of entry:

...

Signature of course coordinator



Signature of seminar coordinator



Date of approval in the department:

...

Signature of the head of department

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

⁶ 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."

COURSE DESCRIPTION

Collaborative Governance and Regional Policy Innovation

Academic year **2027-2028**

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Collaborative Governance and Regional Policy Innovation			Course code	UME2205
2.2. Course coordinator	Lect. Univ. Dr. Daniel Pop				
2.3. Seminar coordinator	Lect. Univ. Dr. Daniel Pop				
2.4. Year of study	2	2.5. Semester	2	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	3	of which: 3.2. course	1	3.3. seminar/ laboratory/ project	2
3.4. Total of hours in the curriculum	36	of which: 3.5. course	12	3.6. seminar/ laboratory	24
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					38
Additional research in the library, on subject-specific electronic platforms, and on-site					20
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)					10
Tutoring (professional guidance)					2
Examinations					2
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)				72	
3.8. Total hours per semester				96	
3.9. Number of credits				5	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2. skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester.
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	- Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations
Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
Conflict analysis; mediation; conflict resolution techniques
Social science research design; operationalization and measurements; quantitative methods; qualitative methods
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
Public policy formulation and implementation; policy design; analysis of global issues; advocacy
Project writing and application; application design and formulation; project monitoring and impact; project evaluation
Ethical research; ethics and writing; GDPR

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
Collaborative governance theory	Lecture on theories explaining the motivations behind policy actors' decisions to collaborate including transaction cost theory, resource dependence theory, the advocacy coalition framework, social capital theory, power relations, social identity theory, and institutional theory.	Students are required to read the literature indicated in the syllabus
Collaborative governance mechanisms and arrangements	Lecture on collaborative governance mechanisms and arrangements.	Students are required to read the literature indicated in the syllabus
Policy networks	Lecture on policy networks in governance.	Students are required to read the literature indicated in the syllabus
Network(ed) public governance	Lecture on networked public governance.	Students are required to read the literature indicated in the syllabus
Cross-sector collaboration in the public sector	Lecture on cross-sector collaboration in the public sector	Students are required to read and discuss the proposals of their peers
Public value governance	Lecture on public value governance	Students are required to read the literature indicated in the syllabus
Participatory governance	Lecture on key themes and topics in participatory governance.	Students are required to read the literature indicated in the syllabus
Holistic governance	Lecture on key themes and debates in holistic governance approaches	Students are required to read the literature indicated in the syllabus
Integrated governance	Lecture on varieties of integrated governance.	Students are required to read the literature indicated in the syllabus
Interactive governance	Lecture on approaches and strategies in interactive governance.	Students are required to read the literature indicated in the syllabus
Smartness in governance	Lecture on digital governance.	Students are required to read and discuss the proposals of their peers
Effective policy design and implementation in collaborative governance contexts	Lecture on effective policy design and implementation in collaborative governance contexts	Students are required to read the literature indicated in the syllabus
Mission Oriented Innovation Policy	Lecture on mission-oriented innovation policy.	Students are required to read the literature indicated in the syllabus
Conclusions and wrap-up	Lecture on governance in the 21 st century.	Students are required to read the literature indicated in the syllabus
Bibliography		
Afandi, M. N., Anomsari, E. T., Novira, A., & Sudartini, S. (2023). Collaborative governance in a mandated setting: Shifting collaboration in stunting interventions at local level. <i>Development Studies Research</i>, 10(1), 2212868. Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. <i>Journal of public administration research and theory</i>, 18(4), 543-571. Aqsa, Q., & Nugroho, B. Y. (2023). A literature review: cross-sector collaboration arrangements to deliver public services and goods. <i>Technium Soc. Sci. J.</i>, 40, 1. Batory, A., & Svensson, S. (2020). Regulating collaboration: The legal framework of collaborative governance in ten European countries. <i>International Journal of Public Administration</i>, 43(9), 780-789. Beck, D. F., & de Melo Conti, D. (2021). The role of urban innovativeness, smart governance, and smart development in the urban smartness. <i>Humanidades & Inovação</i>, 8(49), 141-151. Bianchi, C., Nasi, G., & Rivenbark, W. C. (2021). Implementing collaborative governance: models, experiences, and challenges. <i>Public Management Review</i>, 23(11), 1581-1589.		

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Bryson, J. M., Crosby, B. C. & Stone, M. M. (2006). "The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature." *Public Administration Review*. 66 (Special Issue): 44–55.

Criado, J. I., Alcaide-Muñoz, L., & Liarte, I. (2025). Two decades of public sector innovation: building an analytical framework from a systematic literature review of types, strategies, conditions, and results. *Public Management Review*, 27(3), 623-652.

Doberstein, C. (2016). Designing collaborative governance decision-making in search of a 'collaborative advantage'. *Public Management Review*, 18(6), 819-841.

Gil-Garcia, J. R., Zhang, J., & Puron-Cid, G. (2016). Conceptualizing smartness in government: An integrative and multi-dimensional view. *Government Information Quarterly*, 33(3), 524-534.

Heinelt, H. (2010). *Governing modern societies: Towards participatory governance*. Routledge.

Klijn, E. H., & Koppenjan, J. F. M. (2000). "Public Management and Policy Networks: The Theoretical Foundation of the Network Approach to Governance." *Public Management* 2: 135–158.

Johnston, E. W., & Hansen, D. L. (2015). Design lessons for smart governance infrastructure. In *Transforming American governance: Rebooting the public square* (pp. 197-212). Routledge.

Lopes, A. V., & Farias, J. S. (2022). How can governance support collaborative innovation in the public sector? A systematic review of the literature. *International Review of Administrative Sciences*, 88(1), 114-130.

Märker, C., Venghaus, S., & Hake, J. F. (2018). Integrated governance for the food–energy–water nexus–The scope of action for institutional change. *Renewable and Sustainable Energy Reviews*, 97, 290-300.

Osborne, S. P. (2010). "The (New) Public Governance: A Suitable Case for Treatment?" In *The New Public Governance? Emerging Perspectives on the Theory and Practice of Public Governance*, edited by S. P. Osborne, 1–16. 1st ed. London & New York: Routledge.

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Van Gestel, N., & Grotenbreg, S. (2021). Collaborative governance and innovation in public services settings. *Policy & Politics*, 49(2), 249-265.

Van Waarden, F. (1992). Dimensions and types of policy networks. *European journal of political research*, 21(1-2), 29-52.

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Wanzenböck, I., Wesseling, J. H., Frenken, K., Hekkert, M. P., & Weber, K. M. (2020). A framework for mission-oriented innovation policy: Alternative pathways through the problem–solution space. *Science and public policy*, 47(4), 474-489.

Yu, J., Wang, J., & Huang, B. (2025). The dual nature of innovation in government: differentiating between generation and borrowing. *Public Management Review*, 1-28.

8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Collaborative governance theory	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Collaborative governance mechanisms and arrangements	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Policy networks	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Network(ed) public governance	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Cross-sector collaboration in the public sector	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Public value governance	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus

Participatory governance	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Holistic governance	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Integrated governance	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Interactive governance	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Smartness in governance	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Effective policy design and implementation in collaborative governance contexts	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Mission Oriented Innovation Policy	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
Student presentations	Students present their papers	Students are required to read the literature indicated in the syllabus

Bibliography

Afandi, M. N., Anomsari, E. T., Novira, A., & Sudartini, S. (2023). Collaborative governance in a mandated setting: Shifting collaboration in stunting interventions at local level. *Development Studies Research*, 10(1), 2212868.

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Feiock, R. C. (2009). Metropolitan governance and institutional collective action. *Urban Affairs Review*, 44(3), 356–377.

Gil-Garcia, J. R., Zhang, J., & Puron-Cid, G. (2016). Conceptualizing smartness in government: An integrative and multi-dimensional view. *Government Information Quarterly*, 33(3), 524-534.

Heinelt, H. (2010). *Governing modern societies: Towards participatory governance*. Routledge.

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Märker, C., Venghaus, S., & Hake, J. F. (2018). Integrated governance for the food–energy–water nexus–The scope of action for institutional change. *Renewable and Sustainable Energy Reviews*, 97, 290-300.

Osborne, S. P. (2010). “The (New) Public Governance: A Suitable Case for Treatment?” In *The New Public Governance? Emerging Perspectives on the Theory and Practice of Public Governance*, edited by S. P. Osborne, 1–16. 1st ed. London & New York: Routledge.

Thabit, S., Sancino, A., & Mora, L. (2025). Strategic public value (s) governance: A systematic literature review and framework for analysis. *Public Administration Review*, 85(3), 885-906.

Van Gestel, N., & Grotenbreg, S. (2021). Collaborative governance and innovation in public services settings. *Policy & Politics*, 49(2), 249-265.

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Vadisetty, R. (2024, March). Ai-based smart governance. In *International Ethical Hacking Conference* (pp. 481-496). Singapore: Springer Nature Singapore.

Wanzenböck, I., Wesseling, J. H., Frenken, K., Hekkert, M. P., & Weber, K. M. (2020). A framework for mission-oriented innovation policy: Alternative pathways through the problem–solution space. *Science and public policy*, 47(4), 474-489.

Yang, H. (2020). Holistic governance: An explanatory framework. In *Urban Governance in Transition* (pp. 57-95). Singapore: Springer Singapore.

Yu, J., Wang, J., & Huang, B. (2025). The dual nature of innovation in government: differentiating between generation and borrowing. *Public Management Review*, 1-28.

9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Evaluation of expert knowledge acquired in class.	Written exam	40
	Quality of inputs and contributions to questions about the topics discussed in seminars.	Active presence and engagement in informed discussions.	20
9.5. Seminar/ laboratory	Submission of original research paper of 2,500 - 4,000 words.	Quality of research paper assessed against preestablished paper format and standards.	30
	Presentation of student papers	Academic paper presentation quality	10
9.6 Minimum standard for passing			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam.			
In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year.			

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

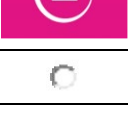
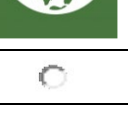
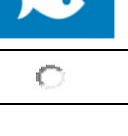
The grade from the oral exam and the grade from the seminar are not maintained from one year to another.

During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at:

https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studenti.pdf.

Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								
			X					
								No label applies

Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

.....

.....

Date of approval in the department:
May 11th, 2026

Signature of the head of department

⁶ 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."

COURSE DESCRIPTION

Methods of Conflict Analysis and Strategic Foresight

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University of Cluj Napoca
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Department of Political Sciences
1.4. Field	Political Sciences
1.5. Level of study	Master
1.6. Degree programme / Qualification	International Relations: Geopolitics, Risk Analysis and Development
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Methods of Conflict Analysis and Strategic Foresight			Course code	UME1204
2.2. Course coordinator	Lect. Univ. dr. Constantin-Ciprian Sandu				
2.3. Seminar coordinator	Lect. Univ. dr. Constantin-Ciprian Sandu				
2.4. Year of study	1	2.5. Semester	2	2.6. Type of assessment	Viva voce
2.7. Course status	Compulsory			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	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					20
Additional research in the library, on subject-specific electronic platforms, and on-site					30
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)					15
Tutoring (professional guidance)					14
Examinations					4
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)				83	
3.8. Total hours per semester				125	
3.9. Number of credits				5	

4. Prerequisites (where applicable)

4.1. curriculum-related	It is not the case
4.2. skills-related	It is not the case

5. Specific conditions (where applicable)

5.1. course-related	Attendance is 75% compulsory.
5.2. seminar/laboratory-related	Attendance at seminar activities is compulsory. No more than 3 (three) excused absences will be accepted. The submission deadline for papers is mandatory.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchal levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations

Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
Conflict analysis; mediation; conflict resolution techniques
Social science research design; operationalization and measurements; quantitative methods; qualitative methods
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
Public policy formulation and implementation; policy design; analysis of global issues; advocacy
Project writing and application; application design and formulation; project monitoring and impact; project evaluation
Ethical research; ethics and writing; GDPR

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
Week 1 - Introduction to Conflict Analysis and Strategic Foresight - Definitions: conflict, risk, uncertainty, foresight - Why foresight matters in international relations - Linking conflict analysis with strategic planning	Lecture, Presentation, discussions	
Week 2 - Theories of Conflict in International Relations - Realist, liberal, constructivist, and critical perspectives - Identity, power, and security dilemmas - Conflict in multipolar systems	Lecture, Presentation, discussions	
Week 3 - Conflict analysis models (1).	Lecture, Presentation, discussions	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

• The Michael Lund model of conflict analysis • The Curve of Conflict		
Week 4 - Conflict analysis models (2). • INEE conflict analysis model • Profile • Sources • Actors • Dynamics	Lecture, Presentation, discussions	
Week 5 - Conflict analysis models (3). • The concept of sensitivity and its application. • World Bank Conflict Analysis Framework (CAF)	Lecture, Presentation, discussions	
Week 6 - Conflict Mapping: Actors, Issues, and Relationships • Stakeholder analysis • Conflict trees and conflict wheels • Mapping interests, positions, and needs	Lecture, Presentation, discussions	
Week 7 - Root Causes and Structural Drivers of Conflict • Governance failures • Resource scarcity • Inequality and exclusion • Historical grievances	Lecture, Presentation, discussions	
Week 8 - Risk Analysis in Geopolitical Environments • Political risk frameworks • Vulnerability and resilience • Escalation indicators • Risk matrices	Lecture, Presentation, discussions	
Week 9 - Early Warning Systems and Conflict Prevention • Early warning methodologies • Quantitative and qualitative indicators • Data-driven monitoring • Prevention diplomacy	Lecture, Presentation, discussions	
Week 10 - Systems Thinking and Complexity in Conflict Environments • Complex adaptive systems • Feedback loops • Nonlinearity and tipping points • Systems mapping	Lecture, Presentation, discussions	
Week 11 – Methods of Strategic Foresight: Horizon Scanning • Environmental scanning • STEEP/PESTLE analysis • Trend analysis • Weak signals and emerging issues	Lecture, Presentation, discussions	
Week 12 - Strategic Surprise, Black Swans, and Wildcards • Low-probability, high-impact events • Strategic shocks • Crisis anticipation under uncertainty	Lecture, Presentation, discussions	

Week 13 – Geopolitical Hotspots and Regional Conflict Forecasting • Eastern Europe • Middle East • Indo-Pacific • Sahel and fragile states	Lecture, Presentation, discussions	
Week 14 – Strategic Foresight for International Organizations • UN foresight practices • NATO and EU strategic planning • NGO risk anticipation • Multilateral crisis response	Lecture, Presentation, discussions	
Bibliography Furlong, G. (2005) <i>The Conflict Resolution Toolbox</i> . Mississauga, Ontario: Wiley & Sons Canada, Ltd. Wam, P. and Sardesai, S., <i>The Conflict Analysis Framework</i> , Conflict Prevention and Reconstruction Team (CPR), The World Bank, Washington, 2005 Kriesberg, L. (1973). <i>The Sociology of Social Conflicts</i> , Prentice-Hall Ramsbotham et al., <i>Contemporary Conflict Resolution</i> (Ch. 1) Baylis, J., Smith, S., & Owens, P. (2020). <i>The globalization of world politics: An introduction to international relations</i> (8th ed.). Oxford University Press. Collier, P. (2007). <i>The bottom billion: Why the poorest countries are failing and what can be done about it</i> . Oxford University Press. Forum on Early Warning and Early Response (FEWER). (1999). <i>Conflict early warning and response manual</i> . FEWER. OECD. (2020). <i>Strategic foresight toolkit</i> . OECD Publishing Aven, T. (2015). Implications of black swans to the foundations and practice of risk assessment. <i>Reliability Engineering & System Safety</i> , 134, 83–91		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Week 1 - Introduction to Conflict Analysis and Strategic Foresight • Definitions: conflict, risk, uncertainty, foresight • Why foresight matters in international relations Linking conflict analysis with strategic planning	Interactive discussions, case-studies, role-plays	
Week 2 - Theories of Conflict in International Relations • Realist, liberal, constructivist, and critical perspectives • Identity, power, and security dilemmas Conflict in multipolar systems	Interactive discussions, case-studies, role-plays	
Week 3 - Conflict analysis models (1). • The Michael Lund model of conflict analysis The Curve of Conflict	Interactive discussions, case-studies, role-plays	
Week 4 - Conflict analysis models (2). • INEE conflict analysis model • Profile • Sources • Actors Dynamics	Interactive discussions, case-studies, role-plays	
Week 5 - Conflict analysis models (3). • The concept of sensitivity and its application. World Bank Conflict Analysis Framework (CAF)	Interactive discussions, case-studies, role-plays	
Week 6 - Conflict Mapping: Actors, Issues, and Relationships	Interactive discussions, case-studies, role-plays	

- Stakeholder analysis - Conflict trees and conflict wheels Mapping interests, positions, and needs		
Week 7 - Root Causes and Structural Drivers of Conflict - Governance failures - Resource scarcity - Inequality and exclusion Historical grievances	Interactive discussions, case-studies, role-plays	
Week 8 - Risk Analysis in Geopolitical Environments - Political risk frameworks - Vulnerability and resilience - Escalation indicators Risk matrices	Interactive discussions, case-studies, role-plays	
Week 9 - Early Warning Systems and Conflict Prevention - Early warning methodologies - Quantitative and qualitative indicators - Data-driven monitoring Prevention diplomacy	Interactive discussions, case-studies, role-plays	
Week 10 - Systems Thinking and Complexity in Conflict Environments - Complex adaptive systems - Feedback loops - Nonlinearity and tipping points Systems mapping	Interactive discussions, case-studies, role-plays	
Week 11 – Methods of Strategic Foresight: Horizon Scanning - Environmental scanning - STEEP/PESTLE analysis - Trend analysis Weak signals and emerging issues	Interactive discussions, case-studies, role-plays	
Week 12 - Strategic Surprise, Black Swans, and Wildcards - Low-probability, high-impact events - Strategic shocks Crisis anticipation under uncertainty	Interactive discussions, case-studies, role-plays	
Week 13 – Geopolitical Hotspots and Regional Conflict Forecasting - Eastern Europe - Middle East - Indo-Pacific Sahel and fragile states	Interactive discussions, case-studies, role-plays	
Week 14 – Strategic Foresight for International Organizations - UN foresight practices - NATO and EU strategic planning - NGO risk anticipation Multilateral crisis response	Interactive discussions, case-studies, role-plays	
Bibliography Furlong, G. (2005) <i>The Conflict Resolution Toolbox</i> . Mississauga, Ontario: Wiley & Sons Canada, Ltd. Wam, P. and Sardesai, S., <i>The Conflict Analysis Framework</i> , Conflict Prevention and Reconstruction Team (CPR), The World Bank, Washington, 2005 Kriesberg, L. (1973). <i>The Sociology of Social Conflicts</i> , Prentice-Hall Ramsbotham et al., <i>Contemporary Conflict Resolution</i> (Ch. 1) Baylis, J., Smith, S., & Owens, P. (2020). <i>The globalization of world politics: An introduction to international relations</i> (8th ed.). Oxford University Press.		

Collier, P. (2007). *The bottom billion: Why the poorest countries are failing and what can be done about it*. Oxford University Press.

Forum on Early Warning and Early Response (FEWER). (1999). *Conflict early warning and response manual*. FEWER.

OECD. (2020). *Strategic foresight toolkit*. OECD Publishing

Aven, T. (2015). Implications of black swans to the foundations and practice of risk assessment. *Reliability Engineering & System Safety*, 134, 83–91

9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Conflict analysis brief	Viva voce	50%
	Theoretical knowledge of the conflict analysis and risk assessment field		
9.5. Seminar/ laboratory	Application of conflict analysis tools (mapping, actors, causes) Use of academic and policy sources Policy relevance and strategic thinking Scenario design (logic, plausibility, diversity)	Scenario-building group project	25%
	Application of conflict analysis tools (mapping, actors, causes) Use of academic and policy sources Policy relevance and strategic thinking Scenario design (logic, plausibility, diversity)	Individual final strategic foresight paper	25%
9.6 Minimum standard for passing			
A mark of 5 (five) is required to pass the exam			

10. SDG labels (Sustainable Development Goals)⁶

  Sustainable Development Generic Label								
1 FĂRĂ SĂRĂCIE	2 FOAMETE "ZERO"	3 SĂNĂTATE ȘI BUNĂSTĂRE	4 EDUCATIE DE CALITATE	5 EGALITATE DE GEN	6 APĂ CURĂȚĂ ȘI SĂNĂTATE	7 ENERGIE CURĂȚĂ ȘI LA PREȚURI ACCESIBILE	8 MUNCĂ DECENTĂ ȘI CREȘTERE ECONOMICĂ	9 INDUSTRIE, INOVAȚIE ȘI INFRASTRUCTURĂ
								
								No label applies

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

⁶ 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."

								
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Date of entry:

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Signature of course coordinator



Signature of seminar coordinator



Date of approval in the department:

...

Signature of the head of department

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COURSE DESCRIPTION

Conflict, Cooperation & Dispute System Design in Development

Academic year 2027-2028

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University of Cluj Napoca
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Department of Political Sciences
1.4. Field	Political Sciences
1.5. Level of study	Master
1.6. Degree programme / Qualification	International Relations: Geopolitics, Risk Analysis and Development
1.7. Form of education	IF

2. Course-related data

2.1. Course title	<i>Conflict, Cooperation & Dispute System Design in Development</i>			Course code	UME2102
2.2. Course coordinator	Prof. Univ. dr. Chereji Christian-Radu				
2.3. Seminar coordinator	Prof. Univ. dr. Chereji Christian-Radu				
2.4. Year of study	2nd	2.5. Semester	3rd	2.6. Type of assessment	Exam
2.7. Course status	Compulsory		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	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
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					40
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)					40
Tutoring (professional guidance)					11
Examinations					2
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)				133	
3.8. Total hours per semester				175	
3.9. Number of credits				7	

4. Prerequisites (where applicable)

4.1. curriculum-related	It is not the case
4.2. skills-related	It is not the case

5. Specific conditions (where applicable)

5.1. course-related	Attendance is 75% compulsory.
5.2. seminar/laboratory-related	Attendance at seminar activities is compulsory. No more than 3 (three) excused absences will be accepted. The submission deadline for papers is mandatory.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchal levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension
1. Advanced conceptual and practical tools for analyzing contemporary conflicts and applying strategic foresight methods to geopolitical risk, crisis anticipation, and development planning.
Specific academic skills
1. Apply major theories and models of conflict analysis to contemporary international disputes
2. Identify conflict drivers, actors, interests, needs, and structural causes
3. Use risk analysis tools to assess escalation and de-escalation pathways
4. Build scenarios for conflict transformation and strategic planning
5. Integrate development, governance, and security dimensions into conflict assessment

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
Week 1 – Introduction: Conflict and Cooperation in Development and Natural Resources Governance - Defining conflict and cooperation in development contexts - Overview of natural resource governance frameworks - Key actors: states, communities, NGOs, corporations, international bodies	Lecture, Presentation, discussions	
Week 2 – Theories of Conflict and Cooperation - Collective action theory and common-pool resource dilemmas - Political ecology and resource conflict frameworks - Game-theoretic approaches to cooperation and defection	Lecture, Presentation, discussions	
Week 3 – Root Causes of Natural Resource Conflicts - Resource scarcity and abundance (resource curse) - Land tenure, access rights, and dispossession - Environmental degradation and livelihood conflicts	Lecture, Presentation, discussions	
Week 4 – Conflict Analysis Frameworks Applied to Natural Resources - World Bank Conflict Analysis Framework (CAF) in resource governance - INEE model: Profile, Sources, Actors, Dynamics - Conflict sensitivity and Do No Harm in development programming	Lecture, Presentation, discussions	
Week 5 – Stakeholder Mapping and Actor Analysis - Identifying primary, secondary, and tertiary actors - Power and interest matrices - Conflict tree and conflict wheel in natural resource settings	Lecture, Presentation, discussions	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Week 6 – Dispute System Design (DSD): Theory and Foundations - Origins and principles of Dispute System Design - Ury, Brett & Goldberg's foundational framework - Differences between dispute resolution, prevention, and containment	Lecture, Presentation, discussions	
Week 7 – Designing Dispute Resolution Systems for Resource Governance - Interests-based vs. rights-based vs. power-based approaches - Tiered dispute resolution mechanisms - Local, national, and international grievance platforms	Lecture, Presentation, discussions	
Week 8 – Community-Based Natural Resource Management (CBNRM) and Conflict - CBNRM models and their conflict dimensions - Participatory approaches and inclusive governance - Case studies: forests, fisheries, water, land	Lecture, Presentation, discussions	
Week 9 – Negotiation, Mediation, and Facilitation in Resource Disputes - Principled negotiation in multi-party resource disputes - Environmental mediation techniques - Role of facilitators and neutral third parties	Lecture, Presentation, discussions	
Week 10 – Extractive Industries, Corporate Accountability, and Conflict - Resource extraction and community conflict (mining, oil & gas, logging) - Free, Prior, and Informed Consent (FPIC) - Corporate grievance mechanisms and the UN Guiding Principles on Business and Human Rights	Lecture, Presentation, discussions	
Week 11 – Climate Change, Environmental Conflict, and Adaptive Governance Climate-induced displacement and resource conflict	Lecture, Presentation, discussions	

- Adaptive governance frameworks for environmental change - Integrating climate risk into dispute system design		
Week 12 – International and Regional Frameworks for Resource Conflict Management - UNEP, FAO, and IUCN guidelines on resource conflict - Regional instruments (AU, ASEAN, EU) - International water law and transboundary resource disputes	Lecture, Presentation, discussions	
Week 13 – Monitoring, Evaluation, and Learning in Dispute Systems - Indicators for dispute system performance - Feedback loops and system adaptation - Lessons learned: success stories and failures in DSD	Lecture, Presentation, discussions	
Week 14 – Practicum: Designing a Dispute System for a Natural Resource Context - Integrated exercise: applying DSD principles to a complex case - Group presentations and peer review - Synthesis: linking conflict analysis, cooperation theory, and system design	Lecture, Presentation, discussions	
Bibliography Ostrom, E. (1990). Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press. Ury, W., Brett, J., & Goldberg, S. (1988). Getting Disputes Resolved: Designing Systems to Cut the Costs of Conflict. Jossey-Bass. Le Billon, P. (2012). Wars of Plunder: Conflicts, Profits and the Politics of Resources. Hurst & Company. Wam, P. and Sardesai, S. (2005). The Conflict Analysis Framework. World Bank, CPR Team. FAO. (2012). Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests. FAO. Ruggie, J. (2011). UN Guiding Principles on Business and Human Rights. United Nations. Sikor, T. & Lund, C. (2009). Access and property: A question of power and authority. Development and Change, 40(1), 1–22. Mildner, S-A., Lauster, G. & Wodni, W. (2011). Scarcity and abundance revisited: A literature review on natural resources and conflict. International Journal of Conflict and Violence, 5(1), 155–172. UNEP. (2009). From Conflict to Peacebuilding: The Role of Natural Resources and the Environment. UNEP. Bellamy, W. & Assadi, A. (2010). Natural Resource Conflict Management Case Studies. FAO. Paavola, J. (2007). Institutions and environmental governance: A reconceptualization. Ecological Economics, 63(1), 93–103. Boege, V. (2011). Peacebuilding and state formation in post-conflict Bougainville. Peace Review, 21(1), 29–37.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks

Week 1 – Introduction: Conflict and Cooperation in Development and Natural Resources Governance - Defining conflict and cooperation in development contexts - Overview of natural resource governance frameworks - Key actors: states, communities, NGOs, corporations, international bodies	Interactive discussions, case-studies, role-plays	
Week 2 – Theories of Conflict and Cooperation - Collective action theory and common-pool resource dilemmas - Political ecology and resource conflict frameworks - Game-theoretic approaches to cooperation and defection	Interactive discussions, case-studies, role-plays	
Week 3 – Root Causes of Natural Resource Conflicts - Resource scarcity and abundance (resource curse) - Land tenure, access rights, and dispossession - Environmental degradation and livelihood conflicts	Interactive discussions, case-studies, role-plays	
Week 4 – Conflict Analysis Frameworks Applied to Natural Resources - World Bank Conflict Analysis Framework (CAF) in resource governance - INEE model: Profile, Sources, Actors, Dynamics - Conflict sensitivity and Do No Harm in development programming	Interactive discussions, case-studies, role-plays	
Week 5 – Stakeholder Mapping and Actor Analysis - Identifying primary, secondary, and tertiary actors - Power and interest matrices - Conflict tree and conflict wheel in natural resource settings	Interactive discussions, case-studies, role-plays	
Week 6 – Dispute System Design (DSD): Theory and Foundations Origins and principles of Dispute System Design	Interactive discussions, case-studies, role-plays	

• Ury, Brett & Goldberg's foundational framework • Differences between dispute resolution, prevention, and containment		
Week 7 – Designing Dispute Resolution Systems for Resource Governance • Interests-based vs. rights-based vs. power-based approaches • Tiered dispute resolution mechanisms • Local, national, and international grievance platforms	Interactive discussions, case-studies, role-plays	
Week 8 – Community-Based Natural Resource Management (CBNRM) and Conflict • CBNRM models and their conflict dimensions • Participatory approaches and inclusive governance • Case studies: forests, fisheries, water, land	Interactive discussions, case-studies, role-plays	
Week 9 – Negotiation, Mediation, and Facilitation in Resource Disputes • Principled negotiation in multi-party resource disputes • Environmental mediation techniques • Role of facilitators and neutral third parties	Interactive discussions, case-studies, role-plays	
Week 10 – Extractive Industries, Corporate Accountability, and Conflict • Resource extraction and community conflict (mining, oil & gas, logging) • Free, Prior, and Informed Consent (FPIC) • Corporate grievance mechanisms and the UN Guiding Principles on Business and Human Rights	Interactive discussions, case-studies, role-plays	
Week 11 – Climate Change, Environmental Conflict, and Adaptive Governance • Climate-induced displacement and resource conflict • Adaptive governance frameworks for environmental change • Integrating climate risk into dispute system design	Interactive discussions, case-studies, role-plays	

Week 12 – International and Regional Frameworks for Resource Conflict Management • UNEP, FAO, and IUCN guidelines on resource conflict • Regional instruments (AU, ASEAN, EU) • International water law and transboundary resource disputes	Interactive discussions, case-studies, role-plays	
Week 13 – Monitoring, Evaluation, and Learning in Dispute Systems • Indicators for dispute system performance • Feedback loops and system adaptation • Lessons learned: success stories and failures in DSD	Interactive discussions, case-studies, role-plays	
Week 14 – Practicum: Designing a Dispute System for a Natural Resource Context • Integrated exercise: applying DSD principles to a complex case • Group presentations and peer review • Synthesis: linking conflict analysis, cooperation theory, and system design	Interactive discussions, case-studies, role-plays	
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9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
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⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

9.4. Course	Conflict analysis brief (individual written assignment) Theoretical knowledge of conflict, cooperation, and DSD frameworks Capacity to apply frameworks to a specific natural resource governance case	Written assignment + Viva voce examination	50%
9.5. Seminar/ laboratory	Application of stakeholder mapping and conflict analysis tools Quality of dispute system design: logic, feasibility, inclusivity Use of academic, policy, and legal sources	Group dispute system design project (presentation)	25%
	Analytical depth and policy relevance Integration of course concepts and critical reflection	Individual final paper (conflict analysis or DSD proposal, 3,000–4,000 words)	25%
9.6 Minimum standard for passing			
A mark of 5 (five) is required to pass the exam			

10. SDG labels (Sustainable Development Goals)⁶

		Sustainable Development Generic Label						
								
								
								No label applies
								

Date of entry:

...

Signature of course coordinator



Signature of seminar coordinator



⁶ 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."

Date of approval in the department:
...

Signature of the head of department
.....

COURSE DESCRIPTION
Introduction to Public Policy and Global Governance Systems
 Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	International Relations: Geopolitics, Risk Analysis and Development
1.7. Form of education	IF

2. Course-related data

2.1. Course title	<i>Introduction to Public Policy and Global Governance Systems</i>			Course code	UME1103
2.2. Course coordinator	Lect. Univ. Dr. Borbala Kovacs				
2.3. Seminar coordinator	Lect. Univ. Dr. Borbala Kovacs				
2.4. Year of study	1	2.5. Semester	1	2.6. Type of assessment	Exam
2.7. Course status	Compulsory		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	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					50
Additional research in the library, on subject-specific electronic platforms, and on-site					40
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays (<i>greater than or equal to the total number of hours specified in the course calendar for evaluation tasks</i>)					32
Tutoring (professional guidance)					4
Examinations					4
Other activities [<i>i.e.: two-way communication with the course coordinator/tutor</i>]					
3.7. Total hours of individual study (IS) and self-taught activities (ST)				140	
3.8. Total hours per semester				182	
3.9. Number of credits				7	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2 skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. - Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives.
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5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.
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6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the foundations of social and political theories for analyzing and evaluating sociopolitical organization from an institutional point of view
PC2	Use of methodologies used in analyzing socio-political systems
PC3	Development and management of socio-political projects, plans, programs, and actions
PC4	Ensuring effective management of relations withing public and private organizations and institutions
PC5	Designing political strategies in local, regional, national, and global contexts
PC6	Supporting, promoting, and communicating social and political ideas and values
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchal levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Understanding the foundations of social and political theories for analyzing and evaluating sociopolitical organization from an institutional point of view	The graduate will know and understand the fundamental theories of the socio-political milieu; analyze socio-political phenomena and processes; evaluate socio-political phenomena and processes; compare and contrast various political theories and systems; understand the origins and evolution of different political systems, with emphasis on the institutional dimension; understand current socio-political issues.
PC2	Use of methodologies used in analyzing socio-political systems	The graduate will understand the necessity of knowing various methodologies specific to socio-political sciences; understand the types of available data and documentation; be familiarized with various epistemological traditions; learn the necessary skills to use various research methods specific to the socio-political field.
PC3	Development and management of socio-political projects, plans, programs, and actions	The graduate will know the principles of developing and managing social, political, and economic actions and interventions; understand the cycle of formulating and implementing public policies or political actions in general; learn the knowledge needed to effectively communicate the results of an analysis.
PC4	Ensuring effective management of relations with public and private organizations and institutions	The graduate will have advanced knowledge of professional and research projects in the development and management of organizations, innovatively using various quantitative and qualitative methods; know methods of evaluation, expertise and decision making in organizations that operate in the public, private or political field; have the knowledge necessary for analyzing political programs, public domestic or international policies and for the development of political programs and public policy strategies; have the knowledge necessary in the analyzing, planning, and managing political communication campaigns in current and crisis situations; know the theoretical, methodological, and practical developments in the field of organization management, and be able to use them in the public, private, political, or academic environment.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC5	Designing political strategies in local, regional, national, and global contexts	The graduate will know the constitutive stages of decision-making processes and their implementation; be able to relate the local, national, and global levels from the perspective of developing and implementing strategies and policies; know the diversity specific to political strategies, both from a geographical and historical point of view, as well as cultural and religious one; know the history and functioning of the European institutions;
PC6	Supporting, promoting, and communicating social and political ideas and values	The graduate will know the main values and principles of democratic regimes, understand the importance of political culture in the context of recent democracies; be able to characterize a political system from the perspective of the values it promotes; will understand the centrality of political values, such as solidarity, freedom, or equality, in the democratic context.

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension	
1.	Understanding the foundations of social and political theories for analyzing and evaluating sociopolitical organization from an institutional point of view
2.	Use of methodologies used in analyzing socio-political systems
3.	Development and management of socio-political projects, plans, programs, and actions
4.	Ensuring effective management of relations withing public and private organizations and institutions
5.	Designing political strategies in local, regional, national, and global contexts
6.	Supporting, promoting, and communicating social and political ideas and values
Specific academic skills	
The graduate will know and understand the fundamental theories of the socio-political milieu; analyze socio-political phenomena and processes; evaluate socio-political phenomena and processes; compare and contrast various political theories and systems; understand the origins and evolution of different political systems, with emphasis on the institutional dimension; understand current socio-political issues.	
The graduate will understand the necessity of knowing various methodologies specific to socio-political sciences; understand the types of available data and documentation; be familiarized with various epistemological traditions; learn the necessary skills to use various research methods specific to the socio-political field.	
The graduate will know the principles of developing and managing social, political, and economic actions and interventions; understand the cycle of formulating and implementing public policies or political actions in general; learn the knowledge needed to effectively communicate the results of an analysis.	
The graduate will have advanced knowledge of professional and research projects in the development and management of organizations, innovatively using various quantitative and qualitative methods; know methods of evaluation, expertise and decision making in organizations that operate in the public, private or political field; have the knowledge necessary for analyzing political programs, public domestic or international policies and for the development of political programs and public policy strategies; have the knowledge necessary in the analyzing, planning, and managing political communication campaigns in current and crisis situations; know the theoretical, methodological, and practical developments in the field of organization management, and be able to use them in the public, private, political, or academic environment.	
The graduate will know the constitutive stages of decision-making processes and their implementation; be able to relate the local, national, and global levels from the perspective of developing and implementing strategies and policies; know the diversity specific to political strategies, both from a geographical and historical point of view, as well as cultural and religious one; know the history and functioning of the European institutions;	

The graduate will know the main values and principles of democratic regimes, understand the importance of political culture in the context of recent democracies; be able to characterize a political system from the perspective of the values it promotes; will understand the centrality of political values, such as solidarity, freedom, or equality, in the democratic context.

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
1/ INTRODUCTION - Presentation of the discipline - Presentation of requirements - Admin	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
2/ Public policy: a global human history of policy domains & competing definitions - Domestic policy domains - Government expenditures by domain - Competing definitions of public policy	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
3/ Global governance: a 20th century story? - 20th century developments in global governance systems - Global governance across policy domains	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
4/ Regionalism and regional governance systems - Regionalism - The role of the EU - the EU by policy domains	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
5/ The national (welfare) state? And the national (welfare) state for what policy domains? - Domestic policy domains - Government expenditure by policy domain - The role of the (nation) state: an economic approach	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
6/ How do public policies get made? - The standard model - The Kingdon model - Policy transfer	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
7/ The role of International Organisations across welfare domains	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
8/ Governance for Peace and Security: The UN & security; NATO & security	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus.

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

		Students are encouraged to participate in discussions.
9/ Governance for Weapons of Mass Destruction, incl. AI-guided weapons	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
10/ The courts for international peace & security; & human rights - The ICJ - The ICC - The ECHR	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
11/ Governance for global health risks - The WHO	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
12/ Governance for net-zero energy transitions - The European Green Deal	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
13/ Governance for good governance & rule of law - The EPPO	The presentation of key concepts and analytical distinctions in relation to the topic of the session. Interactive discussion of examples.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
14/ RECAP & exam preparation	Course recap. Interactive discussion of mock exam subjects.	Students are encouraged to participate in discussions.

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Lopez-Claros, Augusto, and Ian J. Lynch. 2024. 'Combatting Corruption to Advance Good Governance: Exploring Options for an International Anti-Corruption Court'. In *Global Governance and International Cooperation: Managing Global Catastrophic Risks in the 21st Century*, 1st edn, edited by Richard Falk and Augusto Lopez-Claros. Routledge.

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8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1/ INTRODUCTION - Public policies - Global governance - Global governance <i>systems</i>	Interactive open discussion based on students' earlier knowledge.	Students are encouraged to participate in discussions.
2/ Public policy: a global human history of policy domains & competing definitions - Domestic policy domains - Government expenditures by domain - Competing definitions of public policy	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
3/ Global governance: a 20th century story? - 20th century developments in global governance systems - Global governance across policy domains	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
4/ Regionalism and regional governance systems - Regionalism - The role of the EU - the EU by policy domains	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
5/ The national (welfare) state? And the national (welfare) state for what policy domains? - Domestic policy domains	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.

- Government expenditure by policy domain - The role of the (nation) state: an economic approach		
6/ How do public policies get made? - The standard model - The Kingdon model - Policy transfer	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
7/ The role of International Organisations across welfare domains	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
8/ Governance for Peace and Security: The UN & security; NATO & security	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
9/ Governance for Weapons of Mass Destruction, incl. AI-guided weapons	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
10/ The courts for international peace & security; & human rights - The ICJ - The ICC - The ECHR	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
11/ Governance for global health risks - The WHO	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
12/ Governance for net-zero energy transitions The European Green Deal	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
13/ Governance for good governance & rule of law The EPPO	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
14/ RECAP & exam preparation	Interactive discussion of examples. Exercises. Worksheets.	Students are expected to read the mandatory readings indicated in the syllabus. Students are encouraged to participate in discussions.
Bibliography Armingeon, Klaus. 2021. 'Intergovernmental Organisations'. In <i>The Oxford Handbook of the Welfare State</i> , 2nd edn, edited by Daniel Béland, Kimberley J. Morgan, Herbert Obinger, and Christopher Pierson. Oxford University Press. Bacchi, Carol. 2009. <i>Analysing Policy: What's the Problem Represented to Be?</i> , Frenchs Forest: Pearson Australia. Pp. ix-xiv (of volume). BBC World Service. 2026a. 'In Iceland's Defence'. <i>The Documentary Podcast</i> . BBC World Service, April 21. 27 min. https://www.bbc.com/audio/play/p0nfkw15 . BBC World Service. 2026b. 'Under the Influence of AI'. <i>The Documentary Podcast</i> . April 23. 28 min. https://www.bbc.com/audio/play/p0nfz5rw .		

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9. Evaluation

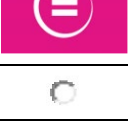
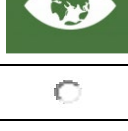
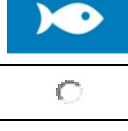
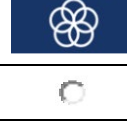
Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Evaluation of students' conceptual knowledge of the course content, with a focus on concepts, actors, and conceptual frameworks.	Written exam	50%

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

	Understanding of the functioning of international and global governance systems.		
9.5. Seminar/ laboratory	Oral participation	See specific rubrics.	15%
	Exit tickets	Throughout the course.	15%
	Graded class activity	At the student's choice.	20%
9.6 Minimum standard for passing			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam.			
In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year.			
The grade from the oral exam and the grade from the seminar are not maintained from one year to another.			
During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_students.pdf .			
Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.			

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								
			X					
								No label applies

⁶ 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."

Date of entry:
May 4th, 2026

Signature of course coordinator

.....

Signature of seminar coordinator

.....

Date of approval in the department:
May 11th, 2026

Signature of the head of department

.....

COURSE DESCRIPTION
Research seminar for dissertation writing
 Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	Data-Based Public Policy Consultancy
1.7. Form of education	Full-time

2. Course-related data

2.1. Course title	Research Seminar for Dissertation Writing			Course code	UME2203
2.2. Course coordinator	Prof. Univ. Dr. Cosmin Marian				
2.3. Seminar coordinator	Prof. Univ. Dr. Cosmin Marian				
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 (DF)	

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

3.1. Number of hours per week	3	of which: 3.2. course	0	3.3. seminar/ laboratory/ project	3
3.4. Total of hours in the curriculum	36	of which: 3.5. course	0	3.6. seminar/ laboratory	36
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					40
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)					22
Tutoring (professional guidance)					14
Examinations					4
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)				102	
3.8. Total hours per semester				156	
3.9. Number of credits				6	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2. skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations and the UBB education legislation, attendance at the course lectures is not mandatory as a condition for passing the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a
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	course for objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- According to the course requirements, seminar attendance is mandatory for at least 75% of all seminar meetings during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules of other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. Seminar recoveries are only held when they overlap with official bank holidays or when the seminar holder cannot take a seminar for objective reasons. The recovery schedule is established in agreement with the students through their representatives.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the foundations of social and political theories for analyzing and evaluating sociopolitical organization from an institutional point of view
PC2	Use of methodologies used in analyzing socio-political systems
PC3	Development and management of socio-political projects, plans, programs, and actions
PC4	Ensuring effective management of relations with public and private organizations and institutions
PC5	Designing political strategies in local, regional, national, and global contexts
PC6	Supporting, promoting, and communicating social and political ideas and values
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

¹ The professional and/or transversal competencies to whose development the subject for which the course description is prepared contributes will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension (Knowledge and understanding)	Specific academic skills (Specific academic skills)
PC1	Understanding the foundations of social and political theories for analyzing and evaluating sociopolitical organization from an institutional point of view	The graduate will be able to apply scientific methods in understanding the fundamental theories of the socio-political sphere; will acquire the resources necessary to analyze socio-political phenomena and processes; will be able to evaluate socio-political phenomena and processes rigorously and scientifically; will be able to apply the comparative method in analyzing political theories and systems; will have a critical historical perspective on different political systems; will be able to contribute to the revision and updating of theories and methodology specific to the socio-political field; will understand current issues in the socio-political sphere
PC2	Use of methodologies used in analyzing socio-political systems	The graduate will be able to create a research design applicable to any question; to operationalize complex concepts; will measure and evaluate political phenomena and processes; will be able to analyze quantitative data, including designing and implementing opinion surveys; will be able to analyze qualitative data; will know and use data analysis software; will be able to develop research proposals
PC3	Development and management of socio-political projects, plans, programs, and actions	The graduate will know the principles of developing and managing social, economic, and political action and intervention projects; will understand the cycle of formulating and implementing public policies and political actions in general; will acquire the knowledge necessary to effectively communicate the results of an analysis.
PC4	Ensuring effective management of relations with public and private organizations and institutions	The graduate will have advanced knowledge of developing professional and research projects in the management of organizations, innovatively using various quantitative and qualitative methods; will know the methods of evaluation, expertise, and decision-making in organizations operating in the public, private, and political field; will have the knowledge necessary to analyze political programs, documents concerning domestic and international public policies, and to develop political programs and public policy strategies; will have the knowledge necessary to analyze, plan, and manage political communication campaigns in current and crisis situations; will know the theoretical, methodological, and practical developments in the field of organization management, and be able to use them in the public, private, political, or academic environment.

² The learning outcomes relevant for the degree programme to whose development the subject for which the course description is prepared contributes are listed. The entries, copied without any changes from the Curriculum according to the subject type (DF/DS/DC), are listed under the corresponding competency.

PC5	Designing political strategies in local, regional, national, and global contexts	The graduate will know the constitutive stages of a decision-making process and its implementation; will be able to relate the national, local, and global levels from the perspective of formulating and implementing strategies and policies; will know the diversity specific to political strategies, both from a geographical and historical point of view, as well as cultural and religious; will know the history and functioning of the European institutions; will be familiar with the concepts and processes related to governance.
PC6	Supporting, promoting, and communicating social and political ideas and values	The graduate will know the central values and principles of democratic regimes; will understand the importance of political culture in the context of recent democracies; will be able to characterize a political system from the perspective of the values it promotes; will understand the centrality of certain political values in the democratic context, such as solidarity, freedom, or equality.

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension (Knowledge and understanding)	
1.	Understanding the foundations of social and political theories for analyzing and evaluating sociopolitical organization from an institutional point of view
2.	Use of methodologies used in analyzing socio-political systems
3.	Development and management of socio-political projects, plans, programs, and actions
4.	Ensuring effective management of relations withing public and private organizations and institutions
5.	Designing political strategies in local, regional, national, and global contexts
6.	Supporting, promoting, and communicating social and political ideas and values
Specific academic skills (Specific academic skills)	
1.	The graduate will be able to apply scientific methods in understanding the fundamental theories of the socio-political sphere; will acquire the resources necessary to analyze socio-political phenomena and processes; will be able to evaluate socio-political phenomena and processes rigorously and scientifically; will be able to apply the comparative method in analyzing political theories and systems; will have a critical historical perspective on different political systems; will be able to contribute to the revision and updating of theories and methodology specific to the socio-political field; will understand current issues in the socio-political sphere
2.	The graduate will be able to create a research design applicable to any question; to operationalize complex concepts; will measure and evaluate political phenomena and processes; will be able to analyze quantitative data, including designing and implementing opinion surveys; will be able to analyze qualitative data; will know and use data analysis software; will be able to develop research proposals
3.	The graduate will know the principles of developing and managing social, economic, and political action and intervention projects; will understand the cycle of formulating and implementing public policies and political actions in general; will acquire the knowledge necessary to effectively communicate the results of an analysis.
4.	The graduate will have advanced knowledge of developing professional and research projects in the management of organizations, innovatively using various quantitative and qualitative methods; will know the methods of evaluation, expertise, and decision-making in organizations operating in the public, private, and political field; will have the knowledge necessary to analyze political programs, documents concerning domestic and international public policies, and to develop political programs and public policy strategies; will have the knowledge necessary to analyze, plan, and manage political communication campaigns in current and crisis situations; will know the theoretical, methodological, and practical developments in the field of organization management, and be able to use them in the public, private, political, or academic environment.

5. The graduate will know the constitutive stages of a decision-making process and its implementation; will be able to relate the national, local, and global levels from the perspective of formulating and implementing strategies and policies; will know the diversity specific to political strategies, both from a geographical and historical point of view, as well as cultural and religious; will know the history and functioning of the European institutions; will be familiar with the concepts and processes related to governance.
6. The graduate will know the central values and principles of democratic regimes; will understand the importance of political culture in the context of recent democracies; will be able to characterize a political system from the perspective of the values it promotes; will understand the centrality of certain political values in the democratic context, such as solidarity, freedom, or equality.

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
1. Introduction	Discussion of the logistical aspects related to the course and seminars. Introductory open discussion.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
2. Academic writing in political science. Specificities. Description, analysis, and definition. Enumeration, contrast, classification.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
3. Scientific standards. Objectivity. Explanation, comparison, contrast, analogy.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
4. Critical thinking, critical reading, critical writing.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
5. How to read for research purposes, how to compile the bibliography of the chosen topic.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
6. Formulating a topic. The research question, the title, the hypothesis, the research design.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
7. Formal criteria. Allocation of the available time. Versions, drafts, why they are needed.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
8. Parts of the paper 1. Abstract, table of contents, introduction.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
9. Parts of the paper 2. The argumentation presented in chapters. The conclusions.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting practitioners in the field, etc.

10. Citations and/or paraphrases. How to avoid plagiarism. The formal organization of reference materials.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
11. Parts of the paper 3.: The theoretical basis, Selecting and reviewing the specialized literature.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
12. The case study. Creating a database.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.

Bibliografie

Babbie, E. (2010). The practice of social research, 12th edition. Wadsworth Cengage Learning, pp. 506-528.

Bailey, S. (2003) Academic Writing. A practical guide for students. London: Routledge Falmer,

Baglione, L. A. (2015) Writing a research paper in political science. A practical guide to inquiry, structure and methods, 3rd edition, LA: CQ Press

Brooke Noel Moorer and Richard Parker, eds. Critical thinking, 10th ed., California State University, Chicago. McGraw-Hill Publ., New York, 2012.

Diane E. Smith. (2005) Writing in political Science. A Practical Guide. California State University, Chicago

Neville, C. (2010) The complete guide to referencing and avoiding plagiarism, 2nd edition, Berkshire: Open University Press.

8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Introduction	Discussion of the logistical aspects related to the course and seminars. Introductory open discussion.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
2. Academic writing in political science. Specificities. Description, analysis, and definition. Enumeration, contrast, classification.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
3. Scientific standards. Objectivity. Explanation, comparison, contrast, analogy.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
4. Critical thinking, critical reading, critical writing.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
5. How to read for research purposes, how to compile the bibliography of the chosen topic.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.

6. Formulating a topic. The research question, the title, the hypothesis, the research design.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
7. Formal criteria. Allocation of the available time. Versions, drafts, why they are needed.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
8. Parts of the paper 1. Abstract, table of contents, introduction.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
9. Parts of the paper 2. The argumentation presented in chapters. The conclusions.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
10. Citations and/or paraphrases. How to avoid plagiarism. The formal organization of reference materials.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
11. Parts of the paper 3.: The theoretical basis, Selecting and reviewing the specialized literature.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
12. The case study. Creating a database.	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
1. Introduction	Presentation of a set of concepts and theories regarding the course topic. Interactive discussion of examples.	Students are required to read the mandatory bibliography indicated in the syllabus. Students are encouraged to engage in discussions.
2. Academic writing in political science. Specificities. Description, analysis, and definition. Enumeration, contrast, classification.	Open discussion on the course topics. Solving model exam questions.	Students are encouraged to engage in discussions.

Bibliografie

Babbie, E. (2010). The practice of social research, 12th edition. Wadsworth Cengage Learning, pp. 506-528.

Bailey, S. (2003) Academic Writing. A practical guide for students. London: Routledge Falmer,

Baglione, L. A. (2015) Writing a research paper in political science. A practical guide to inquiry, structure and methods, 3rd edition, LA: CQ Press

Brooke Noel Moorer and Richard Parker, eds. Critical thinking, 10th ed., California State University, Chicago. McGraw-Hill Publ., New York, 2012.

Diane E. Smith. (2005) Writing in political Science. A Practical Guide. California State University, Chicago

Neville, C. (2010) The complete guide to referencing and avoiding plagiarism, 2nd edition, Berkshire: Open University Press.

9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course			
9.5. Seminar/ laboratory	Active participation in the seminar	Score awarded by the instructor	50%
	Practical seminar assignment	Individual written assignment	50%
9.6 Minimum standard for passing			
Students must obtain a minimum grade of 5 for the course project in order to pass the exam. The seminar points are taken into account only if this grade is obtained. According to section 5.2, a minimum of 50% attendance at the seminar is an eliminatory criterion for entry into the final exam. In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year. The grade from the oral exam and the grade from the seminar are not maintained from one year to another. The use of AI, especially generative AI tools, will be subject throughout this course to the guidelines of the course coordinator, discussed in class. During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studenti.pdf. Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.			

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								
								

⁴ 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.

⁵ It is recommended to establish both final evaluation methods and the ongoing evaluation strategy.

⁶ Select a single label, the one which, according to the [Procedure for applying SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (e.g. 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".

 10 INEGALITĂȚI REDUSE	 11 ORĂȘE ȘI COMUNITĂȚI DURABILE	 12 CONSUM ȘI PRODUCȚIE RESPONSABILĂ	 13 ACȚIUNE CLIMATICĂ	 14 VIAȚĂ ACVATICĂ	 15 VIAȚĂ TERESTRĂ	 16 PACE, JUSTIȚIE ȘI INSTITUȚII EFICIENTE	 17 PARTENERIATE PENTRU REALIZAREA OBIECTIVELOR	No label applies
								

Date of entry:
May 4, 2026

Signature of course coordinator
.....

Signature of seminar coordinator
.....

Date of approval in the department:
May 11, 2026

Signature of the head of department
.....

COURSE DESCRIPTION

Global political economy and international development

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Global political economy and international development			Course code	UME1102
2.2. Course coordinator	Lect.Univ.Dr. Daniel Pop				
2.3. Seminar coordinator	Lect.Univ.Dr. Daniel Pop				
2.4. Year of study	1	2.5. Semester	1	2.6. Type of assessment	Exam
2.7. Course status	Compulsory		2.8. Course type	Specialisation subject	

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

3.1. Number of hours per week	4	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	2
3.4. Total of hours in the curriculum	56	of which: 3.5. course	28	3.6. seminar/ laboratory	28
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					50
Additional research in the library, on subject-specific electronic platforms, and on-site					50
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)					34
Tutoring (professional guidance)					2
Examinations					4
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)				140	
3.8. Total hours per semester				196	
3.9. Number of credits				8	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2. skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester.
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	- Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations
Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
Conflict analysis; mediation; conflict resolution techniques
Social science research design; operationalization and measurements; quantitative methods; qualitative methods
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
Public policy formulation and implementation; policy design; analysis of global issues; advocacy
Project writing and application; application design and formulation; project monitoring and impact; project evaluation
Ethical research; ethics and writing; GDPR

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
1. Course Introduction. Course objectives and requirements. What is Global Political Economy? Strange, S. (1970). Marlin-Bennett, R., & Johnson, D. (2021).	Conceptual framing and presentation of core theories. General introduction of the individual areas of interest in the field of IPE	Students are required to read the literature indicated in the syllabus
2. Models and methods of global political economy and international development Johns, L. (2025).	Conceptual framing of theoretical and empirical models and methods in IPE. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
3. Process tracing in international political economy Checkel, T. J. (2025)	Conceptual framing and presentation of core theories economic liberalism and market exchange in the global arena. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
4. Power and the instability of the world economic system Bednarski, et al. (2023).	Conceptual framing and presentation of sources of power and instability in IPE. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
5. Vertical and horizontal integration of actors in international relations Henning, C. R. (2023).	Presentation on forms of international integration in political and economics. Interactive discussion of examples.	Students are required to read and discuss the proposals of their peers
6. Shared Narratives of Convergence, Diffusion, and Transfer Legrand, T. and Stone, D. (2025).	Conceptual framing and presentation of core theories related to learning in IPE. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
7. Accumulation in International Political Economy Bailey, D. (2025).	Conceptual framing and presentation of models of accumulation in IPE. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
8. The Economics and Politics of Preferential Trade Agreements Baccini, L. (2025).	Conceptual framing and presentation of preferential trade agreement regimes. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
9. Business interest groups, alliances and international economic foundations of globalisation Babic, M., Fichtner, J. & Heemskerk, E. (2025).	Conceptual framing and presentation on transnational corporations in shape IPE. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
10. Allies, competitors and enemies – the dimensions of interstate cooperation Pratt, T. (2023)	Conceptual framing and presentation of interstate cooperation frameworks. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
11. Foreign capital on national soil Wellhausen, R. L. (2025).	Capital flows and IPE. Interactive discussion of examples.	Students are required to read and discuss the proposals of their peers
12. The Many Meanings of Capital in IPE Bryan, D.; Rafferty, M. & Wigan, D. (2025).	Conceptual framing and presentation of core theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
13. The Investment Treaty Regime Skovgaard Poulsen, L. N. (2025).	Conceptual framing and presentation of core theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
14. Wrapping it all up – Key trends and transformation in IPE in the next decade		
Bibliography		

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

- Milan Babic, M., Fichtner, J. & Heemskerk, E. (2025). Corporate Networks. In *The Oxford Handbook of International Political Economy*, pp. 403 – 420.
- Baccini, L. (2025). The Economics and Politics of Preferential Trade Agreements. In *The Oxford Handbook of International Political Economy*, pp. 386 – 402.
- Bailey, D. (2025). Accumulation. In *The Oxford Handbook of International Political Economy*, pp. 304-319.
- Bednarski, L., Roscoe, S., Blome, C., & Schleper, M. C. (2023). Geopolitical disruptions in global supply chains: a state-of-the-art literature review. *Production Planning & Control*, 36(4), 536–562.
<https://doi.org/10.1080/09537287.2023.2286283>.
- Best, J., Hay, C., LeBaron, G., & Mügge, D. (2020). Seeing and Not-seeing Like a Political Economist: The Historicity of Contemporary Political Economy and its Blind Spots. *New Political Economy*, 26(2), 217–228.
<https://doi.org/10.1080/13563467.2020.1841143>.
- Bryan, D.; Rafferty, M. & Wigan, D. (2025). The Many Meanings of Capital in IPE. In *The Oxford Handbook of International Political Economy*, pp. 806 – 820.
- Checkel T.J. (2025). Process tracing in international political economy. In *The Oxford Handbook of International Political Economy*, pp. 201 – 219.
- Henning, C. R. (2023). International regime complexity in sovereign crisis finance: a comparison of regional architectures. *Review of International Political Economy*, 30(6), 2069–2093.
<https://doi.org/10.1080/09692290.2023.2243957>.
- Marlin-Bennett, R., & Johnson, D. (2021). International Political Economy: Overview and Conceptualization. *Oxford Research Encyclopedia of International Studies*.
<https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-239>.
- Legrand, T. and Stone, D. (2025). In *The Oxford Handbook of International Political Economy*, pp. 276 – 290.
- Oatley, T. (2023). International Political Economy (7th ed.). Routledge. <https://doi.org/10.4324/9781003276524>.
- Pratt, T. (2023). Value differentiation, policy change and cooperation in international regime complexes. *Review of International Political Economy*, 30(6), 2206–2232. <https://doi.org/10.1080/09692290.2023.2262478>.
- Schindler, S., Alami, I., DiCarlo, J., Jepson, N., Rolf, S., Bayırbağ, M. K., ... Zhao, Y. (2023). The Second Cold War: US-China Competition for Centrality in Infrastructure, Digital, Production, and Finance Networks. *Geopolitics*, 29(4), 1083–1120.
<https://doi.org/10.1080/14650045.2023.2253432>.
- Skovgaard Poulsen, L. N. (2025). The Investment Treaty Regime. In *The Oxford Handbook of International Political Economy*, pp. 638 – 659.
- Strange, S. (1970). International Economics and International Relations: A Case of Mutual Neglect. *International Affairs (Royal Institute of International Affairs 1944-)*, Vol. 46, No. 2 (Apr., 1970), pp. 304-315.
<https://doi.org/10.2307/2613829>.
- Johns, L. (2025). Formal Models of International Political Economy: Looking Back and Moving Forward. In *The Oxford Handbook of International Political Economy*, pp. 129-144.
- Wellhausen, R. L. (2025). Foreign Direct Investment In *The Oxford Handbook of International Political Economy*, pp. 459 – 475.

8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Global political economy – a field with porous boundaries LeBaron et al. (2020) and Underhill, G. R. (2025).	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
2. Modelling global political economy analysis Johns, L. (2025) and Norrlof, C. (2017).	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
3. Key journals of the field Review of International Political Economy; International Journal of Political Economy and Territory, Politics, Governance	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus

4. Power and the instability of the world economic system Underhill, G. (2000).	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
5. Vertical and horizontal integration of actors in international relations Malkin, A., & He, T. (2023).	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
6. Narratives of digital sovereignty Hofmann, S. C., & Pawlak, P. (2023).	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
7. The international monetary system Oatley, T. (2023). Ch. 10.	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
8. The Economics and Politics of Preferential Trade Agreements Sebastian Beer, S.; de Mooij R. & Liu, L. (2020).	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
9. Interest groups Baldwin-Cantello, W. et al. (2023).	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
10. Contested global political economy spaces Hallegatte, S. et al. (2020).	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
11. Competing for authority in international relations Veltmeyer, H. (2020).	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
12. Meanings of capital LeBaron, G. & Stanley, L. (2025)	Interactive discussion of reading and group work.	Students are required to read the literature indicated in the syllabus
13. Trans-governmentalism – the case of pension funds	Students present their papers	Students are required to read the literature indicated in the syllabus
14. Students paper presentations.	Students present their papers	Students are required to read the literature indicated in the syllabus

Bibliography

LeBaron, G. & Stanley, L. (2025). Households. In *The Oxford Handbook of International Political Economy*, pp. 582 – 594.

Baldwin-Cantello, W., Tickner, D., Wright, M., Clark, M., Cornelius, S., Ellis, K., ... & Young, L. (2023). The Triple Challenge: synergies, trade-offs and integrated responses for climate, biodiversity, and human wellbeing goals. *Climate policy*, 23(6), 782-799.

Beer, S., De Mooij, R., & Liu, L. (2020). International corporate tax avoidance: A review of the channels, magnitudes, and blind spots. *Journal of economic surveys*, 34(3), 660-688.

LeBaron, G., Mügge, D., Best, J., & Hay, C. (2020). Blind spots in IPE: marginalized perspectives and neglected trends in contemporary capitalism. *Review of International Political Economy*, 28(2), 283–294.
<https://doi.org/10.1080/09692290.2020.1830835>.

Johns, L. (2025). Formal Models of International Political Economy. In *The Oxford Handbook of International Political Economy*, pp. 129 – 144.

Hallegatte, S., Vogt-Schilb, A., Rozenberg, J., Bangalore, M., & Beaudet, C. (2020). From poverty to disaster and back: A review of the literature. *Economics of Disasters and Climate Change*, 4, 223-247.

Hofmann, S. C., & Pawlak, P. (2023). Governing cyberspace: policy boundary politics across organizations. *Review of International Political Economy*, 30(6), 2122–2149. <https://doi.org/10.1080/09692290.2023.2249002>.

Malkin, A., & He, T. (2023). The geoeconomics of global semiconductor value chains: extraterritoriality and the US-China technology rivalry. *Review of International Political Economy*, 31(2), 674–699.
<https://doi.org/10.1080/09692290.2023.2245404>.

Norrlof, C. (2017). The international political economy of money, macro money theories and methods, *Review of International Political Economy*, 24:4, 718-736, DOI: 10.1080/09692290.2017.1355332

Oatley, T. (2023). *International Political Economy* (7th ed.). Routledge. <https://doi.org/10.4324/9781003276524>.

Underhill, G. (2000). “State, Market, and Global Political Economy: Genealogy of an (Inter- ?) Discipline.” *International Affairs* 76 (4): 791– 810.

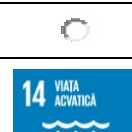
Underhill, G. R. (2025). The Welcome Return of Political Economy to International Political Economy Scholarship. *The Oxford Handbook of International Political Economy*, pp. 34-52.

Veltmeyer, H. (2020). Capitalism, development, imperialism, globalization: a tale of four concepts, *Globalizations*, 17:8, 1335-1349, DOI: 10.1080/14747731.2019.1699706

9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Evaluation of expert knowledge acquired in class.	Written exam	40
9.5. Seminar/ laboratory	Quality of inputs and contributions to questions about the topics discussed in seminars.	Active presence and engagement in informed discussions.	20
	Submission of original research paper of 2,500 - 4,000 words.	Quality of research paper assessed against preestablished paper format and standards.	30
	Presentation of student papers	Academic paper presentation quality	10
9.6 Minimum standard for passing			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam. In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year. The grade from the oral exam and the grade from the seminar are not maintained from one year to another. During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studenti.pdf. Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.			

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								
			X					No label applies

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

⁶ 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."

								
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Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

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Date of approval in the department:
May 11th, 2026

Signature of the head of department

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COURSE DESCRIPTION

Risk Analysis, Scenario Building, and Geostrategic Forecasting Methods

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University of Cluj Napoca
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Department of Political Sciences
1.4. Field	Political Sciences
1.5. Level of study	Master
1.6. Degree programme / Qualification	International Relations: Geopolitics, Risk Analysis and Development
1.7. Form of education	IF

2. Course-related data

2.1. Course title	<i>Risk Analysis, Scenario Building, and Geostrategic Forecasting Methods</i>			Course code	UME1201
2.2. Course coordinator	Prof. Univ. dr. Chereji Christian-Radu				
2.3. Seminar coordinator	Prof. Univ. dr. Chereji Christian-Radu				
2.4. Year of study	1st	2.5. Semester	2nd	2.6. Type of assessment	Exam
2.7. Course status	Compulsory			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	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
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					40
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)					40
Tutoring (professional guidance)					11
Examinations					2
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)				133	
3.8. Total hours per semester				175	
3.9. Number of credits				7	

4. Prerequisites (where applicable)

4.1. curriculum-related	It is not the case
4.2 skills-related	It is not the case

5. Specific conditions (where applicable)

5.1. course-related	Attendance is 75% compulsory.
5.2. seminar/laboratory-related	Attendance at seminar activities is compulsory. No more than 3 (three) excused absences will be accepted. The submission deadline for papers is mandatory.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchal levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension
1. Advanced conceptual and practical tools for analyzing contemporary conflicts and applying strategic foresight methods to geopolitical risk, crisis anticipation, and development planning.
Specific academic skills
1. Apply major theories and models of conflict analysis to contemporary international disputes
2. Identify conflict drivers, actors, interests, needs, and structural causes
3. Use risk analysis tools to assess escalation and de-escalation pathways
4. Build scenarios for conflict transformation and strategic planning
5. Integrate development, governance, and security dimensions into conflict assessment

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
Week 1 – Introduction: Risk, Uncertainty, and the Logic of Forecasting What is geopolitical risk? Definitions and distinctions (risk, uncertainty, ambiguity). The epistemological basis of foresight. Why forecasts fail: cognitive and institutional biases.	Lecture, Presentation, discussions	
Week 2 – Political Risk Analysis: Frameworks and Applications Political risk as a discipline (origins in investment/business intelligence). Comparative political risk indices (PRS, ICRG, EIU, Eurasia Group). Sovereign risk, governance fragility, and conflict exposure.	Lecture, Presentation, discussions	
Week 3 – Structured Analytic Techniques (SATs) for Risk Assessment Analysis of Competing Hypotheses (ACH). Key Assumptions Check. Devil's Advocacy and Team A/Team B. Calibrated probability estimation.	Lecture, Presentation, discussions	
Week 4 – Quantitative Indicators and Early Warning Systems Conflict early warning methodology. Quantitative databases (ACLED, UCDP, GDELT, Fund for Peace Fragile States Index). Constructing custom indicator dashboards for risk monitoring	Lecture, Presentation, discussions	
Week 5 – Scenario Building (1): Conceptual Foundations History and epistemology of scenario planning. Shell method, GBN matrix, morphological analysis. Types of scenarios: exploratory, anticipatory, normative, transformative.	Lecture, Presentation, discussions	
Week 6 – Scenario Building (2): Methodology and Process STEEP/PESTLE driver analysis. Identifying key uncertainties and critical drivers. Scenario axes and framework construction. Internal consistency and plausibility assessment	Lecture, Presentation, discussions	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Week 7 – Scenario Building (3): Application Workshop Working with real-world geopolitical cases. From driver map to scenario narrative. Back casting and pathway identification. Indicators and signposts for scenario monitoring.	Lecture, Presentation, discussions	
Week 8 – Horizon Scanning and Weak Signal Detection Environmental scanning for emerging risks. Weak signals vs. trends vs. wild cards. STEEP scanning protocols. Building and managing scanning networks in policy organizations.	Lecture, Presentation, discussions	
Week 9 – Strategic Surprise, Wild Cards, and Black Swans Taleb's black swan theory and its critics. High-impact, low-probability events in geopolitics. Case studies: COVID-19, 9/11, the Arab Spring, Brexit. Stress-testing assumptions.	Lecture, Presentation, discussions	
Week 10 – Regional Risk Profiles (1): Eastern Europe and the Post-Soviet Space The Russia–Ukraine conflict as a risk/forecasting laboratory. Baltic and Black Sea security dynamics. Frozen conflicts and hybrid warfare: analytical and forecasting challenges.	Lecture, Presentation, discussions	
Week 11 – Regional Risk Profiles (2): Middle East, Sahel, and Indo-Pacific Geopolitical competition and fragile state dynamics. Non-state actors and asymmetric risks. The Indo-Pacific as a structural forecasting challenge. Climate as a risk multiplier.	Lecture, Presentation, discussions	
Week Week 12 – Institutional Foresight: UN, NATO, EU, World Bank How international organizations institutionalize risk and foresight. EU Strategic Compass, NATO's Comprehensive Political Guidance, UN Foresight, World Bank political risk frameworks. Comparing methodologies and uses	Lecture, Presentation, discussions	
Week 13 – Communicating Risk and Uncertainty	Lecture, Presentation, discussions	

Analytic writing for decision-makers. Probabilistic language and the words of estimative probability. Risk communication to non-specialist audiences. Visualizing scenarios and indicators		
Week 14 – Integrative Session: Forecasting Workshop and Peer Review Student team presentations of scenario-building projects. Structured peer review using analytical criteria. Reflections on the epistemological limits of forecasting.	Lecture, Presentation, discussions	
Bibliography Aven, T. (2015). Implications of black swans to the foundations and practice of risk assessment. <i>Reliability Engineering & System Safety</i> , 134, 83–91. Bishop, P., Hines, A., & Collins, T. (2007). The current state of scenario development: An overview of techniques. <i>Foresight</i> , 9(1), 5–25. Heuer, R. J., Jr. (1999). <i>Psychology of Intelligence Analysis</i> . Center for the Study of Intelligence, CIA. Heuer, R. J., Jr., & Pherson, R. H. (2014). <i>Structured Analytic Techniques for Intelligence Analysis</i> (2nd ed.). CQ Press. Kahneman, D. (2011). <i>Thinking, Fast and Slow</i> . Farrar, Straus and Giroux. OECD. (2020). <i>Strategic Foresight Toolkit</i> . OECD Publishing. Pherson, K. H., & Pherson, R. H. (2021). <i>Critical Thinking for Strategic Intelligence</i> (3rd ed.). CQ Press. Schwartz, P. (1991). <i>The Art of the Long View: Planning for the Future in an Uncertain World</i> . Doubleday Currency. Taleb, N. N. (2007). <i>The Black Swan: The Impact of the Highly Improbable</i> . Random House. van der Heijden, K. (2005). <i>Scenarios: The Art of Strategic Conversation</i> (2nd ed.). Wiley. World Bank. (2005). <i>Conflict Analysis Framework (CAF)</i> . Conflict Prevention and Reconstruction Team. Tetlock, P., & Gardner, D. (2015). <i>Superforecasting: The Art and Science of Prediction</i> . Crown Publishers. Wack, P. (1985). Scenarios: Uncharted waters ahead. <i>Harvard Business Review</i> , 63(5), 73–89.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Week 1 – Introduction: Risk, Uncertainty, and the Logic of Forecasting What is geopolitical risk? Definitions and distinctions (risk, uncertainty, ambiguity). The epistemological basis of foresight. Why forecasts fail: cognitive and institutional biases.	Interactive discussions, case-studies, role-plays	
Week 2 – Political Risk Analysis: Frameworks and Applications Political risk as a discipline (origins in investment/business intelligence). Comparative political risk indices (PRS, ICRG, EIU, Eurasia Group). Sovereign risk, governance fragility, and conflict exposure.	Interactive discussions, case-studies, role-plays	
Week 3 – Structured Analytic Techniques (SATs) for Risk Assessment Analysis of Competing Hypotheses (ACH). Key Assumptions Check. Devil's Advocacy and Team	Interactive discussions, case-studies, role-plays	

A/Team B. Calibrated probability estimation.		
Week 4 – Quantitative Indicators and Early Warning Systems Conflict early warning methodology. Quantitative databases (ACLED, UCDP, GDELT, Fund for Peace Fragile States Index). Constructing custom indicator dashboards for risk monitoring	Interactive discussions, case-studies, role-plays	
Week 5 – Scenario Building (1): Conceptual Foundations History and epistemology of scenario planning. Shell method, GBN matrix, morphological analysis. Types of scenarios: exploratory, anticipatory, normative, transformative.	Interactive discussions, case-studies, role-plays	
Week 6 – Scenario Building (2): Methodology and Process STEEP/PESTLE driver analysis. Identifying key uncertainties and critical drivers. Scenario axes and framework construction. Internal consistency and plausibility assessment	Interactive discussions, case-studies, role-plays	
Week 7 – Scenario Building (3): Application Workshop Working with real-world geopolitical cases. From driver map to scenario narrative. Back casting and pathway identification. Indicators and signposts for scenario monitoring.	Interactive discussions, case-studies, role-plays	
Week 8 – Horizon Scanning and Weak Signal Detection Environmental scanning for emerging risks. Weak signals vs. trends vs. wild cards. STEEP scanning protocols. Building and managing scanning networks in policy organizations.	Interactive discussions, case-studies, role-plays	
Week 9 – Strategic Surprise, Wild Cards, and Black Swans Taleb's black swan theory and its critics. High-impact, low-probability events in geopolitics. Case studies: COVID-19, 9/11, the Arab Spring, Brexit. Stress-testing assumptions.	Interactive discussions, case-studies, role-plays	

Week 10 – Regional Risk Profiles (1): Eastern Europe and the Post-Soviet Space The Russia–Ukraine conflict as a risk/forecasting laboratory. Baltic and Black Sea security dynamics. Frozen conflicts and hybrid warfare: analytical and forecasting challenges.	Interactive discussions, case-studies, role-plays	
Week 11 – Regional Risk Profiles (2): Middle East, Sahel, and Indo-Pacific Geopolitical competition and fragile state dynamics. Non-state actors and asymmetric risks. The Indo-Pacific as a structural forecasting challenge. Climate as a risk multiplier.	Interactive discussions, case-studies, role-plays	
Week Week 12 – Institutional Foresight: UN, NATO, EU, World Bank How international organizations institutionalize risk and foresight. EU Strategic Compass, NATO's Comprehensive Political Guidance, UN Foresight, World Bank political risk frameworks. Comparing methodologies and uses	Interactive discussions, case-studies, role-plays	
Week 13 – Communicating Risk and Uncertainty Analytic writing for decision-makers. Probabilistic language and the words of estimative probability. Risk communication to non-specialist audiences. Visualizing scenarios and indicators	Interactive discussions, case-studies, role-plays	
Week 14 – Integrative Session: Forecasting Workshop and Peer Review Student team presentations of scenario-building projects. Structured peer review using analytical criteria. Reflections on the epistemological limits of forecasting.	Interactive discussions, case-studies, role-plays	

Bibliography

Aven, T. (2015). Implications of black swans to the foundations and practice of risk assessment. *Reliability Engineering & System Safety*, 134, 83–91.

Bishop, P., Hines, A., & Collins, T. (2007). The current state of scenario development: An overview of techniques. *Foresight*, 9(1), 5–25.

Heuer, R. J., Jr. (1999). *Psychology of Intelligence Analysis*. Center for the Study of Intelligence, CIA.

Heuer, R. J., Jr., & Pherson, R. H. (2014). *Structured Analytic Techniques for Intelligence Analysis* (2nd ed.). CQ Press.

Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.

OECD. (2020). *Strategic Foresight Toolkit*. OECD Publishing.

Pherson, K. H., & Pherson, R. H. (2021). *Critical Thinking for Strategic Intelligence* (3rd ed.). CQ Press.

Schwartz, P. (1991). *The Art of the Long View: Planning for the Future in an Uncertain World*. Doubleday Currency.

Taleb, N. N. (2007). *The Black Swan: The Impact of the Highly Improbable*. Random House.

van der Heijden, K. (2005). *Scenarios: The Art of Strategic Conversation* (2nd ed.). Wiley.
 World Bank. (2005). *Conflict Analysis Framework (CAF)*. Conflict Prevention and Reconstruction Team.
 Tetlock, P., & Gardner, D. (2015). *Superforecasting: The Art and Science of Prediction*. Crown Publishers.
 Wack, P. (1985). *Scenarios: Uncharted waters ahead*. Harvard Business Review, 63(5), 73–89.

9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Mastery of core risk analysis and scenario building concepts Command of structured analytic techniques and forecasting methodology Critical engagement with epistemological challenges of forecasting under uncertainty	Viva voce (oral examination based on a pre-submitted analytical brief)	50%
9.5. Seminar/ laboratory	Quality of scenario construction (driver analysis, plausibility, internal consistency) Use of appropriate quantitative and qualitative evidence Team coordination and analytical communication	Scenario-building group project (written report + in-class presentation)	25%
	Individual analytical forecasting brief: quality of risk assessment, horizon scanning, and structured forecasting argumentation Evidence of critical reflection on assumptions and uncertainty	Individual forecasting brief (written)	25%
9.6 Minimum standard for passing			
A mark of 5 (five) is required to pass the exam			

10. SDG labels (Sustainable Development Goals)⁶

		Sustainable Development Generic Label						

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

⁶ 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.”

10 INEQUALITĂȚI REDUSE 	11 ORĂȘE ȘI COMUNITĂȚI DURABILE 	12 CONSUM ȘI PRODUCȚIE RESPONSABILĂ 	13 ACȚIUNE CLIMATICĂ 	14 VIAȚĂ ACVATICĂ 	15 VIAȚĂ TERESTRĂ 	16 PACE, JUSTIȚIE ȘI INSTITUȚII EFICIENTE 	17 PARTENERIATE PENTRU REALIZAREA OBIECTIVELOR 	No label applies
								

Date of entry:

...

Signature of course coordinator



Signature of seminar coordinator



Date of approval in the department:

...

Signature of the head of department

.....

COURSE DESCRIPTION

(Geopolitics and Regional Security in the Eastern Mediterranean Region)
Academic year **2027-2028**

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Geopolitics and Regional Security in the Eastern Mediterranean Region			Course code	UME2103
2.2. Course coordinator	Lect. Univ. Dr. Sinea Anca Cristina				
2.3. Seminar coordinator	Lect. Univ. Dr. Sinea Anca Cristina				
2.4. Year of study	2	2.5. Semester	1	2.6. Type of assessment	Exam
2.7. Course status	Compulsory			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	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
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					40
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)					28
Tutoring (professional guidance)					2
Examinations					2
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)				112	
3.8. Total hours per semester				154	
3.9. Number of credits				6	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2 skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. - Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for
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	objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

Knowledge and comprehension		
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity		
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations		
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations		
Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches		
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events		
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid		
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty		
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation		
Specific academic skills		
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge		
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events		
Conflict analysis; mediation; conflict resolution techniques		
Social science research design; operationalization and measurements; quantitative methods; qualitative methods		
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation		
Public policy formulation and implementation; policy design; analysis of global issues; advocacy		
Project writing and application; application design and formulation; project monitoring and impact; project evaluation		
Ethical research; ethics and writing; GDPR		

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
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³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Course 1 Defining the Eastern Mediterranean: Space, Region and Geopolitical Imaginations • What is the Eastern Mediterranean? • Regionness and regional construction • Strategic crossroads and liminality • Core-periphery relations • Borderlands and geopolitical imaginaries • Regional Security Complex Theory	Interactive teaching	
Course 2 Empires, Borders and Historical Legacies • Ottoman legacy • Colonial legacies • State formation • Nationalism • Historical memory • Historical roots of contemporary disputes	Interactive teaching	
Course 3 The Cold War and the Making of the Contemporary Regional Order • NATO's southern flank • Soviet influence • Arab nationalism • American hegemony • Non-alignment • Post-Cold War transformation	Interactive teaching	
Course 4 Power Hierarchies and Regional Order • Small states • Middle powers • Regional powers • Great powers • Regional power theory • Balance of power	Interactive teaching	
Course 5 Foreign Policy Cultures and Competing Regional Visions • Europeanization • Neo-Ottomanism • Strategic autonomy • Balancing and hedging • Competing geopolitical projects	Interactive teaching	

• Foreign policy identities		
Course 6 Democracy, Authoritarianism and State Capacity • Democratic transitions • Democratic backsliding • State resilience • Military influence • Governance and state capacity • Technocracy and developmental models	Interactive teaching	
Course 7 Maritime Geopolitics and the Politics of Sea Power • EEZ disputes • UNCLOS • Continental shelves • Naval power • Strategic waterways • Maritime sovereignty	Interactive teaching	
Course 8 Energy Geopolitics and Infrastructure Corridors • Offshore gas discoveries • LNG • EastMed pipeline • Electricity interconnections • Hydrogen corridors • Energy transition • Infrastructure geopolitics	Interactive teaching	
Course 9 Military Security, Hybrid Threats and Regional Conflict • Conventional deterrence • Arms races • Hybrid warfare • Cybersecurity • Drones • Regional military balances	Interactive teaching	
Course 10 Identity, Religion and Civilizational Narratives • Political Islam • Secular nationalism • Orthodox identities • Jewish statehood • Arab nationalism	Interactive teaching	

• Identity and conflict		
Course 11 The European Union and the Eastern Mediterranean • Enlargement • European Neighbourhood Policy • Migration governance • Energy diplomacy • Regulatory power • EU strategic presence	Interactive teaching	
Course 12 Great Power Competition: The United States, Russia and China • US regional strategy • Russian influence • Chinese connectivity projects • Belt and Road Initiative • Multipolarity • Great-power competition	Interactive teaching	
Course 13 Migration, Climate Change and Human Security • Refugee movements • Border politics • Climate security • Water scarcity • Food security • Environmental stress • Human security	Interactive teaching	
Course 14 Comparative Regionalism and the Future of the Eastern Mediterranean • Eastern Mediterranean and Southeast Asia • Eastern Mediterranean and the Baltic region • Eastern Mediterranean and the Persian Gulf • Regional institutionalization • Future scenarios • Regional integration and fragmentation	Interactive teaching	
Bibliography Course 1 Buzan, B., & Wæver, O. (2003). <i>Regions and Powers: The Structure of International Security</i> . Cambridge University Press.		

Agnew, J. (2003). *Geopolitics: Re-Visioning World Politics* (2nd ed.). Routledge.

Ó Tuathail, G. (1996). *Critical Geopolitics*. Routledge.

Neumann, I. B. (1999). *Uses of the Other: "The East" in European Identity Formation*. University of Minnesota Press.

Course 2

Rogan, E. (2015). *The Fall of the Ottomans*. Basic Books.

Cleveland, W. L., & Bunton, M. (2016). *A History of the Modern Middle East* (6th ed.). Westview Press.

Anderson, B. (2006). *Imagined Communities* (Rev. ed.). Verso.

Hobsbawm, E. (1990). *Nations and Nationalism Since 1780*. Cambridge University Press.

Course 3

Gaddis, J. L. (2005). *The Cold War*. Penguin.

Westad, O. A. (2017). *The Cold War: A World History*. Basic Books.

Sayigh, Y., & Shlaim, A. (Eds.). (1997). *The Cold War and the Middle East*. Oxford University Press.

Course 4

Waltz, K. N. (1979). *Theory of International Politics*. McGraw-Hill.

Mearsheimer, J. J. (2001). *The Tragedy of Great Power Politics*. Norton.

Nolte, D. (2010). How to compare regional powers. *Review of International Studies*, 36(4), 881–901.

Prys, M. (2010). Hegemony, domination, detachment. *International Studies Review*, 12(4), 479–504.

Course 5

Hudson, V. M. (2014). *Foreign Policy Analysis* (2nd ed.). Rowman & Littlefield.

Tziarras, Z. (Ed.). (2019). *The New Geopolitics of the Eastern Mediterranean*. PRIO.

Davutoğlu, A. (2001). *Strategic Depth*. Küre Yayınları.

Course 6

Huntington, S. P. (1991). *The Third Wave*. University of Oklahoma Press.

Levitsky, S., & Way, L. (2010). *Competitive Authoritarianism*. Cambridge University Press.

Fukuyama, F. (2013). What is governance? *Governance*, 26(3), 347–368.

Acemoglu, D., & Robinson, J. (2012). *Why Nations Fail*. Crown.

Course 7

Till, G. (2018). *Seapower* (4th ed.). Routledge.

Mahan, A. T. (1890). *The Influence of Sea Power upon History*.

Spykman, N. (1944). *The Geography of the Peace*. Harcourt.

Course 8

Yergin, D. (2020). *The New Map*. Penguin.

Proedrou, F. (2018). *EU Energy Security in the Gas Sector*. Routledge.

Stergiou, A. (2019). Geopolitics and energy security in the Eastern Mediterranean.

Course 9

Gray, C. S. (2010). *The Strategy Bridge*. Oxford University Press.

Hoffman, F. G. (2007). Conflict in the 21st century: The rise of hybrid wars.

Freedman, L. (2017). *The Future of War*. PublicAffairs.

Course 10

Huntington, S. P. (1996). *The Clash of Civilizations*. Simon & Schuster.

Said, E. (1978). *Orientalism*. Pantheon.

Anderson, B. (2006). *Imagined Communities*.

Course 11

Smith, K. E. (2021). *European Union Foreign Policy in a Changing World*.

Tocci, N. (2017). *Framing the EU Global Strategy*.

Keukeleire, S., & Delreux, T. (2022). <i>The Foreign Policy of the European Union</i>. Course 12 Allison, G. (2017). <i>Destined for War</i>. Houghton Mifflin Harcourt. Westad, O. A. (2019). <i>The Sources of Chinese Conduct</i>. Foreign Affairs. Brands, H. (2022). <i>The Twilight Struggle</i>. Yale University Press. Course 13 Betts, A., & Collier, P. (2017). <i>Refuge</i>. Allen Lane. Homer-Dixon, T. (1999). <i>Environment, Scarcity and Violence</i>. Princeton University Press. Femia, F., & Werrell, C. (Eds.). (2020). <i>Epicenters of Climate and Security</i>. Course 14 Betts, A., & Collier, P. (2017). <i>Refuge</i>. Allen Lane. Homer-Dixon, T. (1999). <i>Environment, Scarcity and Violence</i>. Princeton University Press. Femia, F., & Werrell, C. (Eds.). (2020). <i>Epicenters of Climate and Security</i>.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Seminar 1 Defining the Eastern Mediterranean: Space, Region and Geopolitical Imaginations	Students draw competing maps of the Eastern Mediterranean based on geography, security, economy, culture and energy connectivity.	
Seminar 2 Empires, Borders and Historical Legacies	Historical genealogy of a contemporary geopolitical dispute.	
Seminar 3 The Cold War and the Making of the Contemporary Regional Order	Comparative timeline of Cold War influences on regional security	
Seminar 4 Power Hierarchies and Regional Order	Regional power ranking and influence assessment.	
Seminar 5 Foreign Policy Cultures and Competing Regional Visions	Comparative foreign policy profile: Romania, Bulgaria, Hungary, Serbia	
Seminar 6 Democracy, Authoritarianism and State Capacity	Comparative regime analysis.	
Seminar 7 Maritime Geopolitics and the Politics of Sea Power	Maritime Geopolitics and the Politics of Sea Power	
Seminar 8 Energy Geopolitics and Infrastructure Corridors	Strategic infrastructure mapping exercise.	

Seminar 9 Military Security, Hybrid Threats and Regional Conflict	Regional crisis simulation.	
Seminar 10 Identity, Religion and Civilizational Narratives	Narrative and discourse analysis.	
Seminar 11 The European Union and the Eastern Mediterranean	Policy memo for the European Commission.	
Seminar 12 Great Power Competition: The United States, Russia and China	Great Power Competition: The United States, Russia and China	
Seminar 13 Migration, Climate Change and Human Security	Regional risk assessment workshop.	
Seminar 14 Comparative Regionalism and the Future of the Eastern Mediterranean	Scenario-building workshop: The Eastern Mediterranean in 2035 and 2050.	
Bibliography Seminar 1 Buzan, B., & Wæver, O. (2003). Chapter 8: "The Mediterranean and Middle Eastern Regional Security Complex." In <i>Regions and Powers</i> . Cambridge University Press. Seminar 2 Fromkin, D. (1989). Selected chapter from <i>A Peace to End All Peace</i> . Henry Holt. Seminar 3 Westad, O. A. (2017). Selected chapter on the Middle East and the Cold War. Seminar 4 Nolte, D. (2010). How to compare regional powers. Seminar 5 Tziarras, Z. (2019). "The New Geopolitics of the Eastern Mediterranean: An Introduction." Seminar 6 Levitsky, S., & Way, L. (2020). The new competitive authoritarianism. <i>Journal of Democracy</i> , 31(1), 51–65. Seminar 7 The Economist. (2020). "Why Turkey and Greece are fighting over the Mediterranean." Seminar 8 Stergiou, A. (2019). "Geopolitics and Energy Security in the Eastern Mediterranean." Seminar 9 International Institute for Strategic Studies. (2024). <i>Turbulence in the Eastern</i>		

<i>Mediterranean: Geopolitical, Security and Energy Dynamics</i> (selected section). Seminar 10 Said, E. (1978). Introduction to <i>Orientalism</i>. Seminar 11 European Commission. (2021). <i>A New Agenda for the Mediterranean</i>. Seminar 12 Mahbubani, K. (2020). The Asian 21st century. <i>Foreign Affairs</i>. Seminar 13 United Nations High Commissioner for Refugees. (2023). <i>Global Trends: Forced Displacement in 2022</i> (selected sections). Seminar 14 United Nations High Commissioner for Refugees. (2023). <i>Global Trends: Forced Displacement in 2022</i> (selected sections).		
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9. Evaluation

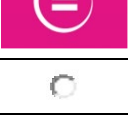
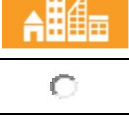
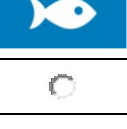
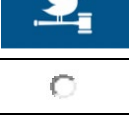
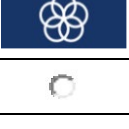
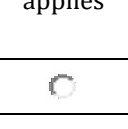
Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Elaboration of a comparative national climate policy research paper respecting all academic criteria	Research paper	50%
9.5. Seminar/ laboratory	The student masters the subject-related concepts and debates based on the recommended literature	Knowledgeable participation in class	50%
9.6 Minimum standard for passing			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam. In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year. The grade from the oral exam and the grade from the seminar are not maintained from one year to another. During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_etiic_studenti.pdf. Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate			

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								
			X					
								No label applies

Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

.....

.....

Date of approval in the department:
May 11th, 2026

Signature of the head of department

.....

⁶ 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."

COURSE DESCRIPTION

(Migration and its Political, Social and Economic Impact
)

Academic year **2026-2027**

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPM
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Migration and its Political, Social and Economic Impact	Course code	UME1206
2.2. Course coordinator	Lect. Univ. Dr. Burean Toma		
2.3. Seminar coordinator	Lect. Univ. Dr. Burean Toma		
2.4. Year of study	1	2.5. Semester	2
		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	3	of which: 3.2. course	1	3.3. seminar/ laboratory/ project	2
3.4. Total of hours in the curriculum	42	of which: 3.5. course	14	3.6. seminar/ laboratory	28
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					30
Additional research in the library, on subject-specific electronic platforms, and on-site					30
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)					18
Tutoring (professional guidance)					2
Examinations					4
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)				84	
3.8. Total hours per semester				126	
3.9. Number of credits				5	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2 skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester.
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	- Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the foundations of social and political theories for analyzing and evaluating sociopolitical organization from an institutional point of view
PC2	Use of methodologies used in analyzing socio-political systems
PC3	Development and management of socio-political projects, plans, programs, and actions
PC4	Ensuring effective management of relations with public and private organizations and institutions
PC5	Designing political strategies in local, regional, national, and global contexts
PC6	Supporting, promoting, and communicating social and political ideas and values
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Understanding the foundations of social and political theories for analyzing and evaluating sociopolitical organization from an institutional point of view	The graduate will know and understand the fundamental theories of the socio-political milieu; analyze socio-political phenomena and processes; evaluate socio-political phenomena and processes; compare and contrast various political theories and systems; understand the origins and evolution of different political systems, with emphasis on the institutional dimension; understand current socio-political issues.
PC2	Use of methodologies used in analyzing socio-political systems	The graduate will understand the necessity of knowing various methodologies specific to socio-political sciences; understand the types of available data and documentation; be familiarized with various epistemological traditions; learn the necessary skills to use various research methods specific to the socio-political field.
PC3	Development and management of socio-political projects, plans, programs, and actions	The graduate will know the principles of developing and managing social, political, and economic actions and interventions; understand the cycle of formulating and implementing public policies or political actions in general; learn the knowledge needed to effectively communicate the results of an analysis.
PC4	Ensuring effective management of relations withing public and private organizations and institutions	The graduate will have advanced knowledge of professional and research projects in the development and management of organizations, innovatively using various quantitative and qualitative methods; know methods of evaluation, expertise and decision making in organizations that operate in the public, private or political field; have the knowledge necessary for analyzing political programs, public domestic or international policies and for the development of political programs and public policy strategies; have the knowledge necessary in the analyzing, planning, and managing political communication campaigns in current and crisis situations; know the theoretical, methodological, and practical developments in the field of organization management, and be able to use them in the public, private, political, or academic environment.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC5	Designing political strategies in local, regional, national, and global contexts	The graduate will know the constitutive stages of decision-making processes and their implementation; be able to relate the local, national, and global levels from the perspective of developing and implementing strategies and policies; know the diversity specific to political strategies, both from a geographical and historical point of view, as well as cultural and religious one; know the history and functioning of the European institutions;
PC6	Supporting, promoting, and communicating social and political ideas and values	The graduate will know the main values and principles of democratic regimes, understand the importance of political culture in the context of recent democracies; be able to characterize a political system from the perspective of the values it promotes; will understand the centrality of political values, such as solidarity, freedom, or equality, in the democratic context.

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension
1. Understanding the foundations of social and political theories for analyzing and evaluating sociopolitical organization from an institutional point of view
2. Use of methodologies used in analyzing socio-political systems
3. Development and management of socio-political projects, plans, programs, and actions
4. Ensuring effective management of relations withing public and private organizations and institutions
5. Designing political strategies in local, regional, national, and global contexts
6. Supporting, promoting, and communicating social and political ideas and values
Specific academic skills
The graduate will know and understand the fundamental theories of the socio-political milieu; analyze socio-political phenomena and processes; evaluate socio-political phenomena and processes; compare and contrast various political theories and systems; understand the origins and evolution of different political systems, with emphasis on the institutional dimension; understand current socio-political issues.
The graduate will understand the necessity of knowing various methodologies specific to socio-political sciences; understand the types of available data and documentation; be familiarized with various epistemological traditions; learn the necessary skills to use various research methods specific to the socio-political field.
The graduate will know the principles of developing and managing social, political, and economic actions and interventions; understand the cycle of formulating and implementing public policies or political actions in general; learn the knowledge needed to effectively communicate the results of an analysis.
The graduate will have advanced knowledge of professional and research projects in the development and management of organizations, innovatively using various quantitative and qualitative methods; know methods of evaluation, expertise and decision making in organizations that operate in the public, private or political field; have the knowledge necessary for analyzing political programs, public domestic or international policies and for the development of political programs and public policy strategies; have the knowledge necessary in the analyzing, planning, and managing political communication campaigns in current and crisis situations; know the theoretical, methodological, and practical developments in the field of organization management, and be able to use them in the public, private, political, or academic environment.
The graduate will know the constitutive stages of decision-making processes and their implementation; be able to relate the local, national, and global levels from the perspective of developing and implementing strategies and policies; know the diversity specific to political strategies, both from a geographical and historical point of view, as well as cultural and religious one; know the history and functioning of the European institutions;

The graduate will know the main values and principles of democratic regimes, understand the importance of political culture in the context of recent democracies; be able to characterize a political system from the perspective of the values it promotes; will understand the centrality of political values, such as solidarity, freedom, or equality, in the democratic context.

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
Theories of Migration	Presentation of ideas, critical discussions, analysis of examples	
The migration development nexus	Presentation of ideas, critical discussions, analysis of examples	
Migration and the economy	Presentation of ideas, critical discussions, analysis of examples	
Refugees and forced migration	Presentation of ideas, critical discussions, analysis of examples	
Reproducing structural inequalities	Presentation of ideas, critical discussions, analysis of examples	Invited guest from UNHCR Romania
Migration and Gender	Presentation of ideas, critical discussions, analysis of examples	
Culture of Migration	Presentation of ideas, critical discussions, analysis of examples	
Migration and politics	Presentation of ideas, critical discussions, analysis of examples	
Remittances and their Effect	Presentation of ideas, critical discussions, analysis of examples	
Networks and migration	Presentation of ideas, critical discussions, analysis of examples	
Integration of migrants	Presentation of ideas, critical discussions, analysis of examples	Invited guest: NGO representative
Migration as Economic Imperialism	Presentation of ideas, critical discussions, analysis of examples	
Irregular migration	Presentation of ideas, critical discussions, analysis of examples	
Diaspora and transnationalism	Presentation of ideas, critical discussions, analysis of examples	
Bibliography Sciortino Giuseppe, Martina Cvajner and Peter J Kivisto. 2024. Research Handbook on the Sociology of Migration Robert McLeman Jeanette Schade and Thomas Faist editors. 2016. Environmental Migration and Social Inequality. Springer Scholten Peter. 2022. Introduction to Migration Studies. Springer Khalid Koser and Helma Lutz. 1998. The New Migration in Europe. Palgrave Ewa Morawska. 2001. Structuring Migration: The Case of Polish Income-Seeking Travelers to the West. Theory and Society Immanuel Ness. 2023. Migration as Economic Imperialism Elizabeth Mavroudi and Caroline Nagel. 2023. Global Migration. Patterns Processes and Politics Hein de Haas, Stephen Castles and Mark J Miller. 2019. The Age of Migration. Bloomsbury Publishing. Ingrid Palmay, Erica Burman, Khatidja Chantler and Peace Kiguwa. 2010. Gender and Migration. Bloomsbury Publishing. Shkelzen Hasan. 2026. The Balkan Route: Albania in Contemporary Migration. Marco Palillo. 2025. Forced Migration, Masculinities and Vulnerabilities in the Mediterranean: Refugee Men on the Margins of Europe.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Theories of Migration	Critical discussions, presentation,	Students have to read the assigned text

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

The migration development nexus	Critical discussions, presentation	Students have to read the assigned text
Migration and the economy	Critical discussions, presentation, students read an op ed and react to it	Students have to read the assigned text
Refugees and forced migration	Critical discussions, presentation	Students have to read the assigned text
Reproducing structural inequalities	Critical discussions, presentation	Students have to read the assigned text
Migration and Gender	Critical discussions, presentation, discussion after reading interviews with migrants	Students have to read the assigned text
Culture of Migration	Critical discussions, presentation	Students have to read the assigned text
Migration and politics	Critical discussions, presentation	Students have to read the assigned text
Remittances and their Effect	Critical discussions, presentation	Students have to read the assigned text
Networks and migration	Critical discussions, presentation	Students have to read the assigned text
Integration of migrants	Critical discussions, presentation	Students have to read the assigned text
Migration as Economic Imperialism	Critical discussions, presentation	Students have to read the assigned text
Irregular migration	Critical discussions, presentation	Students have to read the assigned text
Diaspora and transnationalism	Critical discussions, presentation	Students have to read the assigned text
Bibliography Sciortino Giuseppe, Martina Cvajner and Peter J Kivisto. 2024. Research Handbook on the Sociology of Migration Robert McLeman Jeanette Schade and Thomas Faist editors. 2016. Environmental Migration and Social Inequality. Springer Scholten Peter. 2022. Introduction to Migration Studies. Springer Khalid Koser and Helma Lutz. 1998. The New Migration in Europe. Palgrave Ewa Morawska. 2001. Structuring Migration: The Case of Polish Income-Seeking Travelers to the West. Theory and Society Immanuel Ness. 2023. Migration as Economic Imperialism Elizabeth Mavroudi and Caroline Nagel. 2023. Global Migration. Patterns Processes and Politics Hein de Haas, Stephen Castles and Mark J Miller. 2019. The Age of Migration. Bloomsbury Publishing. Ingrid Palmay, Erica Burman, Khatidja Chantler and Peace Kiguwa. 2010. Gender and Migration. Bloomsbury Publishing. Shkelzen Hasanj. 2026. The Balkan Route: Albania in Contemporary Migration. Marco Palillo. 2025. Forced Migration, Masculinities and Vulnerabilities in the Mediteranean: Refugee Men on the Margins of Europe.		

9. Evaluation

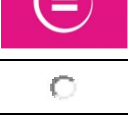
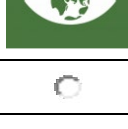
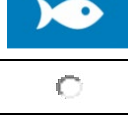
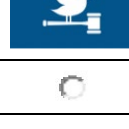
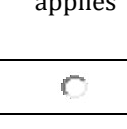
Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Understanding the foundations of social and political theories for analyzing and evaluating sociopolitical organization from an institutional point of view	Written exam	60%
9.5. Seminar/ laboratory	Supporting, promoting, and communicating social and political ideas and values	presentation	30%

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

	Seminar activity	Questions during seminar	10%
9.6 Minimum standard for passing			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam.			
In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year.			
The grade from the oral exam and the grade from the seminar are not maintained from one year to another.			
During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studenti.pdf .			
Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.			

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								
								No label applies
								

⁶ 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."

Date of entry:
May 4th, 2026

Signature of course coordinator

.....

Signature of seminar coordinator

.....

Date of approval in the department:
May 11th, 2026

Signature of the head of department

.....

COURSE DESCRIPTION

(International Policy of Energy and Infrastructure in Societal Transitions

) Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	International Policy of Energy and Infrastructure in Societal Transitions			Course code	UME1203
2.2. Course coordinator	Lect. Univ. Dr. Sinea Anca Cristina				
2.3. Seminar coordinator	Lect. Univ. Dr. Sinea Anca Cristina				
2.4. Year of study	1	2.5. Semester	2	2.6. Type of assessment	Exam
2.7. Course status	Compulsory		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	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
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					40
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)					28
Tutoring (professional guidance)					2
Examinations					2
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)				112	
3.8. Total hours per semester				154	
3.9. Number of credits				6	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2. skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. - Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for
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	objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

Knowledge and comprehension
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations
Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
Conflict analysis; mediation; conflict resolution techniques
Social science research design; operationalization and measurements; quantitative methods; qualitative methods
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
Public policy formulation and implementation; policy design; analysis of global issues; advocacy
Project writing and application; application design and formulation; project monitoring and impact; project evaluation
Ethical research; ethics and writing; GDPR

8. Contents

8.1. Course	Teaching and learning methods	Remarks³
Course 1 Energy, Infrastructure, and Political Power • Infrastructure as political power • Energy systems and state formation • Infrastructural power and territorial control • Energy and modern political order	Interactive teaching	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Course 2 Sociotechnical Transitions and Transition Theory • Multi-level perspective • Technological regimes • Path dependency and lock-in • Innovation systems	Interactive teaching	
Course 3 The Political Economy of Energy Transitions • Green capitalism • Industrial policy • State intervention • Infrastructure investment	Interactive teaching	
Course 4 Energy Economics and Energy Markets • Electricity markets • Merit order • Carbon pricing • Market failures • Liberalization and regulation	Interactive teaching	
Course 5 Economics of Energy Transitions and Infrastructure Investment • Economics of renewables • Nuclear economics • Infrastructure financing • Stranded assets • Public investment	Interactive teaching	
Course 6 Economics of Energy Transitions and Infrastructure Investment • Economics of renewables • Nuclear economics • Infrastructure financing • Stranded assets • Public investment	Interactive teaching	
Course 7 Energy Security and Critical Infrastructure Protection • Energy security • Critical infrastructure • Cybersecurity	Interactive teaching	

Hybrid threats		
Course 8 International Energy Governance and Global Institutions - Global governance - Institutional competition - International coordination	Interactive teaching	
Course 9 Comparative Energy Strategies: EU, United States, and China - Competing transition models - Strategic autonomy - Green industrial competition	Interactive teaching	
Course 10 Energy Poverty and Energy Justice - Energy poverty indicators - Vulnerability - Housing and heating inequalities - Energy justice	Interactive teaching	
Course 11 Transport Poverty, Mobility Justice, and Infrastructure Inequality - Transport poverty - Accessibility - Mobility justice - Territorial inequality	Interactive teaching	
Course 12 Capabilities Theory, Energy, and Human Development - Energy as capability - Human development - Infrastructure and welfare	Interactive teaching	
Course 13 Just Transition and the Social Politics of Decarbonization - Just transition - Labor restructuring - Social resistance - Green backlash	Interactive teaching	

Course 14 Urban Infrastructure, Resilience, and Post-Carbon Futures • Smart cities • Climate resilience • Future infrastructures • Strategic foresight	Interactive teaching	
Bibliography Course 1 Mitchell, T. (2011). <i>Carbon Democracy: Political Power in the Age of Oil</i>. Verso. Yergin, D. (1991). <i>The Prize: The Epic Quest for Oil, Money, and Power</i>. Simon & Schuster. Mann, M. (1984). <i>The autonomous power of the state</i>. European Journal of Sociology, 25(2), 185–213. Course 2 Geels, F. W. (2002). <i>Technological transitions as evolutionary reconfiguration processes</i>. Research Policy, 31(8–9), 1257–1274. Schot, J., & Geels, F. W. (2008). <i>Strategic niche management and sustainable innovation journeys</i>. Technology Analysis & Strategic Management, 20(5), 537–554. Perez, C. (2002). <i>Technological Revolutions and Financial Capital</i>. Edward Elgar. Course 3 Polanyi, K. (1944). <i>The Great Transformation</i>. Farrar & Rinehart. Mazzucato, M. (2021). <i>Mission Economy</i>. Harper Business. Christophers, B. (2023). <i>The Price is Wrong</i>. Verso. Course 4 Joskow, P. L. (2008). <i>Lessons learned from electricity market liberalization</i>. The Energy Journal, 29(2), 9–42. Tirole, J. (2017). <i>Economics for the Common Good</i>. Princeton University Press. Helm, D. (2017). <i>Burn Out</i>. Yale University Press.		

Course 5

Smil, V. (2017). *Energy and Civilization*. MIT Press.

Mazzucato, M. (2015). *The green entrepreneurial state*. In *The Entrepreneurial State* (pp. 111–139). PublicAffairs.

Christophers, B. (2023). *The Price is Wrong*. Verso.

Course 6

Yergin, D. (2020). *The New Map*. Penguin Press.

Bordoff, J., & O'Sullivan, M. L. (2020). *Green upheaval*. *Foreign Affairs*, 99(1), 102–112.

O'Sullivan, M. L. (2017). *Windfall*. Simon & Schuster.

Course 7

Buzan, B., Wæver, O., & de Wilde, J. (1998). *Security*. Lynne Rienner.

Wæver, O. (1995). *Securitization and desecuritization*. Columbia University Press.

Goodman, S. (2011). *Threat multiplier*. CNA Corporation.

Course 8

Victor, D. G. (2011). *Global Warming Gridlock*. Cambridge University Press.
Smil, V. (2017). *Energy and Civilization*. MIT Press.

Goldthau, A., & Witte, J. M. (2009). *Global Energy Governance*. Brookings Institution Press.

Course 9

Mazzucato, M. (2013). *The Entrepreneurial State*. Anthem Press.

Stiglitz, J. E. (2019). *People, Power, and Profits*. W. W. Norton.

Yergin, D. (2020). *The New Map*. Penguin Press.

Course 10

Bouzarovski, S., & Petrova, S. (2015). *A global perspective on domestic energy deprivation*. *Energy Research & Social Science*, 5, 31–40.

Thomson, H., Snell, C., & Bouzarovski, S. (2017). *Health, well-being and energy*

<i>poverty in Europe</i>. Energy Research & Social Science, 32, 48–60. Walker, G., & Day, R. (2012). <i>Fuel poverty as injustice</i>. Energy Policy, 49, 69–75. Course 11 Lucas, K. (2012). <i>Transport and social exclusion</i>. Transport Policy, 20, 105–113. Lefebvre, H. (1991). <i>The Production of Space</i>. Blackwell. Sheller, M. (2018). <i>Mobility Justice</i>. Verso. Course 12 Sen, A. (1999). <i>Development as Freedom</i>. Oxford University Press. Nussbaum, M. C. (2011). <i>Creating Capabilities</i>. Harvard University Press. Pachauri, S., & Rao, N. D. (2013). <i>Gender impacts and determinants of energy poverty</i>. Energy Policy, 58, 205–217. Course 13 Newell, P., & Mulvaney, D. (2013). <i>The political economy of the ‘just transition’</i>. The Geographical Journal, 179(2), 132–140. Mulvaney, D. (2019). <i>Solar Power</i>. University of California Press. Piketty, T. (2014). <i>Capital in the Twenty-First Century</i>. Harvard University Press. Course 14 Sassen, S. (2001). <i>The Global City</i>. Princeton University Press. Latour, B. (2018). <i>Down to Earth</i>. Polity Press. Raworth, K. (2017). <i>Doughnut Economics</i>. Chelsea Green Publishing. Flyvbjerg, B. (2023). <i>How Big Things Get Done</i>. Currency.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Seminar 1 Infrastructure and Political Order - How infrastructure produces power and dependence - Fossil fuels and political systems	Guided discussion and infrastructure mapping exercise	
Seminar 2 Transition Case Studies and Technological Lock-In Why transitions are slow	Comparative case study workshop	

• Lock-in mechanisms in energy systems		
Seminar 3 Green Industrial Policy and Competing Capitalisms • European Green Deal • Inflation Reduction Act • Chinese industrial strategy	Comparative policy analysis: group work	
Seminar 4 Understanding Energy Prices and Market Design • Why energy prices fluctuate • Carbon pricing and ETS • Energy crises and volatility	Market simulation and policy exercise	
Seminar 5 Renewables, Nuclear, and Investment Controversies • Comparative economics of energy technologies • Cost-benefit controversies	Structured debate and investment analysis	
Seminar 6 Infrastructure Diplomacy and Strategic Dependencies • Gas pipelines/LNG routes • Rare earths • Strategic dependence	Geopolitical mapping exercise	
Seminar 7 Hybrid Threats and Infrastructure Vulnerability • Cybersecurity • Sabotage and hybrid threats • Grid resilience	Risk assessment simulation	
Seminar 8 Comparative Institutional Analysis • Comparing institutional approaches to energy governance	Institutional comparison workshop	
Seminar 9 EU vs US vs China Energy Transition Models • Comparative policy models	Comparative policy workshop	
Seminar 10 Measuring and Mapping Energy Poverty • Indicators and methodologies • Lived experiences	Data interpretation workshop	
Seminar 11 Accessibility and Territorial Exclusion • Urban-rural mobility divides • Transportation as development	Territorial inequality case study	
Seminar 12 Energy Access and Human Development	Workshop on measuring Human development	

• Energy and capabilities • Development and welfare		
Seminar 13 Winners and Losers of the Green Transition • Regional inequalities • Political backlash • Social conflict	Debate	
Seminar 14 Post-Carbon Futures and Infrastructure Scenarios • Future urban systems • Infrastructure foresight • Resilience and adaptation	Scenario-building workshop and final policy simulation	
Bibliography Seminar 1 Mitchell, T. (2011). <i>Carbon democracy and the politics of oil</i> . In <i>Carbon Democracy</i> (pp. 1–38). Verso. Mann, M. (1984). <i>The autonomous power of the state</i> . <i>European Journal of Sociology</i> , 25(2), 185–213. Seminar 2 Unruh, G. C. (2000). <i>Understanding carbon lock-in</i> . <i>Energy Policy</i> , 28(12), 817–830. Geels, F. W. (2010). <i>Ontologies, socio-technical transitions</i> . <i>Research Policy</i> , 39(4), 495–510. Seminar 3 Mazzucato, M. (2013). <i>The entrepreneurial state</i> . Anthem Press. Christophers, B. (2023). <i>Why capitalism struggles with decarbonization</i> . <i>New Left Review</i> , 140, 5–32. Seminar 4 Helm, D. (2022). <i>The European energy crisis</i> . <i>Oxford Review of Economic Policy</i> , 38(1), 1–14. Joskow, P. (2008). <i>Lessons learned from electricity market liberalization</i> . <i>The Energy Journal</i> , 29(2), 9–42. Seminar 5 Lazard. (2024). <i>Levelized Cost of Energy Analysis</i> . Smil, V. (2010). <i>Energy transitions: History, requirements, prospects</i> . Praeger.		

Seminar 6

Yergin, D. (2020). *The new geopolitics of energy*. Foreign Affairs, 99(2), 103–115.

Bordoff, J., & O'Sullivan, M. (2020). *Green upheaval*. Foreign Affairs, 99(1), 102–112.

Seminar 7

Goodman, S. (2011). *Threat multiplier*. CNA Corporation.

Cherp, A., & Jewell, J. (2014). *The concept of energy security*. Energy Policy, 75, 415–421.

Seminar 8

Goodman, S. (2011). *Threat multiplier*. CNA Corporation.

Cherp, A., & Jewell, J. (2014). *The concept of energy security*. Energy Policy, 75, 415–421.

Seminar 9

Meckling, J., & Allan, B. B. (2020). *The evolution of ideas in global climate policy*. Nature Climate Change, 10, 434–438.

European Commission. (2019). *The European Green Deal*.

Seminar 10

Bouzarovski, S., & Petrova, S. (2015). *A global perspective on domestic energy deprivation*. Energy Research & Social Science, 5, 31–40.

Thomson, H., et al. (2017). *Health, well-being and energy poverty in Europe*. Energy Research & Social Science, 32, 48–60.

Seminar 11

Bouzarovski, S., & Petrova, S. (2015). *A global perspective on domestic energy deprivation*. Energy Research & Social Science, 5, 31–40.

Thomson, H., et al. (2017). *Health, well-being and energy poverty in Europe*. Energy Research & Social Science, 32, 48–60.

Seminar 12

Sen, A. (1999). *Development as freedom*. Oxford University Press.

Nussbaum, M. C. (2011). *Creating capabilities*. Harvard University Press.

Seminar 13

Sen, A. (1999). <i>Development as freedom</i>. Oxford University Press. Nussbaum, M. C. (2011). <i>Creating capabilities</i>. Harvard University Press. Seminar 14 Raworth, K. (2017). <i>Doughnut economics</i>. Chelsea Green Publishing. Latour, B. (2018). <i>Down to earth</i>. Polity Press.		
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9. Evaluation

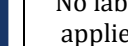
Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Elaboration of a comparative national climate policy research paper respecting all academic criteria	Research paper	50%
9.5. Seminar/ laboratory	The student masters the subject-related concepts and debates based on the recommended literature	Knowledgeable participation in class	50%
9.6 Minimum standard for passing			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam. In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year. The grade from the oral exam and the grade from the seminar are not maintained from one year to another. During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_etiic_studenti.pdf. Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.			

10. SDG labels (Sustainable Development Goals)⁶

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

⁶ 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

	X	Sustainable Development Generic Label						
								
			X					
								No label applies
								

Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

.....

.....

Date of approval in the department:
May 11th, 2026

Signature of the head of department

.....

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."

COURSE DESCRIPTION

(Global Environmental Policies and Resource Governance)

Academic year **2027-2027**

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Global Environmental Policies and Resource Governance			Course code	UME1202
2.2. Course coordinator	Lect. Univ. Dr. Sinea Anca Cristina				
2.3. Seminar coordinator	Lect. Univ. Dr. Sinea Anca Cristina				
2.4. Year of study	1	2.5. Semester	2	2.6. Type of assessment	Exam
2.7. Course status	Compulsory			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	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
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					40
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)					28
Tutoring (professional guidance)					2
Examinations					2
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)				112	
3.8. Total hours per semester				154	
3.9. Number of credits				7	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2 skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. - Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for
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	objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

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Competency code	Competency
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PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

Knowledge and comprehension
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations
Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
Conflict analysis; mediation; conflict resolution techniques
Social science research design; operationalization and measurements; quantitative methods; qualitative methods
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
Public policy formulation and implementation; policy design; analysis of global issues; advocacy
Project writing and application; application design and formulation; project monitoring and impact; project evaluation
Ethical research; ethics and writing; GDPR

8. Contents

8.1. Course	Teaching and learning methods	Remarks³
Topic 1. Scientific Sources of Debate on Climate Change and Climate Change Governance Course 1 The Anthropocene, the Climate Crisis, and the Transformation of International Relations	Interactive teaching	
Course 2 Climate Science and the Production of Evidence	Interactive teaching	
Course 3	Interactive teaching	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Climate Disinformation and Public Communication		
Topic 2. Climate Regimes/Climate Governance		
Course 4 International Regimes and Global Climate Governance	Interactive teaching	
Course 5 Commons and Resource Governance	Interactive teaching	
Course 6 Climate Diplomacy and the Paris Agreement	Interactive teaching	
Course 7 Cities, Non-State Actors, and Multilevel Governance	Interactive teaching	
Course 8 The Future of Global Climate Governance	Interactive teaching	
Topic 3. The Economics of Climate Change		
Course 9 The Political Economy of the Green Transition	Interactive teaching	
Course 10 Energy, Geopolitics, and Climate Security	Interactive teaching	
Topic 4 Philosophic and Cultural Sources of Debate on Climate Change and Climate Action		
Course 11 Climate Justice and Global Ethics	Interactive teaching	
Course 12 Conservatism, Backlash, and the Contestation of Climate Policies	Interactive teaching	
Course 13 Adaptation, Resilience, and Climate Futures	Interactive teaching	
Course 14 Media, Art, and the Climate Imaginary	Interactive teaching	
Bibliography Course 1 Chakrabarty, D. (2009). <i>The climate of history: Four theses</i> . Critical Inquiry, 35(2), 197–222. Latour, B. (2018). <i>Down to Earth: Politics in the New Climatic Regime</i> . Polity Press. Rockström, J., Steffen, W., Noone, K., et al. (2009). <i>A safe operating space for humanity</i> . Nature, 461, 472–475. Course 2 Mann, M. E., & Toles, T. (2016). <i>The Madhouse Effect: How Climate Change Denial Is Threatening Our Planet, Destroying Our Politics, and Driving Us Crazy</i> . Columbia University Press. Hansen, J. (2009). <i>Storms of My</i>		

Grandchildren: The Truth About the Coming Climate Catastrophe and Our Last Chance to Save Humanity. Bloomsbury. Intergovernmental Panel on Climate Change (IPCC)

IPCC. (2023). *Synthesis Report of the IPCC Sixth Assessment Report*. Geneva: IPCC.

Course 3

Oreskes, N., & Conway, E. M. (2010). *Merchants of Doubt*. Bloomsbury Press.

Hayhoe, K. (2021). *Saving Us: A Climate Scientist's Case for Hope and Healing in a Divided World*. Atria Books.

Marshall, G. (2014). *Don't Even Think About It: Why Our Brains Are Wired to Ignore Climate Change*. Bloomsbury.

Course 4

Keohane, R. O., & Victor, D. G. (2011). *The regime complex for climate change*. *Perspectives on Politics*, 9(1), 7–23.

Haas, P. M. (1992). *Introduction: Epistemic communities and international policy coordination*. *International Organization*, 46(1), 1–35.

Young, O. R. (1994). *International Governance: Protecting the Environment in a Stateless Society*. Cornell University Press.

Course 5

Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press.

Hardin, G. (1968). *The tragedy of the commons*. *Science*, 162(3859), 1243–1248.

Course 6

Figueres, C., & Rivett-Carnac, T. (2020). *The Future We Choose: Surviving the Climate Crisis*. Knopf.

Victor, D. G. (2011). *Global Warming Gridlock: Creating More Effective Strategies for Protecting the Planet*. Cambridge University Press.

Course 7

Bulkeley, H., & Betsill, M. (2003). *Cities and Climate Change: Urban Sustainability and Global Environmental Governance*. Routledge.

Hale, T. (2020). *Transnational actors and transnational governance in global environmental politics*. Annual Review of Political Science, 23, 203–220.

Course 8

Haraway, D. J. (2016). *Staying with the Trouble: Making Kin in the Chthulucene*. Duke University Press.

Latour, B. (2017). *Facing Gaia: Eight Lectures on the New Climatic Regime*. Polity Press.

Course 9

Mazzucato, M. (2021). *Mission Economy: A Moonshot Guide to Changing Capitalism*. Harper Business.

Stern, N. (2007). *The Economics of Climate Change: The Stern Review*. Cambridge University Press.

Piketty, T. (2014). *Capital in the Twenty-First Century*. Harvard University Press.

Course 10

Buzan, B., Wæver, O., & de Wilde, J. (1998). *Security: A New Framework for Analysis*. Lynne Rienner.

Wæver, O. (1995). *Securitization and desecuritization*. In R. Lipschutz (Ed.), *On Security* (pp. 46–86). Columbia University Press.

Yergin, D. (2020). *The New Map: Energy, Climate, and the Clash of Nations*. Penguin Press.

Course 11

Shue, H. (2014). *Climate Justice: Vulnerability and Protection*. Oxford University Press.

Sen, A. (1999). *Development as Freedom*. Oxford University Press.

Nussbaum, M. C. (2011). *Creating Capabilities: The Human Development Approach*. Harvard University Press.

Course 12

Lomborg, B. (2020). *False Alarm: How Climate Change Panic Costs Us Trillions, Hurts the Poor, and Fails to Fix the Planet*. Basic Books.

Pielke Jr., R. (2010). *The Climate Fix: What Scientists and Politicians Won't Tell You About Global Warming*. Basic Books.

Course 13 Biermann, F. (2014). <i>Earth System Governance: World Politics in the Anthropocene</i>. MIT Press. Schellnhuber, H. J. (1999). 'Earth system' analysis and the second Copernican revolution. <i>Nature</i>, 402, C19–C23. Course 14 Ghosh, A. (2016). <i>The Great Derangement: Climate Change and the Unthinkable</i>. University of Chicago Press. Sontag, S. (1977). <i>On Photography</i>. Farrar, Straus and Giroux. Solnit, R. (2016). <i>Hope in the Dark</i>. Haymarket Books.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Seminar 1 “Does climate change fundamentally transform international order?”	Discussion	
Seminar 2 Critical analysis of climate data representation.	Data visualization and open discussions	
Seminar 3 Mapping global climate-related risks.	Workshop	
Seminar 4 International climate negotiation simulation	Public communication exercise on climate risks	
Seminar 5 State vs market vs community governance.	Debate	
Seminar 6 Drafting a national climate position paper.	Group work	
Seminar 7 Analysis of an urban climate action plan: Cluj-Napoca	Discussion	
Seminar 8 Climate governance scenarios workshop	Group work	
Seminar 9 Green transition policies and social impacts	Discussion	
Seminar 10 European energy security case study	Discussion	
Seminar 11 Historical responsibility and climate equity	Debate	
Seminar 12 Climate policies and political backlash: A study of right wing political agendas in the European Parliament	Group Work	
Seminar 13 Drafting a climate adaptation policy brief	Group Work	
Seminar 14 Analysis of visual representations of the climate crisis.	Arts collages and open discussions	

Bibliography Seminar 1 Chakrabarty, D. (2009). <i>The climate of history: Four theses</i>. Critical Inquiry, 35(2), 197–222. Rockström, J., Steffen, W., Noone, K., et al. (2009). <i>A safe operating space for humanity</i>. Nature, 461, 472–475. Seminar 2 Mann, M. E. (2021). <i>The new climate war</i>. Scientific American, 324(2), 64–71. IPCC. (2023). <i>Summary for policymakers</i>. In <i>Climate Change 2023: Synthesis Report</i>. Geneva: IPCC. Seminar 3 Oreskes, N. (2004). <i>The scientific consensus on climate change</i>. Science, 306(5702), 1686. Marshall, G. (2014). <i>Why climate change is hard to think about</i>. In <i>Don't Even Think About It</i> (pp. 1–20). Bloomsbury. Seminar 4 Haas, P. M. (1992). <i>Introduction: Epistemic communities and international policy coordination</i>. International Organization, 46(1), 1–35. Keohane, R. O., & Victor, D. G. (2011). <i>The regime complex for climate change</i>. Perspectives on Politics, 9(1), 7–23. Seminar 5 Hardin, G. (1968). <i>The tragedy of the commons</i>. Science, 162(3859), 1243–1248. Ostrom, E. (2009). <i>A general framework for analyzing sustainability of social-ecological systems</i>. Science, 325(5939), 419–422. Seminar 6 United Nations. (2015). <i>Paris Agreement</i> (Articles 2, 4, and 6). Falkner, R. (2016). <i>The Paris Agreement and the new logic of international climate politics</i>. International Affairs, 92(5), 1107–1125 Seminar 7 Bulkeley, H., & Betsill, M. (2013). <i>Revisiting the urban politics of climate change</i>. Environmental Politics, 22(1), 136–154.		
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Hale, T. (2020). *Transnational actors and transnational governance in global environmental politics*. Annual Review of Political Science, 23, 203–220.

Seminar 8

Latour, B. (2018). *Why Gaia is not nature*. Critical Inquiry, 44(3), 353–370.

Haraway, D. J. (2016). *Making kin in the Chthulucene*. In *Staying with the Trouble* (pp. 99–103). Duke University Press.

Seminar 9

Mazzucato, M. (2015). *The green entrepreneurial state*. In *The Entrepreneurial State* (pp. 111–139). PublicAffairs.

Stern, N. (2006). *What is the economics of climate change?* World Economics, 7(2), 1–10

Seminar 10

Wæver, O. (1995). *Securitization and desecuritization*. In R. Lipschutz (Ed.), *On Security* (pp. 46–86). Columbia University Press.

Yergin, D. (2020). *The new geopolitics of energy*. Foreign Affairs, 99(2), 103–115.

Seminar 11

Shue, H. (1993). *Subsistence emissions and luxury emissions*. Law & Policy, 15(1), 39–59.

Sen, A. (2000). *Why human security?* Text of the presentation at the International Symposium on Human Security, Tokyo.

Seminar 12

Lomborg, B. (2020). *Why climate alarmism hurts us all*. Foreign Affairs, 99(5), 44–56.

Pielke Jr., R. (2007). *The honest broker and climate change*. Nature, 450, 597–598.

Seminar 13

IPCC. (2022). *Summary for policymakers*. In *Climate Change 2022: Impacts, Adaptation and Vulnerability*. Geneva: IPCC.

Biermann, F. (2021). *The future of environmental governance*. In *Earth System Governance* (pp. 1–18). Cambridge University Press.

Seminar 14 Ghosh, A. (2016). <i>The great derangement and the crisis of imagination</i> . In <i>The Great Derangement</i> (pp. 9–32). University of Chicago Press. Solnit, R. (2016). <i>Hope is an embrace of the unknown</i> . In <i>Hope in the Dark</i> (pp. 1–12). Haymarket Books.		
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9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Elaboration of a comparative national climate policy research paper respecting all academic criteria	Research paper	50%
9.5. Seminar/ laboratory	The student masters the subject-related concepts and debates based on the recommended literature	Knowledgeable participation in class	50%
9.6 Minimum standard for passing			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam. In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year. The grade from the oral exam and the grade from the seminar are not maintained from one year to another. During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studenti.pdf. Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.			

10. SDG labels (Sustainable Development Goals)⁶

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

⁶ 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."

	X	Sustainable Development Generic Label						
								
			X					
								No label applies
								

Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

.....

.....

Date of approval in the department:
May 11th, 2026

Signature of the head of department

.....

COURSE DESCRIPTION

(Research design and methods in international relations
)

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Research design and methods in international relations			Course code	UME1104
2.2. Course coordinator	Lect.Univ.Dr. Bogdan Mihai Radu				
2.3. Seminar coordinator	Lect.Univ.Dr. Bogdan Mihai Radu				
2.4. Year of study	1	2.5. Semester	1	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	4	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	2
3.4. Total of hours in the curriculum	56	of which: 3.5. course	28	3.6. seminar/ laboratory	28
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					40
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)					40
Tutoring (professional guidance)					4
Examinations					2
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)				126	
3.8. Total hours per semester				182	
3.9. Number of credits				7	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2 skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus.
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	- The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. - Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchal levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid; knowledge of processes influencing the functioning of the knowledge of a system, writing and managing disciplinary	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of a system, writing and managing disciplinary; knowledge of processes influencing the functioning of the knowledge of a system, writing and managing disciplinary; knowledge of environmental protection, migration, human rights, energy, poverty	Synthesis of main ideas; policy analysis; Project writing and application; application integration of diverse bodies of knowledge design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations
Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
Conflict analysis; mediation; conflict resolution techniques
Social science research design; operationalization and measurements; quantitative methods; qualitative methods
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
Public policy formulation and implementation; policy design; analysis of global issues; advocacy

Project writing and application; application design and formulation; project monitoring and impact; project evaluation
Ethical research; ethics and writing; GDPR

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
1. Introduction to research methods	Lecture/discussion	
2. The construction of the discipline: what is the science of international relations?	Lecture/discussion	
3. Ontology and epistemology: what we know and how we know it?	Lecture/discussion	
4. Positivism and postpositivism	Lecture/discussion	
5. Research design basics	Lecture/discussion	
6. Research questions, hypotheses, and data	Lecture/discussion	
7. Thinking in terms of variables	Lecture/discussion	
8. The issue(s) of measurement	Lecture/discussion	
9. Causation and correlation	Lecture/discussion	
10. Quantitative vs qualitative research	Lecture/discussion	
11. Public opinion analysis	Lecture/discussion	
12. Comparisons and case studies	Lecture/discussion	
13. Interpretation	Lecture/discussion	
14. Self-awareness in research	Lecture/discussion	
Bibliography Roselle, L., Shelton, J. T., & Spray, S. (2019). Research and writing in international relations (3rd ed.). Routledge. https://doi.org/10.4324/9780429446733 Klotz, A., & Lynch, C. (2007). Strategies for research in constructivist international relations. M.E. Sharpe. Klotz, A., & Prakash, D. (Eds.). (2008). Qualitative methods in international relations: A pluralist guide. Palgrave Macmillan. https://doi.org/10.1057/9780230582422 Curini, L., & Franzese, R. (Eds.). (2020). The SAGE handbook of research methods in political science and international relations. SAGE Publications. https://doi.org/10.4135/9781526486387 Huddleston, R. J., Jamieson, T., & James, P. (Eds.). (2022). Handbook of research methods in international relations. Edward Elgar Publishing. https://doi.org/10.4337/9781839101014		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Introduction to research methods	Debate/case studies/exercise	
2. The construction of the discipline: what is the science of international relations?	Debate/case studies/exercise	
3. Ontology and epistemology: what we know and how we know it?	Debate/case studies/exercise	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

4. Positivism and postpositivism	Debate/case studies/exercise	
5. Research design basics	Debate/case studies/exercise	
6. Research questions, hypotheses, and data	Debate/case studies/exercise	
7. Thinking in terms of variables	Debate/case studies/exercise	
8. The issue(s) of measurement	Debate/case studies/exercise	
9. Causation and correlation	Debate/case studies/exercise	
10. Quantitative vs qualitative research	Debate/case studies/exercise	
11. Public opinion analysis	Debate/case studies/exercise	
12. Comparisons and case studies	Debate/case studies/exercise	
13. Interpretation	Debate/case studies/exercise	
14. Self-awareness in research	Debate/case studies/exercise	
Bibliography Roselle, L., Shelton, J. T., & Spray, S. (2019). Research and writing in international relations (3rd ed.). Routledge. https://doi.org/10.4324/9780429446733 Klotz, A., & Lynch, C. (2007). Strategies for research in constructivist international relations. M.E. Sharpe. Klotz, A., & Prakash, D. (Eds.). (2008). Qualitative methods in international relations: A pluralist guide. Palgrave Macmillan. https://doi.org/10.1057/9780230582422 Curini, L., & Franzese, R. (Eds.). (2020). The SAGE handbook of research methods in political science and international relations. SAGE Publications. https://doi.org/10.4135/9781526486387 Huddleston, R. J., Jamieson, T., & James, P. (Eds.). (2022). Handbook of research methods in international relations. Edward Elgar Publishing. https://doi.org/10.4337/9781839101014		

9. Evaluation

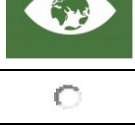
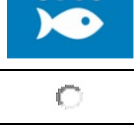
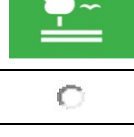
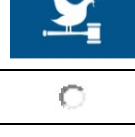
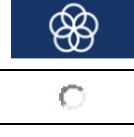
Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Oral examination		30%
	Term paper writing and presentation		30%
9.5. Seminar/ laboratory	Participation and attendance		30%
	Weekly reading presentation		10%
9.6 Minimum standard for passing 5 out of 10 points (50%)			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam. In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year. The grade from the oral exam and the grade from the seminar are not maintained from one year to another. During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studenti.pdf.			

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								
			X					
								No label applies

Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

.....

.....

Date of approval in the department:
May 11th, 2026

Signature of the head of department

.....

⁶ 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."

COURSE DESCRIPTION

(Project governance and international development management)

Academic year **2027-2028**

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Project governance and international development management	Course code	UME2104
2.2. Course coordinator	Lect. Univ. Dr. Daniel Pop		
2.3. Seminar coordinator	Lect. Univ. Dr. Daniel Pop		
2.4. Year of study	1	2.5. Semester	2
		2.6. Type of assessment	Exam
2.7. Course status	Compulsory	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	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					30
Additional research in the library, on subject-specific electronic platforms, and on-site					30
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)					20
Tutoring (professional guidance)					2
Examinations					2
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)				84	
3.8. Total hours per semester				126	
3.9. Number of credits				5	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2 skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. - Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for
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	objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

Knowledge and comprehension
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations
Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
Conflict analysis; mediation; conflict resolution techniques
Social science research design; operationalization and measurements; quantitative methods; qualitative methods
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
Public policy formulation and implementation; policy design; analysis of global issues; advocacy
Project writing and application; application design and formulation; project monitoring and impact; project evaluation
Ethical research; ethics and writing; GDPR

8. Contents

8.1. Course	Teaching and learning methods	Remarks³
Week 01: Introduction to project governance in international settings	Lecture on definitions, scope and evolution of project governance; distinction from project management and corporate governance.	Students are required to read the literature indicated in the syllabus
Week 02: Classical theories of project governance (transaction costs economics, agency theory, stewardship theory), I	Lecture on key theories of project governance	Students are required to read the literature indicated in the syllabus
Week 03: Classical theories of project governance (transaction costs economics, agency theory, stewardship theory), II	Lecture on key theories of project governance	Students are required to read the literature indicated in the syllabus
Week 04: Governance structures, roles and responsibilities	Presentation on typical governance structures (project boards, steering	Students are required to read the literature indicated in the syllabus

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

	committees, sponsors, PMOs) and their theoretical underpinnings (agency, stewardship, network perspectives).	
Week 05: Governance through project management methodologies	Lecture on key project management methodologies (adopted, adapted, designed) as governance mechanisms, and how standards, methods and templates regulate behaviour, decision-making and information flows.	Students are required to read the literature indicated in the syllabus
Week 06: Governance across project lifecycles and stage-gate models	Lecture on lifecycle and stage-gate governance: initiation, planning, execution, closure, and benefits. The design and implementation of formal gate reviews, escalation paths and termination decisions.	Students are required to read the literature indicated in the syllabus
Week 07: Governance of risk, uncertainty and megaprojects	Lecture on risk governance vs risk management; specific challenges in megaprojects (scope creep, optimism bias, political risk). Illustrations on the topic of cultural practices (trust, rituals, managing differences) in megaproject governance.	Students are required to read the literature indicated in the syllabus
Week 08: Governance in inter-organizational project networks	Lecture on projects as inter-organizational networks; hybrid governance between markets and hierarchies, as well as coordination, contracts, and relational governance in multi-partner settings.	Students are required to read the literature indicated in the syllabus
Week 09: Contracting, procurement and legal governance	Lecture on procurement law, transparency, anti-corruption requirements and audit trails with the presentation of contract forms (traditional service contracts, design-build, PPP/PPA, alliances) and their governance implications.	Students are required to read the literature indicated in the syllabus
Week 10: Stakeholder, political and ethical governance	Lecture on stakeholder governance: participation, representation, oversight, ethics and integrity frameworks (conflicts of interest, transparency, whistle-blowing) in project governance.	Students are required to read the literature indicated in the syllabus
Week 11: Project management offices (PMOs) and organisational support for governance	Lecture on PMOs as governance actors (standards, reporting, assurance, etc.) and links between OPM, PMOs and the governance of portfolios and programmes.	Students are required to read the literature indicated in the syllabus
Week 12: International and cross-border project governance	Lecture on governance in cross-border and multi-level settings, such as EU co-funded infrastructure, international donors, multi-jurisdiction projects with emphasis on coordination with EU institutions, IFIs, and national stakeholders (Management authorities, Regional Development Agencies, etc.).	Students are required to read the literature indicated in the syllabus
Week 13: Governance of digital, innovation and AI-related projects	Lecture on governance challenges in digital and innovation projects	Students are required to read the literature indicated in the syllabus

	(agility vs control, data governance, algorithmic accountability).	
Week 14: Conclusions, wrap-up and further directions in project governance in international settings	Lecture on integrative principles for good project governance across sectors and levels, synthesising course learnings.	Students are required to read the literature indicated in the syllabus
8.2. Seminar		Remarks
Week 01: Project case study identification and set-up of student groups	Governance mapping of a chosen real project (EU-funded, infrastructure, urban mobility, digital). Exercise to draw a governance map highlighting decision-rights and accountability lines.	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 02: Transaction costs economics	Students using their selected projects selected identify different type of transaction costs (bargaining, opportunity, research and policing/enforcement costs).	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 03: Agency theory, stewardship theory	Students using their selected projects selected identify , present and discuss either agency or stewardship theory elements of their selected projects.	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 04: The development of governance organigram and the RASCI matrix	Design a governance structure for a large public project (e.g., regional transport or urban mobility initiative).	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 05: Methodology governance exercise to design an annotated methodology map highlighting governance levers.	Students review a standard PM methodology (e.g., PRINCE2-like template) and identify where it embeds governance (gates, approvals, documentation).	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 06: Exercise on gate designs for realism and robustness	Groups construct a stage-gate governance model for their chosen project (gate criteria, decision-makers, required evidence).	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 07: The design of a structured risk-governance register	Students design, present and discuss risk-governance register by each group identifies key governance-related risks in a megaproject-style case and proposes oversight mechanisms (independent review, transparency tools, escalation lines).	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 08: Students short governance charter for a given network governance design	Students map an inter-organizational project (e.g., PPP, multi-municipality initiative) and propose governance arrangements (joint steering bodies, dispute mechanisms, information sharing rules).	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 09: Simulation exercise of a procurement case.	Students design a contracting strategy simulation by designing and implementing a steering-committee role-play choosing a contracting model under political, budgetary and ethical constraints.	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.

Week 10: Design of a 2-page proposal for improving ethical and stakeholder governance of a given example provided.	Students conduct an integrity and stakeholder governance assessment in small groups by applying an ethics / participation checklist to their project and identify governance gaps.	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 11: Exercise to develop a PMO design note	Student groups design PMO structures and mandates for a public organisation (ministry, city), specifying governance responsibilities (gatekeeping, assurance, reporting to boards).	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 12: Case study on cross-border governance charter	Students design governance bodies, reporting lines and dispute resolution mechanisms for a hypothetical transnational project.	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 13: The governance canvas	Students groups design a governance framework for an AI-enabled public service or digital transformation project (roles, ethics committee, data oversight, citizen input).	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Week 14: Student presentations	Each group presents its complete governance framework for the project worked on all semester, explicitly referencing relevant concepts and chapters from the handbook (methodologies, networks, megaproject culture, OPM).	Students are required to prepare materials, to be familiar with the literature indicated in the syllabus and to participate actively in exercises.
Bourne, M., Bosch-Rekveltdt, M., & Pesämaa, O. (2023). Moving goals and governance in megaprojects. <i>International Journal of Project Management</i>, 41(5), 102486. Brunet, M., & Choinière, O. (2025). Governance framework trajectory for major public projects: The case of Canada. <i>Project Management Journal</i>, 56(1), 74-89. Emma Ek Österberg & Martin Qvist (2023) Meta-governance as partial organization, <i>Administrative Theory & Praxis</i>, 45:3, 192-210, DOI: 10.1080/10841806.2022.2025737 Gjaltema, J., Biesbroek, R., & Termeer, K. (2020). From government to governance...to meta-governance: a systematic literature review. <i>Public Management Review</i>, 22(12), 1760–1780. https://doi.org/10.1080/14719037.2019.1648697 Hayat, S., Gupta, J., Vegelin, C., & Jamali, H. (2022). A review of hydro-hegemony and transboundary water governance. <i>Water policy</i>, 24(11), 1723-1740. Lins, C. L. A. C., & Rabechini Jr, R. (2025). Navigating similarities and differences in governance mechanisms: a systematic review across temporary and permanent interorganizational project networks. <i>International Journal of Managing Projects in Business</i>, 1-24. Müller, R., Sankaran, S., & Drouin, N. (Eds.). (2023). <i>Research handbook on the governance of projects</i>. Edward Elgar Publishing. Müller, R., Alix-Séguin, C., Alonderienè, R., Bourgault, M., Chmieliauskas, A., Drouin, N., ... & Zhu, F. (2024). A (meta) governance framework for multi-level governance of inter-organizational project networks. <i>Production Planning & Control</i>, 35(10), 1043-1062. Smith, R. D., Schäfer, S., & Bernstein, M. J. (2024). Governing beyond the project: Refocusing innovation governance in emerging science and technology funding. <i>Social Studies of Science</i>, 54(3), 377-404. Unterhitzenberger, C., Müller, R., Vaagaasar, A. L., Ke, Y., Alonderiene, R., Minelgaite, I., ... & Mongeon, M. (2023). A multilevel governance model for interorganizational project networks. <i>Project Management Journal</i> 54(1), 88-105.		

9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Evaluation of expert knowledge taught in class.	Final exam	50%
9.5. Seminar/ laboratory	Work in the seminars	a) Quality of replies to questions about the topics discussed in seminars. Active presence and informed discussions.	15%
		b) Materials developed during seminar activities	15%
		c) Presentation of student research papers.	10%
9.6 Minimum standard for passing			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam.			
In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year.			
The grade from the oral exam and the grade from the seminar are not maintained from one year to another.			
During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at:			
https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studentsi.pdf .			
Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.			

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

⁶ 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."

			x					
10 INEGALITĂȚI REDUSE 	11 ORĂȘE ȘI COMUNITĂȚI DURABILE 	12 CONSUM ȘI PRODUCȚIE RESPONSABILĂ 	13 ACȚIUNE CLIMATICĂ 	14 VIAȚĂ ACVATICĂ 	15 VIAȚĂ TERESTRĂ 	16 PACE, JUSTIȚIE ȘI INSTITUȚII EFICIENTE 	17 PARTENERIAȚE PENTRU REALIZAREA OBIECTIVELOR 	No label applies

Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

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Date of approval in the department:
May 11th, 2026

Signature of the head of department

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COURSE DESCRIPTION

(Theories of international relations and global governance
)

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Theories of international relations and global governance			Course code	UME1101
2.2. Course coordinator	Lect.Univ.Dr. Bogdan Mihai Radu				
2.3. Seminar coordinator	Lect.Univ.Dr. Bogdan Mihai Radu				
2.4. Year of study	1	2.5. Semester	1	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	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					50
Additional research in the library, on subject-specific electronic platforms, and on-site					50
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)					2
Examinations					2
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)				154	
3.8. Total hours per semester				196	
3.9. Number of credits				8	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2 skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus.
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	- The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. - Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
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PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC7	Knowledge of project writing and management in addressing global issues; knowledge of theoretical and metatheoretical knowledge; basic knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Ethical research; ethics and writing; GDPR
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Conflict analysis; mediation; conflict resolution techniques
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
		Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations
Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
Conflict analysis; mediation; conflict resolution techniques
Social science research design; operationalization and measurements; quantitative methods; qualitative methods
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation

Public policy formulation and implementation; policy design; analysis of global issues; advocacy
Project writing and application; application design and formulation; project monitoring and impact; project evaluation
Ethical research; ethics and writing; GDPR

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
1. Introduction to the course: the need for theory	Presentation, text analysis, discussion	
2. Metatheoretical and epistemological considerations	Presentation, text analysis, discussion	
3. Classical realism	Presentation, text analysis, discussion	
4. Structural realism and newer versions of realism	Presentation, text analysis, discussion	
5. Liberalism	Presentation, text analysis, discussion	
6. (Liberal) institutionalism	Presentation, text analysis, discussion	
7. Constructivism	Presentation, text analysis, discussion	
8. English school of international relations	Presentation, text analysis, discussion	
9. Marxism and critical theory	Presentation, text analysis, discussion	
10. Poststructuralism	Presentation, text analysis, discussion	
11. Postcolonialism	Presentation, text analysis, discussion	
12. Environmentalism	Presentation, text analysis, discussion	
13. Feminism	Presentation, text analysis, discussion	
14. Globalization	Presentation, text analysis, discussion	
Bibliography Reus-Smit, C., & Snidal, D. (Eds.). (2008). The Oxford handbook of international relations. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199219322.001.0001 Dunne, T., Kurki, M., Kušić, K., & Smith, S. (Eds.). (2024). International Relations theories: Discipline and diversity (6th ed.). Oxford University Press Peoples, C., & Vaughan-Williams, N. (2021). Critical security studies: An introduction (3rd ed.). Routledge. https://doi.org/10.4324/9780429274794 Hobden, S. (2026). Critical theory and international relations: Knowledge, power and practice. Manchester University Press.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Introduction to the course: the need for theory	Debate, case study, application	
2. Metatheoretical and epistemological considerations	Debate, case study, application	
3. Classical realism	Debate, case study, application	
4. Structural realism and newer versions of realism	Debate, case study, application	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

5. Liberalism	Debate, case study, application	
6. (Liberal) institutionalism	Debate, case study, application	
7. Constructivism	Debate, case study, application	
8. English school of international relations	Debate, case study, application	
9. Marxism and critical theory	Debate, case study, application	
10. Poststructuralism	Debate, case study, application	
11. Postcolonialism	Debate, case study, application	
12. Environmentalism	Debate, case study, application	
13. Feminism	Debate, case study, application	
14. Globalization	Debate, case study, application	
Bibliography Reus-Smit, C., & Snidal, D. (Eds.). (2008). The Oxford handbook of international relations. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199219322.001.0001 Dunne, T., Kurki, M., Kušić, K., & Smith, S. (Eds.). (2024). International Relations theories: Discipline and diversity (6th ed.). Oxford University Press Peoples, C., & Vaughan-Williams, N. (2021). Critical security studies: An introduction (3rd ed.). Routledge. https://doi.org/10.4324/9780429274794 Hobden, S. (2026). Critical theory and international relations: Knowledge, power and practice. Manchester University Press.		

9. Evaluation

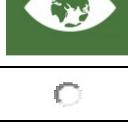
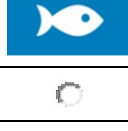
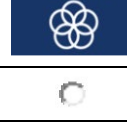
Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Oral examination		30%
	Term paper writing and presentation		30%
9.5. Seminar/ laboratory	Participation and attendance		30%
	Weekly reading presentation		10%
9.6 Minimum standard for passing 5 out of 10 points (50%)			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam. In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year. The grade from the oral exam and the grade from the seminar are not maintained from one year to another. During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studenti.pdf. Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate			

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								
			X					
								No label applies

Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

.....

.....

Date of approval in the department:
May 11th, 2026

Signature of the head of department

.....

⁶ 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.”

COURSE DESCRIPTION

(EU as a Global Actor)

Academic year **2027-2028**

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	EU as a Global Actor			Course code	UME2101
2.2. Course coordinator	Lect. Univ. Dr. Sinea Anca Cristina				
2.3. Seminar coordinator	Lect. Univ. Dr. Sinea Anca Cristina				
2.4. Year of study	2	2.5. Semester	1	2.6. Type of assessment	Exam
2.7. Course status	Compulsory			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	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					50
Additional research in the library, on subject-specific electronic platforms, and on-site					40
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)					46
Tutoring (professional guidance)					2
Examinations					2
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)				140	
3.8. Total hours per semester				182	
3.9. Number of credits				7	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2 skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester. - Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for
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	objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels
TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy
PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

Knowledge and comprehension
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations
Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
Conflict analysis; mediation; conflict resolution techniques
Social science research design; operationalization and measurements; quantitative methods; qualitative methods
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
Public policy formulation and implementation; policy design; analysis of global issues; advocacy
Project writing and application; application design and formulation; project monitoring and impact; project evaluation
Ethical research; ethics and writing; GDPR

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
Course 1 Introduction: The EU as a Global Actor – Concepts, Paradigms and the Evolution of Academic Debates • What does “global actor” mean? • The EU as a post-national and multilevel actor • Actorness, coherence and the capability–expectations gap • Civilian power, normative power and market power	Interactive teaching	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

• Evolution of academic paradigms regarding the EU's global role		
Course 2 The Historical and Institutional Evolution of European Foreign Policy • From EPC to CFSP and CSDP • Maastricht and Lisbon Treaties • Expansion of external competences • Crises as drivers of integration • Coherence and institutional fragmentation	Interactive teaching	
Course 3 The Institutional Architecture of EU External Action • The European Commission vs the Council • The role of the European Council • The High Representative • The EEAS • External representation of the EU • The European Parliament and democratic legitimacy	Interactive teaching	
Course 4 The EU and the Liberal International Order • Multilateralism • Transatlantic relations • Multipolarity • Crisis of the liberal order • Relations with the Global South • Great power competition	Interactive teaching	
Course 5 The EU as a Normative and Regulatory Power • The Brussels Effect • Exporting European standards • GDPR and the AI Act • Human rights and democratic conditionality • Rule of law diplomacy	Interactive teaching	
Course 6 The Common Commercial Policy and Free Trade Agreements • The Common Commercial Policy • The role of DG Trade • CETA, TTIP and Mercosur	Interactive teaching	

• WTO and trade regionalism • Standardization and regulatory convergence		
Course 7 Geo-Economics, Economic Security and Trade Conflict • Economic security • Strategic autonomy • EU–China economic relations • Trade wars • Weaponized interdependence • Supply chains and critical raw materials	Interactive teaching	
Course 8 The EU as a Security and Defence Actor • CSDP • NATO–EU relations • PESCO • European Defence Fund • The war in Ukraine • Hybrid security and cybersecurity	Interactive teaching	
Course 9 Energy, Climate and Green Diplomacy • The European Green Deal • Climate diplomacy • CBAM • The geopolitics of the energy transition • Green industrial policy • Climate-security nexus	Interactive teaching	
Course 10 The EU and Global Technology Governance • Digital sovereignty • AI governance • Platform regulation • Cybersecurity • Data governance • Global technological competition	Interactive teaching	
Course 11 The EU's Neighbourhood and Enlargement Policy • European Neighbourhood Policy • Eastern Partnership • The Western Balkans • Ukraine, Moldova and Georgia	Interactive teaching	

• Conditionality and democratization • Enlargement fatigue		
Course 12 The EU and International Organizations • The United Nations • WTO • G7/G20 • NATO • Climate governance • Reforming the global order	Interactive teaching	
Course 13 Critiques and Limitations of the EU as a Global Actor • Institutional fragmentation • Divergences among member states • Populism and Euroscepticism • Postcolonial critiques • Double standards • External credibility	Interactive teaching	
Course 14 The Future of the EU as a Global Actor • Geopolitical Europe • Strategic autonomy • EU-US-China relations • The future of European integration in external affairs • Federalization vs fragmentation • The EU in a multipolar order	Interactive teaching	
Bibliography Course 1 Bretherton, C., & Vogler, J. (2006). <i>The European Union as a Global Actor</i> (2nd ed.). Routledge. Hill, C. (1993). The capability-expectations gap, or conceptualizing Europe's international role. <i>Journal of Common Market Studies</i> , 31(3), 305–328. Manners, I. (2002). Normative power Europe: A contradiction in terms? <i>Journal of Common Market Studies</i> , 40(2), 235–258. Course 2 Keukeleire, S., & Delreux, T. (2022). <i>The Foreign Policy of the European Union</i> (3rd ed.). Palgrave Macmillan.		

Smith, K. E. (2021). *European Union Foreign Policy in a Changing World* (4th ed.). Polity.

Howorth, J. (2014). *Security and Defence Policy in the European Union* (2nd ed.). Palgrave Macmillan.

Course 3

Duke, S. (2019). *The European External Action Service*. Palgrave Macmillan.

Vanhoonacker, S., & Pomorska, K. (2013). The European External Action Service and agenda-setting in European foreign policy. *Journal of European Public Policy*, 20(9), 1316–1331.

Bickerton, C. J. (2012). *European Integration: From Nation-States to Member States*. Oxford University Press.

Course 4

Leonard, M. (2021). *The Age of Unpeace*. Penguin.

Meunier, S., & Nicolaidis, K. (2019). The geopoliticization of European trade and investment policy. *Journal of Common Market Studies*, 57(S1), 103–113.

Zielonka, J. (2018). *Counter-Revolution: Liberal Europe in Retreat*. Oxford University Press.

Course 5

Bradford, A. (2020). *The Brussels Effect: How the European Union Rules the World*. Oxford University Press.

Manners, I. (2002). Normative power Europe.

Damro, C. (2012). Market power Europe. *Journal of European Public Policy*, 19(5), 682–699.

Course 6

Meunier, S. (2005). *Trading Voices: The European Union in International Commercial Negotiations*. Princeton University Press.

Young, A. R. (2017). European trade policy in interesting times. *Journal of European Public Policy*, 24(7), 1077–1083.

Garcia, M. (2013). *Trade and Inequality: Economic Justice and the Developing World*. Routledge.

Course 7

Farrell, H., & Newman, A. (2019). Weaponized interdependence. *International Security*, 44(1), 42–79.

Baldwin, D. A. (1985). *Economic Statecraft*. Princeton University Press.

Leonard, M. et al. (2021). *The Geopolitics of Technology*. ECFR.

Course 8

Howorth, J. (2014). *Security and Defence Policy in the European Union*.

Biscop, S. (2016). *European Strategy in the 21st Century*. Routledge.

Fiott, D. (2018). Strategic autonomy: Towards European sovereignty in defence? *EUISS Brief*.

Course 9

Oberthür, S., & Dupont, C. (2021). The European Union's international climate leadership. *Journal of European Integration*, 43(5), 563–579.

Falkner, R. (2016). The Paris Agreement and the new logic of international climate politics. *International Affairs*, 92(5), 1107–1125.

Leonard, M., Pisani-Ferry, J., Shapiro, J., & Tagliapietra, S. (2021). *The Geopolitics of the European Green Deal*. ECFR.

Course 10

Bradford, A. (2023). *Digital Empires*. Oxford University Press.

Farrell, H., & Newman, A. (2023). *Underground Empire*. Henry Holt.

Bendiek, A., & Stürzer, I. (2019). The Brussels Effect, European regulatory power and digital sovereignty.

Course 11

Schimmelfennig, F. (2021). *The European Union, Enlargement, and Integration Capacity*. Routledge.

Grabbe, H. (2006). *The EU's Transformative Power*. Palgrave.

Smith, K. E. (2021). <i>European Union Foreign Policy in a Changing World</i>. Course 12 Jørgensen, K. E. (2015). <i>The European Union and International Organizations</i>. Routledge. Orbie, J. (2008). <i>Europe's Global Role: External Policies of the European Union</i>. Ashgate. Bicchi, F. (2011). The EU as a community of practice. Course 13 Zielonka, J. (2018). <i>Counter-Revolution</i>. Kurowska, X., & Bretherton, C. (2021). The EU's contested global role. Chandler, D. (2010). <i>International Statebuilding</i>. Routledge. Course 14 Leonard, M. (2021). <i>The Age of Unpeace</i>. Tocci, N. (2022). <i>A Green and Global Europe</i>. Polity. Biscop, S. (2021). Europe's geopolitical awakening.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Seminar 1 The EU as a Global Actor	Academic debate: "Is the EU primarily a normative power or a large market with regulatory influence?"	
Seminar 2 The Historical and Institutional Evolution of European Foreign Policy	Creation of an institutional map of EU foreign policy.	
Seminar 3 The Institutional Architecture of EU External Action	Institutional simulation: negotiation between the Commission, the Council and member states regarding a common foreign policy position.	
Seminar 4 The EU and the Liberal International Order	Comparative analysis: The EU, the US and China in the contemporary international order.	
Seminar 5 The EU as a Normative and Regulatory Power	Policy analysis: How do European regulations influence global companies?	
Seminar 6 The Common Commercial Policy and Free Trade Agreements	EU–Mercosur trade negotiation simulation	
Seminar 7 Geo-Economics, Economic Security and Trade Conflict	Policy brief: How should the EU manage strategic dependencies on China?	
Seminar 8 The EU as a Security and Defence Actor	Crisis scenario: European response to a hybrid attack on critical energy infrastructure.	

Seminar 9 Energy, Climate and Green Diplomacy	Debate: Is European climate policy a form of green protectionism?	
Seminar 10 The EU and Global Technology Governance	Comparative analysis: Digital governance models in the EU, the US and China.	
Seminar 11 The EU's Neighbourhood and Enlargement Policy	European Council simulation on EU enlargement.	
Seminar 12 The EU and International Organizations	Mapping the EU's global alliances in international organizations.	
Seminar 13 Critiques and Limitations of the EU as a Global Actor	Roundtable discussion: "Is the EU a coherent global actor or a fragmented power?"	
Seminar 14 The Future of the EU as a Global Actor	Final foresight exercise: Scenarios regarding the EU as a global actor in 2035.	
Bibliography Seminar 1 Manners, I. (2002). Normative power Europe: A contradiction in terms? <i>Journal of Common Market Studies</i> , 40(2), 235–258. https://doi.org/10.1111/1468-5965.00353 Seminar 2 Von der Leyen, U. (2019, November 27). <i>A Union that strives for more: My agenda for Europe</i> . European Commission. https://commission.europa.eu (Recommended excerpt: sections on "A Geopolitical Commission") Seminar 3 European External Action Service. (2022). <i>The European Union's diplomatic network and EU delegations</i> . Brussels: EEAS. https://www.eeas.europa.eu (Short institutional overview text) Seminar 4 Ikenberry, G. J. (2018). The end of liberal international order? <i>International Affairs</i> , 94(1), 7–23. https://doi.org/10.1093/ia/iix241 Seminar 5 Bradford, A. (2020). <i>The Brussels Effect: How the European Union Rules the World</i> . Oxford University Press. (Recommended excerpt: Chapter 1 – "The Brussels Effect") Seminar 6 Politico Europe. (2023, July 18). <i>Why the EU-Mercosur trade deal remains stuck</i> . Politico Europe. https://www.politico.eu Seminar 7		

European Commission. (2023). *European Economic Security Strategy*. Brussels: European Commission. <https://commission.europa.eu>
(Recommended excerpt: sections on strategic dependencies and de-risking)

Seminar 8

Council of the European Union. (2022). *A Strategic Compass for Security and Defence*. Brussels: Council of the European Union. <https://www.consilium.europa.eu>
(Recommended excerpt: threat assessment and strategic autonomy sections)

Seminar 9

Financial Times. (2023, August 21). *The EU's carbon border tax sparks tensions with developing economies*. Financial Times. <https://www.ft.com>

Seminar 10

Financial Times. (2023, December 9). *Europe's AI Act sets the global standard for AI regulation*. Financial Times. <https://www.ft.com>

Seminar 11

European Parliament. (2023). *Ukraine's path to European Union membership*. European Parliamentary Research Service. Brussels: European Parliament. <https://www.europarl.europa.eu>

Seminar 12

United Nations General Assembly. (2022). *Resolution ES-11/1: Aggression against Ukraine*. United Nations. <https://www.un.org>
(Recommended for analyzing EU coalition-building and diplomatic alignment)

Seminar 13

International Crisis Group. (2021). *A Course Correction for EU Foreign Policy in the Middle East and North Africa*. Brussels: International Crisis Group. <https://www.crisisgroup.org>

Seminar 14

Macron, E. (2017, September 26). *Initiative for Europe: Speech at the Sorbonne*. Paris: Présidence de la République Française. <https://www.elysee.fr>
(Recommended excerpts on European sovereignty and strategic autonomy)

9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Elaboration of a comparative national climate policy research paper respecting all academic criteria	Research paper	50%
9.5. Seminar/ laboratory	The student masters the subject-related concepts and debates based on the recommended literature	Knowledgeable participation in class	50%
9.6 Minimum standard for passing			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam.			
In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year.			
The grade from the oral exam and the grade from the seminar are not maintained from one year to another.			
During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studenti.pdf .			
Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.			

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								
☐	☐	☐	☒	☐	☐	☐	☐	☐

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

⁶ 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."

 10 INEQUALITĂȚI REDUSE	 11 ORĂȘE ȘI COMUNITĂȚI DURABILE	 12 CONSUM ȘI PRODUCȚIE RESPONSABILĂ	 13 ACȚIUNE CLIMATICĂ	 14 VIAȚĂ ACVATICĂ	 15 VIAȚĂ TERESTRĂ	 16 PACE, JUSTIȚIE ȘI INSTITUȚII EFICIENTE	 17 PARTENERIATE PENTRU REALIZAREA OBIECTIVELOR	No label applies
								

Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

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Date of approval in the department:
May 11th, 2026

Signature of the head of department

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COURSE DESCRIPTION

(Values, culture and religion in international relations)

Academic year

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	Political, Administrative and Communication Sciences
1.3. Department	Political Science
1.4. Field	Political Science
1.5. Level of study	Masters
1.6. Degree programme / Qualification	INTERNATIONAL RELATIONS: GEOPOLITICS, RISK ANALYSIS AND DEVELOPMENT
1.7. Form of education	IF

2. Course-related data

2.1. Course title	Values, culture and religion in international relations			Course code	UME1205
2.2. Course coordinator	Lect.Univ.Dr. Bogdan Mihai Radu				
2.3. Seminar coordinator	Lect.Univ.Dr. Bogdan Mihai Radu				
2.4. Year of study		2.5. Semester		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	3	of which: 3.2. course	1	3.3. seminar/ laboratory/ project	2
3.4. Total of hours in the curriculum	42	of which: 3.5. course	14	3.6. seminar/ laboratory	28
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					30
Additional research in the library, on subject-specific electronic platforms, and on-site					30
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)					20
Tutoring (professional guidance)					2
Examinations					2
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)				84	
3.8. Total hours per semester				126	
3.9. Number of credits				5	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not applicable
4.2. skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	- According to the UBB and FSPAC regulations, attendance at the course lectures is not mandatory to pass the course. - The subject taught by the teacher in the course is an integral part of the exam subject, complementary to the bibliography sent to the students and provided in the syllabus. - The course is organised according to the schedule approved by the department and communicated to students at the beginning of the semester.
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	- Course recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives.
5.2. seminar/laboratory-related	- Seminar attendance is mandatory for at least 75% of all seminar activities during the semester. Fulfilling the attendance criterion is a mandatory condition for entering the final exam. - The impossibility of participating in the seminar for objective reasons (medical situations, overlaps with schedules to other study programs in which the student is enrolled, other professional obligations that cannot be rescheduled, etc.) is announced to the course holder and the seminar holder at the beginning of the semester or as soon as they appear. - The seminar is organised according to the schedule approved by the department and sent to students at the beginning of the semester. - Seminar recoveries are only held when they overlap with official bank holidays or when the course holder cannot take a course for objective reasons. The recovery schedule is established in agreement with the students through their representatives. Note: The final exam includes a seminar component. If the student's work does not meet the seminar requirements to promote this discipline, the student will not be admitted to the final exam.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC1	Understanding the main tenets of international relations, as an interdisciplinary science.
PC2	Using the main concepts from the sphere of international relations and global politics
PC3	Using the main concepts from the sphere of negotiation and conflict resolution
PC4	Use of methodologies specific to the field of international relations, international political economy, conflict resolution, and foreign policy analysis
PC5	Designing political strategies aiming to contribute to conflict resolution and international cooperation
PC6	Understanding the design, formulation and implementation of foreign, security, environmental, energy and international development or trade policies
PC7	Managing projects addressing international development and global issues such as environment protection, migration, refugees and IDPs.
PC8	Understanding the ethical and legal aspects of interventions in international conflict, conflict resolution, and international cooperation
Transversal competencies	
Competency code	Competency
TC1	Manage specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), by using an international language at an advanced level, and a second foreign language at an intermediate or advanced level
TC2	Apply efficient work techniques in a multidisciplinary team corresponding to various hierarchical levels

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

TC3	Objectively assess (and self-assess) the professional training needs in order to be included and adapt to the requirements of the labor market
TC4	Contribute to the maintenance and development of professional networks
TC5	Work autonomously and responsibly
TC6	Assume activity leading roles or functions in professional groups and institutions
TC7	Implement projects in conditions of autonomy and professional independence

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity	Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
PC2	Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations	Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
PC3	Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations	Conflict analysis; mediation; conflict resolution techniques
PC4	Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches	Social science research design; operationalization and measurements; quantitative methods; qualitative methods
PC5	Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; identifying, fitting and applying specific methods to analyzing and evaluating real-life events	Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
PC6	Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid	Public policy formulation and implementation; policy design; analysis of global issues; advocacy

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC7	Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty	Project writing and application; application design and formulation; project monitoring and impact; project evaluation
PC8	Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation	Ethical research; ethics and writing; GDPR

7. Subject-specific learning outcomes (referred to by each subject coordinator across the range of competencies and learning outcomes at the level of the degree programme)

Knowledge and comprehension
Theoretical and metatheoretical knowledge; basic knowledge of processes influencing the functioning of the international system; managing interdisciplinary diversity
Knowing and being able to use main concepts in international relations and global politics; using conceptualizations, definitions and main theories in analyzing and evaluating international processes and phenomena; aware of discipline boundaries and limitations
Knowing and being able to use main concepts from negotiation and conflict resolution; applying theoretical knowledge when analyzing and evaluating real-life situations; aware of discipline boundaries and limitations
Understanding the need to specify epistemological and methodological approaches when analyzing real-life situations; knowledge of social science methods, empirical quantitative and qualitative methods, critical/interpretative approaches
Knowledge of strategy conceptualization and implementation in instances of conflict resolution and international cooperation; <u>identifying, fitting and applying specific methods to analyzing and evaluating real-life events</u>
Knowledge of public policy formulation and implementation; applied knowledge of sectors subsumed to international relations and global politics such as foreign policy, security policy, environmental policy, energy policy, international trade, and international development/aid
Knowledge of project writing and management in addressing global issues; knowledge of environmental protection, migration, human rights, energy, poverty
Knowledge of ethical and legal limitations and most important arguments when engaging with real-life instances of conflict and cooperation
Specific academic skills
Synthesis of main ideas; policy analysis; integration of diverse bodies of knowledge
Expert analysis of contemporary global events; policy analysis; apply theoretical knowledge to understanding real-life events
Conflict analysis; mediation; conflict resolution techniques
Social science research design; operationalization and measurements; quantitative methods; qualitative methods
Strategic thinking; conflict resolution; mediation; conflict analysis; cooperation and negotiation
Public policy formulation and implementation; policy design; analysis of global issues; advocacy
Project writing and application; application design and formulation; project monitoring and impact; project evaluation
Ethical research; ethics and writing; GDPR

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
1. Introduction to the course	Presentation, text analysis, discussion	
2. Material and non-material factors influencing international relations	Presentation, text analysis, discussion	
3. What is culture? Definitions and difficulties of measurement	Presentation, text analysis, discussion	
4. Values, norms, rules in international relations	Presentation, text analysis, discussion	
5. The national interest and culture wars	Presentation, text analysis, discussion	
6. Secularism as assumption in international relations	Presentation, text analysis, discussion	
7. Ideology and conflict	Presentation, text analysis, discussion	
8. Religious conflict	Presentation, text analysis, discussion	
9. Cultural conflict	Presentation, text analysis, discussion	
10. Identity conflict	Presentation, text analysis, discussion	
11. Human rights and cultural matters	Presentation, text analysis, discussion	
12. Nationalism	Presentation, text analysis, discussion	
13. Cultural and national borders and beyond them	Presentation, text analysis, discussion	
14. Summary and revisions	Presentation, text analysis, discussion	
Bibliography Davie, G., & Leustean, L. N. (Eds.). (2022). The Oxford handbook of religion and Europe. Oxford University Press. Rowe, P. S. (2012). Religion and global politics. Oxford University Press. Kratochwil, F. V. (1991). Rules, norms, and decisions: On the conditions of practical and legal reasoning in international relations and domestic affairs. Cambridge University Press. Srinivasan, K., Mayall, J., & Pulipaka, S. (Eds.). (2019). Values in foreign policy: Investigating ideals and interests. Rowman & Littlefield. Wiarda, H. J. (2016). Culture and foreign policy: The neglected factor in international relations. Routledge. Hudson, V. M. (Ed.). (1997). Culture & foreign policy. Lynne Rienner Publishers		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Introduction to the course	Debate, case study, application	
2. Material and non-material factors influencing international relations	Debate, case study, application	
3. What is culture? Definitions and difficulties of measurement	Debate, case study, application	
4. Values, norms, rules in international relations	Debate, case study, application	
5. The national interest and culture wars	Debate, case study, application	
6. Secularism as assumption in international relations	Debate, case study, application	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

7. Ideology and conflict	Debate, case study, application	
8. Religious conflict	Debate, case study, application	
9. Cultural conflict	Debate, case study, application	
10. Identity conflict	Debate, case study, application	
11. Human rights and cultural matters	Debate, case study, application	
12. Nationalism	Debate, case study, application	
13. Cultural and national borders and beyond them	Debate, case study, application	
14. Summary and revisions	Debate, case study, application	
Bibliography Davie, G., & Leustean, L. N. (Eds.). (2022). The Oxford handbook of religion and Europe. Oxford University Press. Rowe, P. S. (2012). Religion and global politics. Oxford University Press. Kratochwil, F. V. (1991). Rules, norms, and decisions: On the conditions of practical and legal reasoning in international relations and domestic affairs. Cambridge University Press. Srinivasan, K., Mayall, J., & Pulipaka, S. (Eds.). (2019). Values in foreign policy: Investigating ideals and interests. Rowman & Littlefield. Wiarda, H. J. (2016). Culture and foreign policy: The neglected factor in international relations. Routledge. Hudson, V. M. (Ed.). (1997). Culture & foreign policy. Lynne Rienner Publishers		

9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Oral examination		30%
	Term paper writing and presentation		30%
9.5. Seminar/ laboratory	Participation and attendance		30%
	Weekly reading presentation		10%
9.6 Minimum standard for passing 5 out of 10 points (50%)			
According to section 5.2, a minimum of 75% attendance at the seminar is an eliminatory criterion for entry into the final exam. In case of failure to pass the exam, the course and seminar are repeated in full in the following academic year. The grade from the oral exam and the grade from the seminar are not maintained from one year to another. During the course and seminar, the concepts of plagiarism and academic fraud are defined in accordance with the norms of the FSPAC Student Code of Ethics, available at: https://fspac.ubbcluj.ro/application/files/9715/6828/0474/Cod_eti_c_studenti.pdf. Plagiarism and attempted fraud, detected during the exam or for the completion of any task during the semester, are sanctioned according to the Code of Ethics. Additionally, the case may be reported to the Department for appropriate administrative measures, which may include failing to award a grade for the course, retaking the course the following year, or proposing expulsion in case of repeated fraud attempts.			

⁴ 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.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

10. SDG labels (Sustainable Development Goals)⁶

	X	Sustainable Development Generic Label						
								
			X					
No label applies								

Date of entry:
May 4th, 2026

Signature of course coordinator

Signature of seminar coordinator

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Date of approval in the department:
May 11th, 2026

Signature of the head of department

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⁶ 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.”