

COURSE SYLLABUS

Security Systems throughout World History

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

2. Course-related data

2.1 Course title	Security Systems throughout World History
Course code	HLE3103
2.2 Course coordinator	Assoc. Cristian Găzdac PhD.
2.3 Seminar/laboratory coordinator	Assoc. Cristian Găzdac PhD.
2.4 Year of study	1
2.5 Semester	1
2.6 Type of assessment	E
2.7 Course status	DD

3. Estimated total time (hours per semester)

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)					15
Additional research in the library, on subject-specific electronic platforms, and on-site					10
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					25
Tutoring (professional guidance)					2
Examinations					6
Other activities					-
3.7. Total hours of individual study (IS) and self-taught activities (ST)				58	
3.8. Total hours per semester				100	
3.9. Number of credits				4	

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Competences	Not applicable

5. Conditions (where applicable)

5.1 For the lecture	Not applicable
5.2 For the seminar/laboratory	Not applicable

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

Professional competencies	
Competency code	Competency
PC1	Applying the foundations of social and political theories to understand, analyze and evaluate socio-political organization.

PC3	• Using methodologies of analysis and decision-making in the field of security.
PC4	• Knowing and understanding the main geopolitical approaches at global level, integrating them into specialized analyses in the field of security and particularizing them in a regional geopolitical context.
Transversal competencies	
Competency code	Competency
TC1	• Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in specialized documents), including through advanced use of an international language and intermediate or advanced use of a second foreign language.
TC2	• Demonstrating the ability to understand the functioning of the information security system both as historical evolution and as adaptation to complex situations faced by society, organizations and individuals.

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	<i>C9: 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. C10: The student/graduate identifies, interprets and analyses the origins of conflicts, actions within conflicts and their termination.</i>	<i>A2: The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge</i>
PC3	<i>C9: 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.</i>	<i>A2: The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge.</i>
PC5	<i>C6: The student/graduate recognises, analyses and explains political activities, plans and intentions of a government for a legislative session addressing specific causes. C8: The student/graduate recognises, analyses and explains procedures related to the implementation of government policies at all levels of public administration.</i>	<i>A2: The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge</i>

7. Subject-specific learning outcomes

Knowledge and comprehension
-
Specific academic skills
-

8. Contents

Topic	Teaching methods	Notes
Security systems in world history. Introductory notions	Lecture, explanation	
Ancient authors - sources on security systems	Lecture, explanation	
State, society and army in Antiquity	Lecture, explanation	
Diplomacy: treaties, allies and enemies in the ancient world	Lecture, explanation	
Espionage in the ancient world	Lecture, explanation	
Reform and revolution in ancient military systems	Lecture, explanation	
The Middle Ages. A new era of security systems	Lecture, explanation	
The Middle Ages. Social system = security system	Lecture, explanation	
The Middle Ages: individual and group security	Lecture, explanation	
The Modern Era. The regularization of security systems	Lecture, explanation	
The Modern Era. Empire as a security system	Lecture, explanation	

The Modern Era. Alliance as a security system 1	Lecture, explanation	
The Contemporary Era. Alliance as a security system 2	Lecture, explanation	
The Contemporary Era. Great powers - security systems in peacetime and wartime	Lecture, explanation	

Bibliography

1. McCrie, R. D. (2016). A history of security. Elsevier.
2. Mabee, B. (2009). The "Security State" and the Evolution of Security Provision. Palgrave Macmillan.
3. Nasu, H. (2009). The expanded conception of security and international law: Challenges to the UN collective security system. Brill.
4. Chappuis, F. (2011). The place of intelligence in the state's monopoly on the legitimate use of force. Geneva Centre for the Democratic Control of Armed Forces (DCAF).
5. Hui, V. T. (2005). War and state formation in ancient China and early modern Europe. Cambridge University Press.
6. Sheldon, R. M. (2007). A guide to intelligence from antiquity to Rome. Scarecrow Press.
7. Baldwin, D. A. (1995). Security studies and the end of the Cold War. World Politics, 48(1), 117-141.

8.2 Seminar / laboratory

Topic	Teaching methods	Notes
Introduction to security systems - bibliography list	Presentation, explanation	
Ways to write a scientific paper	Presentation, explanation	
The Battle of Thermopylae: two security systems in conflict	Case study	
The Daco-Roman Wars: the security system between diplomacy and military action	Role play	
Espionage in the ancient world	Debate	
The leader as representative of the security system: Alexander the Great versus Julius Caesar	Role play	
Religion in the Middle Ages and its impact on security systems: Christianity versus Islam	Debate	
The leader in the medieval world: Stephen the Great versus Michael the Brave - psychological profile	Role play	
The security system in the Middle Ages: the Code of Chivalry	Debate	
The rational security system: Middle Ages versus Renaissance	Debate	
The Modern Era: the security system under the impact of the Enlightenment	Debate	
The role of printing in protecting the security system	Debate	
Alliance systems: security systems in the nineteenth and twentieth centuries	Debate	
Review seminar	Debate	

Bibliography

1. Texin, C. (n.d.). The Peloponnesian War: The Struggle for Security. n.p.
2. Richmond, J. A. (1998). Spies in ancient Greece. Greece & Rome, Second Series, 45(1), 1-18. Cambridge University Press.
3. Sheldon, R. M. (2005). Intelligence Activities in Ancient Rome. Routledge.
4. Espionage in Ancient Rome. The World's Largest History Magazine.
5. Dylan, H. (2021). The Joint Intelligence Bureau: Economic, Topographic, and Scientific Intelligence for Britain's Cold War, 1946-1964. Edinburgh University Press.
6. Hinsley, F. H. (1993). British Intelligence in the Second World War. Cambridge University Press.
7. Stafford, D. (2000). Churchill and the Secret Service. Overlook Press.
8. Copeland, L. (2022). Pearl Harbor and American Intelligence Culture: Cultural Symbols in American Intelligence Discourse Communities, Meta-Theoretical Lenses and Multi-Perspective Approaches (Doctoral dissertation). Carleton University (IvyPanda).
9. Hitchcock, W. T. (n.d.). The Intelligence Revolution: A Historical Perspective.
10. Lewis, T. L. (n.d.). The Evolution of Military Systems during the Hundred Years War.
11. (2012). Islamic Fundamentalism and National Security. Scientific-Practical Journal, 1, n.p.
12. (2004). Printing - a decisive revolution. Monthly Cultural Journal, 11, n.p.

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 the main concepts of the course and the ability to interpret them critically within case studies.	Examination	50%
9.5. Seminar/ laboratory	Preparation + Participation + Quality of Contribution Preparation of an argumentative essay on a topic in the field, in compliance with norms of theory, structure and analysis.	Essay / paper	50%

9.6 Minimum standard for passing

- Correlation of the information acquired in the course with the debates conducted during the seminar.
- Minimum activity during the semester (participation in seminar activities; 70% attendance at seminars).
- Knowledge of the main chronological landmarks and ability to contextualize them within analyses.

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

01.05.2026

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