



Course syllabus

Academic year 2022-2023

1. Information about the program

1.1 Higher Education Institution	Babeș-Bolyai University
1.2 Faculty	European Studies
1.3 Department	European Studies and Governance
1.4 Field of study	International Relations and European Studies
1.5 Study level	Bachelor
1.6 Programme of study/ Qualification	International Relations and European Studies (English line of study)

2. Information about the discipline

2.1 Title	Fundamental Issues in the Contemporary World						
2.2 Course holder	Ana Pantea, PhD						
2.3 Seminar holder	PhD Stud. Carmen Duță						
2.4 Year of study	3	2.5 Semester	2	2.6. Type of assessment ¹	E	2.7 Type of module ²	OB

3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	3	3.2 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			83		
3.8 Total no. of hours per semester			12		
			5		
3.9 No. of ETCS credit points			5		

4. Prerequisites (where applicable)

4.1 of curriculum	❖
4.2 of competencies	❖

5. Conditions (where applicable)

5.1 For the development of the course	❖
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¹ E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

² OB - core module, OP - elective module, F - extracurricular module



5.2 For the development of the seminar/laboratory	❖
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6. Specific skills acquired

Professional skills	<ul style="list-style-type: none"> • The ability to analyze phenomena and events within international politics • Development and consolidation of skills within the fields of study: International Relations and Conflict Management and Peace Building • Development of skills in identifying and designing solutions to complex inter-ethnic and inter-religious conflict relations • Development and consolidation of skills pertaining to development programmes, humanitarian assistance, relief organizations
Interdisciplinary skills	<ul style="list-style-type: none"> • Development of reflective knowledge and analytical skills with respect to post-colonial world • Provision of skills pertaining to the use of analytic methodologies within the field of International Relations

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

7.1 General objective	<ul style="list-style-type: none"> • providing skills pertaining to the analytic methodologies in order to frame and to correlate phenomena and events within international politics to fundamental concepts in International Relations and in order to design adequate interpretations of specific processes and strategies
7.2 Specific objectives	<ul style="list-style-type: none"> • providing conditions for students' heuristic learning of specific and salient topics in international politics, such as: sociology of ethnic conflicts, identity-ethnicity-nationalism, the emergence of ethno-political conflicts and inter-religious or inter-sectarian conflicts, the analysis of intra-state warfare, the internationalization of internal disputes or ethnic conflicts, and rections of international organizations and institutions.

8. Contents

8.1 Course	Teaching methods	Observations
1. Introductory notions, explanation of basic terminology. 2. Obedience to authority. The Milgram Experiment. The banality of evil. 3. Decolonialisation and postcolonialism. 4. Economic practices of neo-colonialism. Case studies (China and West Africa) 5. Cultural practices of traditional and neo-colonialism. Case study (North America)	Lecture, heuristic conversation, dialogue	



<p>6. Political practices of neo-colonialism. Case study <i>France-Afrique</i> 7. Security Sector Governance in conflict-affected and fragile states. 8. Post-conflict reconstruction 1. DDR 9. Post-conflict reconstruction 2. Building capacity for long-term peace, security, and development. 10. SDG and gender 11. SDG and climate security 12. SDG and mental health</p>		
<p>Bibliography: https://unstats.un.org/sdgs/report/2022/The-Sustainable-Development-Goals-Report-2022.pdf</p>		

8.2 Seminar/Laboratory	Teaching methods	Observations
<p>New UN 17 sustainable development goals: https://sdgs.un.org/goals The report: https://unstats.un.org/sdgs/report/2022/The-Sustainable-Development-Goals-Report-2022.pdf Practical examples: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf</p>		
<p>Bibliography:</p> <p>Seminar 1. Introduction</p> <p>Seminar 2. Politics Erosion of democracy & Government Corruption // rise of authoritarianism Case study: Hong Kong Lee, Francis L. F., et al. “Hong Kong’s Summer of Uprising: From Anti-Extradition to Anti-Authoritarian Protests.” <i>China Review</i>, vol. 19, no. 4, 2019, pp. 1–32. JSTOR, https://www.jstor.org/stable/26838911. Accessed 9 Feb. 2023.</p> <p>Seminar 2. Politics Erosion of democracy & Government Corruption // rise of authoritarianism Case study: Hong Kong Lee, Francis L. F., et al. “Hong Kong’s Summer of Uprising: From Anti-Extradition to Anti-Authoritarian Protests.” <i>China Review</i>, vol. 19, no. 4, 2019, pp. 1–32. JSTOR, https://www.jstor.org/stable/26838911. Accessed 9 Feb. 2023.</p> <p>Seminar 3. Politics Decolonization & exploitation War & military conflicts // hybrid warfare Case study: Consequences of colonization in India; China’s hybrid warfare with Taiwan (cyberwarfare, propaganda, intimidation)</p>		



Cordesman, Anthony H., and Grace Hwang. Chronology of Possible Chinese Gray Area and Hybrid Warfare Operations. Center for Strategic and International Studies (CSIS), 2020. JSTOR, <http://www.jstor.org/stable/resrep25228>. Accessed 10 Feb. 2023.

Thakur, Kundan Kumar. “British Colonial Exploitation Of India And Globalization.” Proceedings of the Indian History Congress, vol. 74, 2013, pp. 405–15. JSTOR, <http://www.jstor.org/stable/44158840>. Accessed 10 Feb. 2023.

<https://www.cesifo.org/en/publications/2021/working-paper/impact-colonial-institutions-economic-growth-and-development-india>

Seminar 3. Politics

Decolonization & exploitation

War & military conflicts // hybrid warfare

Case study: Consequences of colonization in India; China’s hybrid warfare with Taiwan (cyberwarfare, propaganda, intimidation)

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Seminar 4. Social

Economic inequality

Poverty & its consequences

Food insecurity & world hunger

Overpopulation & overconsumption

Case study: global north (overconsumption, depletion of resources) vs global south (not overpopulation, but lack of resources due to exploitation)

Michener, Jamila, and Margaret Teresa Brower. “What’s Policy Got to Do with It? Race, Gender & Economic Inequality in the United States.” Daedalus, vol. 149, no. 1, 2020, pp. 100–18. JSTOR, <https://www.jstor.org/stable/48563035>. Accessed 10 Feb. 2023.

Chakrabarty, Malancho. “A Giant Leap Backwards: Is The Zero Hunger Goal Achievable?” World Affairs: The Journal of International Issues, vol. 22, no. 4, 2018, pp. 136–49. JSTOR, <https://www.jstor.org/stable/48520101>. Accessed 10 Feb. 2023.

<https://www.populationmedia.org/blog/how-do-overpopulation-and-overconsumption-damage-the-environment-what-you-need-to-know>

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Chakrabarty, Malancho. "A Giant Leap Backwards: Is The Zero Hunger Goal Achievable?" World Affairs: The Journal of International Issues, vol. 22, no. 4, 2018, pp. 136–49. JSTOR, <https://www.jstor.org/stable/48520101>. Accessed 10 Feb. 2023.

<https://www.populationmedia.org/blog/how-do-overpopulation-and-overconsumption-damage-the-environment-what-you-need-to-know>

Seminar 5. Social

Social inequality

Lack of Education

Gender Equality & Reproductive rights

Case study: FGM, Gambia; US Roe vs Wade; Afghanistan- Women and the Taliban

https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf, p 12

Roe vs Wade: <https://supreme.justia.com/cases/federal/us/410/113/>

Evans, Dabney P., and Subasri Narasimhan. "A Narrative Analysis of Anti-Abortion Testimony and Legislative Debate Related to Georgia's Fetal 'Heartbeat' Abortion Ban." Sexual and Reproductive Health Matters, vol. 28, no. 1, 2020, pp. 215–31. JSTOR, <https://www.jstor.org/stable/48617625>. Accessed 10 Feb. 2023.

Afghanistan:

<https://womensmediacenter.com/women-under-siege/why-im-breaking-the-cycle-of-violence-in-afghanistan>

<https://genevasolutions.news/explorations/dispatches-from-women-in-afghanistan/no-safety-under-taliban-for-afghan-women-fleeing-domestic-violence>

<https://www.ohchr.org/en/statements/2022/11/afghanistan-latest-taliban-treatment-women-and-girls-may-be-crime-against>

<https://www.washingtonpost.com/world/2022/07/27/afghanistan-women-taliban-rights-violence-amnesty-international/>

Seminar 5. Social

Social inequality

Lack of Education & Unemployment/ Child labor

Gender Equality & Reproductive rights

Case study: FGM, Gambia; US Roe vs Wade; Afghanistan- Women and the Taliban

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<https://www.washingtonpost.com/world/2022/07/27/afghanistan-women-taliban-rights-violence-amnesty-international/>

Seminar 6. Environment

Water contamination and shortage



Climate Change & the rise in sea levels
 Pollution
 Case study: Conflicts @ the Nile
 Westermann, Olaf. “Interstate Collaboration, Local Conflicts and Public Participation in the Nile River Basin.” From Water ‘wars’ To Water ‘riots’? - Lessons From Transboundary Water Management: Proceedings Of The International Conference, December 2003, Diis, Copenhagen, edited by Jannik Boesen and Helle Munk Ravnborg, Danish Institute for International Studies, 2004, pp. 113–39. JSTOR, <http://www.jstor.org/stable/resrep13476.10>. Accessed 10 Feb. 2023.
 Tesfaye, Aaron. “Conflict and Cooperation and the Evolution of the Nascent Nile Basin Regime.” Northeast African Studies, vol. 14, no. 1, 2014, pp. 123–44. JSTOR, <https://doi.org/10.14321/nortafstud.14.1.0123>. Accessed 10 Feb. 2023.
 Patrick, Stewart. “The Human Assault on Nature: Welcome to the Anthropocene.” To Prevent the Collapse of Biodiversity, the World Needs a New Planetary Politics, Carnegie Endowment for International Peace, 2022, pp. 4–6. JSTOR, <http://www.jstor.org/stable/resrep44939.4>. Accessed 10 Feb. 2023.

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

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course		Written Exam – 1 h	60 %



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10.5 Seminar/ Laboratory		Debates and Assignments	40 %
10.6 Minimum standard of performance			
For grade 5:		For grade 10:	

Date

Course holder signature

Seminar holder signature

14.02.2023

A. Pantea

C. Duta

Date of departmental approval

Head of department signature

14.02.2023

A. Pantea