

International Relations and European Studies

Course outlines (examples) for ERASMUS students. Courses are taught in Romanian unless otherwise specified.

I. Course descriptions – 1st year

1. Course name: World Economy I

Credits: 5 ECTS

Description:

- The purpose of this course is to provide knowledge on fundamental macroeconomic relations and concepts. Students study the effects of European policy on state economy, factors that lead to economic growth, circular economy, consumption and overconsumption. We analyze economic and social effects of unemployment, unemployment reduction policy, inflation in developed and underdeveloped areas, economy and the environment, capital and workforce flux, economic degrowth and social well-being.
- We cover market equilibrium and dynamics, price capping, price control and price ceilings, opportunity costs, rational consumer behavior, economic monopolies and oligopolies. Students work with concepts such as supply and demand, investment, stocks and bonds, and learn how to use statistical methods and practices, such as collecting, organizing, analyzing, interpreting, and presenting data in engaging with class materials.

Bibliography and learning materials:

1. Bastiat, F. (1850/1995). *What is seen and what is not seen*. Foundation for Economic Education.
2. Chiriță, N., & Scarlat, E. (1998). *Macroeconomic policies*. Editura Economică.
3. Palmer, T. G. (Ed.). (2011). *The morality of capitalism*. Jameson Books.
4. Smith, A. (1776/1976). *An inquiry into the nature and causes of the wealth of nations*. Oxford University Press.
5. Weingast, B. R., & Wittman, D. A. (Eds.). (2006). *The Oxford handbook of political economy*. Oxford University Press.

2. Course name: The Origins of the European Civilization: Culture and Polis in Classical Greece

Credits: 3 ECTS

Description:

- This course analytically covers the anthropological aspects and forms of social organization in Ancient Greek. We explore social stratification and power relations (economic strata, citizenship, slavery, demosios), systems of social inclusion and exclusion: isonomy, ostracizing, power and politics dynamics concepts, (such as aristocratic groups conflicts, tyranny).
- We analyze the origins of participative democracy and reforms, democratic concepts and mechanisms: demos, isegoria, democratic culture (acropolis, sanctuary, social effects of democratic order), causes of conflicts, empire history, internal structures and expansion. Students learn about the social effects of war on population - crises, philosophy and science), cultural aspects and legacy (theatre, tragedy, rhetoric, philosophy, holidays, funerals, cultural events), and social life (daily activities, social behaviours, civic endogamy, gender roles and marriage, occupations)

Bibliography:

1. Detienne, M., & Vernant, J.-P. (1978). *Cunning intelligence in Greek culture and society*. University of Chicago Press.
2. Farrar, C. (1988). *The origins of democratic thinking: The invention of politics in classical Athens*. Cambridge University Press.
3. Miles, D. (1997). *Tragedy in Athens: Performance space and theatrical meaning*. Cambridge University Press.
4. Vernant, J.-P. (1983). *Myth and thought among the Greeks*. Routledge & Kegan Paul.

3. Course name: Society and Politics in Western Middle-Ages

Credits: 3 ECTS

Description:

- The aim of this course is to engage students with anthropological aspects, societal organization and behavior in the Western Middle Ages. The course focuses on the role of religion, the position of women in society and their literature inputs, migration waves and their social implications, systems of oppression or integration of overlapping populations,

- The course is oriented towards concepts like nationalism and ethnic continuity, and explores persecutions and civil wars, power distribution, successions, important conflicts, the agricultural system, the educational system, architecture, social revolutions and contacts with extra-European populations (especially the Arabic population). Students learn about periods of crisis, reinvention, disease or revolution and their social and political effects.

Bibliography and Learning materials:

1. Bloch, M. (1961). *Feudal society* (L. A. Manyon, Trans.). University of Chicago Press.
2. Brown, P. (1996). *The rise of Western Christendom: Triumph and diversity, A.D. 200–1000*. Blackwell Publishing.
3. Huizinga, J. (1996). *The waning of the Middle Ages* (R. J. Payton & U. Mammitzsch, Trans.). Penguin Books.
4. Geary, P. J. (2002). *The myth of nations: The medieval origins of Europe*. Princeton University Press.
5. Le Goff, J. (2005). *The birth of Europe*. Blackwell Publishing.

4. Course name: Theories of International Relations

Credits: 4 ECTS

Description:

- This course explains and analyses the fundamental international relations theories such as: communism, liberalism, neoliberalism, feminism, democracy, absolutism, authoritarianism, dictatorship, totalitarianism (all forms), classic realism, neo-realism, idealism, marxism, constructivism, functionalism and neo-functionalism, global governance and NGOs.
- Main sub-theories covered include dependency theory, critical theory, game theory, and additionally, the course covers concepts like balance of power, security dilemma, Relative Gains and Zero-Sum Nature of International Politics, state behaviour, influence and power, chain ganging, buck-passing, the bandwagon effect, hegemony, the minimal state, collective security, sovereignty, globalisation and security, ecological and environmental effects, state interdependency.

Bibliography and learning materials:

1. Khanna, P. (2008). *The second world: Empires and influence in the new global order*. Random House.
2. Krasner, S. D. (1999). *Sovereignty: Organized hypocrisy*. Princeton University Press.
3. Morgenthau, H. J. (2006). *Politics among nations: The struggle for power and peace* (7th ed.). McGraw-Hill. (Original work published 1948)
4. Russett, B. (1993). *Grasping the democratic peace: Principles for a post–Cold War world*. Princeton University Press.
5. Stiglitz, J. E. (2002). *Globalization and its discontents*. W. W. Norton & Company
6. Sylvester C. (2001). *Feminist International Relations: An Unfinished Journey*. Cambridge University Press.
7. Waltz, K. N. (1979). *Theory of international politics*. McGraw-Hill.

5. Course name: The Origins of the European civilization: State and Society in the Roman World

Credits: 3 ECTS

Description:

- This course provides knowledge on the anthropological aspects of Ancient Rome, social republican structures, citizenship, interactions between social strata, as well as the history and evolution of the Empire, politically and socially.
- We analyse the expansion of the Roman Empire and contacts with different populations in the Balkans and Orient, regime crises, evolution of socio-juridical status.
- We study the morphology of urban roman civilization and legacy, monarchy and organization of the Empire, economic and social evolution, paganism and social exclusion, religious diversity, dictatorship, diplomacy, military institutions, political organization and implications for contemporary law and politics.

Bibliography and learning materials:

1. Astin, A. E., Walbank, F. W., Frederiksen, M. W., & Ogilvie, R. M. (Eds.). (1989). *The Cambridge ancient history* (2nd ed.). Cambridge University Press.
2. Dio, C. (1917). *Roman history* (E. Cary, Trans.). Harvard University Press. (Original work published ca. 3rd century CE)
3. Plutarch. (1960–1969). *Parallel lives* (N. I. Barbu, Trans.; Vols. 1–4). Editura Științifică.

4. Polybius. (1966–1995). *The histories* (D. C. Popescu & A. Piatkowski, Trans.; Vols. 1–3). Editura Științifică.

6. Course name: State, Church and Culture in pre-modern Europe

Credits: 3 ECTS

Description:

- This course analyses in-depth The Age of Discovery, with its mechanisms and consequences in various spaces. Students learn about the Arab world and pre-modern Islam, the Chinese civilizations, the Mongols and the Mongolian Empire expansion, Indian civilization, Black Africa, pre-Columbian Americas.
- We examine the economy and society in pre-modern and modern Europe, the rise and expansion of capitalist relations, social structures in pre-modern and modern times, and aspects of state organization in Europe, diplomacy and military components, absolutism and monarchy and the modern state.
- We engage critically with behaviors, mentalities, language and culture of Middle Ages societies; Religious reformation, Counter Reformation; literary and artistic renaissance, scientific revolutions and development, Europe in relation with various civilizations.

Bibliography and learning materials:

1. Delumeau, J. (1991). *Civilization of the Renaissance*. Penguin Books.
2. Favier, J. (1996). *The great discoveries: From Alexander to Magellan*. Thames & Hudson.
3. Lung, E., & Murgescu, B. (2023). *Course materials on state, church, and culture* [Unpublished course materials].
4. Todorov, T. (1984). *The conquest of America: The question of the other* (R. Howard, Trans.). Harper & Row.
5. Weber, M. (2002). *The Protestant ethic and the spirit of capitalism* (S. Kalberg, Trans.). Roxbury Publishing Company.

7. Course name: Research methodology in the field of International Relations and European Studies

Credits: 4 ECTS

Description:

- This course teaches research practices in social and political sciences, methods of problem identification, question asking, as well as basic methodology concepts (description, analysis, explanations, hypothesis, theories). Students understand and use causal pathways and case studies, comparative aspects of methodology, and learn to choose critically between qualitative and quantitative research.
- The epistemological foundations of political and social science research, including positivist, interpretivist, and critical paradigms are closely examined, and the relationship between theory, research questions, hypotheses, and empirical investigation is critically explained.
- Students learn how to perform qualitative and quantitative research designs, data collection methods (surveys, interviews, focus groups, observation, historical and political document analysis - primary or secondary source), sampling strategies, and abide by ethical standards.

Bibliography and learning materials:

1. Abbott, A. (2004). *Methods of discovery: Heuristics for the social sciences*. W. W. Norton & Company.
2. Brady, H. E. (2008). Causation and explanation in social science. In J. M. Box-Steffensmeier, H. E. Brady, & D. Collier (Eds.), *The Oxford handbook of political methodology* (pp. 217–270). Oxford University Press.
3. Ruane, J. M. (2005). *Essentials of research methods: A guide to social science research*. Blackwell Publishing.

8. Course name: Critical thinking and academic communication

Credits: 2 ECTS

Description:

- This course familiarizes students with types of scientific papers, general academic writing requirements, and specific research methodology in the field of international relations. These include but are not limited to policy and discourse analysis, case studies, comparative analysis, process tracing, and quantitative techniques like surveys and data analysis. We cover the structure of a Bachelor's degree thesis, argument building, theme

relevance, formulating research questions, specialty literature analysis, formulating conclusions and evaluations.

- We explain bibliography and citation practices and standards for international relations, plagiarism and the ethics of scientific research, analyze principles of critical thinking, logical reasoning, and argumentation, with a focus on identifying assumptions, biases, fallacies, and evaluating evidence in academic and public discourse.

Learning materials: Mateescu, D. (2023). *Lecture notes on critical thinking and academic communication* [Unpublished lecture notes].

9. Course name: Introduction to Political Science: Theories and Research Methods

Credits: 2 ECTS

Description:

- The aim of this course is to provide fundamental knowledge of political science research and the identification and interpretation of a political phenomenon. Background notions studied include: Antiquity and philosophy - Socrates, Plato, Aristotle; innovations and changes of perspective - Machiavelli, Hobbes, Kant, political science concepts - Institutionalism, Rational Choice, Constructivism, comparative methodology in political science, practical analysis and description of political regimes. Additionally, concepts such as neoconservatism, postmodernism, colonialism, post colonialism and racial issues, political cultures are explored.
- Students learn about ethnology, ontology, notions of comparative research in social and political sciences, good practices in social and political science research, perform simple electoral data analysis, policy evaluation, and understand relationships between political theory, research questions, hypotheses, and empirical analysis.

Learning materials:

1. Boucher, D., & Kelly, P. (Eds.). (2003). *Political thinkers: From Socrates to the present*. Oxford University Press.
2. Ishiyama, J. T., & Breuning, M. (Eds.). (2011). *21st century political science: A reference handbook*. SAGE Publications.
3. King, R., & Marian, C. G. (2008). Defining political science: A cross-national survey. *European Political Science*, 7(2), 198–216.

4. Klingemann, H.-D. (Ed.). (2009). *The Oxford handbook of political science*. Oxford University Press.
5. Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2011). *Political science: An introduction* (T. Moldovanu, Trans.). Polirom.

10. Course name: Specialized Internship I

Credits: 4 ECTS

Description:

The Specialized Internship course provides students with supervised practical experience within partner institutions. The activity begins with the preparation of the required documentation and formal enrolment through the completion of internship forms, followed by placement at the host institution. During the internship, students carry out individual research or administrative tasks, in accordance with the objectives established by the tutors. Participants develop research toolkits designed to facilitate their work, including bibliographies, repertories, abstracts, reviews, and the use of relevant databases. The course also requires the preparation and delivery of oral and audio-visual presentations of the projects undertaken, as well as participation in workshops organized by partner institutions. All activities are performed under the guidance and coordination of designated academic and institutional supervisors.

II. Course descriptions – 2nd year

11. Course name: Political Regimes in the Contemporary World I

Credits: 5 ECTS

Description:

- This course offers analytical knowledge on the political and social implications of the First World War and the totalitarian regimes that followed in the interwar period, analyzing each of them in depth. The main approaches include psychological, economical, and demographical effects, concepts relating to racial theory, segregation, genocide, propaganda and democracy shortcomings, studying concepts such as class differences and Marxist theory, discrimination, imperialism and political and geographical outcomes for colonial powers.

- We case-study representative states for each regime, such as the US, UK and France for models of democracy and idealism, the USSR for communism, Germany for Nazism and Italy for fascism. Students gain knowledge on the implications for contemporary political and social landscapes and behavior.

Textbook: Staniforth, J., & Waller, S. (2014). *AQA history AS unit 1: Totalitarian ideology in theory and practice, c.1848–1941*. Oxford University Press.

12. Course name: Society, Culture and Ideology in Contemporary Romania I

Credits: 3 ECTS

Description:

- In this course, students learn about theoretical social frameworks and social behaviors manifested in Romania with larger applicability in post-war Europe. We explore cultural and ideological war motivations, social policy and the achievement of mass democracy, the thinking currents generated by the War and their socio-political and psychological profile; trench psychosis and war psychological and social repercussions;
- We approach the political and social integration of provinces, socio-legislative post-war evolutions, monarchy and regimes, radicalism and nationalism, national forms of fascism, minorities in Greater Romania, ethnic uniformity;
- Topics such as integration, exclusion, self-exclusion, relation to the majority of minorities are explored, as well as academic dynamics, and cultural ideologies. The course relates all studied concepts to current Romanian realities and tests their relevance for other regions and states.

Learning materials:

1. Hitchins, K. (1994). *Romania 1866–1947*. Oxford University Press.
2. Livezeanu, I. (1995). *Cultural politics in Greater Romania: Regionalism, nation building, and ethnic struggle, 1918–1930*. Cornell University Press.
3. Müller, F. (2014). *Society, ideology, dictatorships*. University of Bucharest Press,
4. Rădăceanu, L., & Voinea, Ș. (2005). *Oligarhia română: Marxism oligarhic [The Romanian oligarchy: Oligarchic Marxism]* (V. Rizescu, Ed.). Editura Dominor.
5. Vianu, T. (1979–1980). *Studii de filozofia culturii [Studies on the philosophy of culture]*. Minerva

13. Course name: Political Regimes in the Contemporary World II

Credits: 4 ECTS

Description:

- This course provides students with the opportunity to analytically engage with the post-war era of international relations, with a focus on the Cold War history, psychological and socio-political effects. We examine behavioral politics, enemy perception, suspicion and security dilemmas, reconstruction and development in post-war countries: economic and political reconstruction (Germany, France), Asian modernisation and social development and decolonization in Africa.
- Students learn about the British model of welfare state as well as the Scandinavian model of political and economic development on the background of social welfare, gaining knowledge about the effects of wars in the Cold War period on local populations, such as the wars in Korea, Vietnam, Afghanistan,
- We take a critical look at decolonization and South American political regimes, African society and political regimes, the hidden interests of neocolonial states, the effects of globalisation, consumption and power play on underdeveloped countries and marginalized communities.

Bibliography and learning materials:

1. Hobsbawm, E. (1994). *The age of extremes: A history of the world, 1914–1991*. Pantheon Books.
2. Johnson, P. (1983). *Modern times: The world from the twenties to the nineties*. Weidenfeld & Nicolson.
3. Milza, P., & Bernstein, S. (1996). *Histoire du XXe siècle (Vol. 3: La recherche d'un nouveau monde)*. Hatier

14. Course name: Society, Culture and Ideology in Contemporary Romania II

Credits: 3 ECTS

Description:

- This course covers, in-depth, the communist history of Romania and Eastern-Europe in general, and its consequences and implications: coming to power, political cleansing, monarchy abolition, socio-economical transformations, evolution of power, foreign policy

and relations with non-western areas, such as the states of the Non-Aligned Movement, the states of Africa, Asia, Middle East and Latin America.

- We engage critically with concepts such as oppression, communist propaganda and culture, opposition, implications for various discriminated populations (Magyar, Roma, Jewish people) the status of women and their access to reproductive rights and body autonomy
- Students gain the capacity to analyse and examine the legacy of the Revolution and communism in Romania and worldwide, as well as progress and historical realities in contemporary post-communist countries.

Bibliography:

1. Betea, L., Mihail, F.-R., & Titu, I. (2015). *Tiranul [The tyrant]* (Vol. 3). Cetatea de Scaun.
2. Burakowski, A.(2016). *Dictatura lui Nicolae Ceaușescu 1965-1989: Geniul Carpaților [The dictatorship of Nicolae Ceaușescu 1965-1989: The Genius of the Carpathians]*. Polirom.
3. Cioroianu, A. (2005). *On Marx's shoulders: An introduction to the history of Romanian communism*. Curtea Veche.
4. Murgescu, B. (2007). *Revoluția română din decembrie 1989: Istorie și memorie [The Romanian revolution of December 1989: History and memory]*. Polirom.
5. Pârvolescu, I. (2015). *Și eu am trăit în comunism [I, too, lived in communism]*. Humanitas.

III. Course descriptions – 3rd year

15. Course name: The Middle East in the Contemporary World

Credits: 3 ECTS

Description:

- This course provides knowledge on the anthropology of the Middle East, through student-taught lectures and presentations on the topics of society, politics, culture and economics within every country in the Middle East. Students gain in-depth knowledge about the social strata, critical role of religion and shared values, the status of women, children and minorities in various Islamic states.
- Lectures examine topics such as civil or world war and post-war reconstruction and socio-economical rebuilding, mediation and human rights, genocide and peacemaking. The

course approaches aspects of cultural identity, from traditions, gastronomy and clothing, to music, cinematography and cultural import, with particular attention to the way these were shaped by the history of the area.

Learning materials: Course materials, including student presentations, readings, and audio-visual resources [Unpublished course materials]. University of Bucharest.

16. Course name: Foreign Policy and Diplomacy

Credits: 4 ECTS

Description:

- In this course, we analyse peacemaking processes, with a focus on the intervention of international organizations in post-conflict resolutions, especially the participation of the UN and OSCE in mediation, development policy and peacekeeping. Students learn about the role of diplomatic and consular missions, treaties, correspondence and alliances in international relations.
- Seminars offer the framework to case-study and debate mechanisms of intervention in different conflicts, predominantly Iraq (1991, 2003), Syria, Kosovo, Palestine, Israel, Georgia, Armenia, Ukraine, Transnistria, Bosnia, Cyprus, focusing on peaceful response, through resolutions, demilitarization, observation mechanisms, and other instruments that ensure the respect for human rights. We examine the organizational composition of the UN, EU, and NATO and their attributions as well as their limitations, diplomacy instruments and good practices, and about benchmark events for human rights protection, such as the Helsinki Decalogue.

Bibliography and learning materials:

1. Cooper, A. F., Heine, J., & Thakur, R. (Eds.). (2013). *The Oxford handbook of modern diplomacy*. Oxford University Press.
2. Little, R., & Buzan, B. (2000). *International systems in world history: Remaking the study of international relations*. Oxford University Press.
3. Milza, P., & Bernstein, S. (1998). *Histoire du XXe siècle (Vol. 1: La fin du „monde européen” (1900–1945))*. Hatier.
4. Satow, E. M. (2011). *Satow's diplomatic practice* (6th ed.). Oxford University Press. (Original work published 1917)

17. Course name: Society and Culture in the Contemporary World I

Credits: 4 ECTS

Description:

- The aim of this course is to analyse the social, political, and cultural transformations of the interwar period focusing on the economic and socio-cultural consequences of the First World War. We look closely at processes of modernization, urbanization, and nation-building, as well as transition periods and evolution (from belle époque to les années folles) and the social effects of the economic crisis.
- We examine major ideological, intellectual, and cultural currents of the interwar era, including totalitarianism, realism, prolecultism in the USSR, German and Italian societal characteristics, „The American way of life”, the role of intellectuals, elites, mass culture, and the press in shaping public discourse and identities.
- During seminar hours, students learn about social inequalities, religious movements and initiatives (e.g. Prohibition Era) class structures, gender roles and key woman figures in interwar history, minority issues and treatment, cultural conflicts in interwar societies and urban-rural disparities in development. We critically approach interwar culture, with a focus on art, literature, cinematography, sports and leisure time, cultural revolutions and totalitarian art and expression.

Bibliography and learning materials:

1. Cordoș, S. (2002). *Literatura între revoluție și reacțiune*. Biblioteca Apostrof.
2. Furet, F. (1999). *The passing of an illusion: The idea of communism in the twentieth century*. University of Chicago Press. (Original work published 1995)
3. Kershaw, A. (2007). *Women in Europe between the wars: Politics, culture and society*. Ashgate.
4. Nolte, E. (1987). *The European civil war, 1917–1945: National socialism and Bolshevism*. Blackwell.
5. Pauley, B. F. (2014). *Hitler, Stalin and Mussolini: Totalitarianism in the twentieth century* (2nd ed.). Wiley-Blackwell.

18. Course name: United States in the 20th and 21st century

Credits: 3 ECTS

Description:

- This course covers American imperialism, evolutions and social attitudes, as well as interactions with other populations, such as the Hispanic population, the Extreme Orient and the Caribbean. We explore progressivism: origins, characteristics and inclusivity of the movement, government and urban reforms; prosperity, the New Liberty and its issues, war involvement and consequences, economic aid initiatives.
- We aim to analyse social implications of the war and Great Depression, changes in administration and their challenges, economic development and prosperity, internal inequality and racial issues and reproductive rights, the globalization of foreign policy, the “New Frontier” and “Great Society, with a critical lens on racial relations and desegregations, social and ecological activism, sexual minorities and indigenous persons, homelessness, immigration, consumerism, and the civil rights revolution;
- Students learn about the American evolution towards the status of a great power, socio-political and economic progress, regional or by-proxy wars and their consequences, the New Order, republican administrations and conservatism. Concepts and trends such as ‘the impossibility of return to normality and prosperity’, new social tendencies, social mutations, psychological evolutions, will be explored, as well as the first and second New Deal programs, American diplomacy, global responsibility, politics and society in the US under Obama and Trump.

Bibliography and learning materials:

1. Kruse, K. M., & Zelizer, J. E. (2019). *Fault lines: A history of the United States since 1974*. W. W. Norton & Company.
2. Leuchtenburg, W. E. (1958). *The perils of prosperity, 1914–1932*. University of Chicago Press.
3. Smith, H. (1998). *The power game: How Washington works*. Random House.
4. Wynn, N. A. (1986). *From progressivism to prosperity: World War I and American society*. Holmes & Meier.

19. Course name: Society and Culture in the Contemporary World II

Credits: 4 ECTS

Description:

- This course explores the socio-economic consequences of the Second World War, major social and cultural transformations in the late modernity period, such as globalization, multiculturalism, urbanization, and the reconfiguration of social identities and culture, as well as the impact of neoliberalism and consumer culture, with a critical approach on the impact of capitalism in society
- Main topics include post-war Stalinism and communist regimes in Central and Eastern Europe, and the new culture which emerged. We explore soviet oppression and attitudes towards modernity and cosmopolitanism, internal liberalisation and its socio-cultural effects, the Great Cultural Revolution in China, and American society as the epitome of consumption.
- Seminars provide knowledge on the alternative culture in socialist states: the samizdat; post-war cinematography; arts and literature in the US between 1950 and 1970; opposition movements in Western Europe in the '60s; the leftist appeal (Che Guevara, Mao) in western societies; Cold War culture; social and cultural dimensions of regime crises, European society after the Cold War, globalisation and opposition in contemporary society, cultural capital, power and discourse, with case studies on mass media, popular culture, social movements.

Bibliography:

1. Graney, K. (2019). *Russia, the former Soviet republics, and Europe since 1989: Transformation and tragedy*. Oxford University Press.
2. Jacka, T., Kipnis, A. B., & Sargeson, S. (2013). *Contemporary China: Society and social change*. Cambridge University Press.
3. Judt, T. (2005). *Postwar: A history of Europe since 1945*. Penguin Books.
4. Mark, J., Iacob, B. C., Rupprecht, T., & Spaskovska, L. (2019). *1989: A global history of Eastern Europe*. Cambridge University Press
5. Revel, J.-F. (1993). *Democracy against itself: The future of the democratic impulse* (M. Antohi, Trans.). Free Press.

20. Course name: Globalism and Globalization in the Contemporary World

Credits: 3 ECTS

Description:

- The aim of this course is to explore in-depth the socio-cultural dimension in the context of globalization, with particular attention to the Methodology of socio-cultural analysis; we study the main directions of socio-cultural dynamics in the context of globalization, traditionalism and modernization: the antinomy of socio-cultural evolution models, migrations, ethnonationalism and multiculturalism;
- The status of national culture in a global world is closely analysed, as well as the construction of the consumer society and the prospects for the socio-cultural transformation of the global world and other economic aspects of the globalization process: global trade, financial and investment flows.
- We examine the Eurocentric Cultural Model: Westernization as a Global Process, Postmodernism and What Comes After It, Social and cultural challenges in the information society: the information revolution, the question of globalization as a modernization process, investigating the crisis of globalization, the financial crisis and the liberal democracy crisis.

Bibliography:

1. Diamond, P. (2019). *The crisis of globalization: Democracy, capitalism and inequality in the twenty-first century*. I.B. Tauris.
2. Harrison, L. E., & Huntington, S. P. (Eds.). (2000). *Culture matters: How values shape human progress*. Basic Books.
3. Jahambegloo, R. (1993). *Conversations with Isaiah Berlin*. Orion Books.
4. King, A. D. (Ed.). (1997). *Culture, globalization and the world-system: Contemporary conditions for the representation of identity*. University of Minnesota Press.

21. Course name: Geostrategy and Geopolitics

Credits: 3 ECTS

Description:

- This course examines geopolitics and geostrategy as analytical frameworks for understanding contemporary political dynamics. It explores the relationship between space and sovereignty in the twenty-first century, as well as the transformation of classical and non-classical actors in the post-Cold War international order. Key themes include national interest and Euro-Atlantic integration, the role of perceptions in geopolitical analysis, and the methods and techniques used to assess geostrategic environments.

- We cover the reconfiguration of borders in Central and South-Eastern Europe after the Cold War, border crises in the former Soviet space (with a case study on Transnistria), and the broader impact of globalisation and regionalisation on frontiers. The course also analyses organisations and their enlargement, security dynamics in the Euro-Asian space, and recent geopolitical transformations in the Black Sea region and the Middle East.

Bibliography:

1. Brzezinski, Z. (2000). The grand chessboard: American supremacy and its geopolitical imperatives. Editura Univers Enciclopedic.
2. Hlihor, C. (2005). History and geopolitics in twentieth-century Europe: Theoretical and methodological considerations. Rao.
3. Kissinger, H. (1998). Diplomacy. Editura Enciclopedică.
4. Tămaș, S. (1995). Geopolitics. Alternative.

22. Course name: Workshop for BA thesis I

Credits: 3 ECTS

Description:

- This course introduces the main methods of research and analysis in history and the history of international relations, with a focus on preparing students for the BA thesis. It examines the criteria for selecting a research topic, including scope, feasibility, level of difficulty, and academic relevance.
- We cover the structure of a thesis, the development of a research plan, and the preparation of a relevant bibliography. Students are introduced to different types of sources, research methodology, and the use of critical apparatus (citation styles, footnotes, and academic conventions), addressing technical aspects of academic writing, such as formatting, pagination, and the role of appendices.
- Seminars function as workshops in which students refine their research topics, draft proposals, and receive feedback from supervisors, progressing toward the completion of the final dissertation.

23. Course name: Workshop for BA thesis II

Credits: 3 ECTS

Description:

- This course builds on the methodological foundations established in the first semester and guides students through the drafting and completion of the BA thesis. It focuses on refining research questions, strengthening argumentation, and integrating primary and secondary sources into a coherent analytical framework. Particular attention is given to structuring chapters, ensuring logical coherence, and developing clear, evidence-based conclusions.
- Students continue to apply appropriate citation styles and critical apparatus, at the same time improving clarity, concision, and academic style through methods such as revision and feedback integration. Seminars act as advanced workshops in which students submit draft chapters, receive detailed feedback from their thesis coordinator, and address methodological or interpretative challenges. The course culminates in the finalization, formatting, and submission of their work, ensuring that it meets academic standards of rigor and scholarly presentation.

24. Course name: Bachelor's thesis practical work

Credits: 3 ECTS

Description:

- This course examines the evolution of International Relations as a historical and interdisciplinary field, tracing its major historiographical schools, foundational authors, and core theoretical paradigms. It explores the development of key concepts such as diplomacy, balance of power, Great Powers, imperialism, colonialism, national interest, security, and the international system in the nineteenth and twentieth centuries. Particular attention is given to traditional diplomatic history—its sources, methods, document typologies, and the limits of memoir literature—as well as to techniques of translation and editing of diplomatic documents.
- We approach international history from systemic and decision-making perspectives, analysing foreign policy mechanisms, institutional and societal determinants, and the interaction of actors within the global power system. It integrates insights from International Relations theory, geopolitics, and other social sciences, while equipping students with methodological, analytical, and writing skills necessary for producing rigorous academic research, including dissertation projects and the proper use of the critical apparatus.

Bibliography:

1. Levy, J. S. (1997). Too important to leave to the other: History and political science in the study of international relations. *International Security*, 22(1), 22–33.
2. Renouvin, P., & Duroselle, J.-B. (2007). *Introduction à l'histoire des relations internationales*. Paris: Armand Colin.
3. Smith, T. W. (1994). *History and international relations*. London: Routledge.
4. Trachtenberg, M. (2006). *The craft of international history: A guide to method*. Princeton, NJ: Princeton University Press.