

COURSE DESCRIPTION

(Introduction to International and Security Studies)

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	History and Philosophy
1.3. Department	Department of International Studies and Contemporary History
1.4. Field	Security Studies
1.5. Level of study	Bachelor
1.6. Degree programme / Qualification	Security Studies in English
1.7. Form of education	Full-time

2. Course-related data

2.1. Course title	Introduction to International and Security Studies			Course code	HLE3101
2.2. Course coordinator	Lecturer Adrian-Daniel STAN PhD				
2.3. Seminar coordinator	Lecturer Adrian-Daniel STAN PhD				
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)					30
Additional research in the library, on subject-specific electronic platforms, and on-site					20
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					25
Tutoring (professional guidance)					3
Examinations					6
Other activities					
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	Not applicable
4.2. skills-related	Not applicable

5. Specific conditions (where applicable)

5.1. course-related	Regular attendance and active engagement with assigned readings are required. All coursework must adhere to academic integrity standards.
5.2. seminar/laboratory-related	The deadline for submitting the control papers is established by the holder/tutor; postponing the submission of the papers is not accepted.

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

Professional competencies	
Competency code	Competency
PC1	Analysis of the national and international security environment Ability to systematically analyse the security environment using international relations theories, strategic studies and geopolitical analysis models in order to identify emerging risks, threats and vulnerabilities.
PC7	Conflict monitoring and crisis analysis Ability to analyse conflict dynamics, escalation/de-escalation processes and their impact on regional and international stability.
PC8	Risk prevention and crisis management strategy design Ability to design preventive strategies and measures for risk reduction and crisis management in institutional and organisational contexts.
Transversal competencies	
Competency code	Competency
TC1	Critical thinking and reflective analysis Ability to critically evaluate information, arguments and multiple sources, demonstrating analytical judgement and intellectual rigour.
TC2	Professional communication and analytical reporting Ability to communicate clearly and persuasively, orally and in writing, using appropriate academic and professional language in institutional contexts.
TC3	Teamwork and multidisciplinary collaboration Ability to collaborate effectively in diverse teams, assuming functional roles and contributing to shared goals.

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	The student/graduate identifies, interprets and analyses political and economic factors in the analysis of modern societies, focusing on factors such as production and trade and their relations with law and authorities. The student/graduate identifies, interprets and analyses the origins of conflicts, actions within conflicts and their termination	The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge. The student/graduate produces security assessments and forward-looking scenarios based on geopolitical indicators and risk analysis

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.

PC7	The student/graduate identifies, interprets and analyses the origins of conflicts, actions within conflicts and their termination. The student/graduate recognises, analyses and explains various political ideologies—sets of ideas, principles, symbols, myths and ethical doctrines—followed by individuals, groups, classes or institutions, which provide an explanation of how a society should function.	The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge.
PC8	The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge.	The student/graduate prepares research documents or delivers presentations to report the results of a research and analysis project, indicating the analysis procedures and methods that led to those results, as well as possible interpretations. The student/graduate designs incident/crisis response measures and plans, including inter-institutional coordination and impact assessment.
TC1	The student/graduate uses the theoretical methodology of scientific research, including conducting background research, building a hypothesis, testing it, analysing data and substantiating results.	The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge
TC2	The student/graduate uses the theoretical methodology of scientific research, including conducting background research, building a hypothesis, testing it, analysing data and substantiating results.	The student/graduate prepares research documents or delivers presentations to report the results of a research and analysis project, indicating the analysis procedures and methods that led to those results, as well as possible interpretations.
TC3	The student/graduate uses the theoretical methodology of scientific research, including conducting background research, building a hypothesis, testing it, analysing data and substantiating results.	The student adapts analytical communication to institutional and decision-making audiences. The student collaborates in multidisciplinary teams to produce analytical outputs.

7. Subject-specific learning outcomes

Knowledge and comprehension
1. Understanding the scope, vocabulary and main research questions of International Relations and Security Studies.
2. Explaining the role of states, international organizations and non-state actors in the production of security and insecurity.
3. Recognizing the main theoretical perspectives used to analyse international politics and security problems.
4. Identifying contemporary security challenges and relating them to appropriate concepts, sources and levels of analysis.
Specific academic skills
1. Using academic bibliography and primary sources in English to prepare short analytical assignments.
2. Applying case-study, comparative and conceptual analysis to introductory security topics.
3. Presenting arguments in seminar debates and written assignments with clarity, evidence and proper citation.

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
1. International Relations and Security Studies: scope, vocabulary and academic expectations	Lecture, explanation	
2. The international system: actors, sovereignty, power, anarchy and order	Lecture, explanation	
3. Main theories of International Relations: realism, liberalism, constructivism and critical approaches	Lecture, explanation	
4. The evolution of Security Studies: from traditional security to the broadening and deepening debates	Lecture, explanation	
5. State, national interest and foreign policy analysis	Lecture, explanation	
6. War, peace and the use of force in international politics	Lecture, explanation	
7. International institutions and collective security: United Nations, NATO and the European Union	Lecture, explanation	
8. Regional security and the European security architecture after the Cold War	Lecture, explanation	
9. Human security, societal security and identity	Lecture, explanation	
10. Hybrid threats, disinformation and resilience	Lecture, explanation	
11. Terrorism, radicalization and political violence	Lecture, explanation	
12. Cybersecurity, technology and the protection of critical infrastructures	Lecture, explanation	
13. Economic, energy and environmental dimensions of security	Lecture, explanation	
14. Contemporary security challenges and the research agenda in International and Security Studies	Lecture, explanation	
Bibliography Course support: Introduction to International and Security Studies, course reader and seminar materials. 1. Baylis, John, Steve Smith and Patricia Owens (eds.), The Globalization of World Politics: An Introduction to International Relations, Oxford University Press, 9th Edition 2023. 2. Booth, Ken, Theory of World Security, Cambridge University Press, 2007. 3. Buzan, Barry and Lene Hansen, The Evolution of International Security Studies, Cambridge University Press, 2009. 4. Buzan, Barry, Ole Waever and Jaap de Wilde, Security: A New Framework for Analysis, Lynne Rienner, 1998. 5. Jackson, Robert and Georg Sorensen, Introduction to International Relations: Theories and Approaches, Oxford University Press, 2013 6. Keohane, Robert O. and Joseph S. Nye, Power and Interdependence, Longman, 1977, 7. Williams, Paul D. and Matt McDonald (eds.), Security Studies: An Introduction, Routledge, 2023,		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Mapping key concepts: power, security, threat, risk, vulnerability and resilience	Case study, debate, conversation	
2. Actors in international politics: states, international organizations and non-state actors	Case study, debate, conversation	

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

3. Comparing theories through a current international case	Case study, debate, conversation	
4. Security referents and securitization: who or what is being secured?	Case study, debate, conversation	
5. Threat assessment exercise: sources, assumptions and levels of analysis	Case study, debate, conversation	
6. Case study: war, peace and the rules-based international order	Case study, debate, conversation	
7. Institutional responses to crisis: UN, NATO and EU roles compared	Case study, debate, conversation	
8. European security after Russia's aggression against Ukraine: debates and consequences	Case study, debate, conversation	
9. Human security, migration and the protection of vulnerable groups	Case study, debate, conversation	
10. Disinformation, strategic communication and public trust	Case study, debate, conversation	
11. Terrorism and political violence: concepts, causes and responses	Case study, debate, conversation	
12. Cyber incident analysis and institutional response	Case study, debate, conversation	
13. Critical infrastructure, energy security and societal resilience	Case study, debate, conversation	
14. Student presentations and synthesis of the course themes	Case study, debate, conversation	

Bibliography

Course support: Introduction to International and Security Studies, course reader and seminar materials.

1. Baylis, John, Steve Smith and Patricia Owens (eds.), The Globalization of World Politics: An Introduction to International Relations, Oxford University Press, 9TH Edition 2023.
2. Booth, Ken, Theory of World Security, Cambridge University Press, 2007.
3. Buzan, Barry and Lene Hansen, The Evolution of International Security Studies, Cambridge University Press, 2009.
4. Buzan, Barry, Ole Waever and Jaap de Wilde, Security: A New Framework for Analysis, Lynne Rienner, 1998.
5. Jackson, Robert and Georg Sorensen, Introduction to International Relations: Theories and Approaches, Oxford University Press, selected editions.
6. Keohane, Robert O. and Joseph S. Nye, Power and Interdependence, Longman, 1977
7. Williams, Paul D. and Matt McDonald (eds.), Security Studies: An Introduction, Routledge,

Recommended sources include the bibliography listed for the course, selected official documents of the United Nations, NATO and the European Union, and academic articles relevant to the weekly topics.

1. United Nations. Charter of the United Nations and Statute of the International Court of Justice. San Francisco: United Nations, 1945.
2. North Atlantic Treaty Organization. The North Atlantic Treaty. Washington, D.C.: NATO, 1949.
3. United Nations Development Programme. Human Development Report 1994: New Dimensions of Human Security. New York: Oxford University Press, 1994.
4. European Union. A Secure Europe in a Better World: European Security Strategy. Brussels: Council of the European Union, 2003.
5. Council of the European Union. Internal Security Strategy for the European Union: Towards a European Security Model. Brussels: Publications Office of the European Union, 2010.
6. European Union. Shared Vision, Common Action: A Stronger Europe - A Global Strategy for the European Union's Foreign and Security Policy.

Brussels: European External Action Service, 2016.

7. European Commission and High Representative of the Union for Foreign Affairs and Security Policy. Joint Framework on Countering Hybrid Threats. Brussels: European Commission, 2016.
8. North Atlantic Treaty Organization. NATO 2022 Strategic Concept. Madrid: NATO, 2022.
9. European Union. A Strategic Compass for Security and Defence. Brussels: Council of the European Union, 2022.
10. European Commission and High Representative of the Union for Foreign Affairs and Security Policy. Joint Communication on a European Economic Security Strategy. Brussels: European Commission, 2023.
11. World Economic Forum. The Global Risks Report 2024. Geneva: World Economic Forum, 2024.

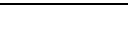
9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Knowledge and understanding of basic concepts, theories and institutions in International Relations and Security Studies Ability to apply concepts to contemporary international and security issues Use of the recommended bibliography	Written exam: concept questions, short essay and/or source-based analysis	50%
9.5. Seminar/ laboratory	Knowledge and understanding of the weekly seminar topics Quality of reading notes, case-study discussion and short analytical assignments Active and evidence-based participation in debates	Seminar assignments / Debates / Continuous evaluation throughout the semester / Quiz or short test	40%
	Office / individual consultation / portfolio feedback	Individual academic guidance and feedback on assignments	10%
9.6 Minimum standard for passing			
Minimum requirements for grade 5 (or how grade 5 is awarded)			
1. Minimum presence of 50% at the seminar activities and submission of at least one seminar assignment. 2. Basic knowledge of the main concepts of International Relations and Security Studies, without serious conceptual errors. 3. Ability to describe a contemporary security issue using appropriate terminology. 4. Participation in the final exam and fulfilment of the minimum assessment requirements.			
Minimum requirements for grade 10 (how grade 10 is awarded):			
1. Minimum presence of 80% at seminar activities and submission of at least two seminar assignments. 2. Observance of deadlines for seminar tasks and assignments. 3. Active, evidence-based participation in at least 60% of seminar meetings. 4. Demonstrated reading of at least two major works from the recommended bibliography. 5. High-quality written exam showing conceptual accuracy, analytical coherence and critical thinking.			

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

		Sustainable Development Generic Label						
								
								No label applies
						1		

Date of entry:
24.02.2026.

Signature of course coordinator

Lecturer Adrian Daniel Stan

Signature of seminar coordinator

Lecturer Adrian Daniel Stan

Date of approval in the department:

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Signature of the head of department

Associate professor Claudiu Marian

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."