



## COURSE SYLLABUS

### 1. Information about the program

1.1 Higher Education Institution	Babeş-Bolyai University
1.2 Faculty	Faculty of European Studies
1.3 Department	International Relations and German Studies
1.4 Field of study	International Relations and European Studies
1.5 Study level	BA
1.6 Programme of study/ Qualification	International Relations and European Studies

### 2. Information about the discipline

2.1 Module	<b>Security Studies</b>						
2.2 Course holder	<b>Laura Herța, PhD</b>						
2.3 Seminar holder	<b>Ana Pantea, PhD</b>						
2.4 Year of study	1	2.5 Semester	1	2.6. Type of assessment <sup>1</sup>	E.	2.7 Type of module <sup>2</sup>	OB

### 3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	3	3.1 of which for course	2	3.3 of which for seminar	1
3.4 Total no. of hours in the curriculum	42	3.5 of which for course	28	3.6 of which for seminar	14
Time distribution:					Hours
Study by using handbook, reader, bibliography and course notes					14
Additional library/specialised online research, field research					10
Preparation of seminars/laboratories, homework, projects, portfolios and essays					14
Tutoring					10
Examinations					8
Other activities: .....					
3.7 Total no. of hours for individual study	28				
3.8 Total no. of hours per semester	42				
3.9 No. of ETCS credit points	5				

<sup>1</sup> E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

<sup>2</sup> OB - core module, OP - elective module, F - extracurricular module

**4. Prerequisites** (where applicable)

4.1 of curriculum	• --
4.2 of competencies	• --

**5. Conditions** (where applicable)

5.1 For the development of the course	• Video-projector for the lecture
5.2 For the development of the seminar/laboratory	• Reader for the seminar

**6. Specific skills acquired**

<b>Professional skills</b>	<ul style="list-style-type: none"> <li>• The ability to identify, assess, and analyze security issues in international politics</li> <li>• The ability to identify, assess, and analyze threats to national security</li> <li>• Development and consolidation of skills pertaining to analysis of threats and sources of insecurity, de-escalation, and formulation of security policies</li> <li>• Development of skills in identifying and designing solutions to complex conflict relations, in contextualizing disputes and crises</li> </ul>
<b>Interdisciplinary skills</b>	<ul style="list-style-type: none"> <li>• Development of reflective knowledge and analytical skills</li> <li>• Provision of skills pertaining to the use of analytic methodologies within the field of International Relations</li> </ul>

**7. Course objectives** (based on list of acquired skills)

7.1 General objective	<ul style="list-style-type: none"> <li>• providing skills pertaining to the analytic methodologies in order to apply theoretical knowledge (corroborated by case studies) and to analyze, evaluate, and formulate security policy and security strategies</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• providing analytical skills in order to frame and to correlate phenomena and events within international politics to fundamental concepts in Security Studies and in order to design adequate interpretations of specific processes and security strategies</li> <li>• providing analytical skills for identifying, understanding and analyzing current events and phenomena within world politics, such as: conflicts, wars, threats, national security, food insecurity, human security</li> <li>• facilitating an environment of study based on problematizing and providing students with opportunities to appropriate, internalize key elements of security studies through group discussions, dialogue, and <i>problem-oriented</i> analyses.</li> </ul>

## 8. Contents

8.1 Lecture	Teaching methods	Observations
1. Introductory notions, explanation of basic terminology. Provision of students with requirements for the lecture and seminar and organisational details	Lecture, heuristic conversation, dialogue	
2. International Relations and Security Studies. Interconnected fields of study and intertwined processes	Lecture, heuristic conversation, dialogue	
3. Traditional approaches on security, states' security and national security during the Cold War	Lecture, heuristic conversation, dialogue	
4. Realist security studies: main tenets	Lecture, heuristic conversation, dialogue	
5. Neo-realist security studies: main tenets	Lecture, heuristic conversation, dialogue	
6. Extending the meaning of security – the deepening and widening of security	Lecture, heuristic conversation, dialogue	
7. The Copenhagen School of Security Studies	Lecture, heuristic conversation, dialogue	
8. Constructivist security studies	Lecture, heuristic conversation, dialogue	
9. Critical security studies	Lecture, heuristic conversation, dialogue	
10. Feminist security studies	Lecture, heuristic conversation, dialogue	
11. Post-colonial security studies	Lecture, heuristic conversation, dialogue	
12. Human Security	Lecture, heuristic conversation, dialogue	
13. War and security threats in DR Congo and Human Security – Perspectives from International Relations	Lecture, heuristic conversation, dialogue	
14. Warfare and Human (In)Security in The Horn of Africa	Lecture, heuristic conversation, dialogue	
<b>Bibliography:</b> <ul style="list-style-type: none"> <li>• Buzan, Barry; Lene Hansen (2009), <i>The Evolution of International Security Studies</i>, Cambridge: Cambridge University Press;</li> <li>• Buzan, Barry; Ole Waever and Jaap de Wilde (1998), <i>Security: A New Framework for Analysis</i>, Boulder: Lynne Rienner;</li> <li>• Booth, Ken (ed.) (2005), <i>Critical Security Studies and World Politics</i>, Boulder: Lynne Rienner;</li> <li>• Laura M. Herta, "Humanitarian Intervention and Human Security – Sociological, Critical, and Constructivist Approaches to (In)security in Africa", in Valentin Naumescu (ed.), <i>Democracy and Security in the 21st Century: Perspectives on a Changing World</i>, Newcastle upon Tyne: Cambridge Scholars Publishing, 2014, pp. 343-381</li> <li>• Laura M. Herta, "Intra-state violence in DR Congo and Human Security – Perspectives from International Relations Theories", in Wolfgang Benedek, Vanda A. Dias, Lisa M. Heschl, Matthias C. Kettmann, Reinmar Nindler, Kalkidan N. Obse, Stefan Salomon (eds.), <i>An African Spring? Human Rights and Security in Times of Change</i>, European Training and Research Centre for Human Rights and Democracy (ETC), Graz, 2014, pp. 186-218.</li> </ul>		

**Optional bibliography:**

- Arnold, Guy (2008), *Historical Dictionary of Civil Wars in Africa*, second edition, The Scarecrow Press;
- Baker, Bruce (2010), *Security in Post-Conflict Africa. The Role of Non-state Policing*, London, New York: CRC Press Taylor & Francis Group;
- Bourbeau, Philippe (2011), *The Securitization of Migration. A study of movement and order*, London, New York: Routledge;
- Bright, Jonathan (2012), "Securitization, terror, and control: towards a theory of the breaking point", *Review of International Studies*, October 2012, volume 38, issue 4, pp. 861-879;
- Buzan, Barry; Lene Hansen (2009), *The Evolution of International Security Studies*, Cambridge: Cambridge University Press;
- Commission on Global Governance (1995), *Our Global Neighbourhood*, Oxford: Oxford University Press;
- Commission on Human Security (2003), *Human Security Now*, Commission on Human Security, New York;
- Krause, Keith; Michael C. Williams (2007), "Broadening the Agenda of Security Studies: Politics and Methods", in Barry Buzan; Lene Hansen (eds.), *International Security* (volume III Widening Security), London: Sage Publications, pp. 135-164;
- Newman, Edward (2010), "Critical human security studies", *Review of International Studies*, 36, pp. 77-94; —. (2001), "Human Security and Constructivism", *International Studies Perspectives*, United Nations University, 2, 2001, pp. 239-251;

8.2 Seminar / Laboratory	Teaching methods	Observations
1. Organizational details: requirements for seminar activity, presentation of reader and bibliography, organization of the final examination		
2. Analyzing security in International Relations	Text analysis, debate	<ul style="list-style-type: none"> <li>• Alan Collins (ed.), <i>Contemporary Security Studies</i>, Third Edition, Oxford: Oxford University Press, December 2012, case study "Women and War"</li> <li>• Alan Collins (ed.), <i>Contemporary Security Studies</i>, Third Edition, Oxford: Oxford University Press, December 2012, case study "Water Resources"</li> <li>• Garner, Ferdinand &amp; Lawson, <i>Introduction to Politics</i>, 2 edition, Oxford: Oxford University Press, December 2012, case study "Gender and genocide in the Bosnian War"</li> </ul>
3. An analysis on the wars in Afghanistan and Iraq. Weak states and insecurity	Text analysis, debate	<ul style="list-style-type: none"> <li>• John Baylis, James J. Wirtz, and Colin S. Gray (eds.), <i>Strategy in the Contemporary World</i>, Fourth Edition, Oxford: Oxford University, December 2012, case study "Afghanistan"</li> <li>• John Baylis, James J. Wirtz, and Colin S. Gray (eds.), <i>Strategy in the Contemporary World</i>, Fourth Edition, Oxford: Oxford University, December 2012, case study "The US Invasion of Iraq: The American Way of War and the Dilemmas of Counterinsurgency"</li> <li>• Garner, Ferdinand &amp; Lawson, <i>Introduction to Politics</i>, 2 edition, Oxford: Oxford University Press, December 2012, case study "Positioning Iraq in the metanarrative of the 'war on terror' "</li> </ul>

4. Secessionism and threats to security in Caucasus: the case of South Ossetia and Chechnya	Text analysis, debate	<ul style="list-style-type: none"> <li>• John Baylis, James J. Wirtz, and Colin S. Gray (eds.), <i>Strategy in the Contemporary World</i>, Fourth Edition, Oxford: Oxford University, December 2012, case study “The South Ossetian War”</li> <li>• John Baylis, James J. Wirtz, and Colin S. Gray (eds.), <i>Strategy in the Contemporary World</i>, Fourth Edition, Oxford: Oxford University, December 2012, case study “Holding a Decaying Empire Together: The War in Chechnya”</li> </ul>
5. Security issues and EU-Georgia relations	Text analysis, debate	<ul style="list-style-type: none"> <li>• Laura M. Herta; Alexandra Sabou, “Frozen Conflicts in South Caucasus and their Impact on the Eastern Partnership. The case of Georgia and its Break-away Republics of Abkhazia and South Ossetia”, in Valentin Naumescu; Dan Dungaciu (eds.), <i>The European Union’s Eastern Neighbourhood Today: Politics, Dynamics, Perspectives</i>, Newcastle upon Tyne: Cambridge Scholars Publishing, 2015, pp. 116-156</li> </ul>
6. Violence and insecurity in Africa: the case of D.R. Congo	Text analysis, debate	<ul style="list-style-type: none"> <li>• John Baylis, James J. Wirtz, and Colin S. Gray (eds.), <i>Strategy in the Contemporary World</i>, Fourth Edition, Oxford: Oxford University, December 2012, case study “ All Against All: The Conflict in the Congo”</li> <li>• Laura M. Herta, “Intra-state violence in DR Congo and Human Security – Perspectives from International Relations Theories”, in Wolfgang Benedek, Vanda A. Dias, Lisa M. Heschl, Matthias C. Kettemann, Reinmar Nindler, Kalkidan N. Obse, Stefan Salomon (eds.), <i>An African Spring? Human Rights and Security in Times of Change</i>, European Training and Research Centre for Human Rights and Democracy (ETC), Graz, 2014, pp. 186-218.</li> </ul>
7. Threats to regional security: violence and warfare in Syria and regional destabilization		<ul style="list-style-type: none"> <li>• Peter Burnell, Vicky Randall, and Lise Rakner (eds.), <i>Politics in the Developing World</i>, Fourth Edition, Oxford: Oxford University Press, February 2014, case study “The Onset of the Syrian Uprising and the Origins of Violence”</li> </ul>

**Bibliography:**

- Alan Collins (ed.), *Contemporary Security Studies*, Third Edition, Oxford: Oxford University Press, December 2012, case study “Women and War”
- Alan Collins (ed.), *Contemporary Security Studies*, Third Edition, Oxford: Oxford University Press, December 2012, case study “Water Resources”
- Garner, Ferdinand & Lawson, *Introduction to Politics*, 2 edition, Oxford: Oxford University Press, December 2012, case study “Gender and genocide in the Bosnian War”
- John Baylis, James J. Wirtz, and Colin S. Gray (eds.), *Strategy in the Contemporary World*, Fourth Edition, Oxford: Oxford University, December 2012, case study “Afghanistan”
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- Garner, Ferdinand & Lawson, *Introduction to Politics*, 2 edition, Oxford: Oxford University Press, December 2012, case study “Positioning Iraq in the metanarrative of the 'war on terror' ”

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- John Baylis, James J. Wirtz, and Colin S. Gray (eds.), *Strategy in the Contemporary World*, Fourth Edition, Oxford: Oxford University, December 2012, case study “Holding a Decaying Empire Together: The War in Chechnya”
- Laura M. Herta; Alexandra Sabou, “Frozen Conflicts in South Caucasus and their Impact on the Eastern Partnership. The case of Georgia and its Break-away Republics of Abkhazia and South Ossetia”, in Valentin Naumescu; Dan Dungaciu (eds.), *The European Union’s Eastern Neighbourhood Today: Politics, Dynamics, Perspectives*, Newcastle upon Tyne: Cambridge Scholars Publishing, 2015, pp. 116-156
- John Baylis, James J. Wirtz, and Colin S. Gray (eds.), *Strategy in the Contemporary World*, Fourth Edition, Oxford: Oxford University, December 2012, case study “ All Against All: The Conflict in the Congo”
- Laura M. Herta, “Intra-state violence in DR Congo and Human Security – Perspectives from International Relations Theories”, in Wolfgang Benedek, Vanda A. Dias, Lisa M. Heschl, Matthias C. Kettemann, Reinmar Nindler, Kalkidan N. Obse, Stefan Salomon (eds.), *An African Spring? Human Rights and Security in Times of Change*, European Training and Research Centre for Human Rights and Democracy (ETC), Graz, 2014, pp. 186-218.
- Peter Burnell, Vicky Randall, and Lise Rakner (eds.), *Politics in the Developing World*, Fourth Edition, Oxford: Oxford University Press, February 2014, case study “The Onset of the Syrian Uprising and the Origins of Violence”

**Optional bibliography:**

- Nicholas Wheeler, “Global Bystander to Genocide: International Society and the Rwandan Genocide of 1994”, in Nicholas Wheeler, *Saving Strangers. Humanitarian Intervention in International Society*, Oxford: Oxford University Press, 2000, pp. 208-241.
- Gerald Caplan, “Rwanda: Walking the Road to Genocide”, in Allan Thompson, *The Media And The Rwanda Genocide*, London: Pluto Press, 2007, pp. 20-37.
- Laura M. Herta (2012), “Peacekeeping and (mis)management of Ethnic Disputes. The Cyprus Case”, *Studia UBB Europaea*, LVII, 3, 2012, pp. 59-76
- Laura M. Herta (2014), “European Values and Cyprus’ Accession to the European Union – Between Optimist Expectations and Disenchantment with Ethno-political Conflict”, *Romanian Review of International Studies*, VI, 1, 2014, pp. 23-42
- Laura M. Herta (2014), “Human Displacement and Insecurity in Africa: The Genocide in Rwanda, the Great Lake Crisis and the Wars in D.R. Congo”, *Studia UBB Europaea*, LIX, 1, 2014, pp. 263-284
- Taylor, Paul, “The United Nations and International Order”, in Baylis, Jon; Smith, Steve (eds.), *The Globalization of World Politics*, Oxford, Oxford University Press, 2001, pp. 331-355.
- Mohammed Ayoob, “Humanitarian Intervention and International Society”, in *Global Governance*, 7, 2001, pp. 225-230.
- Ian Holliday, “Ethics of Intervention: Just War Theory and the Challenge of the 21st Century”, *International Relations*, vol. 17(2), 2003, pp. 115–133.

**9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:**

The discipline *Security Studies* prepares students for specific activities within institutions or NGOs preoccupied with core security issues, regional destabilization, threats to international peace and security, conflict resolution, human rights, post-conflict peace-building, peace and reconciliation, conflict areas, or for the Ministry of Foreign Affairs.

**10. Assessment**

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course/Lecture	7 points	Final written examination	70%
10.5 Seminar	3 points	1 p. (presentation, text analysis) 2 p. (seminar activity)	30%
10.6 Minimum standard of performance:			
Minimum three active seminar attendances (reading and discussing the required texts) Students shall pass the exam if they obtain at least the grade 5 in their written examination			

Date  
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Course holder signature  
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Seminar holder signature  
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Date of departmental approval  
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Head of department signature  
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