

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Undergraduate studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Introduction to International Relations and Security Studies						
2.2 Course coordinator	Lecturer PhD Edina Lilla Meszaros						
2.3 Seminar lecturer	Lecturer PhD Edina Lilla Meszaros						
2.4 Year of study	I	2.5 Semester	I	2.6 Type of assessment	E	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	4	3.2 of which: lectures	2	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	56	3.5 of which: lecture	28	3.6 seminar/laboratory	28
Time allocation (hours)					Hours
Study using the textbook, course materials, bibliography and notes					29
Additional research in the library, on specialist online platforms and in the field					22
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					12
Tutorials					2
Examinations					4
Other activities.....					-
3.7 Total hours of individual study	69				
3.9 Total hours per semester	125				
3.10 Number of credits	5				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Classroom equipped with a video projector, Moodle platform
5.2. for the seminar/laboratory	Classroom equipped with a video projector, Moodle platform

6. Specific competences acquired

Professional competences	<p>C1 Applying the fundamentals of international relations theories to the study of European and international processes</p> <p>C2 Developing European and international projects</p> <p>C3 Applying analytical methodologies in the field of international relations and European affairs</p> <p>C4 Designing strategies in the field of international relations and European affairs</p> <p>C5 Providing support in the field of international negotiation and mediation between groups with diverse interests</p>
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Transversal skills	
ESCO Skills/Competencies	<p>CP1. Finds solutions to problems</p> <p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p> <p>CP5. Conducts market research</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate applies the theoretical methodology of scientific research, comprising conducting background research, formulating a hypothesis, testing it, analysing data and drawing conclusions. • The student/graduate identifies, selects and applies research methods and techniques to carry out a study. • The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. • The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. • The student/graduate recognises, analyses and explains the method, process and study of influencing people, of gaining control over a community or society, as well as the distribution of power within a community and between societies.
Skills	<ul style="list-style-type: none"> • The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating previous knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. • The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to address gaps in knowledge and practice in the identified areas. • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> • To familiarise students with the theoretical and conceptual foundations of international relations and security studies. • To develop the ability to critically analyse international phenomena and contemporary security issues. • To develop practical research and communication skills applicable in the field of international relations and security. • To foster an intercultural and interdisciplinary perspective, necessary for understanding the complexity of the international environment.
7.2 Specific objectives	<ul style="list-style-type: none"> • Development of specific intellectual skills for understanding international phenomena. • A critical approach to the concepts of international relations and security studies

8. Course content

8.1 Course (C)	Teaching methods	Comments
1. The birth of the discipline of international relations, the concept of international relations, the main theories of international relations and security studies	Lecture	
2. Actors of the international society	Lecture	
3. The role of the state in international relations and security studies	Lecture	
4. Classification of states from the perspective of tangible and intangible resources	Lecture	
5. Fragile and failed states and their impact on international security	Lecture	
6. Diplomatic relations between states	Lecture	
7. Foreign policy of states	Lecture	
8. Peaceful settlement of disputes between states	Lecture	
9. East-West Relations and North-South Relations	Lecture	
10. The role of international governmental organisations in international relations and security studies	Lecture	
11. The role of non-governmental organisations in international relations and security studies	Lecture	
12. The role of multinational corporations in international relations and security studies	Lecture	
13. The role of individuals/civil society in international relations and security studies	Lecture	
14. The role of violent non-state actors in international relations and security studies	Lecture	

Bibliography

1. Ioan Horga, *Theory of International Relations*, University of Oradea Press, 2006;
2. Andrei Miroiu, Radu Sebastian Ungureanu, *Handbook of International Relations*, Polirom, 2006
3. Leonida Moise, *Introduction to the Theory of International Relations*, Paideia, 2008
4. Edward A. Kolodziej, *Security and International Relations*, Polirom, 2007
5. Joshua Goldstein, Jon C. Plevehouse, *International Relations*, Polirom, 2008
6. Scott Burchill et al., *Theories of International Relations*, European Institute, 2008
7. Mearsheimer, John J., 'Bound to Fail. The Rise and Fall of the Liberal International Order', in *International Security*, Vol. 43, No. 4 (Spring 2019), pp. 7–50
8. Hans J. Morgenthau, *Politics Among Nations: The Struggle for Power and the Struggle for Peace*, Polirom, 2007
9. Maurice Vaisse, *International Relations after 1945*, Oradea, Institute of Euroregional Studies, 2010
10. Barry Buzan et al., *Security. A New Framework for Analysis*, CA Publishing, 2011
11. Peter Sutch, Juanita Elias, *International Relations. The Basics*, Routledge
12. Paul D. Williams, *Security Studies. An Introduction*, London & New York, Routledge, 2008
13. Joseph Nye, *Understanding International Conflicts*, Pearson Longman, 2007
14. Robert Jackson, Georg Sørensen and Jørgen Møller, *Introduction to International Relations: Theories and Approaches*, 7th edition, Oxford University Press, 2018
15. Andrew Heywood, *Key concepts in politics and international relations*, 2nd edition, Palgrave Macmillan, 2015
16. Alan Collins, *Contemporary Security Studies*, 5th edition, Oxford University Press, 2019
17. John Baylis, Steve Smith, Patricia Owens, *The Globalisation of World Politics*, Oxford, Oxford University Press, 9th edition, 2023
18. Fragile State Index, <https://fragilestatesindex.org/>
19. Freedom House, <https://freedomhouse.org/>
20. Global Peace Index, <https://www.visionofhumanity.org/maps/#/>
21. Human Development Index, <http://hdr.undp.org/en/content/human-development-index-hdi>
22. Military Spending by country, <https://worldpopulationreview.com/country-rankings/military-spending-by-country>
23. Global Democracy Index, <https://www.eiu.com/n/campaigns/democracy-index-2020/>
24. Global Extreme Poverty, <https://www.worldbank.org/en/topic/poverty/overview#1>
25. Global Inequality, <https://inequality.org/facts/global-inequality/>

8.2 Seminar (S)	Teaching methods	Comments
1. Introductory seminar, presentation of discussion topics, bibliography and requirements, assignment of student tasks Introduction to international relations and security studies, conceptual framework	Case studies	2
2. Contested statehood: a case study on Palestine	Case studies/Presentations	2
3. Does globalisation erode state power?	Debate/Teamwork	2
4. Is it legitimate for every ethnic, cultural or religious community to aspire to its own sovereign state?	Debate/Case studies/Presentations	2
5. The “Guns vs. Butter” Model: Does High Military Spending Reduce Human Security?	Debate/Case studies Presentations	2
6. Fragile/failed states and their impact on regional and global security – scenario-based simulation	Debate/Teamwork/Simulation	2
7. Diplomatic crisis simulation	Debate/Teamwork/Simulation	2
8. Typologies of the decision-making process in foreign policy	Case studies/Presentations	2
9. Can global intergovernmental organisations replace states as the main actors in international relations?	Case studies/Debate	2
10. Security governance and the UN: Is the UN obsolete, useless and should it disappear?	Debate/Teamwork	2
11. The role of multinational corporations in the Global South: opportunity or threat?	Case studies/ Presentations	2
12. The international order in transition: the role of emerging powers, BRICS	Case studies/ Presentations	2
13. Actors Without Borders: Violent Non-State Groups in International Relations	Case studies/Presentations	2
14. The “Great IR Quiz”	Quiz	2

Bibliography

1. Biro, Daniel (ed.) – *Contemporary International Relations. Key Issues in World Politics*, Polirom, 2013
2. Bull, Hedley – *The Anarchical Society. A Study of Order in World Politics*, Ed. Știința, Chișinău, 1998
3. Burchill, Scott et al. – *Theories of International Relations*, Third Edition, Palgrave Macmillan, 2005
4. Baylis, John; Smith, Steve – *The Globalisation of World Politics*, Oxford University Press, 2001
5. Brown, Chris; Ainley, Kirsten – *Understanding International Relations*, Palgrave and Macmillan, 2005
6. Collins, Alan – *Contemporary Security Studies*, Fifth Edition, Oxford University Press, 2019

7. Devetak, Richard – *Introduction to International Relations*, Cambridge University Press, 2012
8. Dungaciu, Dan – *Encyclopaedia of International Relations*, Vol. I-II, RAO Publishing House, 2017
9. Elias, Juanita; Sutch, Peter – *International Relations. The Basics*, Routledge, 2007
10. Enloe, Cynthia – *Bananas, Beaches and Bases. Making Feminist Sense of International Relations*, University of California Press, 2014
11. Goldstein, Joshua; Plevhouse, Jon C. – *International Relations*, Polirom, 2008
12. Jackson, Robert; Sorensen, Georg – *Introduction to International Relations: Theories and Approaches*, Oxford University Press, 2013
13. Mansbach, Richard W.; Rafferty, Kirsten L. – *Introduction to Global Politics*, Routledge, 2008
1. Mearsheimer, John J. – *The Tragedy of Power Politics. Offensive Realism and the Struggle for Power*, Antet Publishing House, 2003
2. Miroiu, Andrei; Ungureanu, Radu Sebastian – *Handbook of International Relations*, Polirom, 2006
3. Moise, Leonida – *Introduction to the Theory of International Relations*, Paideia, 2008
4. Năumescu, Valentin – *The US-China War for Supremacy and the Five Forces Shaping the World*, Polirom, 2022
5. Vaisse, Maurice – *International Relations after 1945*, Institute of Euroregional Studies, 2010
6. Viotii, Paul R.; Kauppi, Mark V. – *International Relations: World Politics*, Pearson, 2013
7. Weber, Cynthia – *International Relations Theory. A Critical Introduction*, Third Edition, Routledge, 2010
8. Wallerstein, Immanuel – *World-systems analysis: An Introduction*, Duke University Press, 2004
9. Zakaria, Fareed – *The Future of Freedom: Illiberal Democracy at Home and Abroad*, W. W. Norton & Company, 2007
10. Zakaria, Fareed – *The Future of Freedom. Illiberal Democracy in the United States and the World*, Polirom, 2021
11. Zăpârțan, Liviu-Petru – *International Relations*, Studia Publishing House, 2001

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- The course content of *Introduction to International Studies and Security Studies* is aligned with the expectations of the academic, professional and employer communities through the development of skills in the critical analysis of international phenomena, intercultural communication and the practical application of knowledge in institutional and security contexts.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	Knowledge and skills reproductive Knowledge and skills applied creatively	Written exam	• 70%
10.5 Seminar (S)	<ul style="list-style-type: none"> • Conducting analyses in teams • Discussions • Seminar work 	Continuous assessment: Seminar project presentation Participation in debates	• 30%
10.6 Laboratory (L)	-	-	-
10.7 Project (P)	-	-	-
10.8 Practical work (P)	-	-	-
10.9 Minimum performance standard			
<ul style="list-style-type: none"> ▪ Knowledge and understanding of the course content at the level of key concepts ▪ Achieving at least 5 marks (out of 10) for seminar work ▪ Achieving at least 5 marks (out of 10) for exam answers ▪ Achieving a final mark of at least 5 points (out of 10) 			

Date completed

Course lecturer:

Seminar lecturer:

Lecturer PhD Edina Lilla Mészáros

Lecturer PhD Edina Lilla Mészáros

**Date of approval by
the Department:**
30 September 2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Degree programme	Bachelor's degree
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Critical Thinking						
2.2 Course coordinator	PhD Andreea Stretea						
2.3 Seminar/laboratory/project coordinator	PhD Andreea Stretea						
2.4 Year of study	I	2.5 Semester	01	2.6 Type of assessment	Ex.	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	56	of which: 3.5 lecture	28	3.6 seminar/laboratory/project	28
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					20
Additional research in the library, on specialist online platforms and in the field					20
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					23
Tutorials					2
Examinations					4
Other activities.....					
3.7 Total hours of individual study	69				
3.9 Total hours per semester	125				
3.10 Number of credits	5				

4. Prerequisites (where applicable)

4.1 Curriculum	(Requirements)
4.2 Skills	

5. Conditions (where applicable)

5.1. Course delivery	Classroom equipped with a video projector, Moodle platform
5.2. for the seminar/laboratory/project	Classroom equipped with a video projector, Moodle platform

6. Specific competences acquired

Professional competences	C1 Applying the fundamentals of international relations theories to the study of European and international processes C2 Developing European and international projects C3 Applying analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs C5 Providing support in the field of international negotiation and mediation between groups with diverse interests
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Transversal skills	
ESCO Skills/Competencies	<p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p> <p>CP5. Conducts market research</p> <p>CP7. Recognises the intercultural dimension</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate recognises, selects and uses research methods and techniques to carry out a study. • The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. • The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. • The student/graduate recognises, analyses and explains the method, process and study of influencing people, of gaining control over a community or a society, as well as the distribution of power within a community and between societies. • The student/graduate recognises, analyses and explains the various political ideologies, which represent a set of ideas, principles, symbols, myths and ethical doctrines followed by individuals, groups, classes or institutions, and provide an explanation of how a society should function.
Skills	<ul style="list-style-type: none"> • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. • The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline. • The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole. • The student/graduate is able to evaluate and analyse information and its sources. The student/graduate demonstrates the ability to access and critically understand both traditional and new forms of media, as well as their role and function in democratic societies.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> ▪ To develop students' ability to critically analyse the diverse and complex manifestations of contemporary culture (civilisation) and human life in general, in order to construct or consolidate their own perspective on the nature, place and purpose of humanity in the world
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ To develop the ability to: examine situations from multiple perspectives, and gather information in order to make an informed decision; ▪ critically compare different points of view; ▪ assess the quality of evidence and arguments put forward in support of a thesis; ▪ analyse information and problems with clarity and precision; ▪ develop valid arguments supported by evidence; and use deductive reasoning and solve problems of increasing difficulty.

8. Course Content*

8.1 Course	Teaching methods	No. of Hours / Comments
1. INTRODUCTION TO CRITICAL THINKING.	Interactive lecture	2
2. THE DISTINCTION BETWEEN CRITICAL THINKING AND LOGIC	PowerPoint presentation	2
3. THEORIES OF TRUTH	Interactive lecture	2
4. ARGUMENTS. STRUCTURE AND CLASSIFICATION.	Interactive lecture	2
5. DEDUCTIVE ARGUMENTS, INDUCTIVE ARGUMENTS, EMPIRICAL ARGUMENTS.	Interactive lecture	2
6. ISSUES IN ARGUMENT ASSESSMENT	PowerPoint presentation	2
7. NECESSARY AND SUFFICIENT CONDITIONS	PowerPoint presentation	2
8. INTRINSIC VERSUS INSTRUMENTAL VALUES	Interactive lecture	2
9. NORMATIVE AND DESCRIPTIVE CLAIMS	Interactive lecture	2
10. JUSTIFICATION AND EXPLANATION	PowerPoint presentation	2
11. VALIDITY AND TRUTH	PowerPoint presentation	2
12. PROBABILITY AND FALLACY	Interactive lecture	2
13. RHETORICAL PLOYS AND FALLACIES	PowerPoint presentation	2
14. COGNITIVE BIASES	PowerPoint presentation	2
<p>Bibliography:</p> <ol style="list-style-type: none"> 1. Bowell, Tracy & Kemp, Gary, (2002), Critical thinking: a concise guide, Routledge, New York 2. Browne, M. Neil, Stuart M. Keeley, (2007), Asking the right questions: a guide to critical thinking, 8th ed., Pearson Education, Pearson Prentice Hall, New Jersey. 3. Cohen, Elliot D., (2009), Critical thinking unleashed, Rowman & Littlefield Publishing Group, Inc., Lanham, Maryland 4. Epstein, Richard L. and Kernberger, Carolyn, (2005), Critical Thinking, Third Edition, Thomson Learning, London 5. Halpern, Diane F. (2003), Thought & Knowledge: An Introduction to Critical Thinking, Fourth Edition, Lawrence Erlbaum Associates, Publishers, New Jersey, London. 6. Kirby, Gary R. and Goodpaster, Jeffery R., (1999), Critical Thinking, Second Edition, Prentice-Hall, Inc., Boston 7. Mason, Mark (ed.), (2008), Critical thinking and learning, Blackwell Publishing 		

8. Moon, Jennifer A., (2007), Critical thinking: an exploration of theory and practice, Routledge, London and New York		
8.2 Seminar	8.2 Seminar	8.2 Seminar
1. WHAT IS CRITICAL THINKING?	Heuristic conversation	2
2. THE DISTINCTION BETWEEN CRITICAL THINKING AND LOGIC	Heuristic conversation	2
3. THE CORRESPONDENCE THEORY OF TRUTH	Heuristic conversation	2
4. PREMISES AND CONCLUSION. IMPLICIT (SUPPRESSED) PREMISES	Heuristic conversation	2
5. ABDUCTIVE ARGUMENTS AND COUNTERARGUMENTS	Problem-solving	2
6. ISSUES IN ARGUMENT ASSESSMENT	Discussion	2
7. NECESSARY AND SUFFICIENT CONDITIONS	Problem-solving	2
8. INTRINSIC VERSUS INSTRUMENTAL VALUES	Discussion	2
9. NORMATIVE AND DESCRIPTIVE CLAIMS	Discussion	2
10. JUSTIFICATION AND EXPLANATION	Problem statement	2
11. SOUNDNESS and AMBIGUITY	Problem statement	2
12. PROBABILITY AND FALLACY	Discussion	2
13. TYPOLOGY OF RHETORICAL PLOYS AND FALLACIES	Discussion	2
14. COGNITIVE BIASES	Discussion	2

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year shall be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> The course content is aligned with the expectations of the academic, professional and employer communities by developing skills in the critical analysis of international phenomena, as well as knowledge in institutional and security contexts.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	1. recognition and correct identification of the subject 2. ability to correctly identify and define concepts 3. identification and definition of concepts and delineation of characteristic features 4. ability to structure a coherent presentation of the work on the given topic 5. the ability to write a comprehensive presentation on the topic 6. the ability to write a well-argued essay on the topic	Written exam Preliminary tests	1. 10% 2. 15% 3. 10% 4. 10% 5. 15% 6. 15%
10.5 Seminar	Active participation		25
10.8 Minimum performance standard			
<ul style="list-style-type: none"> Knowledge and understanding of the course content at the level of key concepts Achieving at least 5 marks (out of 10) for seminar work 			

Date of completion

Course lecturer:
PhD AnPhDeea Stretca

Seminar lecturer:
PhD AnPhDeea Stretca

Date of approval by
the Department: 30
September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's Degree
1.6 Study Programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Introduction to Political Science						
2.2 Course coordinator	Associate Professor PhD Cristina Dogot						
2.3 Seminar/laboratory/project coordinator	Associate Professor PhD Cristina Dogot						
2.4 Year of study	I	2.5 Semester	01	2.6 Type of assessment	Ex	2.7 Course structure	I

(II)Compulsory; (O) Optional; (F) Elective

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	3	3.2 of which: lectures	2	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	42	3.5 of which: lecture	28	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					28
Additional research in the library, on specialist online platforms and in the field					14
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					12
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	58				
3.9 Total hours per semester	100				
3.10 Number of credits	4				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable.
4.2 Skills	Not applicable.

5. Conditions (where applicable)

5.1. Course delivery	Classroom, equipped with a laptop, projector and appropriate software – PowerPoint, Word. Moodle platform
5.2. Seminar/laboratory/project delivery	Classroom, equipped with a laptop, projector and appropriate software – PowerPoint, Word. Moodle platform

6. Specific competences acquired

Professional competences	<ul style="list-style-type: none"> ▪ C1 Applying the fundamentals of international relations theories to the study of European and international processes ▪ C2 Developing European and international projects ▪ C3 Applying analytical methodologies in the field of international relations and European affairs ▪ C4 Designing strategies in the field of international relations and European affairs
Transversal skills	
ESCO Skills/Competences	<p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate recognises, selects and uses research methods and techniques to carry out a study. • The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. • The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance.
Skills	<ul style="list-style-type: none"> • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge. • The student/graduate applies fundamental ethical principles and legislation relating to scientific research, including aspects concerning research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> ▪ To develop students' ability to understand, analyse and compare different political concepts and institutions in their historical, political and social evolution at European and/or international level.
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ To be familiar with the most important political concepts and institutions; ▪ To understand and analyse political concepts and institutions in the context of their social, economic and political environment; ▪ To use the comparative method in studying political concepts and institutions.

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
Political science as a discipline	Interactive lecture, critical analysis, moderated debate	2
The main themes of political science	Interactive lecture, critical analysis, moderated debate	2
The political system	Interactive lecture, critical analysis, moderated debate	2
The State	Interactive lecture, critical analysis, moderated debate	2
Political regimes	Interactive lecture, critical analysis, moderated debate	2
Political power	Interactive lecture, critical analysis, moderated debate	2
The political parties	Interactive lecture, critical analysis, moderated debate	2
Political action	Interactive lecture, critical analysis, moderated debate	2
Political leadership	Interactive lecture, critical analysis, moderated debate	2
Political communication	Interactive lecture, critical analysis, moderated debate	2
Political culture	Interactive lecture, critical analysis, moderated debate	2
Democracy	Interactive lecture, critical analysis, moderated debate	2
Civil society and democracy	Interactive lecture, critical analysis, moderated debate	2
E-democracy	Interactive lecture, critical analysis, moderated debate	2
<p>Bibliography</p> <p>Almond, Gabriel, Sidney Verba. <i>Civic Culture: Political Attitudes and Democracy in Five Nations</i>. Budapest: CEU Press & Bucharest: DU Style Publishing House, 1996.</p> <p>Alvarez, Mike, Jose Antonio Cheibub, Fernando Limongi, Adam Przeworski. "Classifying Political Regimes." <i>Studies in Comparative International Development</i> 31, 2(1996): 3–36. http://faculty.georgetown.edu/jrv24/Alvarez_et_al_1996.pdf</p> <p>Dahl, Robert. <i>On Democracy</i>. Iași: European Institute, 2003.</p> <p>Dogan, Mattei; Pelassy, Dominique, <i>How to Compare Nations. Comparative Political Sociology</i>, Alternative Publishing House, Bucharest, 1993.</p> <p>Fischella, Domenico. <i>Political Science. Problems, Concepts, Theories</i>. Iași: Polirom, 2007.</p> <p>Goodin, Robert E., Hans Dieter Klingemann (eds.). <i>Handbook of Political Science</i>. Iași: Polirom, 2005.</p> <p>Hofmeister, Wilhelm, Karsten Grabow. "Political parties. Functions and Organisation in Democratic Societies." http://www.kas.de/wf/doc/kas_7671-1442-2-30.pdf?120920114650.</p> <p>Ionescu, Cristian, <i>Contemporary Political Regimes</i>, Bucharest, C.H. Beck, 2006.</p> <p>Levine, David K., Salvatore Modica. "Conflict, Evolution, Hegemony, and the Power of the State." Preprint submitted to Mimeo: WUSTL, Oct. 2013. http://www.dklevine.com/archive/refs4786969000000000692.pdf.</p> <p>Masciulli, Joseph, Mikhail A. Molchanov, and W. Andy Knight. "Political Leadership in Context." The Ashgate Research Companion to Political Leadership. http://www.ashgate.com/pdf/SamplePages/Ashgate_Research_Companion_to_Political_Leadership_Intro.pdf.</p> <p>Miller, Eugene F., "David Easton's Political Theory." http://www.mmisi.org/pr/01_01/miller.pdf.</p> <p>OECD. "Promise and Problems of E-Democracy: Challenges of Online Citizen Engagement." OECD: 2003. http://www.oecd.org/governance/public-innovation/35176328.pdf.</p> <p>Parsons, Talcott. "On the Concept of Political Power." <i>Proceedings of the American Philosophical Society</i> 107, 3 (19 June 1963): 232–262. http://www.hse.ru/data/2012/11/27/1301625729/Parsons%20Power.pdf.</p>		

<p>Roskin, Michael G., Robert L. Cord, James A. Mederois, Walter S. Jones. <i>Political Science: An Introduction</i>. Iași: Polirom, 2011.</p> <p>Ryfe, David Michael. "History and Political Communication: An Introduction." <i>Political Communication</i> 18 (2001): 407–420.</p> <p>Sartori, Giovanni. <i>The Theory of Democracy Reinterpreted</i>. Iași: Polirom, 1999.</p> <p>Walzer, Michael. "Political Action. The Problem of Dirty Hands." <i>Philosophy & Public Affairs</i> 2, 2 (Winter, 1973): 160–180. https://www.sss.ias.edu/files/pdfs/Walzer/Political-action.pdf.</p> <p>Weber, Max. <i>Politics as a Vocation</i>. http://www.sscnet.ucla.edu/polisci/ethos/Weber-vocation.pdf.</p>		
8.2 Seminar	Teaching methods	No. of Hours / Comments
Introductory seminar: presentation of working methods and of the themes to be analysed.	Discussion	
Politics. Intellectuals and politics. The cases of Anna Politkovskaya and Albert Jacquard.	Presentation of two case studies by students; Debate;	
The State. Anti-State? Thomas Hobbes & John Locke; Machiavelli and Montesquieu on the State. The minimal state: advantages and disadvantages.	Presentation of two case studies by students; Debate;	
Political regime: changes and challenges: President de Gaulle and the 5 th French Republic; Indira Gandhi's decision to sign the Friendship Treaty with the Soviet Union (1971), a consequence of the Indian political regime? ; Gamal Abdel Nasser and the overthrow of the Egyptian monarchy.	Presentation of two case studies by students; Debate;	
Political culture and democracy: The "Saviour leader" in Romanian collective memory. The case of Ion Iliescu; Romanian racism: the case of the Roma people; The role of determinism in Romanian political culture.	Presentation of two case studies by students; Debate;	
Political action. Political communication: Margaret Thatcher's decision for military action in the Falkland Islands; President George Bush's decision to intervene in Iraq (2002); America's point of view or a subtle response? The Georgian crisis (2008).	Presentation of two case studies by students; Debate;	
Political ideology, elites and everyday life under authoritarian regimes: Jan Patočka & Václav Havel and the democratisation of Czechoslovakia; P. Goma – the relationship between communist ideology and reality; Chance and determinism in individual lives under the communist political system. Analysis based on the novel: Milan Kundera, <i>The Joke</i> , Humanitas, 2007.	Presentation of two case studies by students; Debate;	
<p>Bibliography</p> <p>Bocancea, Sorin. "Intellectuals and Politics. The Obsession of a Phantasmagorical Betrayal." <i>Europolis</i> 4, 2 (2010): 227–249. http://europolis.politicalanalysis.ro/files/4-bocancea_europolis4.2.2010.pdf.</p> <p>Bon, Gustav Le. <i>The Crowd. A Study of the Popular Mind</i>. Kitchener: Batoche Books, 2001. http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3ll3/lebon/Crowds.pdf</p> <p>Charles, Matt. "John Locke & Thomas Hobbes: Social Contract Theory, Its Roots in Natural Law and Effect on the U.S. Public Administration." http://mattcharlesdpa.files.wordpress.com/2012/04/padm-9000_administration-and-government.pdf.</p> <p>Chitalkar, Poorvi, David M. Malone. "The UN Security Council and Iraq." <i>United Nations University Working Paper Series</i>, 1 (2013). http://collections.unu.edu/eserv/UNU:5/wp01_theunscandiraq1.pdf</p> <p>Dijk, Teun A. van. "What is Political Discourse Analysis?." <i>Belgian Journal of Linguistics</i> 11 (1997): 11–52. http://www.discourses.org/OldArticles/What%20is%20Political%20Discourse%20Analysis.pdf.</p> <p>Findlay, Edward F. "Classical Ethics and Postmodern Critique: Political Philosophy in Vaclav Havel and Jan Patočka." <i>The Review of Politics</i> 61, 3 (1999). http://www.jstor.org/discover/10.2307/1408462?sid=21105574354363&uid=2&uid=70&uid=3738920&uid=2129&uid=4.</p> <p>Kellner, Douglas. "Intellectuals, the New Public Spheres, and Techno-Politics." http://pages.gseis.ucla.edu/faculty/kellner/essays/intellectualsnewpublicspheres.pdf.</p> <p>Knapp, AnPhDew, Vincent Wright. <i>The Government and Politics of France</i>. New York, Routledge, 2006.</p> <p>Kundera, Milan. <i>The Joke</i>. Bucharest: Humanitas, 2007.</p> <p>Macfarlane, Alan. "Montesquieu and the Making of the Modern World." http://www.alanmacfarlane.com/TEXTS/Montesquieu_final.pdf</p>		

McCormick, John P. "Machiavellian Democracy." <http://ptw.uchicago.edu/McCormick09.pdf>.

Niță, Delia-Luiza. "Racism in Romania." *ENAR Shadow Report* 2008. www.crj.ro/download.php?fileID=phplLdGEt.pdf.

Radosav, Doru. "A perspective on the anti-communist resistance in Romania (1944–1989)." <http://dspace.bcuculuj.ro/bitstream/123456789/25519/1/Radosav%20Doru-O%20perspectiva%20asupra%20rezistentei-2001.pdf>.

"Secretary Rice AdPhDesses U.S.-Russia Relations At The German Marshall Fund." <http://2001-2009.state.gov/secretary/rm/2008/09/109954.htm>.

Senterla, Mary. *Indo-Soviet Relations 1971–1980: A Study of the Impact of the Treaty of Peace, Friendship and Cooperation on Bilateral Relations*. Doctoral Thesis. Kotayam, Kerala, Mahatma Gandhi University, 1991. <http://shodhganga.inflibnet.ac.in/handle/10603/396>.

Trandafoiu, RuxanPhDa. "Racism and Symbolic Geography in Romania: The Ghettoisation of the Gypsies." *GBER* 3, 2, 6–12.

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- The topics studied will enable students to successfully meet the requirements of various employers in the administrative and political sectors. The information provided and the methods used will equip students with the necessary knowledge and skills to support their integration into the specific labour market.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	<p>Assessment requirements:</p> <p>Years 5–6 / knowledge of the main ideas and concepts of political science.</p> <p>Year 7 / illustrating theoretical concepts with real-world examples.</p> <p>Year 8 / developing information about ideas, concepts and theories and relating them to real-world events.</p> <p>Year 9 / clear and reasoned knowledge, both conceptual-theoretical and applied.</p> <p>Year 10 / attendance at lectures; clear and reasoned knowledge; annotated examples; a personal approach to interpretation; familiarity with the bibliography.</p>	A summary topic, a topic related to some theoretical information and one topic studied in seminars.	70%
10.5 Seminar	<p>Grade 5-6 / knowledge of the main information on the case studies presented; at least 20% attendance at seminars;</p> <p>Grade 7 / the ability to establish connections between the key ideas of political ideologies and the case studies presented; at least 40% attendance at seminars;</p> <p>Year 8 / the ability to analyse the role of the studied ideologies in the political and economic evolution of contemporary global society; at least 60% attendance at seminars; good knowledge of the bibliography;</p> <p>Grade 9 / at least 80% attendance at seminars, and presentation of a paper</p>	<p>Assessment of the case studies presented in terms of the achievement of the objective set out in the given topic; the quality and logic of the argumentation; originality.</p> <p>Assessment of contributions to the debate in terms of the relevance of the information to the given topic; the quality and logic of the argumentation; originality.</p>	

	on one of the given topics, in accordance with the schedule and academic standards and with a distinct personal touch; very good knowledge of the bibliography; Grade 10 / all of the above, plus at least 90% attendance at seminars and the presentation of a paper on one of the given topics, in accordance with the schedule and academic standards, and with a significant personal touch; excellent knowledge of the bibliography.		
10.6 Laboratory			
10.7 Project			
10.8 Minimum performance standard			
Knowledge of the main theoretical information and its application to the case studies presented.			

Date of completion

Course lecturer:
Associate Professor Cristina Dogot, PhD

Seminar lecturer:
Associate Professor Cristina Dogot, PhD

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	FACULTY OF HISTORY, INTERNATIONAL RELATIONS, POLITICAL SCIENCE AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	UNDERGRADUATE STUDIES (CYCLE I)
1.6 Study Programme/Qualification	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES (IN ENGLISH)

2. Course details

2.1 Course title	INTRODUCTION TO SECURITY AND STRATEGIC STUDIES						
2.2 Course coordinator	Lecturer PhD Dorin DOLGHI						
2.3 Seminar coordinator	Lecturer PhD Dorin DOLGHI						
2.4 Year of study	I	2.5 Semester	01	2.6 Type of assessment	Ex	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory	14
Time allocation (hours)					Hours
Study using the textbook, course materials, bibliography and notes					20
Additional research in the library, on specialist online platforms and in the field					20
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					28
Tutorials					2
Examinations					2
Other activities.....					-
3.7 Total hours of individual study	72				
3.9 Total hours per semester	100				
3.10 Number of credits	4				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Access to a projector/smartboard, the Moodle platform
5.2. for the seminar/laboratory	Access to a projector/smartboard, the Moodle platform

6. Specific competences acquired

Professional competences	C1 Applying the fundamentals of international relations theories to the study of European and international processes C2 Developing European and international projects C3 Applying analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs
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Transversal competences	
Skills/Competences (ESCO)	<p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, selects and uses research methods and techniques to carry out a study. The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance.
Skills	<ul style="list-style-type: none"> The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge. The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. The student/graduate uses critical thinking to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> To develop practical skills in applying security environment assessment techniques and applying them in research and practice. Understanding the main theoretical approaches in the field of security and strategic studies; Understanding the role and position of the main security entities and organisations at regional and global level
7.2 Specific objectives	<ul style="list-style-type: none"> Acquiring and deepening an understanding of the basic notions of security and contemporary strategic concepts; To develop and enhance skills in the critical analysis of security dimensions Developing skills for the comparative analysis of national security policies and strategies; Understanding and interpreting the interdependencies between the main international security organisations and the phenomenon of globalisation; Developing a positive, responsible attitude towards continuous learning and awareness of current trends in the international security environment; Developing the skills and abilities to identify, justify and design viable solutions for promoting security.

8. Course Content

8.1 Course (C)	Teaching methods	Comments
8.1.1. Origins, evolution and the meanings of security and insecurity	Participatory lecture	1
8.1.2. Forefathers of security studies	Lecture	1
8.1.3. Geopolitics and security studies	Interactive lecture	1
8.1.4. Theoretical approaches to security studies	Lecture	1
8.1.5. Analytical framework in the field of security studies	Lecture,	1
8.1.6. National security. Foundations, principles and strategies	Participatory lecture	1
8.1.7. Security Alliances and organisations (I)	Interactive lecture	1
8.1.8. Security Alliances and Organisations (II)	Interactive lecture	1
8.1.9. Crisis, conflict and war (I)	Interactive lecture, case studies	1
8.1.10. Crisis, conflict and war (II)	Participatory lecture, case studies	1
8.1.11. The role of communication in shaping perceptions of security and insecurity	Participatory lecture	1
8.1.12. Contemporary sources of insecurity (I)	Interactive lecture, case studies	1
8.1.13. Contemporary sources of insecurity (II)	Participatory lecture, case studies	1
8.1.14. Concluding meeting	Debate	1
Bibliography <ol style="list-style-type: none"> Collins, A. (Ed.). <i>Contemporary Security Studies</i>. Oxford University Press. Williams, P. D., & McDonald, M. (Eds.). <i>Security Studies: An Introduction</i>. Routledge. Baylis, J., Wirtz, J. J., & Gray, C. S. (Eds.). <i>Strategy in the Contemporary World</i>. Oxford University Press. Peoples, C., & Vaughan-Williams, N. <i>Critical Security Studies: An Introduction</i>. Routledge. Hough, P. <i>Understanding Global Security</i>. Routledge. Sheehan, M. <i>International Security: An Analytical Survey</i>. Lynne Rienner. Baldwin, D. A. (1997). "The Concept of Security." <i>Review of International Studies</i>. Walt, S. M. (1991). "The Renaissance of Security Studies." <i>International Studies Quarterly</i>. Buzan, B. <i>People, States & Fear</i> (2nd ed.). Lynne Rienner. Buzan, B., Wæver, O., & de Wilde, J. <i>Security: A New Framework for Analysis</i>. Lynne Rienner. Booth, K. <i>Theory of World Security</i>. Cambridge University Press. 		
8.2 Seminar (S)	Teaching methods	Comments
8.2.1. Perceptions of security. Representations and social constructions of insecurity	Examples/Case studies	1
8.2.2. Actorness in security systems	Examples/Teamwork	1
8.2.3. Geopolitical representations of the world and national state perspectives	Case studies	1
8.2.4. Applications of the theoretical framework of the Copenhagen School	Problems, exercises	1
8.2.5. National security strategy (I)	Case studies	1
8.2.6. National security strategy (II)	Case studies	1
8.2.7. The UN's role in the international security environment	Case studies	1
8.2.8. International security organisations	Case studies	1
8.2.9. International crises and conflicts	Case studies	1
8.2.10. International crises and conflicts	Case studies	1
8.2.11. International crises and conflicts	Case studies	1
8.2.12. Hybrid warfare	Case studies	1
8.2.13. Information warfare	Case studies	1
8.2.14. Concluding remarks		1
Bibliography <ol style="list-style-type: none"> Collins, A. (Ed.). <i>Contemporary Security Studies</i>. Oxford University Press. 		

2. Williams, P. D., & McDonald, M. (Eds.). *Security Studies: An Introduction*. Routledge.
3. Baylis, J., Wirtz, J. J., & Gray, C. S. (Eds.). *Strategy in the Contemporary World*. Oxford University Press.
4. Peoples, C., & Vaughan-Williams, N. *Critical Security Studies: An Introduction*. Routledge.
5. Hough, P. *Understanding Global Security*. Routledge.
6. Sheehan, M. *International Security: An Analytical Survey*. Lynne Rienner.
7. Baldwin, D. A. (1997). "The Concept of Security." *Review of International Studies*.
8. Walt, S. M. (1991). "The Renaissance of Security Studies." *International Studies Quarterly*.
9. Buzan, B. *People, States & Fear* (2nd ed.). Lynne Rienner.
10. Buzan, B., Wæver, O., & de Wilde, J. *Security: A New Framework for Analysis*. Lynne Rienner.
11. Booth, K. *Theory of World Security*. Cambridge University Press.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- Knowledge of and ability to apply the conceptual framework specific to the Security Studies specialisation.
- The ability to conduct an analysis of the international and national security environment
- The ability to distinguish between sources of security and sources of insecurity

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	<ul style="list-style-type: none"> • Comprehensive knowledge and understanding of the course content • Correct completion of the set tasks 	Summative assessment: Test comprising problems/applications and descriptive questions	<ul style="list-style-type: none"> • 70%
10.5 Seminar (S)	<ul style="list-style-type: none"> • Conducting individual research and analysis • Active participation and contributions to discussions 	Continuous assessment: Individual analysis: assessment of content and presentation	<ul style="list-style-type: none"> • 30%
10.9 Minimum performance standard			
<ul style="list-style-type: none"> ▪ Knowledge and understanding of the course content at the level of key concepts ▪ Achieving at least 5 marks (out of 10) for seminar work ▪ Achieving at least 5 marks (out of 10) for exam answers ▪ Achieving a final mark of at least 5 points (out of 10) 			

Date completed

Course lecturer:

Course lecturer:

Lecturer PhD Dorin DOLGHI

Lecturer PhD Dorin DOLGHI

Date of approval by the Department:
30.09.2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	OF HISTORY, INTERNATIONAL RELATIONS, POLITICAL SCIENCE AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	BACHELOR'S DEGREE
1.6 Study Programme/Qualification	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES (in English)

2. Course details

2.1 Course title	Introduction to European Studies: The European Idea						
2.2 Course coordinator	Associate Professor Alina Stoica, PhD						
2.3 Seminar/laboratory/project coordinator	Associate Professor Alina Stoica, PhD						
2.4 Year of study	I	2.5 Semester	01	2.6 Type of assessment	Ex	2.7 Course structure	I

(III) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: lecture	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: lecture	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					20
Additional research in the library, on specialist online platforms and in the field					20
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					14
Tutorials					4
Examinations					4
Other activities.....					
3.7 Total hours of individual study	72				
3.9 Total hours per semester	100				
3.10 Number of credits	4				

4. Prerequisites (where applicable)

4.1 Curriculum	(Prerequisites)
4.2 Skills	

5. Conditions (where applicable)

5.1. Course delivery	Room equipped with a smart board, Moodle platform
5.2. for the seminar/laboratory/project	Room equipped with a smart board, Moodle platform

6. Specific competences acquired

Professional competences	<ul style="list-style-type: none"> • C1 Applying the fundamentals of international relations theories to the study of European and international processes • C2 Developing European and international projects • C3 Applying analytical methodologies in the field of international relations and European affairs • C4 Designing strategies in the field of international relations and European affairs
Transversal competences	
ESCO Skills/Competences	<p>CP1. Finds solutions to problems</p> <p>CP2. Develops questionnaires</p> <p>CP3. Interact with stakeholders</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate applies the theoretical methodology of scientific research, comprising conducting background research, formulating a hypothesis, testing it, analysing data and drawing conclusions. • The student/graduate identifies, selects and applies research methods and techniques to conduct a study. • The student/graduate recognises, selects and applies statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data.
Skills	<ul style="list-style-type: none"> • The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating previous knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to address gaps in knowledge and practice in the identified areas. • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	The course objective is to provide students with the knowledge, skills and competences necessary to understand the evolution of the European idea, the process of European integration and the main institutions and policies of the European Union, developing the capacity for analysis and critical reflection on contemporary Europe.
7.2 Specific objectives	<ul style="list-style-type: none"> • Students will be able to identify and explain the main concepts and stages of European integration. • Students will be able to analyse the role of political and cultural ideas in the formation of the European project, from antiquity to 1950.

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
Introduction	Interactive lectures, heuristic discussion	2
Antiquity: Greece, the Roman Empire and the first ideas of European unity.	Interactive lectures, heuristic conversation	2
The Middle Ages: The Carolingian Empire and projects for Christian unification.	Interactive lectures, heuristic conversation	2
The Renaissance and the Enlightenment: thinkers and philosophers who contributed to the European idea.	Interactive lectures, heuristic conversation	2
The 19th century: ideas of federalism and projects for political unification.	Interactive lectures, heuristic conversation	2
The First World War and ideas for a united post-war Europe.	Interactive lectures, heuristic conversation	2
The interwar period: the League of Nations and European cooperation projects.	Interactive lectures, heuristic conversation	2
<p>Bibliography:</p> <ul style="list-style-type: none"> • Stoica, A. (2015). History of the European Idea: From Origins until the mid-20th Century. Lambert Academic Publishing. • Dinan, D. (2020). Europe Recast: A History of the European Union (3rd ed.). Basingstoke: Palgrave Macmillan. • Judt, T. (2005). Postwar: A History of Europe Since 1945. New York, NY: Penguin Press. • Kaiser, W., & Wessels, W. (2022). A History of European Integration: From the Early Ideas to the EU Today. London: Routledge. • Rosamond, B. (2021). Theories of European Integration (4th ed.). Basingstoke: Palgrave Macmillan. • Milward, A. S. (2000). The European Rescue of the Nation-State (Rev. ed.). London: Routledge. • Lambert, M. (2018). European Unity Projects in the 20th Century. Paris: L'Harmattan. • Chalmers, D., Davies, G., & Monti, G. (2022). European Union Law: Cases and Materials (4th ed.). Cambridge: Cambridge University Press. • Wessels, W., & Maurer, A. (2021). The European Union: How Does It Work? Oxford: Oxford University Press. • Fabbrini, S. (2020). The Law and Politics of the European Union. Oxford: Oxford University Press. 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
Case study: Plato, Aristotle, Cicero, Polybius	Projects, debate, case study	2
Case study: Charlemagne and attempts at medieval unification	Projects, debate, case study	2
Case study: Pierre du Bois and his project for European unity	Projects, debate, case study	2
Case study: Leibnitz, Duke Maximilien de Suli, Saint-Pierre	Projects, debate, case study	2
Case study: Montesquieu, Rousseau and the idea of a political Europe	Projects, debate, case study	2
Case study: Bismarck and Metternich	Projects, debate, case study	2
Case study: Aurel C Popovici, Aristide Briand, Jean Monnet	Projects, debate, case study	2
<p>Bibliography</p> <ul style="list-style-type: none"> • Stoica, A. (2015). History of the European Idea: From Origins until the mid-20th Century. Lambert Academic Publishing. • Dinan, D. (2020). Europe Recast: A History of the European Union (3rd ed.). Basingstoke: Palgrave Macmillan. • Judt, T. (2005). Postwar: A History of Europe Since 1945. New York, NY: Penguin Press. • Kaiser, W., & Wessels, W. (2022). A History of European Integration: From the Early Ideas to the EU Today. London: Routledge. • Rosamond, B. (2021). Theories of European Integration (4th ed.). Basingstoke: Palgrave 		

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* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

In order to develop the course materials and set the seminar topics, the course coordinator attended several conferences in the field, coordinating and participating in several Jean Monnet projects on the course's subject matter. In this way, they established contact with specialists in the field, including both theorists and practitioners from NGOs and civil society.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	<ul style="list-style-type: none"> • Comprehensive knowledge and understanding of the course content • Correctly answering the test questions 	Summative assessment: oral examination	<ul style="list-style-type: none"> • 60%
10.5 Seminar (S)	<ul style="list-style-type: none"> • Carrying out analyses in teams • Seminar activity 	Continuous assessment: assessment of seminar project, content and presentation; participation in seminar discussions.	<ul style="list-style-type: none"> • 40%
10.6 Laboratory (L)	-	-	-
10.7 Project (P)	-	-	-
10.8 Practical work (P)	-	-	-
10.9 Minimum performance standard			
<ul style="list-style-type: none"> ▪ Knowledge and understanding of the course content at the level of key concepts ▪ Achieving at least 5 marks (out of 10) for seminar work ▪ Achieving at least 5 marks (out of 10) for exam answers ▪ Achieving a final mark of at least 5 points (out of 10) 			

Date completed

Course lecturer:

Seminar lecturer:

Associate Professor PhD Alina STOICA

Associate Professor PhD Alina
STOICA

**Date of approval by
the Department:** 30
September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Undergraduate studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Basic English Communication						
2.2 Course coordinator	-						
2.3 Seminar/laboratory/project coordinator	Associate Professor Fer Simona						
2.4 Year of study	I	2.5 Semester	01	2.6 Type of assessment	Vp	2.7 Course structure	I

(IV) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lecture	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	3.6 seminar/laboratory/project	28
Time allocation				hours
Study using the textbook, course materials, bibliography and notes				20
Additional research in the library, on specialist online platforms and in the field				10
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays				10
Tutorials				3
Examinations				4
Other activities.....				
3.7 Total hours of independent study	47			
3.9 Total hours per semester	75			
3.10 Number of credits	3			

4. Prerequisites (where applicable)

4.1 Curriculum	(Requirements)
4.2 Skills	

5. Conditions (where applicable)

5.1. Course delivery	Room equipped with a smartboard, the University of Oradea's e-learning platform
5.2. for the seminar/laboratory/project	Room equipped with a smartboard, the University of Oradea's e-learning platform

6. Specific competences acquired

Professional skills	C6 Providing support in managing relationships within organisations and institutions involved in European and international processes
Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work within a multidisciplinary team appropriate to various hierarchical levels
ESCO Skills/Competencies	CP6. Uses communication techniques CP8. Interacts with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains a government's political activities, plans and intentions for a legislative session in relation to specific issues. The student/graduate recognises, analyses and explains the procedures involved in implementing government policies at all levels of public administration. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the findings.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	The general objective is to learn English in a communicative manner. The emphasis is on communication, the development of pronunciation, the ability to understand spoken messages, the ability to understand written messages, as well as the discussion of certain grammatical elements.
7.2 Specific objectives	During these seminars, students will learn to use political terms specific to the English language and to express themselves freely in various given situations. The course also aims to broaden students' knowledge of English culture and civilisation, as well as to study political fields.

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
8.2 Seminar	Teaching methods	No. of Hours / Comments
Juvenile delinquency	Group work	2

Political education of teenagers Present tenses		
Write questions for an interview International migration Past tenses	The students will work in groups, demonstrating their knowledge of English by using vocabulary and grammar.	2
Conditional sentences The portrait of a politician	Individual work	2
Other hypothetical constructions: Wish, If only, Would rather Write questions for an interview	Group work	2
The relationship between journalists and politicians (debates)	Individual work: Creating a text for networking	2
Idiomatic expressions The British political system Aspects concerning accession to the European Union	Group Work: Creating a company newsletter	2
Indirect speech Interview with a political figure	Students will acquire knowledge of standard language expressions used in informal spoken and written communication.	2
Conversational phrases: suggestions, advice and offers PhDaw up a political party manifesto	Individual work/pair work	2
Interrogative sentences/Irregular verbs Politics around the world	Individual work: They will be given a text to match the correct form of the irregular verb given in brackets.	2
Words that are sources of error America through the looking glass	Reading, translating and creating dialogues	2
Adjectives without degrees of comparison Escape routine: language related to politics		
Transitive verbs in Romanian but intransitive in English Culture and civilisation: The Anglo-Saxons	Language used in informal spoken and written communication.	2
The normal topic in different sentences EU institutions	Individual and group work	2
Political slang vs. standard terms	Presenting new vocabulary	2
		2

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 Boghian, Ioana, *A Guide to English Teaching Practice*, Alma Mater Publishing House, Bacău, 2014
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 Burada, Marinela, *An Elementary Course in English*, Transilvania University, Braşov, 1992.
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 Kruelle, Denise, Berlitz English, *English for Life*, Level 1, Berlitz Languages Inc. NJ, USA
 Parnuta, Oana, *Communication through Reading and Translation*, Transilvania University Press, 2002.
 Roland Marie-Claude, *CV in English*, Teora Publishing House, 2003
Vocabulary Teaching and Learning. From Theory to Practice, "Infomarket" Publishing House, Braşov, 2001.
 Newspapers: Weekend Herald, Financial Times, The New York Times, The Times

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course			
10.5 Seminar	assessment of knowledge from previous seminars	Weekly assessment	10%
	translations completed by students and checked in class	presentation of translations	45%
	the aim is to assess vocabulary acquisition, accuracy of expression and clarity of writing	discussions led by the teacher and student presentations on given topics	45%
10.6 Laboratory			
10.7 Project			
10.8 Minimum performance standard			

Date of completion

Course lecturer:

Seminar lecturer:

Associate Professor Simona Fer, PhD

Assoc. Prof. PhD Simona Fer

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Undergraduate studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Basic Communication in Spanish						
2.2 Course coordinator	PhD Andrei SCRIDON						
2.3 Seminar/laboratory/project coordinator	PhD Andrei SCRIDON						
2.4 Year of study	I	2.5 Semester	01	2.6 Type of assessment	Vp	2.7 Course structure	O

(V) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	0	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	0	3.6 seminar/laboratory/project	28
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					8
Additional research in the library, on specialist online platforms and in the field					5
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					5
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	22				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Room equipped with a smartboard, the University of Oradea's e-learning platform
5.2. for the seminar/laboratory/project	Room equipped with a smartboard, the University of Oradea's e-learning platform

6. Specific competences acquired

Professional Competences	
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Transversal Competences	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work within a multidisciplinary team appropriate to various hierarchical levels
ESCO Skills/Competencies	CP6. Uses communication techniques CP8. Interacts with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains a government's political activities, plans and intentions for a legislative session in relation to specific issues. The student/graduate recognises, analyses and explains the procedures involved in implementing government policies at all levels of public administration. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the findings.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	The course aims to provide students with theoretical and, above all, practical elements that will enable them to express basic, everyday ideas in Spanish, both orally and in writing. At the same time, the course focuses on building a basic specialist vocabulary in the field of international relations and European studies.
7.2 Specific objectives	<ul style="list-style-type: none"> Expressing basic, everyday ideas in Spanish, both orally and in writing Acquiring specialist vocabulary in the field of international relations and European studies Becoming familiar with a foreign language

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
8.2 Seminar	Teaching methods	No. of Hours / Comments
8.3 Laboratory		
Overview of the seminar. Introductory concepts regarding the learning of Spanish. Pronunciation in Spanish The Spanish alphabet	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their	2

Reading by letters Formal greetings / Informal greetings	communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	
Presentation in Spanish Introducing one's surname, first name, personal adPhDess, profession and nationality Personal identification (singular)	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural environments, their ability to work in a team and to adapt to different types of situations.	2
Masculine and feminine nouns and adjectives The singular and plural forms of nouns and adjectives	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural settings, their ability to work in a team and to adapt to different types of situations.	2
Countries and Nationalities Countries and nationalities in Europe and Latin America	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural settings, their ability to work in a team and to adapt to different types of situations.	2
Exercises to practise all the grammar and language skills learnt so far Demonstrative adjectives/pronouns	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Cardinal and ordinal numbers from 0 to 1,000,000	Interactive course, encouraging student contributions to the topic covered. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural settings, their ability to work in a team and to adapt to different types of situations.	2
Orientation in time and space Time, date, months of the year, days of the week, seasons	Interactive lesson, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Orientation in time and space Time expressions Vocabulary consolidation exercises relating to situating oneself in time and space.	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural environments, their ability to work in a team and to adapt to different types of situations.	2
Various responses to the presentation of communication situations How to respond in Spanish to the presentation of various communication situations, both professional and personal	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2

Present tense of verbs Verb groups, endings, examples of verbs, exercises to practise regular verbs in the present tense	Interactive course, encouraging student contributions to the topic covered. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Present tense of verbs Exercises to consolidate regular verbs in the present tense	Interactive course, encouraging student contributions to the topic covered. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Present tense Irregular verbs in the present tense: examples of verbs, conjugation, exercises with irregular verbs in the present tense	Interactive course, encouraging student contributions to the topic covered. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
The present tense of verbs Reflexive verbs in the present tense. Exercises with reflexive verbs	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
The present tense of verbs Verbs of the GUSTAR type Exercises with the verb of the type GUSTAR	An interactive course that encourages students to contribute to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural settings, their ability to work in a team and to adapt to different types of situations.	2
Bibliography <ol style="list-style-type: none"> Francisca Castro – USO de la gramática española, elementary level, Edelsa, MaPhDid, 2002. Angeles Encimar – Interactive Spanish Vocabulary Guide, Edelsa, MaPhDid, 2001. Ana-Maria Cazacu – Learn Spanish without a teacher. A practical course. Steaua Nordului Publishing House, Constanța 2007 PePhDo Alvarez Olañeta, Trinidad Bonachera Alvarez – Fundamental Thematic Vocabulary of the Spanish Language, Niculescu, Bucharest, 2003. Francisca Castro Viudez, Fernando Marín Arrese, Reyes Morales Gálvez, Soledad Rosa Muñoz, VEN 1 – Spanish Course for Foreigners, Edelsa, MaPhDid, 2000. Francisca Castro Viudez, Fernando Marín Arrese, Reyes Morales Gálvez, Soledad Rosa Muñoz, VEN 1 – Workbook, Edelsa, MaPhDid, 2000. Francisca Castro Viudez, Fernando Marín Arrese, Reyes Morales Gálvez, Soledad Rosa Muñoz, VEN 1 – Spanish Course for Foreigners, Teacher’s Book, Edelsa, MaPhDid, 2000. AlexanPhDu Calciu, Constantin Duhăneanu, Dan Munteanu – Romanian-Spanish Dictionary, Scientific and Encyclopaedic Publishing House, Bucharest. AlexanPhDu Claciu, Zaira Samharadze – Spanish-Romanian Dictionary, Editura Stiințifică, Bucharest. http://www.worPhDeference.com/ http://www.aprenderespanol.org/ http://www.cervantes.es/lengua_y_ensenanza/informacion.htm 		

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> ▪ By learning to communicate in a foreign language, students will be able to communicate in another language and gain access to jobs where knowledge of that language is required.
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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course			
10.5 Seminar			
10.6 Laboratory	<ul style="list-style-type: none"> - accurate and conscious reading of a text in Spanish - completing all grammar exercises on the assigned topics - correct oral expression and the ability to hold a conversation using a vocabulary of approximately 250 words 	<ul style="list-style-type: none"> - ongoing oral assessment - written assessment in the final laboratory session 	<ul style="list-style-type: none"> -50% -50%
10.7 Project			
10.8 Minimum performance standard			
<i>Knowledge required for a grade 5</i> <ul style="list-style-type: none"> - accurate and conscious reading of a text in Spanish - Completing a grammar exercise on the given topic 			

Date of completion

Course lecturer:

Seminar lecturer:

PhD AnPhDei Scridon

PhDd. AnPhDei Scridon

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Undergraduate studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Theories of International Relations						
2.2 Course coordinator	Lecturer PhD Edina Lilla Mészáros						
2.3 Seminar lecturer	Lecturer PhD Edina Lilla Mészáros						
2.4 Year of study	I	2.5 Semester	02	2.6 Type of assessment	E	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	56	of which: 3.5 lecture	28	3.6 seminar/laboratory	28
Time allocation (hours)					Hours
Study using the textbook, course materials, bibliography and notes					29
Additional research in the library, on specialist online platforms and in the field					22
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					12
Tutorials					2
Examinations					4
Other activities.....					-
3.7 Total hours of individual study	69				
3.9 Total hours per semester	125				
3.10 Number of credits	5				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre equipped with a video projector, Moodle platform
5.2. for the seminar/laboratory	Classroom equipped with a video projector, Moodle platform

6. Specific competences acquired

Professional competences	C1 Application of the fundamentals of international relations theories in the study of European and international processes C2 Developing European and international projects C3 Applying analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs C5 Providing support in the field of international negotiation and mediation between groups with diverse interests
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Transversal skills	
ESCO Skills/Competences	<p>CP1. Finds solutions to problems</p> <p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p> <p>CP5. Conducts market research</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate applies the theoretical methodology of scientific research, comprising conducting background research, formulating a hypothesis, testing it, analysing data and drawing conclusions. • The student/graduate identifies, selects and applies research methods and techniques to carry out a study. • The student/graduate identifies, selects and applies statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. • The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. • The student/graduate recognises, analyses and explains the method, process and study of influencing people, of gaining control over a community or society, as well as the distribution of power within a community and between societies.
Skills	<ul style="list-style-type: none"> • The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating previous knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. • The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to address gaps in knowledge and practice in the identified areas. • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole.

7. Course objectives (based on the grid of specific competences acquired)

7.2 General objective of the course	<ul style="list-style-type: none"> • To familiarise students with the theoretical and conceptual foundations of international relations • To develop the ability to critically analyse international phenomena and contemporary security issues. • To develop practical research and communication skills applicable in the field of international relations and European studies. • To cultivate an intercultural and interdisciplinary perspective, necessary for understanding the complexity of the international environment.
7.2 Specific objectives	<ul style="list-style-type: none"> • Development of specific intellectual skills for understanding international phenomena. • To broaden students' understanding of theories of international relations and how these are applied in case studies relevant to the field of specialisation.

8. Course content

8.1 Course (C)	Teaching methods	Comments/no. of hours
1. Theories of international relations: an introduction	Lecture	2 hours
2. Realism	Lecture	4 hours
3. Liberalism	Lecture	4 hours
4. Structuralism	Lecture	4 hours
5. English School	Lecture	2 hours
6. Constructivism	Lecture	4 hours
7. Critical theory	Lecture	2 hours
8. Feminism	Lecture	2 hours
9. Normative theory	Lecture	2 hours
10. Green Theory	Lecture	2 hours

Bibliography

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- Kaldor, Mary. *Human Security. Reflections on Globalisation and Intervention*. Cluj-Napoca: CA Publishing, 2010.
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- Mansbach, Richard W.; Rafferty, Kirsten L. *Introduction to Global Politics*. New York: Routledge, 2008.
- Miroiu, APhDian; Ungureanu, Răzvan. *Handbook of International Relations*. Iaşi: Polirom, 2006.
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- Nye, Joseph S. Jr. *Decoding International Conflicts: Theory and History*. Bucharest: Antet Publishing, 2005.
- Strange, Susan. *The Retreat of the State: The Diffusion of Power in the World Economy*. Cambridge: Cambridge University Press, 1997.
- Sørensen, Georg, Robert H Jackson, and Jørgen Møller. *Introduction to International Relations: Theories and Approaches*. Eighth edition. New York, NY: Oxford University Press, 2022
- Vătăman, Dan. *Theories of International Relations*. Bucharest: Pro Universitaria, 2025.
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- Waltz, Kenneth N. *Man, the State and War*. Iaşi: European Institute Press, 2000, pp. 101–128.
- Waltz, Kenneth N. *Theory of International Politics*. Reading, MA: Addison-Wesley, 1979.
- Weber, Cynthia. *International Relations Theory: A Critical Introduction*. 3rd edition. London: Routledge, 2010.
- Wendt, Alexander. *Social Theory of International Politics*. Cambridge: Cambridge University Press, 1999.

8.2 Seminar (S)	Teaching methods	Comments
1. Introductory seminar, presentation of discussion topics, bibliography and requirements, assignment of student assignments/Theories of International Relations: An Introduction	Case studies	4 hours
2. Realism. Applied case studies	Case studies/Presentations/Debate	4 hours
3. Liberalism. Applied case studies	Case studies/Presentations/Debate	4 hours
4. Structuralism. Applied case studies	Case studies/Presentations/Debate	4 hours
5. English School. Applied case studies	Case studies/Presentations/Debate	4 hours
6. Constructivism. Applied case studies	Case studies/Presentations/Debate	4 hours
7. Feminism and green theory. Applied case studies	Case studies/Presentations/Debate	4 hours

Bibliography

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- Waltz, Kenneth N. *Theory of International Politics*. Reading, MA: Addison-Wesley, 1979.
- Weber, Cynthia. *International Relations Theory: A Critical Introduction*. 3rd edition. London: Routledge, 2010.
- Wendt, Alexander. *Social Theory of International Politics*. Cambridge: Cambridge University Press, 1999

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

▪ The content of the course Theories of International Relations is aligned with the expectations of the academic, professional and employer communities by developing skills in the critical analysis of international phenomena, intercultural communication and the practical application of knowledge in institutional and security contexts.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	Knowledge and skills reproductive Knowledge and skills applied creatively	Written exam	• 70%
10.5 Seminar (S)	<ul style="list-style-type: none"> • Conducting analyses in teams • Discussions • Seminar work 	Continuous assessment: Seminar project presentation Participation in debates	• 30%
10.6 Laboratory (L)	-	-	-
10.7 Project (P)	-	-	-
10.8 Practical work (P)	-	-	-
10.9 Minimum performance standard			
<ul style="list-style-type: none"> ▪ Knowledge and understanding of the course content at the level of key concepts ▪ Achieving at least 5 marks (out of 10) for seminar work ▪ Achieving at least 5 marks (out of 10) for exam answers ▪ Achieving a final mark of at least 5 points (out of 10) 			

Date completed

Course lecturer:
Lecturer PhD Edina Lilla Mészáros

Seminar lecturer:
Lecturer PhD Edina Lilla Mészáros

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's Degree
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title		European Integration					
2.2 Course coordinator		Associate Professor PhD Cristina Dogot					
2.3 Seminar/laboratory/project coordinator		Associate Professor PhD Cristina Dogot					
2.4 Year of study	I	2.5 Semester	02	2.6 Type of assessment	Ex.	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					24
Additional research in the library, on specialist online platforms and in the field					20
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					17
Tutorials					7
Examinations					4
Other activities.....					
3.7 Total hours of independent study	72				
3.9 Total hours per semester	100				
3.10 Number of credits	4				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable.
4.2 Skills	Not applicable.

5. Conditions (where applicable)

5.1. Course delivery	Classroom equipped with a laptop, video projector and appropriate software – PowerPoint, Word, the UO e-learning platform
5.2. for the seminar/laboratory/project	Classroom equipped with a laptop, projector and appropriate software – PowerPoint, Word, the university's e-learning platform

6. Specific competences acquired

Professional competences	C1 Applying the fundamentals of international relations theory to the study of European and international processes C2 Developing European and international projects C3 Applying analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs
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Transversal skills	
ESCO Skills/Competences	<p>CP1. Finds solutions to problems</p> <p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate applies the theoretical methodology of scientific research, comprising conducting background research, formulating a hypothesis, testing it, analysing data and drawing conclusions. • The student/graduate identifies, selects and applies research methods and techniques to conduct a study. • The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. • The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance.
Skills	<ul style="list-style-type: none"> • The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating previous knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to address gaps in knowledge and practice in the identified areas. • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> ▪ Presentation and analysis of the European integration process.
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ To understand the stages and characteristics of the European integration process; ▪ To understand and analyse the importance of the European integration process for the economic and democratic development of Western states and, subsequently, of the former communist states that have joined the EU;

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
The idea of European unity from the end of the First World War to the creation of the Council of Europe (1949).	Interactive lecture, critical analysis, moderated debate	2
The creation of the ECSC. The European Defence Community. The European Political Community. The European Economic Community.	Interactive lecture, critical analysis, moderated debate	2
The European Economic Community. The European Common Market. The common policies of the European Union	Interactive lecture, critical analysis, moderated debate	2
Enlargements of the European Community/Union	Interactive lecture, critical analysis, moderated debate	2
The Treaties of the European Union	Interactive lecture, critical analysis, moderated debate	2
Romania's accession to the European Union	Interactive lecture, critical analysis, moderated debate	2
Current issues facing the European Union: The Treaty of Lisbon: the EU as a global actor; Brexit; the EU and the Western Balkans; EU principles and values.	Interactive lecture, critical analysis, moderated debate	2
<p>Bibliography</p> <p>Dedman, Martin J. <i>The Origins and Development of the European Union 1945–2008. A history of European integration</i>. London and New York: Routledge, 2010.</p> <p>Documents of the European Union.</p>		
8.2 Seminar	Teaching methods	No. of Hours / Comments
Introductory seminar: presentation of working methods and topics to be analysed.	Discussion	2
First steps towards European unification: -W. Churchill's speeches at Fulton and Zurich; -Resolutions of the Hague Conference, 1948; -Robert Schuman's declaration.	Presentation of three case studies by students. Debate.	2
France and Germany: from hostility to friendship? -Charles de Gaulle and the European Defence Community; -The Franco-German Treaty, 22 January 1963; -The 'empty chair' crisis. The Luxembourg Compromise (1965–1966).	Presentation of three case studies by students. Debate.	2
A new beginning: Strengthening the European Communities. -Pierre Werner's Declaration (1 December 1969) - Communiqué of the meeting of Heads of State and Government in The Hague, 1–2 December 1969 - The Hague Summit, 10 July 1969, and the new directions for European integration: completion, deepening, enlargement	Presentation of three case studies by students. Debate.	2
New developments - The new European Parliament: 1979 (the electoral system and general elections)	Presentation of three case studies by students. Debate.	2

- The European Council at Fontainebleau (25–26 June 1984). Presidency conclusions - Communication from the Commission of the European Communities 'Europe of the Citizens' (24 September 1984)		
Key figures in the European integration process - Paul Henri Spaak, a new vision for Europe - Sicco Mansholt, European Commissioner for Agriculture - Jacques Delors – the great leap forward in the process of European integration	Presentation of three case studies by students. Discussion.	2
The EU at the end of the Cold War -The EU as a global economic player (1990–present) -The EU as an international political actor -The EU as an international military actor	Presentation of two case studies by students. Discussion.	2
Bibliography Borchard, Klaus-Dieter, <i>European integration. The origins and growth of the European Union</i> , https://core.ac.uk/download/pdf/148851788.pdf . Documents on www.cvce.eu Websites of EU institutions		

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> The topics studied will enable students to successfully meet the demands of jobs in the field of European affairs. The information provided and the methods used will equip students with the necessary knowledge and skills to support their integration into the specific labour market.
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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Assessment requirements: For Grade 5 / acquiring the key concepts and ideas; For Grade 6 / understanding the main events and issues relating to the process of European integration; For Year 7 / illustrating theoretical concepts with examples from the history of European integration; For Year 8 / developing ideas, concepts, theories and their correlation with events; For Year 9 / clear and reasoned knowledge, attendance at lectures and seminars; For Year 10 / attendance at lectures and seminars;	The exam will consist of four topics, three from the course and one related to the case studies analysed in seminars.	70%

	well-founded knowledge of the European integration process; personal approach and interpretation; reading the recommended literature.		
10.5 Seminar	<p>Grade 5–6 / knowledge of the main information on the case studies presented; at least 20% attendance at seminars;</p> <p>Grade 7 / the ability to establish connections between the key ideas of political ideologies and the case studies presented; at least 40% attendance at seminars;</p> <p>Grade 8 / the ability to analyse the role of the studied ideologies in the political and economic evolution of contemporary global society; at least 60% attendance at seminars; good knowledge of the bibliography;</p> <p>Grade 9 / at least 80% attendance at seminars, and presentation of a paper on one of the given topics, in accordance with the schedule and academic standards and with a distinct personal touch; very good knowledge of the bibliography;</p> <p>Grade 10 / all of the above, plus at least 90% attendance at seminars and the presentation of a paper on one of the given topics, in accordance with the schedule and academic standards, and with a significant personal touch; excellent knowledge of the bibliography.</p>	<p>Assessment of the case studies presented in terms of the achievement of the objective set out in the given topic; the quality and logic of the argumentation; originality.</p> <p>Assessment of contributions to the debate in terms of the relevance of the information to the given topic; the quality and logic of the argumentation; originality.</p>	
10.6 Laboratory			
10.7 Project			
10.8 Minimum performance standard			
Knowledge of the main theoretical information and the main stages of the process of European integration.			

Date of completion

Lecturer:
Associate Professor Cristina Dogot,
PhD

Seminar lecturer:
Associate Professor Cristina
Dogot, PhD

**Date of approval by
the Department:**
30 September 2025

**Date of approval by
the Faculty Council:**
30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's
1.6 Study Programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Academic Writing						
2.2 Course coordinator	PhD AnPhDeea Strettea						
2.3 Seminar/laboratory/project coordinator	PhD AnPhDeea Strettea						
2.4 Year of study	I	2.5 Semester	02	2.6 Type of assessment	Cv.	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	42	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	28
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					10
Additional research in the library, on specialist online platforms and in the field					10
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					9
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	33				
3.9 Total hours per term	75				
3.10 Number of credits	3				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Skills	Not applicable

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre equipped with a video projector, Moodle platform
5.2. for the seminar/laboratory/project	Classroom equipped with a video projector, Moodle platform

6. Specific competences acquired

Professional competences	<p>C4 Designing strategies in the field of international relations and European affairs</p> <p>C5 Providing support in the field of international negotiation and mediation between groups with diverse interests</p> <p>C6 Providing support in the management of relations within organisations and institutions involved in European and international processes</p>
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Transversal skills	
ESCO Skills/Competences	<p>CP4. Keeps abreast of the political landscape</p> <p>CP5. Conducts market research</p> <p>CP6. Use communication techniques</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. • The student/graduate recognises, analyses and explains the method, process and study of influencing people, of gaining control over a community or a society, as well as the distribution of power within a community and between societies • The student/graduate recognises, analyses and explains the political activities, plans and intentions of a government for a legislative session regarding specific issues.
Skills	<ul style="list-style-type: none"> • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. • The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline. • The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, each member doing their part for the benefit of the whole. • The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> ▪ To acquire the necessary skills for writing academic and argumentative essays in the field of international relations and European studies, with the aim of developing critical and analytical thinking
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ To develop students' critical and analytical thinking in international relations and European studies with the aim of PhDafting arguments applicable both in the field of international relations and in the private sector ▪ Conducting critical analyses, both in writing and orally, on topics relating to conflict management in international negotiation processes ▪ Acquiring fundamental methods for problem-solving, formulating hypotheses and evaluating given situations in the field of international relations and European studies

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
1. Introduction to academic writing	Presentation, guided discovery, applied learning, argumentation	2/week
2. The writing process	Presentation, guided discovery, applied learning in argumentation	2/week
3. Basic steps in writing an argumentative essay	Presentation, guided discovery, applied learning: argumentation	2/week
4. Essay structure – how to organise your ideas	Presentation, guided discovery, applied learning, argumentation	2/week
5. Essay structure – how to incorporate others' ideas	Presentation, guided discovery, applied learning, argumentation	2/week
6. Introduction to debate	Presentation, guided discovery, applied learning, argumentation	2/week
7. Preparing and delivering an oral argument	Presentation, guided discovery, applied learning in argumentation	2/week
Bibliography		
<ul style="list-style-type: none"> Jonathan Grix – The Foundations of Research [Demystifying postgraduate research], Palgrave: New York, 2014 Christopher Lamont – Research Methods in International Relations, Sage: London, 2015 Stephen Bailey – Academic Writing: A Handbook for International Students (2nd edition), New York, Routledge, 2006 PhD Natilene Bowker (ed.) – Student Learning Development Services Academic Writing, 2007 APhDian Wallwork – English for Academic Writing: Grammar Exercises, Springer, 2013 APhDian Wallwork – English for Academic Writing: Vocabulary Exercises, Springer, 2013 APhDian Wallwork – English for Academic Writing: Writing Exercises, Springer, 2013 Mirela Mărcuț, Academic Writing. Lecture Notes. Oradea: University of Oradea Press, 2022 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
1. Specific features of the academic essay – examples	guided discovery, applied learning, argumentation	2 hours/week
2. Essay planning – exercises	guided discovery, applied learning, argumentation	2 hours/week
3. How to organise your ideas	guided discovery, applied learning, argumentation	2 hours/week
4. Summarising and paraphrasing	guided discovery, applied learning, argumentation	2 hours/week
5. Main body of the essay – argumentation	guided discovery, applied learning argumentation	2 hours/week
6. Academic style – exercises	guided discovery, applied learning argumentation	2 hours/week
7. Academic style – exercises	guided discovery, applied learning, argumentation	2 hours/week
Bibliography		
<ul style="list-style-type: none"> Jonathan Grix – The Foundations of Research [Demystifying postgraduate research], Palgrave: New York, 2014 		

- Christopher Lamont – Research Methods in International Relations, Sage: London, 2015
- Stephen Bailey – Academic Writing: A Handbook for International Students (2nd edition), New York, Routledge, 2006
- PhD Natilene Bowker (ed.) – Student Learning Development Services Academic Writing, 2007
- APhDian Wallwork – English for Academic Writing: Grammar Exercises, Springer, 2013
- APhDian Wallwork – English for Academic Writing: Vocabulary Exercises, Springer, 2013
- APhDian Wallwork – English for Academic Writing: Writing Exercises, Springer, 2013
- Mirela Mărcuț, Academic Writing. Lecture Notes. Oradea: University of Oradea Press, 2022

* The content and the number of hours allocated to each lecture/seminar/laboratory session/project over the 14 weeks of each semester of the academic year will be specified.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- The course aims to develop the critical thinking skills students need to function both in academia and, in particular, in the private sector
- Writing academic essays helps develop the ability to analyse issues and PhDaft reports, proposals and strategies
- The course uses events from the field of international relations as examples/case studies to prepare students

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Presentation of the academic essay in accordance with the stages discussed in the course	Seminar	50%
10.5 Seminar	Participation in seminar discussions and analyses	Formative assessment	50%
10.6 Minimum performance standard Grade 5 – Submission of an argumentative essay containing structural elements taught in the course			

Date of completion

Course lecturer:
Associate Professor PhD Cristina Dogot

Seminar lecturer:
Associate Professor Cristina Dogot, PhD

Date of approval by

the Department:

30 September 2025

Date of approval by the Faculty Council:

30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Undergraduate studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Informatics I						
2.2 Course coordinator	Lecturer PhD Cosmin Chiriac						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Cosmin Chiriac						
2.4 Year of study	I	2.5 Semester	02	2.6 Type of assessment	Vp	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	-	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	-	3.6 seminar/laboratory/project	28
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					8
Additional research in the library, on specialist online platforms and in the field					8
Preparation of seminars/laboratory sessions, assignments, presentations, portfolios and essays					24
Tutoring					4
Examinations					3
Other activities.....					-
3.7 Total hours of individual study	47				
3.9 Total hours per semester	75				
3.10 Number of credits	3				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Skills	Not applicable

5. Conditions (where applicable)

5.1. Course delivery	-
5.2. for the seminar/laboratory/project	Workstation, internet connection, e-learning platform with video-conferencing capabilities

6. Specific competences acquired

Professional Professional	C6 Providing support in managing relations within organisations and institutions involved in European and international processes.
Transversal Transversal	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work in a multidisciplinary team appropriate to various hierarchical levels
ESCO Skills/Competencies	CP6. Uses communication techniques CP8. Interacts with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains a government's political activities, plans and intentions for a legislative session in relation to specific issues. The student/graduate recognises, analyses and explains the procedures involved in implementing government policies at all levels of public administration. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the findings.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> To acquire the knowledge necessary to edit academic papers in a clear, accurate and efficient manner To acquire the skills necessary to deliver a presentation, making appropriate use of multimedia techniques
7.2 Specific objectives	<ul style="list-style-type: none"> To familiarise students with the components of academic research outputs (books, specialist articles) Familiarisation with the types of bibliographic sources and ways of obtaining, managing and using them when editing texts Familiarisation with text formatting rules and academic writing requirements Acquiring the skills to format texts according to a set of specifications

8. Course content*

8.1 Laboratory	Teaching methods	No. of Hours / Comments
1. Presentation of the course objectives, the skills and	Lecture	2 hours/week

<p>knowledge to be acquired, the course content, the assessment method and the submission deadlines.</p> <p>Presentation of the applications to be used during the course. These are useful applications for text editing and collaboration in academic research, as well as for managing, citing and creating bibliographies.</p>		
<p>2. Familiarisation with the types of bibliographic sources used in the academic environment.</p> <p>Installation of a bibliography management application and its dependencies.</p>	Lecture, examples and exercises	2 hours/week
<p>3. Familiarisation with the characteristics of different types of bibliographic sources and the online sources from which they can be obtained. Assignment</p>	Lecture, examples and exercises	2 hours/week
<p>4. Using the Zotero citation management programme to add, import and organise bibliographic sources. Assignment.</p>	Lecture, examples and exercises	2 hours per week
<p>5. Entering and editing citations and bibliographies in word processors. Using citation styles. Assignment.</p>	Lecture, examples and exercises	2 hours/week
<p>6. Formatting texts. Listing and briefly discussing the features required for typesetting a text.</p> <p>The components of an academic publication (book, academic article). Familiarisation with the technical specifications characteristic of the academic environment.</p> <p>Assignment.</p>	Lecture, examples and exercises	2 hours/week
<p>7. Basic functions of word processors and the properties of text and paragraphs:</p> <ul style="list-style-type: none"> • text properties, • writing rules and spell-checking according to the selected language, • paragraph properties, • copying and pasting text, • special characters, • footnotes, • end-of-page and end-of-section characters. 	Lecture, examples and exercises	2 hours/week
<p>8. Document formatting styles:</p> <ul style="list-style-type: none"> • defining document formatting styles, • recommendations for use, • Predefined styles and custom styles, • Properties that make up a style, • Inheritance and overriding of properties within styles, • The formatting style of a new paragraph of text, • The difference between document formatting styles and Zotero styles. <p>Assignment.</p>	Lecture, examples and exercises	2 hours/week
<p>9. Exercises to consolidate the knowledge and skills required for text formatting.</p>	Exercises. Practical activities.	2 hours/week
<p>10. Images, tables and lists</p> <p>Image properties and ways of arranging them on the page.</p> <p>Table properties and editing.</p> <p>Types of lists and how to edit them.</p> <p>Assignment.</p>	Lecture, examples and exercises	2 hours/week
<p>11. Collaboration and document proofreading in online word processing applications.</p> <p>Most desktop word processing applications, as well as</p>	Lecture, examples and exercises	2 hours/week

online ones, have features that allow multiple people to collaborate. In the online environment, collaboration is usually direct and in real time. In other words, two or more people can work on a single document at the same time. In desktop applications, collaboration is generally indirect and involves suggesting corrections that can be approved by another person later. This type of collaboration is also possible with online word processing applications. Task.		
12. Exercises to consolidate the knowledge and skills required for online collaboration and the formatting of images and tables.	Lecture, examples and exercises	2 hours/week
13. Delivering a presentation What it means to give a presentation. Use of visual aids. The context in which presentations are given: <ul style="list-style-type: none"> with or without an audience, at events organised within the academic environment or at events outside the academic environment. Key elements of visual aids: <ul style="list-style-type: none"> themes, transitions, animations, images. Revising a presentation.	Lecture, examples and exercises	2 hours/week
14. General review.	Lecture, examples and exercises	2 hours/week
Bibliography Zotero documentation: https://www.zotero.org/support/ Microsoft Word: https://support.microsoft.com/en-us/word?ui=en-US&rs=en-US&ad=US Google Docs documentation: https://support.google.com/docs/topic/9046002		

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year shall be detailed.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> Digital skills relating to text editing and online collaboration are essential for any office-based activity in today's professional environment, regardless of the size or field of activity of the institution or company where future graduates will work. The course covers precisely these types of knowledge and skills. Delivering a presentation on a given topic, using appropriate visual aids, is also an essential skill in today's professional environment, but particularly in the field of international relations.
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10. Assessment

Activity type	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course			
10.5 Seminar/Laboratory	Class participation. Completion of an essay in accordance with technical specifications. Essay to assess acquired	Continuous assessment	100%

	knowledge.		
10.8 Minimum performance standard			
<i>The student must demonstrate the ability to write a text in accordance with given technical specifications.</i>			

Date of completion

Course lecturer:
Lecturer PhD Cosmin Chiriac

Seminar lecturer:
Lecturer PhD Cosmin Chiriac

**Date of approval by
the Department:**
30 September 2025

**Date of approval by
the Faculty Council:**
30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's Degree
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title		Social Communication in English					
2.2 Course coordinator							
2.3 Seminar/laboratory/project coordinator		Associate Professor Simona FER , PhD					
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	Vp	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lecture	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	3.6 seminar/laboratory/project	28
Time allocation				hours
Study using the textbook, course materials, bibliography and notes				10
Additional research in the library, on specialist online platforms and in the field				12
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays				15
Tutorial				5
Exams				5
Other activities.....				-
3.7 Total hours of individual study	47			
3.9 Total hours per semester	75			
3.10 Number of credits	3			

4. Prerequisites (where applicable)

4.1 Curriculum	(Requirements)
4.2 Skills	

5. Conditions (where applicable)

5.1. Course delivery	0
5.2. for the seminar/laboratory/project	Room equipped with a smartboard, the University of Oradea's e-learning platform

6. Specific competences acquired

Professional skills	C6 Providing support in managing relationships within organisations and institutions involved in European and international processes
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Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work within a multidisciplinary team appropriate to various hierarchical levels
ESCO Skills/Competencies	CP6. Uses communication techniques CP8. Interacts with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains the political activities, plans and intentions of a government for a legislative session in relation to specific issues. The student/graduate recognises, analyses and explains the procedures involved in implementing government policies at all levels of public administration. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the findings.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	The general objective is to learn English in a communicative manner. The emphasis is on communication, the development of pronunciation, the ability to comprehend spoken messages, the ability to comprehend written messages, as well as the discussion of certain grammatical elements.
7.2 Specific objectives	During these laboratory sessions, students will learn to use political terms specific to the English language and to express themselves freely in various given situations. The course also aims to broaden students' knowledge of English culture and civilisation, as well as to study political fields.

8. Content*

8.2 Laboratory	Teaching methods	No. of Hours / Comments
Giving advice, expressing preference Democracy Freedom of movement of persons within Europe	Group work	2
Sequence of tenses Lecture on personal and national identity	The students will work in groups, demonstrating their knowledge of English by using	2

	vocabulary and grammar.	
How to write a CV Useful terms when applying for a job	Individual work	2
Business communication Communicative activities	Group work	2
Recent terrorist attacks in Europe Structural exercises	Individual work: Creating a text for networking	2
Political education for teenagers Youth involvement in politics	Group Work: Creating a company newsletter	2
Political aspects of our local concerns	Students will acquire knowledge of standard language expressions used in informal oral and written communication.	2
Issues regarding European Union integration Students' concerns regarding political participation	Individual work/pair work	2
Learning with technology The importance of the internet in our lives	Individual work/pair work	2
Culture and Civilisation: the public and the private People after the Second World War	Individual work: They will be given a text to match the correct form of the irregular verb given in brackets.	2
Human trafficking A Guide for Internationally Mobile People	Reading, translating and creating dialogues	2
Youth participation in politics Minorities in Romania	Language used in informal spoken and written communication.	2
Romanians' freedom of action Debates on the rich and the poor	Individual and group work	
The historical background of the European Union Foreign security policy	Presenting new vocabulary	2
		2
Bibliography Bantas, AnPhDei, <i>The English Language</i> , Niculescu Publishing House, Bucharest, 2001 Boghian, Ioana, <i>A Guide to English Teaching Practice</i> , Alma Mater Publishing House, Bacău, 2014 Buja, Elena, <i>A Practical Course in Translation</i> , Reprografia, Transilvania University, Braşov,		

1995.
 Burada, Marinela, *An Elementary Course in English*, Transilvania University, Braşov, 1992.
 Dobrinescu, Anca, *Travelling across cultures*, Ploieşti University of Oil and Gas Press, Ploieşti, 2014
 Eloi, le Divenach, *English in the Press*, Teora Publishing House, Bucharest, 2004
 Galateanu – Farnoaga, Georgiana, *English Grammar Exercises*, Omegapres Publishing House, Bucharest
 Hardin, Gerard, *English Grammar for Everyone*, Larousse, Ninulescu Publishers, 2004
 Kruelle, Denise, Berlitz English, *English for Life*, Level 1, Berlitz Languages Inc. NJ, USA
 Parnuta, Oana, *Communication through Reading and Translation*, Transilvania University Press, 2002.
 Roland Marie-Claude, *CV in English*, Teora Publishing House, 2003
Vocabulary Teaching and Learning. From Theory to Practice, "Infomarket" Publishing House, Braşov, 2001.
 Newspapers: Weekend Herald, Financial Times, The New York Times, The Times

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course			
10.5 Seminar			
10.6 Laboratory	assessment of knowledge from previous seminars translations completed by students and checked in class the aim is to ensure vocabulary acquisition, accuracy of expression and clarity in writing	Weekly assessment presentation of translations discussions led by the teacher and student presentations on given topics	10% 45% 45%
10.7 Project			
10.8 Minimum performance standard			

Date of completion

Course lecturer:

Seminar lecturer:

Associate Professor Simona Fer, PhD

Assoc. Prof. PhD Simona Fer

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Undergraduate studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Practical I						
2.2 Course coordinator	Lecturer PhD Edina Meszaros						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Edina Meszaros						
2.4 Year of study	I	2.5 Semester	02	2.6 Type of assessment	C V	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	1	of which: 3.2 course	-	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	14	of which: 3.5 lecture	-	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					8
Additional research in the library, on specialist online platforms and in the field					8
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					13
Tutorials					4
Examinations					3
Other activities.....					-
3.7 Total hours of independent study	36				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Skills	Not applicable

5. Conditions (where applicable)

5.1. Course delivery	-
5.2. for the seminar/laboratory/project	Workstation, internet connection, e-learning platform with video-conferencing capabilities

6. Specific competences acquired

Professional Professional	
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Transversal Transversal	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work within a multidisciplinary team appropriate to various hierarchical levels
ESCO Skills/Competencies	CP8. Interacts with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains the procedures related to the implementation of government policies at all levels of public administration. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	To familiarise students with issues in international relations and European studies, and with the application of theories in practice
7.2 Specific objectives	<ul style="list-style-type: none"> to internalise the theoretical aspects acquired during lectures and seminars with a view to using them for the preparation of research papers or presentations to internalise aspects relating to procedures for the implementation of international policies and programmes

8. Course content*

8.1 Project	Teaching methods	No. of Hours / Comments
Participation in the round table ' <i>The turn of the world. Reconfiguring the international system</i> ', 10 March 2026	Discovery-based learning, problem-based learning, cooperative learning, simulation, document-based research of documents, learning in small groups, case studies	2
Participation in the round table discussion ' <i>Iran in the 21st century</i> ', 24 March 2026		2
Participation in the round table ' <i>NATO in 2026</i> ', 7 April 2026		2
Participation in the round table ' <i>The European Union's Security Strategy</i> ', 7 April 2026		2
Participation in the round table ' <i>Information and Disinformation in the Online Environment: Shaping Perceptions of Security and Insecurity</i> ', 2 June 2026		2
Participation in the roundtable on <i>Identity, Security, and</i>		2

<i>Inclusivity in the border areas of South-East Europe, June 2026</i>		
PhDafting summaries for each roundtable		2
Instead of the above activities, the student may choose to participate in <i>the 8th National Student Research Conference</i> , presenting a paper on a topic chosen by the student in consultation with the lecturer responsible for the activity		14
Bibliography		

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the epistemic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> The ability to synthesise information and analyse the information presented is essential in any type of activity within today's professional environment, regardless of the size or field of activity of the institution or company in which future graduates will work.
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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course			
10.5 Seminar/Laboratory/project	Preparation of a document summarising the discussions from the round-table sessions attended/preparation of a document presenting scientific papers	Continuous assessment	100%
10.8 Minimum performance standard			
Participation in at least 4 round-table discussions and the preparation of at least 4 summaries Submission of a title and an abstract for the Scientific Papers Session			

Date of completion

Course lecturer:
Lecturer PhD Edina Meszaros

Seminar lecturer:
Lecturer PhD Edina Meszaros

**Date of approval by
the Department:**
30 September 2025

**Date of approval by
the Faculty Council:**
30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Undergraduate studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Field Application I						
2.2 Course coordinator	Lecturer PhD Edina Meszaros						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Edina Meszaros						
2.4 Year of study	I	2.5 Semester	02	2.6 Type of assessment	C V	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	1	of which: 3.2 lectures	-	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	14	of which: 3.5 lecture	-	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					3
Additional research in the library, on specialist online platforms and in the field					3
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					7
Tutorials					2
Examinations					2
Other activities.....					-
3.7 Total hours of independent study	11				
3.9 Total hours per semester	25				
3.10 Number of credits	1				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Skills	Not applicable

5. Conditions (where applicable)

5.1. Course delivery	-
5.2. for the seminar/laboratory/project	Workstation, internet connection, e-learning platform with video-conferencing capabilities

6. Specific competences acquired

Professional	
Professional	

Transversal Transversal	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language
ESCO Skills/Competencies	CP8. Interacts with government agencies

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains the procedures related to the implementation of government policies at all levels of public administration.
Skills	<ul style="list-style-type: none"> The student/graduate prepares research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	Knowledge and understanding of current issues on the agenda of major international actors through study visits to various international organisations and institutions
7.2 Specific objectives	<ul style="list-style-type: none"> to internalise the theoretical aspects acquired during lectures and seminars to assimilate aspects relating to procedures for the implementation of international policies and programmes

8. Course content*

8.1 Project	Teaching methods	No. of Hours / Comments
Study visit to OPEC, Vienna headquarters	Discovery learning, problem-based learning, cooperative learning	14
Study visit and participation in a course at the UN, Vienna headquarters		
Study visit to the INTERNATIONAL CENTRE FOR MIGRATION POLICY DEVELOPMENT, Vienna		
Compiling an application log		
Instead of the above activities, the student may choose to participate in the following activities: 1. NATO Day in Romania (April) 2. '9 May – Europe Day. Students ask – teachers answer (May) 3. Book presentations on international relations or European studies (June) 4. Detailed presentation of an institution: the , the European Committee of the Regions and the European Council, or NATO's Supreme Headquarters		14

of Allied Forces in Europe (SHAPE)	
Bibliography	

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- The ability to synthesise information and analyse the information presented is essential in any type of activity within today's professional environment, regardless of the size or field of activity of the institution or company in which future graduates will work.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course			
10.5 Seminar/Laboratory/project	Preparation of a document summarising the discussions from the round-table sessions attended/preparation of a document presenting scientific papers	Continuous assessment	100%
10.8 Minimum performance standard			
Presentation in the activity log of at least 1 site visited as part of the activity Participation in at least 2 of the activities scheduled by the Department			

Date of completion

Course lecturer:
Lecturer PhD Edina Meszaros

Seminar lecturer:
Lecturer PhD Edina Meszaros

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council:
30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Undergraduate studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Social Communication in Spanish						
2.2 Course coordinator	PhDd. Andrei Scridon						
2.3 Seminar/laboratory/project coordinator	PhD candidate Andrei Scridon						
2.4 Year of study	1	2.5 Semester	02	2.6 Type of assessment	Vp	2.7 Course structure	O

(VI) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 course	0	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	0	3.6 seminar/laboratory/project	28
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					8
Additional research in the library, on specialist online platforms and in the field					5
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					5
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	22				
3.9 Total hours per semester	28				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	
5.2. for the seminar/laboratory/project	Room equipped with a smartboard, the University of Oradea's e-learning platform

6. Specific competences acquired

Professional Professional	
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Transversal Transversal	<ul style="list-style-type: none"> CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work in a multidisciplinary team appropriate to various hierarchical levels
ESCO Skills/Competencies	<p>CP6. Uses communication techniques</p> <p>CP8. Interacts with government agencies</p> <p>CP9. Develops international relations</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains a government's political activities, plans and intentions for a legislative session in relation to specific issues. The student/graduate recognises, analyses and explains the procedures involved in implementing government policies at all levels of public administration. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the findings.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	The course aims to provide students with theoretical and, above all, practical elements that will enable them to express basic, everyday ideas in Spanish, both orally and in writing. At the same time, the course focuses on building a basic specialist vocabulary in the field of communication and security studies.
7.2 Specific objectives	<ul style="list-style-type: none"> Expressing basic, everyday ideas in Spanish, both orally and in writing Acquiring specialist vocabulary in the field of communication and security studies Becoming familiar with a foreign language

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
8.2 Seminar	Teaching methods	No. of Hours / Comments
8.3 Laboratory	Teaching methods	No. of Hours / Comments
Revision exercises: checking the grammar learned in the previous semester, checking the vocabulary learnt	An interactive course that encourages students to contribute to the topic under discussion.	2

	Simulations, exercises and role-plays through which students will develop their communication skills in various cultural settings, their ability to work in a team and to adapt to different types of situations.	
Communication in everyday situations, both professionally and personally The present indicative of regular verbs	Interactive course, encouraging student contributions to the topic covered. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Communication in everyday situations, both professionally and personally The present indicative of regular verbs	Interactive course, encouraging student contributions to the topic covered. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Communication in everyday situations, both professionally and personally The present indicative of irregular verbs	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Communication in everyday situations, both professionally and personally The present indicative of irregular verbs	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Communication in everyday situations, both professionally and personally Reflexive verbs	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Communication in common, everyday situations, both professionally and personally Verbs such as <i>GUSTAR</i>	Interactive course, encouraging student contributions to the topic covered. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Communication in common, everyday situations, both professionally and personally The verbs SER and ESTAR	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Communication in common, everyday situations, both professionally and personally The difference between the verbs SER and	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural	2

ESTAR	settings, their ability to work in a team and to adapt to different types of situations.	
Communication in everyday situations, both professionally and personally The difference between the verbs SER, ESTAR and HAY	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Communication in everyday situations, both professionally and personally Verbal periphrases: ESTAR + gerund	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural settings, their ability to work in a team and to adapt to different types of situations.	2
Communication in everyday situations, both professionally and personally Verbal periphrases: IR a + infinitive	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural settings, their ability to work in a team and to adapt to different types of situations.	2
Communication in everyday situations, both professional and personal Consolidating general knowledge of present tense verbs, as well as other verb categories – revision exercises	Interactive course, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural settings, their ability to work in a team and to adapt to different types of situations.	4
Bibliography		
13. Francisca Castro – USO de la gramatica española, elementary level , Edelsa, MaPhDid		
14. Angeles Encimar – Interactive Spanish Vocabulary Guide , Edelsa, MaPhDid		
15. Ana-Maria Cazacu – Learn Spanish without a teacher. A practical course . Steaua Nordului Publishing House, Constanța		
16. PePhDo Alvarez Olañeta, Trinidad Bonachera Alvarez – Fundamental Thematic Vocabulary of the Spanish Language , Niculescu, Bucharest		
17. Francisca Castro Viudez, Fernando Marín Arrese, Reyes Morales Gálvez, Soledad Rosa Muñoz, VEN 1 – Spanish Course for Foreigners , Edelsa, MaPhDid.		
18. Francisca Castro Viudez, Fernando Marín Arrese, Reyes Morales Gálvez, Soledad Rosa Muñoz, VEN 1 – Workbook , Edelsa, MaPhDid		
19. Francisca Castro Viudez, Fernando Marín Arrese, Reyes Morales Gálvez, Soledad Rosa Muñoz, VEN 1 – Spanish Course for Foreigners, Teacher’s Book , Edelsa, MaPhDid		
20. AlexanPhDu Calciu, Constantin Duhăneanu, Dan Munteanu – Romanian-Spanish Dictionary , Scientific and Encyclopaedic Publishing House, Bucharest.		
21. AlexanPhDu Claciu, Zaira Samharadze – Spanish-Romanian Dictionary , Editura Stiințifică, Bucharest.		
22. http://www.worPhDeference.com/		
23. http://www.aprenderespanol.org/		
24. http://www.cervantes.es/lengua_y_ensenanza/informacion.htm		

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- By learning to communicate in a foreign language, students will be able to communicate in another language and gain access to jobs where knowledge of that language is required.

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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course			
10.5 Seminar			
10.6 Laboratory	<ul style="list-style-type: none">- accurate and conscious reading of a text in Spanish (ongoing)- completing all grammar exercises on the assigned topics- correct oral expression and the ability to hold a conversation using a vocabulary of approximately 250 words	Written assessment	100%
10.7 Project			
10.8 Minimum performance standard			
<i>Knowledge required for a grade 5</i> <ul style="list-style-type: none">- accurate and conscious reading of a text in Spanish- Completing a grammar exercise on the given topic			

Date of completion

Course lecturer:

Seminar lecturer:

PhD Andrei Scridon

PhDd. Andrei Scridon

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	OF HISTORY, INTERNATIONAL RELATIONS, POLITICAL SCIENCE AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	BACHELOR'S DEGREE
1.6 Study Programme/Qualification	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES (in English)

2. Course details

2.1 Course title	History of International Relations (17th –19th Century)						
2.2 Course coordinator	Associate Professor PhD Istvan Polgar						
2.3 Seminar/laboratory/project coordinator	Associate Professor PhD Istvan Polgar						
2.4 Year of study	II	2.5 Semester	03	2.6 Type of assessment	Ex	2.7 Course structure	I

(VII) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	3	of which: lecture	2	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	42	of which: lecture	28	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					20
Additional research in the library, on specialist online platforms and in the field					20
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					10
Tutorials					4
Examinations					4
Other activities.....					
3.7 Total hours of independent study	58				
3.9 Total hours per semester	100				
3.10 Number of credits	4				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Room equipped with a smartboard, the University of Oradea's e-learning platform
5.2. for the seminar/laboratory/project	Room equipped with a smartboard, the University of Oradea's e-learning platform

6. Specific competences acquired

Professional competences	C1 Applying the fundamentals of social and political theories to understand, analyse and evaluate socio-political organisation C2 Developing and communicating plans and projects in the field of security C3 Using analysis and decision-making methodologies in the field of security C4 Interpreting and making effective use of information in public and private organisations
Transversal skills	
ESCO Skills/Competences	CP1. Finds solutions to problems CP2. Develops questionnaires CP3. Engages with stakeholders CP4. Keeps abreast of the political landscape

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate applies the theoretical methodology of scientific research, comprising conducting background research, formulating a hypothesis, testing it, analysing data and drawing conclusions. The student/graduate identifies, selects and applies research methods and techniques to conduct a study. The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance.
Skills	<ul style="list-style-type: none"> The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating previous knowledge. The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to address gaps in knowledge and practice in the identified areas. The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	To develop students' knowledge, skills and competences to analyse the evolution of international relations in the 20th century, including world wars, the Cold War, decolonisation and global
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	transformations, so that they can interpret and evaluate international processes and events in historical and contemporary contexts.
7.3 Specific objectives	<ul style="list-style-type: none"> • Students will be able to identify and interpret the main international events, conflicts and treaties of the 20th century. • Students will be able to analyse the causes and consequences of major international crises and wars. • Students will be able to produce well-argued historical analyses and reports on developments and decisions in 20th-century international politics.

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
Diplomacy: The Importance and the Diplomat's 'play' in the 17th and 18th Centuries.	Lecture, presentation, discussion, case study	4
The Thirty Years' War and the European Equilibrium		4
Last Conflicts and European Pacification in 1659–1660		2
Europe and French Dominance (1661–1715)		2
English Diplomatic Dominance 1715–1789		2
The Congress of Vienna and the European Concert/Agreement 1814–1830		2
America in the International System 1783–1895		2
The Revolutions of 1830–1848 and Their International Impact		2
The Eastern Question and the Mediterranean		2
Nationalism and International Relations. The Failure of the European Concert 1848–1871		2
German Dominance in Europe and Bismarck's Diplomacy 1871–1890		2
European Alliances and the Peace Army 1890–1914		2
Bibliography Brie, Mircea , <i>Diplomacy and International Relations in Europe (17th–18th centuries)</i> , Lambert Academic Publishing, Saarbrücken, 2014 ZEHFUSS Maja , Constructivism in International Relations: The Politics of Reality . Cambridge University Press, 2002 KRISHNA-HENSEL Sai Felicia , <i>Order and Disorder in the International System</i> . Ashgate, 2010 WILLIAMSON D. G. . <i>War and Peace: International Relations 1878–1941</i> . Hodder Education. 2009 Behr Hartmut . <i>A History of International Political Theory: Ontologies of the International</i> . Palgrave Macmillan, 2010 BERNATH, M. , <i>The Habsburgs and the Beginnings of the Formation of the Romanian Nation</i> , Cluj, 1994 BERSTEIN, S.; MILZA, P. , <i>History of Europe</i> , vols. II–IV, Iași, 1998. BICHICEANU, Gh. , <i>Germany. A Brief History</i> , Sibiu, 2005 BOCȘAN, N., LUMPERDEAN I., POP I.A. , <i>Ethnicity and Religion in Transylvania (13th–19th Centuries)</i> , Oradea, 1994 BOGDAN, H. , <i>History of the Habsburgs from their Origins to the Present Day</i> , Paris, 2002 CAVALETTO, G. , <i>The Federalist Idea in 17th-Century Europe</i> , Bruno Leprince, 2004 CIACHIR Nicolae , <i>A History of International Relations from the Peace of Westphalia (1648) to the Present Day</i>		

(1947), Bucharest, 1998
 CHILDS, J., *War in the 17th Century: Europe, Atlas of Wars* series, Paris, 2004
 HORGA, I., *Europe of the Enlightenment*, Oradea, 2002
 HORGA, I., *19th-Century Europe*, Oradea, 2000
 BRIE, M., HORGA, I., *International Relations from Equilibrium to the End of the European Concert (17th century – early 20th century)*, Oradea, 2009
 LUMPERDEAN, I., *Nation and Denomination in the 18th Century: Options and Concerns for the Ecclesiastical Reunification of Transylvanian Romanians*, in the collective volume *Ethnicity and Denomination in Transylvania (13th–19th Centuries)*, edited by N. Bocşan, I. Lumperdean and I.A. Pop, Oradea, 1994
 MALETTKE, K., *Relations between France and the Holy Roman Empire in the 17th Century*, Paris, 2001
 MALETTKE, K., *The Treaties of Westphalia*, in *The European Order from the 16th to the 20th Century*, edited by Jean Bérenger and Georges-Henri Soutou, Paris, 1998
 PEREIRA, J. C., *History of Contemporary International Relations*, Barcelona, 2003.
 PÉRONNET, M., *The 18th Century (1740–1820). From the Enlightenment to the Holy Alliance*, Paris, 1998
 RENOUVAIN, P.; DUROSELLE, J. B., *Introduction to the History of International Relations*, 4th ed., Paris, 1991
 RENOUVIN, P. (ed.), *History of International Relations*, vol. I, *From the Middle Ages to 1789*, Paris, 1994
 xxx, *History of Romania. Transylvania*, vol. I, collective volume published under the auspices of the ‘George Bariţiu’ Cultural and Scientific Society, Cluj-Napoca, 1997
 xxx, *History of the Romanians*, vols. I–VI, Bucharest, 2000–2003

8.2 Seminar	Teaching methods	No. of Hours / Comments
Westphalia Treaty	Text analysis, case study , problem-based learning, teamwork	1
From the Siege of Vienna (1683) to Karlowitz (1699)		1
Turkish Ambiguity of French Diplomacy		1
The Turkish-Venetian-Austrian War (1714–1718). Treaty of Passarowitz (1718)		1
The Seven Years' War (1756–1763)		1
Treaty of Kutchiuk-Kainardji (1774)		1
Partition of Poland		1
Russian-Turkish War (1806–1812). Treaty of Bucharest		1
Treaty of AphDianople		1
Crimean War (1853–1856). Congress of Paris		1
German Unification		1
Italian Unification		1
The Eastern Crisis from 1875 to 1878. The Treaties of San Stefano and Berlin		1
The Establishment of the Entente and the Triple Alliance		1

Bibliography
Brie, Mircea, *Diplomacy and International Relations in Europe (17th–18th centuries)*, Lambert Academic Publishing, Saarbrücken, 2014
 ZEHFUSS **Maja**, **Constructivism in International Relations: The Politics of Reality**. Cambridge University Press, 2002
 KRISHNA-HENSEL **Sai Felicia**, *Order and Disorder in the International System*. Ashgate, 2010
 WILLIAMSON **D. G.** . *War and Peace: International Relations 1878–1941*. Hodder Education. 2009
 Behr **Hartmut**. *A History of International Political Theory: Ontologies of the International*. Palgrave Macmillan, 2010
 BERNATH, M., *The Habsburgs and the Beginnings of the Formation of the Romanian Nation*, Cluj, 1994
 BERSTEIN, S.; MILZA, P., *History of Europe*, vols. II–IV, Iaşi, 1998.
 BICHICEANU, Gh., *Germany. A Brief History*, Sibiu, 2005
 BOCŞAN, N., LUMPERDEAN I., POP I.A., *Ethnicity and Religion in Transylvania (13th–19th Centuries)*, Oradea, 1994
 BOGDAN, H., *History of the Habsburgs from their Origins to the Present Day*, Paris, 2002
 CAVALETTO, G., *The Federalist Idea in 17th-Century Europe*, Bruno Leprince, 2004
 CIACHIR Nicolae, *A History of International Relations from the Peace of Westphalia (1648) to the Present Day (1947)*, Bucharest, 1998
 CHILDS, J., *War in the 17th Century: Europe, Atlas of Wars* series, Paris, 2004
 HORGA, I., *Europe of the Enlightenment*, Oradea, 2002
 HORGA, I., *19th-Century Europe*, Oradea, 2000
 BRIE, M., HORGA, I., *International Relations from Equilibrium to the End of the European Concert (17th century – early 20th century)*, Oradea, 2009
 LUMPERDEAN, I., *Nation and Denomination in the 18th Century: Options and Concerns for the Ecclesiastical Reunification of Transylvanian Romanians*, in the collective volume *Ethnicity and Denomination in Transylvania (13th–19th Centuries)*, edited by N. Bocşan, I. Lumperdean and I.A. Pop, Oradea, 1994

MALETTKE, K., *Relations between France and the Holy Roman Empire in the 17th Century*, Paris, 2001
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 PEREIRA, J. C., *History of Contemporary International Relations*, Barcelona, 2003.
 PÉRONNET, M., *The 18th Century (1740–1820). From the Enlightenment to the Holy Alliance*, Paris, 1998
 RENOUVAIN, P.; DUROSELLE, J. B., *Introduction to the History of International Relations*, 4th ed., Paris, 1991
 RENOUVIN, P. (ed.), *History of International Relations*, vol. I, *From the Middle Ages to 1789*, Paris, 1994
 xxx, *History of Romania. Transylvania*, vol. I, collective volume published under the auspices of the ‘George Barițiu’ Cultural and Scientific Society, Cluj-Napoca, 1997
 xxx, *History of the Romanians*, vols. I–VI, Bucharest, 2000–2003

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- In order to develop the course materials and set the seminar topics, the course coordinator attended several conferences in the field, coordinating and participating in several Jean Monnet projects on the course’s subject matter. In this way, they came into contact with specialists in the field, including both theorists and practitioners from NGOs and civil society.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	<ul style="list-style-type: none"> • Comprehensive knowledge and understanding of the course content • Correctly answering the test questions 	Summative assessment: oral examination	<ul style="list-style-type: none"> • 60%
10.5 Seminar (S)	<ul style="list-style-type: none"> • Carrying out analyses in teams • Seminar activity 	Continuous assessment: assessment of seminar project, content and presentation; participation in seminar discussions.	<ul style="list-style-type: none"> • 40%
10.6 Laboratory (L)	-	-	-
10.7 Project (P)	-	-	-
10.8 Practical work (P)	-	-	-
10.9 Minimum performance standard			
<ul style="list-style-type: none"> ▪ Knowledge and understanding of the course content at the level of key concepts ▪ Achieving at least 5 marks (out of 10) for seminar work ▪ Achieving at least 5 marks (out of 10) for exam answers ▪ Achieving a final mark of at least 5 points (out of 10) 			

Date of completion

Course lecturer:

Seminar lecturer:

Associate Professor Istvan Polgar,
PhD

Assoc. Prof. PhD. Istvan Polgar

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	RISE (in English)

2. Course details

2.1 Course title	European Economy						
2.2 Course coordinator	Associate Professor Luminița Șoproni, PhD						
2.3 Seminar lecturer	Associate Professor Luminița Șoproni, PhD						
2.4 Year of study	II	2.5 Semester	03	2.6 Type of assessment	Ex	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar	2
3.4 Total hours in the curriculum	56	of which: 3.5 lectures	28	3.6 seminar	28
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					17
Additional research in the library, on specialist online platforms and in the field					13
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					10
Tutorials					2
Examinations					2
Other activities.....					-
3.7 Total hours of individual study	44				
3.9 Total hours per semester	100				
3.10 Number of credits	4				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Room equipped with a smartboard, the University of Oradea's e-learning platform
5.2. for the seminar/laboratory/project	Room equipped with a smartboard, the University of Oradea's e-learning platform

6. Specific competences acquired

Professional Professional	C2 Development of European and international projects C3 Application of analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs C5 Providing support in the field of international negotiation and mediation between groups with diverse interests
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Transversal Transversal	
Skills/ ESCO Competences	<ul style="list-style-type: none"> • CP1. Finds solutions to problems • CP5. Conducts market research • CP7. Recognises the intercultural dimension • CP9. Develops international relations • CT1. Critically evaluates information and its sources
6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate applies the theoretical methodology of scientific research, consisting of conducting background research, formulating a hypothesis, testing it, analysing data and PhDawing conclusions. • The student/graduate identifies, selects and applies research methods and techniques to conduct a study. • The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data • The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. • The student/graduate recognises, analyses and explains the method, process and study of influencing people, of gaining control over a community or society, as well as the distribution of power within a community and between societies
Skills	<ul style="list-style-type: none"> • The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating previous knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. • The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to adPhDess gaps in knowledge and practice in the identified areas. • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> ▪ familiarisation with the fundamental notions, concepts and tools of international economics and their role in explaining and interpreting socio-political processes
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7.2 Specific objectives	<ul style="list-style-type: none"> ▪ to provide students with the necessary tools to think in an economic context in order to find answers to current economic and socio-political problems ▪ understanding global economic systems and the economic interdependencies between states ▪ acquiring skills to assist students in advisory work or in the effective management of national or multinational firms
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8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
CHAPTER 1. The system of the World Economy Economic reality Scarcity and choice. Resources The world market The international division of labour International economic relations	PPT presentation Interactive teaching system	2
CHAPTER 2. Scarcity and choice in the world economy The opportunity cost The Production Possibility Frontier	PPT presentation Case studies Interactive teaching system	2
CHAPTER 3. Economic systems Specialisation and exchange Absolute advantage – Comparative advantage Types of economic systems	PPT presentation Case studies Interactive teaching system	2
CHAPTER 4. Supply and demand in the global market Market and competition Laws of supply and demand Market equilibrium How Prices Allocate Resources	PPT presentation Case studies Interactive teaching system	2
CHAPTER 5. Macroeconomic Indicators Economic well-being GDP, GNP	PPT presentation Case studies Interactive teaching system	2
CHAPTER 6. International Business Plurality of international actors Types of transactions. FDI Types of entities in international affairs	PPT presentation Case studies Interactive teaching system	2
CHAPTER 7. Forms of separation in international affairs Political separation. Physical separation. Relational separation. Environmental separation. Developmental separation. Cultural separation Forms of protectionism Levels of regional integration. Preferential trade agreements. Free trade area. Customs union. Common market. Economic Union.	PPT presentation Case studies Interactive teaching system	2
CHAPTER 8. Foreign trade techniques Leasing Franchising	PPT presentation Case studies Interactive teaching system	2
CHAPTER 9. Internationalisation of the firm Reasons for internationalisation Theories of internationalisation: Porter's Diamond; Product life cycle theory; Uppsala model; Eclectic paradigm Organising international economic affairs Direct Foreign Trade Indirect Foreign Trade	PPT presentation Case studies Interactive teaching system	4
CHAPTER 10. Forms of international cooperation Co-production Underproduction	PPT presentation Case studies Interactive teaching system	2
CHAPTER 11. International contracting Payment and credit instruments Payment methods	PPT presentation Case studies Interactive teaching	2

Delivery terms. INCOTERMS rules	system	
CHAPTER 12. Globalisation. Transnational Corporations Forms of globalisation Actors of globalisation The transnational company – characteristics Growth Strategies	PPT presentation Case studies Interactive teaching system	4
Bibliography		
<ol style="list-style-type: none"> 1. Barber, Jose Pla; Darder, Fidel Leon, <i>Management of International Companies</i>, Pearson Education, MaPhDid, 2004 2. Carbaugh, Robert J., <i>International Economics</i>, Cengage Learning, Mason, 2008 3. Deysine, Anne, Jacques Duboin, <i>Going Global – Strategies and Techniques</i>, Editions Dalloz, Paris, 1995 4. Dumitrescu, Sterian, Bal, Ana, <i>World Economy</i>, Editura Economică, Bucharest, 1999 5. Dunn, Robert M., Jr., and John H. Mutti, <i>International Economics</i>, Routledge, London, 2004 6. Dunning, John H., <i>Theories and Paradigms of International Business Activity</i>, Vol. 1, Edward Elgar Publishing Limited, Cheltenham, 2002 7. Friedman, Milton, Rose Friedman, <i>The Freedom to Choose: A Personal Statement</i>, Publica Publishing House, Bucharest, 2009 8. Friedman, Thomas, <i>The Lexus and the Olive Tree: Understanding Globalisation</i>, Anchor Books, New York, 2000 9. Friedman, Thomas, <i>The World Is Flat: A Brief History of the 21st Century</i>, Polirom Publishing House, Iași, 2007 10. Gilpin, Robert. <i>Global Political Economy. Understanding the International Economic Order</i>. Princeton: Princeton University Press, 2001 11. Hall, Robert; Lieberman, Marc, <i>Microeconomics: Principles & Applications</i>, Cengage Learning, Mason, 2010 12. Held, David, <i>A Globalising World? Culture, Economics, Politics</i>. London: Routledge, 2004 13. Johnson, Debra; Turner, Colin, <i>International Business: Themes and Issues in the Modern Global Economy</i>. New York: Routledge, 2010 14. Klein, Naomi, <i>The Shock Doctrine: The Rise of Disaster Capitalism</i>, Vellant Publishing, Bucharest, 2009 15. Krugman, Paul R., Maurice Obstfeld, Marc J. Melitz, <i>International Economics. Theory & Policy</i>, Pearson Education, 2012 16. Mankiw, Gregory, <i>Principles of Economics</i>, Cengage Learning, Boston, 2021 17. Popa, Ioan, Filip, Radu, <i>International Management</i>, Editura Economică, Bucharest, 1999 18. Rugman, Alan, <i>Inside the Multinationals. The Economics of Internal Markets</i>, Palgrave, Hampshire, 2006 19. Rugman, Alan, Simon Collinson, and Richard M. Hodgett, <i>International Business</i>, Pearson Education Limited, 2006 20. Solberg Soilen, Klaus, <i>Geoeconomics</i>, Ventus Publishing Aps., 2012 21. Stiglitz, Joseph E., <i>Globalisation and Its Discontents</i>, W.W. Norton & Company, New York, 2002 22. Stopford, John M., Susan Strange, John S. Henley. <i>Rival States, Rival Firms. Competition for world market shares</i>. Cambridge: Cambridge University Press, 1991 23. Strange, Susan. <i>The Retreat of the State. The diffusion of power in the world economy</i>. Cambridge: Cambridge University Press, 1996 24. Șoproni, Luminița, <i>International Economic Relations</i>, University of Oradea Press, 2004 25. Voinea, Liviu, <i>Transnational Corporations and Global Capitalism</i>, Polirom Publishing House, Iași, 2007 26. World Economic Forum, <i>Geo-economics. Seven Challenges to Globalisation</i>, January 2015 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
THEME 1. The World Economic System The invisible hand and the market economy (Smith vs. Keynes) Uses of resources Specialisation and exchange	Exercises	4
THEME 2. Opportunity cost. Comparative advantage The search for a <i>free lunch</i> (Friedman) Absolute advantage vs comparative advantage	Exercises Case studies	4
THEME 3. Supply and demand in the global market Factors influencing demand Factors influencing supply Market equilibrium	Exercises Case studies	4
THEME 4. Foreign Direct Investment (FDI) Greenfield, Brownfield, M&A Regional analysis	Exercises Case studies	4
THEME 5. Macroeconomic indicators GDP, GNP Nominal GDP vs. Real GDP Human Development Index	Exercises Case studies	4

TOPIC 6. Internationalisation of the firm Porter's Diamond (Michael Porter) Product life cycle theory (Raymond Vernon) Uppsala Model Eclectic paradigm (John H. Dunning)	Case studies	4
THEME 7. Economic globalisation The global challenges Globalisation and regionalisation European integration. Eurozone	Case studies	4
Bibliography Online and print economic newspapers and magazines: <i>Financial Times</i> , <i>Wall Street Journal</i> , <i>Business Week</i> , <i>The Economist</i>		

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

The study of this subject provides skills and competences specific to RISE specialists, which are in demand in the labour market within the field: the ability to interpret certain international actions and deduce their short- and long-term consequences, the ability to make connections and comparisons between different contemporary economic systems, the ability to obtain the information necessary to start or expand a business, the ability to understand and devise an investment strategy, the ability to use payment and credit instruments specific to international business, and the ability to work in a team.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Level of understanding of the fundamental concepts used in the field of economics and international business Coherent and logical expression Ability to understand and analyse current economic events using the concepts and tools presented in the course and seminar	Summative assessment: Oral examination	40%
10.5 Seminar	Participation in simulations and exercises Level of involvement in case studies Quality of contributions	Continuous assessment	60%
10.8 Minimum performance standard			
<i>Knowledge required for a grade 5</i> Understanding of basic economic concepts Fulfilment of minimum requirements related to seminar attendance			

Date of completion

Course lecturer:

Seminar lecturer:

Associate Professor Luminița
Șoproni, PhD

Associate Professor Luminița Șoproni,
PhD

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Research Methodologies in Social Sciences						
2.2 Course coordinator	Lecturer PhD Edina Lilla Mészáros						
2.3 Seminar lecturer	Lecturer PhD Edina Lilla Mészáros						
2.4 Year of study	II	2.5 Semester	III	2.6 Type of assessment	Ex.	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	56	of which: 3.5 lecture	28	3.6 seminar/laboratory	28
Time allocation (hours)					Hours
Study using the textbook, course materials, bibliography and notes					30
Additional research in the library, on specialist online platforms and in the field					30
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					28
Tutorials					2
Examinations					4
Other activities.....					-
3.7 Total hours of individual study	94				
3.9 Total hours per term	150				
3.10 Number of credits	6				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre equipped with a video projector, Moodle platform
5.2. for the seminar/laboratory	Classroom equipped with a video projector, Moodle platform

6. Specific competences acquired

Professional competences	C1 Applying the fundamentals of international relations theories to the study of European and international processes C2 Developing European and international projects C3 Applying analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs C5 Providing support in the field of international negotiation and mediation between groups with diverse interests
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Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language
ESCO Skills/Competences	CP1. Finds solutions to problems CP2. Develops questionnaires CP3. Interacts with stakeholders CP4. Keeps abreast of the political landscape CP5. Conducts market research

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate applies the theoretical methodology of scientific research, comprising conducting background research, formulating a hypothesis, testing it, analysing data and PhDawing conclusions. The student/graduate identifies, selects and applies research methods and techniques to carry out a study. The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. The student/graduate recognises, analyses and explains the method, process and study of influencing people, gaining control over a community or society, as well as the distribution of power within a community and between societies
Skills	<ul style="list-style-type: none"> The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating previous knowledge. The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to adPhDess gaps in knowledge and practice in the identified areas. The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole.

7. Course objectives (based on the grid of specific competences acquired)

7.3 General objective of the course	<p>The course aims to provide students with the theoretical knowledge and practical tools necessary to design, conduct and evaluate scientific research in the social sciences, whilst adhering to standards of academic rigour, ethics and integrity.</p> <p>By completing the course, students will acquire:</p> <ul style="list-style-type: none"> • the ability to understand and apply quantitative and qualitative methods in the analysis of social and political phenomena; • the ability to formulate hypotheses, collect and interpret data; • skills in using statistical tools and ICT for analysing and presenting results; • critical and reflective thinking skills, necessary for evaluating sources and the validity of research; • the responsibility to integrate ethical principles and standards of integrity into all stages of the research process.
7.2 Specific objectives	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand and correctly apply the fundamental concepts and notions in the field of social research methodology. • To identify and apply the main methods of data collection and analysis, both qualitative and quantitative. • To develop skills in documenting and selecting sources, with a view to constructing a relevant bibliography for a specific field of research. • To recognise the link between the quality of research and the quality of academic writing, applying standards of rigour and clarity in writing. • To analyse and discuss practical problems encountered in the conduct of social research, proposing appropriate solutions. • To develop their own research proposal and coordinate the main stages of a research process, from formulating the hypothesis to presenting the results.

8. Course Content

8.1 Course (C)	Teaching methods	Comments/no. of hours
1. How to design a research process: an introduction	Lecture	2 hours
2. Strategies for writing catchy titles, types of abstracts and an outline for an abstract	Lecture	2 hours
3. How to write an introduction	Lecture	2 hours
4. Developing a strategy for finding bibliographic sources and evaluating previous research, how to write a literature review	Lecture	2 hours
5. Dependent and independent variables	Lecture	2 hours
6. The importance of ethics in the social sciences	Lecture	2 hours
7. Case presentation, analysis and discussion of findings	Lecture	2 hours
8. Research choices and question-based research	Lecture	2 hours
9. Qualitative research methods	Lecture	2 hours
10. Quantitative research methods	Lecture	4 hours
11. Mixed research methods	Lecture	2 hours
12. Case studies in social sciences	Lecture	2 hours
13. Experiments in social sciences	Lecture	2 hours

Bibliography

- Adu, Philip; Miles, D. Anthony (2023), *Dissertation Research Methods: A Step-by-Step Guide to Writing Up Your Research in the Social Sciences*, Routledge.
- Agabrian, Mircea (2006), *Content Analysis*, Polirom Publishing House, Iași.
- Babbie, Earl (2017), *The Basics of Social Research*, Cengage Learning, 7th Edition.
- Bruter, Michael; Lodge, Martin (eds.) (2013), *Political Science Research Methods in Action*, Palgrave Macmillan.
- Carlson, James M.; Hyde, Mark S. (2003), *Doing Empirical Political Research*, Boston: Houghton Mifflin Company.
- Chelcea, Septimiu (2004), *An Introduction to Sociological Research – University Lectures*, Ed. Comunicare.ro, Bucharest.
- Chelcea, Septimiu (2004), *Sociological Research Methodology – Quantitative and Qualitative Methods* (2nd revised edition), Ed. Economică, Bucharest.
- Garner, Mark; Wagner, Claire; Kawulich, Barbara (2009), *Teaching Research Methods in the Social Sciences*, Ashgate.
- Ilut, Petru (1997), *The Qualitative Approach to the Social Sciences and Humanities*, Polirom, Iași.
- Lune, Howard; Berg, Bruce L. (2017), *Qualitative Research Methods for the Social Sciences*, Pearson, 9th edition.
- Mosley, Layna (ed.) (2015), *Interview Research in Political Science*, Cornell University Press.
- Merriam, Sharan (2016), *Qualitative Research: A Guide to Design and Implementation*, 3rd edition.
- Mitulescu, Sorin (2011), *Research Methods in the Social Sciences*, Pro Universitaria Publishing House.
- Patten, MilPhDed (2017), *Understanding Research Methods: An Overview of the Essentials*.
- Rotariu, Traian; Iluț, Petru (1997), *Sociological Survey and Opinion Poll*, Polirom Publishing House, Iași.
- Somekh, Bridget; Lewin, Cathy (eds.) (2004), *Research Methods in the Social Sciences*, Sage Publications.

8.2 Seminar (S)	Teaching methods	Comments
1. Building blocks of research, formulating a research idea/topic	Presentations/Practical exercises	2 hours
2. Writing a textbook abstract	Presentations/Practical exercises	2 hours
3. Writing research statements and research questions	Presentations/Practical exercises	2 hours
4. Writing a literature review	Presentations/Practical exercises	2 hours
5. Identifying the dependent and independent variables of a research study, measuring variables, formulating hypotheses	Lectures/Practical exercises	2 hours
6. Case selection, formulating empirical and interpretive research choices	Presentations/Practical exercises	2 hours
7. Qualitative research methods, constructing interviews	Lectures/Practical exercises	2 hours
8. Qualitative research methods, focus groups, collecting qualitative data, content analysis and discourse analysis,	Presentations/Practical exercises	2 hours
9. Quantitative methods, datasets and statistical analysis, probability and non-probability sampling, sociological inquiry, surveys, scales	Lectures/Practical exercises	2 hours
10. Structuring and presenting a research design, student presentations	Presentations	2 hours
11. Structuring and presenting a research design, student presentations	Presentations	2 hours
12. Structuring and presenting a research design, student presentations	Presentations	2 hours
13. Structuring and presenting a research design, student presentations	Presentations	2 hours

14. Structuring and presenting a research design, student presentations	Presentations	2 hours
<p>Bibliography</p> <ul style="list-style-type: none"> • Adu, Philip; Miles, D. Anthony (2023), <i>Dissertation Research Methods: A Step-by-Step Guide to Writing Up Your Research in the Social Sciences</i>, Routledge. • Babbie, Earl (2017), <i>The Basics of Social Research</i>, Cengage Learning, 7th Edition. • Bruter, Michael; Lodge, Martin (eds.) (2013), <i>Political Science Research Methods in Action</i>, Palgrave Macmillan. • Carlson, James M.; Hyde, Mark S. (2003), <i>Doing Empirical Political Research</i>, Boston: Houghton Mifflin Company. • Garner, Mark; Wagner, Claire; Kawulich, Barbara (2009), <i>Teaching Research Methods in the Social Sciences</i>, Ashgate. • Lune, Howard; Berg, Bruce L. (2017), <i>Qualitative Research Methods for the Social Sciences</i>, Pearson, 9th edition. • Mosley, Layna (ed.) (2015), <i>Interview Research in Political Science</i>, Cornell University Press. • Merriam, Sharan (2016), <i>Qualitative Research: A Guide to Design and Implementation</i>, 3rd edition. • Patten, MilPhDed (2017), <i>Understanding Research Methods: An Overview of the Essentials</i> • Shabani Mligo, Elia (2016) <i>Introduction to Research Methods and Report Writing: A Practical Guide for Students and Researchers in Social Sciences and the Humanities</i>, Wipf and Stock Publishers 		

9. Alignment of the course content with the expectations of representatives of the epistemic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> ▪ The course <i>Research Methodologies in Social Sciences</i> meets the fundamental requirements of the International Relations and European Studies programme taught in English, by developing skills in critical analysis, research design and the application of qualitative and quantitative methods in the study of international and European phenomena.
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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	Knowledge and skills reproductive Knowledge and skills applied creatively	Written exam	<ul style="list-style-type: none"> • 70%
10.5 Seminar (S)	<ul style="list-style-type: none"> • Conducting analyses in teams • Seminar activity 	Continuous assessment: Presentation of research design	<ul style="list-style-type: none"> • 30%
10.6 Laboratory (L)	-	-	-
10.7 Project (P)	-	-	-
10.8 Practical work (P)	-	-	-
10.9 Minimum performance standard			
<ul style="list-style-type: none"> ▪ Knowledge and understanding of the course content at the level of key concepts ▪ Achieving at least 5 marks (out of 10) for seminar work ▪ Achieving at least 5 marks (out of 10) for exam answers ▪ Achieving a final mark of at least 5 points (out of 10) 			

Date completed

Course lecturer:

Seminar lecturer:

Lecturer PhD Edina Meszaros

Lecturer PhD Edina Meszaros

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	FACULTY OF ECONOMIC SCIENCES
1.3 Department	DEPARTMENT OF INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	POLITICAL SCIENCE
1.5 Level of study	BA STUDIES
1.6 Study Programme/Qualification	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES (ENGLISH)

2. Course details

2.1 Course title	INFORMATICS II						
2.2 Course coordinator							
2.3 Seminar lecturer	Lecturer PhD Cosmin Chiriac						
2.4 Year of study	II	2.5 Semester	III	2.6 Type of assessment	Vp	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	-	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	-	3.6 seminar/laboratory	28
Time allocation (hours)					Hours
Study using the textbook, course materials, bibliography and notes					15
Additional research in the library, on specialist online platforms and in the field					15
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					11
Tutorials					4
Examinations					2
Other activities.....					-
3.7 Total hours of independent study	47				
3.9 Total hours per semester	75				
3.10 Number of credits	3				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Skills	Not applicable

5. Conditions (where applicable)

5.1. Course delivery	-
5.2. for the seminar/laboratory	Workstations, internet connection, e-learning platform, video projector, Microsoft Excel, Libre/Open Office Calc, Numbers, Google Calc

6. Specific competences acquired

Professional skills	C6 Providing support in managing relations within organisations and institutions involved in European and international processes
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Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing, storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work within a multidisciplinary team appropriate to various hierarchical levels
Skills/Competences (ESCO)	CP6. Uses communication techniques CP9. Approaches problems critically

6.2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains the political activities, plans and intentions of a government for a legislative session in relation to specific issues. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> To develop the skills required to carry out simple statistical analyses
7.2 Specific objectives	<ul style="list-style-type: none"> Acquiring fundamental knowledge of statistical analysis Familiarisation with spreadsheet applications To master the essential methods and commands for collecting, processing and presenting data within a spreadsheet application

8. Course content

8.1 Course (C)	Teaching methods	Comments
8.1.15.		
Bibliography		
8.2 Laboratory (L)	Teaching methods	Comments
8.2.1. Presentation of the course content, working methods and assessment methods. Oral presentation and discussion regarding the field of statistical analysis and its role in the study of International Relations and European Studies.	Explanation, Demonstration, Dialogue	2
8.2.2. Familiarising students with the steps required to conduct a basic statistical analysis. Presentation of the general steps in a statistical analysis: data collection, data processing, data presentation. Basic terminology. The role of spreadsheet applications in statistical analysis. Project: Choosing a topic for the project. Discussing possible topics, suitable project data and expected project outcomes. Announcing the deadline for selecting a topic.	Explanation, Demonstration, Questions, Discussion	2
8.2.3. Basic spreadsheet desktop application	Explanation,	2

	<p>functionalities (Excel, LibreOffice Calc). Analysing the selected topics. Exercise: Students must create a spreadsheet document with three worksheets. In each worksheet, students must replicate a table provided as an image.</p>	<p>Demonstration, Questions, Discussion, Exercises</p>	
8.2.4.	<p>Analysing the exercises from the previous lecture and suggesting corrections where necessary. Basic online spreadsheet app functionalities (Excel Online, Google Sheets). Differences between desktop and online apps. Analysing the selected topics. Exercises: Create a table by replicating one from an image.</p>	<p>Explanation, Demonstration, Questions, Discussion, Exercises</p>	2
8.2.5.	<p>Obtaining data for statistical analysis. Identifying suitable data sources. Importing data. Preparing data for further processing. All of this culminates in the creation of a primary data table. Project: Analysing the selected topics. Awarding marks following evaluation of the selected topics. Announcing the next stage of the project and the corresponding deadline.</p>	<p>Explanation, Demonstration, Questions, Discussion</p>	2
8.2.6.	<p>Going through the steps of different data import scenarios (different file types, data types, etc.) and the initial processing of the imported data to create a primary data table. Exercises: Creating primary data tables: data import and processing for two different file types, with strict requirements.</p>	<p>Explanation, Demonstration, Questions, Discussion, Exercises</p>	2
8.2.7.	<p>Understanding cell referencing, as well as exploring the differences and similarities between various online and desktop spreadsheet applications. Students must submit the deliverables for the second step of the project (importing and creating the primary data table).</p>	<p>Explanation, Demonstration, Questions, Discussion</p>	2
8.2.8.	<p>Exercises: Using cell referencing in several exercises, ranging in difficulty from simple to moderate, whilst including requirements related to low-level spreadsheet functionalities.</p>	<p>Exercises</p>	2
8.2.9.	<p>Understanding functions and the elements that make them up. Presenting basic functions: count, sum, average. Presenting the next stage of the project: aggregate data tables.</p>	<p>Explanation, Demonstration, Questions, Discussion</p>	2
8.2.10.	<p>Explaining how to create an aggregate data table and how to use conditional functions for this purpose. Exercises: creating aggregate data tables using functions.</p>	<p>Explanation, Demonstration, Questions, Discussion, Exercises</p>	2
8.2.11.	<p>Charts: types, uses, and suitability of data for different chart types. Students must submit the deliverables for the third part of the project: aggregate data tables.</p>	<p>Explanation, Demonstration, Questions, Discussion</p>	2
8.2.12.	<p>Exercises: Creating several charts from existing primary or aggregate data.</p>	<p>Explanation, Demonstration, Questions, Discussion, Exercises</p>	2
8.2.13.	<p>Collaborating in online spreadsheet applications. Exercise: Working in groups on project-based</p>	<p>Group exercises</p>	2

exercises		
8.2.14. Summary and recap	Discussion, Participatory lecture	2
<p>Bibliography</p> <p>Radu V. Pascu, Microsoft Office 2007: User Guide, 'Lucian Blaga' University Press, 2011</p> <p>Florentina Iordache, <i>Spreadsheets – Excel: ECDL Module 4</i>, Bucharest: AnPhDeco International, 2006</p> <p>Stephen Moffat, Excel 2007 Advanced, Part I, http://bookboon.com/en/excel-2007-advanced-part-i-ebook</p> <p>Stephen Moffat, Excel 2007 Advanced, Part II, http://bookboon.com/en/excel-2007-advanced-part-ii-ebook</p> <p>Stephen Moffat, Excel 2007 Introduction, Part I, http://bookboon.com/en/excel-2007-introduction-part-i-ebook</p> <p>Stephen Moffat, Excel 2007 Introduction, Part II, http://bookboon.com/en/excel-2007-introduction-part-ii-ebook</p> <p>Torben Lage Frandsen, Microsoft Office Excel 2007, http://bookboon.com/en/microsoft-office-word-ebook</p> <p>Online documentation for Microsoft Excel 2007: http://office.microsoft.com/ro-ro/excel-help/CL010072903.aspx</p> <p>Online documentation for Google Sheets: https://support.google.com/docs/topic/9054603</p>		

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- An understanding of statistical analysis and the ability to process statistical data are essential in the field of international relations and European studies. These skills give students a competitive advantage in the labour market, as does the ability to use spreadsheet software correctly.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	-	-	-
10.5 Seminar (S)	-	-	-
10.6 Laboratory (L)	Completion of a project in accordance with pre-established requirements, which must be presented and discussed with the course tutor. Alternatively, students may opt for assessment via a questionnaire.	Summative assessment: Project or questionnaire.	100%
10.7 Project (P)	-	-	-
10.8 Practical work (P)	-	-	-
10.9 Minimum performance standard			
<ul style="list-style-type: none"> The student must demonstrate the ability to obtain, process and analyse statistical data using spreadsheet applications, utilising at least basic functions. Achieve a minimum of 5 marks in the assessment 			

Date of completion

Course lecturer:

Seminar lecturer:

Lecturer PhD Cosmin Chiriac

Lecturer PhD Cosmin Chiriac

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Course details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	HISTORY, INTERNATIONAL RELATIONS, SCIENCES POLITICS AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Communication and Public Relations in English						
2.2 Course coordinator	Lecturer PhD Ioana Lucia Bordeianu						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Ioana Lucia Bordeianu						
2.4 Year of study	II	2.5 Semester	III	2.6 Type of assessment	Vp	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					15
Additional research in the library, on specialist online platforms and in the field					15
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					10
Tutorials					4
Examinations					3
Other activities.....					-
3.7 Total hours of individual study	47				
3.9 Total hours per semester	75				
3.10 Number of credits	3				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms
5.2. for the delivery of the seminar/laboratory/project	Login details and account on the UO Moodle (e.uoradea.ro) and Microsoft Teams platforms

6. Specific competences acquired

6. Specific competences acquired

Professional competences	C6 Providing support in managing relationships within organisations and institutions involved in European and international processes
Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Application of effective teamwork techniques within a multidisciplinary team corresponding to various hierarchical levels
Skills/Competencies : ESCO	CP6. Uses communication techniques CP9. Approaches problems critically

6. 2. Expected learning outcomes

Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains a government's political activities, plans and intentions for a legislative session in relation to specific issues. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<input type="checkbox"/> To develop English communication skills applicable in the field of public relations through a series of elements specific to business English
7.2 Specific objectives	<input type="checkbox"/> To develop vocabulary specific to public relations and business in English <input type="checkbox"/> To develop written and spoken communication skills in English

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
1. Meetings – Communicating before and during	Presentation, guided discovery, applied learning, argumentation	1 hour/week
2. Presentations. Opening statements	Presentation, guided discovery, applied learning, argumentation	2 hours/week

3. Presentations. Describing visuals	Presentation, guided discovery, applied learning, argumentation	2 hours/week
4. Pitching	Presentation, guided discovery, applied learning, argumentation	2 hours/week
5. Decision-making	Presentation, guided discovery, applied learning, argumentation	2 hours/week
6. Negotiation and mediation	Presentation, discovery	2
	guided, applied learning, argumentation	hours/week
7. Evaluation	Presentation, guided discovery, applied learning, argumentation	1 hour/week
Bibliography Mark Powell, John Allison, In Company B2 - Upper Intermediate, Macmillan		
8.2 Seminar	Teaching methods	No. of Hours / Comments
1. Meeting – Conducting and leading.	Case study	1 hour/week
2. Presentations. Opening statements	Case study	2 hours/week
3. Presentations. Describing visuals	Case study	2 hours/week
4. Pitching	Case study	2 hours/week
5. Decision-making	Case study	2 hours/week
6. Negotiation and mediation	Case study	2 hours per week
7. Evaluation	Case study	1 hour/week
Bibliography Mark Powell, John Allison, In Company B2 – Upper Intermediate, Macmillan		

* Details of the content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be provided.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<input type="checkbox"/> The course contributes to the development of students' communication skills in the business environment, skills that can be applied at both national and international levels
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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	1. recognition and correct identification of the subject 2. the ability to correctly identify and define concepts 3. identification and definition of concepts and delineation of characteristic features	Colloquium 50%	1. 10% 2. 10% 3. 10% 4. 10% 5. 10%

	4. the ability to construct a presentation on a given topic 5. the ability to write a presentation or a summary of a text on a given topic		
10.5 Seminar	1. Class participation through exercises and contributions to worksheets 2. Correct recognition and identification of the topic 3. Ability to write a reasonable presentation on a given topic	Seminar projects 50%	1. 10% 2. 10% 3. 10% 4. 10% 5. 10%
<p>10.8 Minimum performance standard – project (50%) To be eligible for the exam, attendance at lectures and seminars must be at least 50% To pass, students must be familiar with the main theoretical concepts relating to communication and must complete and present a project related to a communication team</p>			

Date of completion

Course lecturer:

Seminar lecturer:

Lecturer PhD Ioana Bordeianu

Lecturer PhD Ioana Bordeianu

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	OF HISTORY, INTERNATIONAL RELATIONS, POLITICAL SCIENCE AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	BACHELOR'S DEGREE
1.6 Study Programme/Qualification	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES (in English)

2. Course details

2.1 Course title	Geostrategy and Geopolitics						
2.2 Course coordinator	Associate Professor PhD Istvan Polgar						
2.3 Seminar/laboratory/project coordinator	Assoc. Prof. PhD Istvan Polgar						
2.4 Year of study	II	2.5 Semester	III	2.6 Type of assessment	CV	2.7 Course structure	O

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	4	of which: lectures	2	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	42	of which: lecture	28	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					20
Additional research in the library, on specialist online platforms and in the field					20
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					10
Tutorials					4
Examinations					4
Other activities.....					
3.7 Total hours of independent study	58				
3.9 Total hours per semester	100				
3.10 Number of credits	4				

4. Prerequisites (where applicable)

4.1 Curriculum	(Requirements)
4.2 Skills	

5. Conditions (where applicable)

5.1. Course delivery	Room equipped with a smartboard, the University of Oradea's e-learning platform
5.2. for the seminar/laboratory/project	Room equipped with a smartboard, the University of Oradea's e-learning platform

6. Specific competences acquired

Professional competences	C3 Use of analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs C5 Providing support in the field of international negotiation and mediation between groups with diverse interests
Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through advanced use of an international language and intermediate or advanced use of a second foreign language
ESCO Skills/Competences	CP3. Engages with stakeholders CP4. Keeps abreast of the political landscape CP5. Conducts market research CP8. Liaises with government agencies

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, selects and applies statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. The student/graduate recognises, analyses and explains the method, process and study of influencing people, of gaining control over a community or society, as well as the distribution of power within a community and between societies The student/graduate identifies, analyses and explains the procedures involved in implementing government policies at all levels of public administration.
Skills	<ul style="list-style-type: none"> The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including aspects relating to research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	To develop students' knowledge, skills and competences to analyse the evolution of international relations in the 20th century, including world wars, the Cold War, decolonisation and global transformations, so that they can interpret and evaluate international processes and events in historical and contemporary contexts.
7.4 Specific objectives	<ul style="list-style-type: none"> Students will be able to identify and interpret the main international events, conflicts and treaties of the 20th century. Students will be able to analyse the causes and

	<p>consequences of major international crises and wars.</p> <ul style="list-style-type: none"> Students will be able to produce well-argued historical analyses and reports on developments and decisions in 20th-century international politics.
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8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
Political geography and geopolitics, considerations regarding the subject of study	The methods used are interactive, utilizing various platforms such as Moodle and Microsoft Teams.	4
The structure of political space		4
Major systems and geopolitical borders		4
Political geography of Romania		4
Geopolitical and geostrategic		4
Regional political geography		8
<p>Bibliography</p> <ol style="list-style-type: none"> Bădulescu I. et al., (1995), <i>The Sociology and Geopolitics of Borders</i>, Floare Albastră Publisher, Bucharest V., Bodocan, (1997), <i>Political Geography</i>, Presa Universitară Clujeană Publisher Claval, P., (1994), <i>Geopolitics and Geostrategy</i>, Ed. Nathan, Paris Emandi I. et al., (1994), <i>Geopolitics</i>, Ed. Glasul Bucovinei, Iași Foucher, M., (1987), <i>Fronts and Frontiers</i>, Ed. Fayard, Paris Ilieș, Al., (1999), <i>Ethnicity, religious affiliation and electoral behaviour in Crisana and Maramures</i>, Dacia Publisher, Cluj-Napoca Ilieș, Al., (1999), <i>Elements of Political Geography</i>, University of Oradea Publisher Ileș, Al., (2003), <i>Romania between millennia. Borders, border areas and cross-border cooperation</i>, University of Oradea Publisher Ilieș, Al., (2004), <i>Romania. Euro-regions</i>, University of Oradea Publisher Tămaș, S., (1995), <i>Geopolitics</i>, Noua Alternativă Publisher, Bucharest Gearoid O Thuatail, Simon Dalby, Paul Routledge (2003), <i>The Geopolitics Reader</i>, Routledge, London Colin Flint, (2006), <i>Introduction to Geopolitics</i>, Routledge, London Saul Bernard Cohen, (2009) <i>Geopolitics, The Geography of International Relations</i>, Rowman and Littlefield Zbigniew Brzezinski, (1997), <i>The Grand Chessboard</i> Samuel P. Huntington, (1993) <i>The Clash of Civilisations</i> 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
Issuing of political space	Seminar debates and student contributions, using interactive platforms, Moodle, Microsoft Teams	8
Demarcation of political space. Borders and boundaries		8
Geography of the Oceans and Seas		8
Electoral Geography		4
<p>Bibliography</p> <ol style="list-style-type: none"> Bădulescu I. et al., (1995), <i>The Sociology and Geopolitics of Borders</i>, Floare Albastră Publisher, Bucharest V., Bodocan, (1997), <i>Political Geography</i>, Presa Universitară Clujeană Publisher Claval, P., (1994), <i>Geopolitics and Geostrategy</i>, Ed. Nathan, Paris Emandi I. et al., (1994), <i>Geopolitics</i>, Ed. Glasul Bucovinei, Iași Foucher, M., (1987), <i>Fronts and Frontiers</i>, Ed. Fayard, Paris Ilieș, Al., (1999), <i>Ethnicity, religious affiliation and electoral behaviour in Crisana and Maramures</i>, Dacia Publisher, Cluj-Napoca Ilieș, Al., (1999), <i>Elements of Political Geography</i>, University of Oradea Publisher 		

8. Ileş, Al., (2003), *Romania between millennia. Borders, border areas and cross-border cooperation*, University of Oradea Publisher
 9. Ileş, Al., (2004), *Romania. Euro-regions*, University of Oradea Publisher
 10. Tămaş, S., (1995), *Geopolitics*, Noua Alternativă Publisher, Bucharest
 11. Gearoid O Thuatail, Simon Dalby, Paul Routledge (2003), *The Geopolitics Reader*, Routledge, London
 12. Colin Flint, (2006), *Introduction to Geopolitics*, Routledge, London
 13. Saul Bernard Cohen, (2009) *Geopolitics, The Geography of International Relations*, Rowman & Littlefield
 14. Zbigniew Brzezinski, (1997), *The Grand Chessboard*
 15. Samuel P. Huntington, (1993) *The Clash of Civilisations*

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

▪ In order to develop the course materials and set the seminar topics, the course coordinator attended several conferences in the field, coordinating and participating in several Jean Monnet projects on the course's subject matter. In this way, they came into contact with specialists in the field, including both theorists and practitioners from NGOs and civil society.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	<ul style="list-style-type: none"> Comprehensive knowledge and understanding of the course content Correctly answering the test questions 	Summative assessment: oral examination	<ul style="list-style-type: none"> 60%
10.5 Seminar (S)	<ul style="list-style-type: none"> Carrying out analyses in teams Seminar activity 	Continuous assessment: assessment of seminar project, content and presentation; participation in seminar discussions.	<ul style="list-style-type: none"> 40%
10.6 Laboratory (L)	-	-	-
10.7 Project (P)	-	-	-
10.8 Practical work (P)	-	-	-
10.9 Minimum performance standard			
<ul style="list-style-type: none"> Knowledge and understanding of the course content at the level of key concepts Achieving at least 5 marks (out of 10) for seminar work Achieve at least 5 marks (out of 10) for exam answers Achieving at least 5 marks (out of 10) as a final mark 			

Date completed

Course lecturer:

Seminar lecturer:

Associate Professor PhD Istvan Polgar

Assoc. Prof. PhD. Istvan Polgar

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Undergraduate studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Intercultural Communication in Spanish						
2.2 Course coordinator	PhD AnPhDei Scridon						
2.3 Seminar/laboratory/project coordinator	PhD candidate AnPhDei Scridon						
2.4 Year of study	II	2.5 Semester	03	2.6 Type of assessment	Vp	2.7 Course structure	O

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					15
Additional research in the library, on specialist online platforms and in the field					15
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					10
Tutorials					4
Examinations					3
Other activities.....					
3.7 Total hours of independent study	47				
3.9 Total hours per semester	75				
3.10 Number of credits	3				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Room equipped with a smartboard, the University of Oradea's e-learning platform
5.2. for the seminar/laboratory/project	Room equipped with a smartboard, the University of Oradea's e-learning platform

6. Specific skills acquired

Professional Professional	C6 Providing support in managing relations within organisations and institutions involved in European and international processes
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Transversal Transversal	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work within a multidisciplinary team appropriate to various hierarchical levels
ESCO Skills/Competences	CP6. Uses communication techniques CP8. Interacts with government agencies CP9. Approaches problems critically

6. 2. Expected learning outcomes

Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains a government's policy activities, plans and intentions for a legislative session in relation to specific issues. The student/graduate recognises, analyses and explains the procedures involved in implementing government policies at all levels of public administration. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the findings.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	The course aims to provide students with theoretical and, above all, practical elements that will enable them to express in Spanish various aspects relating to intercultural communication as well as Spanish culture and civilisation, both orally and in writing, and to recognise and apply grammatical variations.
7.2 Specific objectives	<ul style="list-style-type: none"> Acquiring elements relating to intercultural communication as well as Spanish culture and civilisation Acquiring specialist vocabulary Expressing basic ideas in Spanish, both orally and in writing Becoming familiar with a foreign language

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
General overview of the course and the topics to be studied. Exercises to revise previously learnt material.	Interactive course, encouraging student contributions to the topic under discussion.	2
Location of Spain. Climate and landscapes	Interactive course, encouraging student contributions to the topic under discussion.	2
Spanish diversity. Languages spoken in Spain	Interactive course, encouraging student contributions to the topic covered.	2
Autonomous communities in Spain Theory, maps	Interactive course, encouraging student contributions to the topic covered.	2
Spaniards today. The Spanish demographic structure. The population pyramid	Interactive course, encouraging student contributions to the topic covered.	2

Marital status in Spain. The family and the new challenges facing the family in Spain	Interactive lesson, encouraging student contributions to the topic.	2
The education system in Spain. The University and the European Union	Interactive course, encouraging student contributions to the topic covered.	2
Bibliography		
<ol style="list-style-type: none"> 1. Amalia Balea, Pilar Ramos – Viva la cultura en España, intermediate level (B1, B2), audio CD included, Ed. EnClave ELE, MaPhDid 2010 2. María RoPhDíguez and Amparo RoPhDíguez – Spanish by Skills: Reading in Spanish. Reading Comprehension Exercises, Sociedad General Española de Librería, SA, MaPhDid 2008 3. Sebastián Quesada Marco – 21st-Century Spain. A monographic course on contemporary Spain, Edelsa, MaPhDid, 2008 4. Francisca Castro – USO de la gramática española, elementary level, Edelsa, MaPhDid, 2002. 5. Irina Ilegitim, Susana González López – Intensive Spanish, Editura București, 2007. 6. Angeles Encimar – Interactive Use of Vocabulary, elementary level, Edelsa, MaPhDid, 2002; 7. PePhDo Alvarez Olañeta, Trinidad Bonachera Alvarez – Fundamental Thematic Vocabulary of the Spanish Language, Niculescu, Bucharest, 2003; 8. http://www.espanolsinfronteras.com/Culturaespanola00.htm 9. http://www.doitinspain.com/Espanol/cultura.php 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
The Past Perfect Tense of Indicative Verbs. Theory and Usage	Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
The Past Perfect Tense of Indicative Verbs. Practical exercises	Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
The Simple Past Tense of regular verbs. Theory and usage	Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
The Simple Past Tense of irregular verbs. Theory and usage	Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
The Simple Past. Practical exercises	Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Difference between the Past Perfect and the Simple Past. Practical exercises	Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
Difference between the Past Perfect and	Simulations, exercises and role-plays	2

the Simple Past. Practical exercises	through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	
Bibliography <ol style="list-style-type: none"> Francisca Castro – USO de la gramatica española, elementary level, Edelsa, MaPhDid, 2002. Francisca Castro – USO de la gramatica española, intermediate level, Edelsa, MaPhDid, 2002 Irina Ilegitim, Susana González López – Intensive Spanish, Editura București, 2007. http://www.todo-claro.com/castellano_gramatica_resumen.php http://www.cervantes.es/lengua_y_ensenanza/tecnologia_espanol/informacion.htm http://www.worPhDeference.com/ 		

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> By learning to communicate in a foreign language, students will be able to communicate in another language and gain access to jobs where knowledge of that language is required. Knowledge of the culture and civilisation associated with a language implies a better understanding of the language being learnt and, consequently, better adaptation to the labour market
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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	- Correct oral expression in Spanish - The ability to speak on a topic related to intercultural communication, prepared in advance	Oral assessment - PowerPoint presentation	50%
10.5 Seminar	Completion of all grammar exercises from the proposed syllabus	Written assessment during the exam period	50%
10.8 Minimum performance standard			
<i>Knowledge required for a grade of 5</i>			
<ul style="list-style-type: none"> correct and confident presentation of content in Spanish completion of two grammar exercises from the proposed topics 			

Date of completion

Course lecturer:

Seminar lecturer:

PhD Andrei Scridon

PhDd. Andrei Scridon

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	OF HISTORY, INTERNATIONAL RELATIONS, POLITICAL SCIENCE AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	BACHELOR'S DEGREE
1.6 Study Programme/Qualification	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES (in English)

2. Course details

2.1 Course title	History of International Relations (20 th Century)						
2.2 Course coordinator	Associate Professor Alina STOICA, PhD						
2.3 Seminar/laboratory/ project coordinator	Associate Professor Alina STOICA, PhD						
2.4 Year of study	II	2.5 Semester	IV	2.6 Type of assessment	Ex	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	4	of which: lecture	2	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	56	of which: lecture	28	3.6 seminar/laboratory/project	28
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					30
Further research in the library, on specialist online platforms and in the field					30
Preparation of seminars/laboratories, assignments, presentations, portfolios and essays					26
Tutorials					4
Examinations					4
Other activities.....					
3.7 Total hours of independent study	94				
3.9 Total hours per semester	150				
3.10 Number of credits	6				

4. Prerequisites (where applicable)

4.1 Curriculum	(Requirements)
4.2 Skills	

5. Conditions (where applicable)

5.1. Course delivery	Room equipped with a smartboard, the University of Oradea's e-learning platform
5.2. for the seminar/laboratory/project	Room equipped with a smartboard, the University of Oradea's e-learning platform

6. Specific competences acquired

Professional competences	<p>C1 Application of the fundamentals of international relations theories in the study of European and international processes</p> <p>C2 Developing European and international projects</p> <p>C3 Applying analytical methodologies in the field of international relations and European affairs</p> <p>C4 Designing strategies in the field of international relations and European affairs</p> <p>C5 Providing support in the field of international negotiation and mediation between groups with diverse interests</p>
Transversal skills	<p>CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through advanced use of an international language and intermediate or advanced use of a second foreign language</p>
ESCO Skills/Competences	<p>CP1. Finds solutions to problems</p> <p>CP2. Develops questionnaires</p> <p>CP3. Interacts with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p> <p>CP8. Liaise with government agencies</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate applies the theoretical methodology of scientific research, comprising conducting background research, formulating a hypothesis, testing it, analysing data and PhDawing conclusions. • The student/graduate identifies, selects and applies research methods and techniques to conduct a study. • The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. • The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. • The student/graduate recognises, analyses and explains the procedures involved in the implementation of government policies at all levels of public administration.
Skills	<ul style="list-style-type: none"> • The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating previous knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to adPhDess gaps in knowledge and practice in the identified areas. • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate uses critical thinking to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	To develop students' knowledge, skills and competences to analyse the evolution of international relations in the 20th century, including world wars, the Cold War, decolonisation and global transformations, so that they can interpret and evaluate international processes and events in historical and contemporary contexts.
7.5 Specific objectives	<ul style="list-style-type: none"> • Students will be able to identify and interpret the main international events, conflicts and treaties of the 20th century. • Students will be able to analyse the causes and consequences of major international crises and wars. • Students will be able to produce well-argued historical analyses and reports on developments and decisions in 20th-century international politics.

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
• The emergence of modern international relations and fundamental concepts.	Lecture, presentation, discussion, case study case studies	2
• The interwar international system and the causes of the First World War.	Lecture, presentation, discussion, case case	2
• The Treaty of Versailles and the reorganisation of Europe.	Lecture, presentation, discussion, case case	2
• Diplomacy and alliances in the interwar period.	Lecture, presentation, discussion, case case	2
• The Second World War: causes, course and consequences.	Lecture, presentation, discussion, case case	2
• Peace conferences and the creation of post-war international organisations.	Lecture, presentation, discussion, case case	2
• The Cold War: ideology, blocs and regional conflicts.	Lecture, presentation, discussion, case case	2
• Decolonisation and the emergence of independent states.	Lecture, presentation, discussion, case case	2
• Major international crises (Cuba, Korea, Vietnam).	Lecture, presentation, discussion, case case	2
• East-West relations and the policy of détente.	Lecture, presentation, discussion, case case	2
• International organisations in the 20th century (UN, NATO, EU).	Lecture, presentation, discussion, case case	2
• Regional conflicts and civil wars.	Lecture, presentation, discussion, case case	2
• Globalisation and changes in international relations after 1989.	Lecture, presentation, analysis, case study case study	2

<ul style="list-style-type: none"> • Summary: lessons and conclusions on the evolution of international relations in the 20th century. 	Lecture, presentation, discussion, case case	2
Bibliography <ul style="list-style-type: none"> ➤ Duroselle, J.-B. (2006). <i>A History of International Relations: 1919–1947</i> (Vol. 1). Bucharest: Social and Political Sciences. ➤ Duroselle, J.-B. (2006). <i>History of International Relations: 1948 – to the Present Day</i> (Vol. 2). Bucharest: Social and Political Sciences. ➤ Kissinger, H. (2010). <i>Diplomacy</i> (trans. R. Paraschivescu & M. Ștefancu). Bucharest: ALL Publishing House. ➤ Kissinger, H. (2015). <i>World Order</i> (trans.). Bucharest: Rao. ➤ Kissinger, H. (2022). <i>Leadership: Six Studies in World Strategy</i>. New York, NY: Penguin Press. ➤ Bărbulescu, I. G. (2020). <i>Romania's Foreign Policy</i>. Bucharest: Polirom Publishing House. ➤ Marga, A. (2019). <i>Diplomacy</i>. Bucharest: Romanian Academy Publishing House. ➤ Păun, N., & Goian, C. (2021). <i>Foreign Policy and International Security</i>. Cluj-Napoca: Presa Universitară Clujeană Publishing House. ➤ Nye, J. S. (2004). <i>Soft Power: The Means to Success in World Politics</i>. New York, NY: PublicAffairs. ➤ Best, A., Hanhimäki, J. M., Maiolo, J. A., & Schulze, K. E. (2025). <i>International History of the Twentieth Century and Beyond</i> (4th ed.). New York, NY: Routledge. ➤ Sarotte, M. E. (2021). <i>Not One Inch: America, Russia, and the Making of Post–Cold War Stalemate</i>. New Haven, CT: Yale University Press. 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
The Treaty of Versailles (1919) – consequences for Europe and the emergence of interwar tensions.	Text analysis, case study , problem-based learning, teamwork	2
The fall of the monarchies and the emergence of authoritarian regimes in Europe – analysis of the political and diplomatic consequences.	Text analysis, case study , problem-solving, teamwork	2
The Spanish Civil War (1936–1939) – international implications and the role of the great powers.	Text analysis, case study , problem-solving, teamwork	2
The invasion of Poland and the start of the Second World War (1939) – evaluation of strategies and alliances.	Text analysis, case study , problem-solving, teamwork	2
The Yalta Conference (1945) – the decisions of the major powers and their impact on post-war Europe.	Text analysis, case study , problem-solving, teamwork	2
The formation of the UN and the United Nations Charter (1945) – analysis of the organisation's objectives and limitations.	Text analysis, case study , problem-solving, teamwork	2
The Cold War: The Berlin Crisis (1948–1949) – the blockade and global political repercussions.	Text analysis, case study , problem-solving, teamwork	2
The Korean War (1950–1953) – a study of military strategy and international alliances.	Text analysis, case study , problem-solving, teamwork	2
The Cuban Missile Crisis (1962) – negotiation and international crisis management.	Text analysis, case study , problem-solving, teamwork	2
The Vietnam War (1955–1975) – analysis of the involvement of the major powers and the effects on international politics.	Text analysis, case study , problem-solving, teamwork	2
The decolonisation of Africa and Asia (1950s–1970s) – a case study on independence and geopolitical impact.	Text analysis, case study , problem-solving, teamwork	2

The Gulf War (1990–1991) – assessment of international coordination and military strategies.	Text analysis, case study , problem-solving, teamwork	2
The Break-up of Yugoslavia and the Balkan Conflicts (1991–2001) – a case study on international intervention and diplomacy.	Text analysis, case study , problem-solving, teamwork	2
The fall of the Berlin Wall (1989) and the end of the Cold War – analysis of geopolitical changes and the role of diplomatic decisions.	Text analysis, case study , problem-solving, teamwork	2
Bibliography: <ul style="list-style-type: none"> ➤ Duroselle, J.-B. (2006). <i>History of International Relations: 1919–1947</i> (Vol. 1). Bucharest: Social and Political Sciences. ➤ Duroselle, J.-B. (2006). <i>History of International Relations: 1948 – to the Present Day</i> (Vol. 2). Bucharest: Social and Political Sciences. ➤ Kissinger, H. (2010). <i>Diplomacy</i> (trans. R. Paraschivescu & M. Ștefancu). Bucharest: ALL Publishing House. ➤ Kissinger, H. (2015). <i>World Order</i> (trans.). Bucharest: Rao. ➤ Kissinger, H. (2022). <i>Leadership: Six Studies in World Strategy</i>. New York, NY: Penguin Press. ➤ Bărbulescu, I. G. (2020). <i>Romania’s Foreign Policy</i>. Bucharest: Polirom Publishing House. ➤ Marga, A. (2019). <i>Diplomacy</i>. Bucharest: Romanian Academy Publishing House. ➤ Păun, N., & Goian, C. (2021). <i>Foreign Policy and International Security</i>. Cluj-Napoca: Presa Universitară Clujeană Publishing House. ➤ Nye, J. S. (2004). <i>Soft Power: The Means to Success in World Politics</i>. New York, NY: PublicAffairs. ➤ Best, A., Hanhimäki, J. M., Maiolo, J. A., & Schulze, K. E. (2025). <i>International History of the Twentieth Century and Beyond</i> (4th ed.). New York, NY: Routledge. ➤ Sarotte, M. E. (2021). <i>Not One Inch: America, Russia, and the Making of Post–Cold War Stalemate</i>. New Haven, CT: Yale University Press. 		

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> ▪ In order to develop the course materials and set the seminar topics, the course coordinator attended several conferences in the field, coordinating and participating in several Jean Monnet projects on the course’s subject matter. In this way, they established contact with specialists in the field, including both theorists and practitioners from NGOs and civil society.
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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	<ul style="list-style-type: none"> • Comprehensive knowledge and understanding of the course content • Correctly answering the test questions 	Summative assessment: oral examination	<ul style="list-style-type: none"> • 60%
10.5 Seminar (S)	<ul style="list-style-type: none"> • Carrying out analyses in teams • Seminar activity 	Continuous assessment: assessment of seminar project, content and presentation; participation in seminar discussions.	<ul style="list-style-type: none"> • 40%
10.6 Laboratory (L)	-	-	-
10.7 Project (P)	-	-	-
10.8 Practical work (P)	-	-	-
10.9 Minimum performance standard			
<ul style="list-style-type: none"> ▪ Knowledge and understanding of the course content at the level of key concepts ▪ Achieving at least 5 marks (out of 10) for seminar work ▪ Achieving at least 5 marks (out of 10) for exam answers 			

- Achieving a final mark of at least 5 points (out of 10)

Date completed

Course lecturer:

Seminar lecturer:

Associate Professor Alina Stoica, PhD

Associate Professor Alina Stoica, PhD

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's
1.6 Study Programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	History of European Integration						
2.2 Course coordinator	Lecturer PhD Cristina Dogot						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Cristina Dogot						
2.4 Year of study	I	2.5 Semester	04	2.6 Type of assessment	Ex.	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 credits	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					30
Additional research in the library, on specialist online platforms and in the field					30
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					30
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	94				
3.9 Total hours per semester	150				
3.10 Number of credits	6				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable.
4.2 Skills	Not applicable.

5. Conditions (where applicable)

5.1. Course delivery	Classroom, equipped with a laptop, projector and appropriate software – PowerPoint, Word.
5.2. for the seminar/laboratory/project	Classroom, equipped with a laptop, projector and appropriate software – PowerPoint, Word.

6. Specific competences acquired

Professional competences	C1 Applying the fundamentals of international relations theories to the study of European and international processes C2 Developing European and international projects C3 Applying analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs C5 Providing support in the field of international negotiation and mediation between groups with diverse interests
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Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language
ESCO Skills/Competencies	CP1. Finds solutions to problems CP2. Develops questionnaires CP3. Interacts with stakeholders CP4. Keeps abreast of the political landscape CP8. Liaise with government agencies

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate applies the theoretical methodology of scientific research, comprising conducting background research, formulating a hypothesis, testing it, analysing data and drawing conclusions. The student/graduate identifies, selects and applies research methods and techniques to conduct a study. The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. The student/graduate recognises, analyses and explains the procedures involved in the implementation of government policies at all levels of public administration.
Skills	<ul style="list-style-type: none"> The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating previous knowledge. The student/graduate applies fundamental ethical principles and legislation relating to scientific research, including aspects concerning research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to address gaps in knowledge and practice in the identified areas. The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> To present the process of European integration from its beginnings to the present day.
7.2 Specific objectives	<ul style="list-style-type: none"> To understand the main stages and key players in the process of European integration; To understand and analyse the importance of European integration for the economic and political development of Western states and, subsequently, for the former communist states that joined the EU;

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
Concept of European integration	Interactive lecture, critical analysis, moderated debate	2
The four freedoms and their role in the process of European integration	Interactive lecture, critical analysis, moderated debate	2
Stages and models of the European integration process.	Interactive lecture, critical analysis, moderated debate	2
Monetary integration.	Interactive lecture, critical analysis, moderated debate	2
Reform of monetary integration	Interactive lecture, critical analysis, moderated debate	2
Common Agricultural Policy. Common Trade Policy	Interactive lecture, critical analysis, moderated debate	2
Competition Policy; Environment Policy; Transport Policy	Interactive lecture, critical analysis, moderated debate	2
Education policy	Interactive lecture, critical analysis, moderated debate	2
Regional policy	Interactive lecture, critical analysis, moderated debate	2
European political integration	Interactive lecture, critical analysis, moderated debate	2
The Schengen area and its role in deepening European integration	Interactive lecture, critical analysis, moderated debate	2
The euro and its role in deepening European integration	Interactive lecture, critical analysis, moderated debate	2
The current debate on models of European integration	Interactive lecture, critical analysis, moderated debate	2
The Central and Eastern European States in the process of European integration	Interactive lecture, critical analysis, moderated debate	2
<p>Bibliography</p> <p>Dedman, Martin J. <i>The Origins and Development of the European Union 1945–2008. A history of European integration</i>. London and New York: Routledge, 2010.</p> <p>Fota, C-tin, <i>Romania's Integration into the European Union</i>, Craiova, Ed. Sitech, 2007.</p> <p>Edisher Japharidze, "European Integration as a Complex Process," https://www.academia.edu/16797771/European_Integration_as_Complex_Process</p> <p>Roggentien, Sarah, <i>The four freedoms of the European Union</i>, GRIN, 2014.</p> <p>Mongelli, Francesco Paolo, <i>European economic and monetary integration and the optimal currency area theory</i>, European Communities, 2008.</p> <p>Ryan, John, and John Loughlin, <i>Lessons from historical monetary unions – is the European monetary union making the same mistakes</i>, London School of Economics, 2018.</p> <p>Wall, Stephen. "Making the Single Market." <i>Journal of European Integration History</i> 1, 16 (2010): 57–64. http://www.eu-historians.eu/uploads/Dateien/jeih-31-2010_1.pdf.</p> <p>Yvars, Bernard. "EU Integration and Other Integration Models." In <i>The Foreign Policy of the European Union. Assessing Europe's Role in the World</i>, edited by Federica Bindi, 273–289. Washington: Brookings Institution Press, 2010.</p> <p>Documents of the European Union.</p>		
8.2 Seminar	Teaching methods	No. of Hours / Comments
Introductory seminar: presentation of working methods and of the topics to be analysed.	Discussion	2
<ul style="list-style-type: none"> • The Role of the ECSC and Euratom in the Process of European Integration. • The Common Market and its Role in the Process of European Integration. • First European Parliament Elections and their Role in the Process of European Integration. 	Presentation of three case studies by students; Debate;	2

<ul style="list-style-type: none"> • The Role of the European Council in the Process of European Integration • The Importance of the European Commission's Supervisory Role in the Process of European Integration 	Presentation of two case studies by students; Debate;	2
<ul style="list-style-type: none"> • Common Agricultural Policy and its Role in the Process of European Integration • Common Trade Policy and its Role in the Process of European Integration • Competition Policy and its Role in the Process of European Integration 	Presentation of two case studies by students; Debate;	2
<ul style="list-style-type: none"> • EU Social Policies and their Role in the Process of European Integration. Environment. • EU Regional Development Policy and its Role in the Process of European Integration • Common Foreign and Security Policy and its Role in the Process of European Integration 	Presentation of two case studies by students; Debate;	2
<ul style="list-style-type: none"> • The Political Criterion of Accession and its Role in the Process of European Integration. Case study: Romania • The Economic Criterion of Accession and its Role in the Process of European Integration. Case study: Romania • The Legislative Criterion of Accession and its Role in the Process of European Integration. Case study: Romania 	Presentation of two case studies by students; Debate;	2
<ul style="list-style-type: none"> • The Importance of the Infringement Mechanism for the Process of European Integration of Romania • The Role of the MCV in Romania's European Integration Process 	Presentation of two case studies by students; Debate;	2
<p>Bibliography</p> <p>Borchard, Klaus-Dieter, <i>European integration. The origins and growth of the European Union</i>, https://core.ac.uk/download/pdf/148851788.pdf.</p> <p>Documents on www.cvce.eu</p> <p>Websites of EU institutions</p>		

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> ▪ The topics studied will enable students to successfully meet the demands of jobs in the field of European affairs. The information provided and the methods used will equip students with the necessary knowledge and skills to support their integration into the specific labour market.
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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Assessment requirements: For grade 5 / acquiring the key concepts and ideas; For Grade 6 / understanding the main events and issues relating	The exam will consist of four topics, three from the course and one related to the case studies analysed in seminars.	70%

	<p>to the process of European integration; For grade 7 / illustrating theoretical concepts with examples from the history of European integration; For Year 8 / developing ideas, concepts, theories and their relationship to events; For Year 9 / clear and well-reasoned knowledge; attendance at lectures and seminars; For Year 10 / attendance at lectures and seminars; well-founded knowledge of the European integration process; personal approach and interpretation; reading list.</p>		
10.5 Seminar	<p>Grade 5–6 / knowledge of the main information on the case studies presented; at least 20% attendance at seminars; Grade 7 / the ability to establish connections between the key ideas of political ideologies and the case studies presented; at least 40% attendance at seminars; Grade 8 / the ability to analyse the role of the studied ideologies in the political and economic evolution of contemporary global society; at least 60% attendance at seminars; good knowledge of the bibliography; Grade 9 / at least 80% attendance at seminars, and presentation of a paper on one of the given topics, in accordance with the schedule and academic standards and with a distinct personal touch; very good knowledge of the bibliography; Grade 10 / all of the above, plus at least 90% attendance at seminars</p>	<p>Assessment of the case studies presented in terms of the achievement of the objective set out in the given topic; the quality and logic of the argumentation; originality. Assessment of contributions to the debate in terms of the relevance of the information to the given topic; the quality and logic of the argumentation; originality.</p>	

	and the presentation of a paper on one of the given topics, in accordance with the schedule and academic standards, and with a significant personal touch; excellent knowledge of the bibliography.		
10.6 Laboratory			
10.7 Project			
10.8 Minimum performance standard			
Knowledge of the main theoretical information and the main stages of the process of European integration.			

Date of completion

Course lecturer:

Seminar lecturer:

Associate Professor Cristina Dogot, PhD

Associate Professor Cristina Dogot,
PhD

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's Degree
1.6 Study Programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Political Ideologies in the Contemporary Age						
2.2 Course coordinator	Associate Professor PhD Cristina Dogot						
2.3 Seminar/laboratory/project coordinator	Associate Professor PhD Cristina Dogot						
2.4 Year of study	II	2.5 Semester	04	2.6 Type of assessment	Ex.	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	3	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	1	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					15
Additional research in the library, on specialist online platforms and in the field					15
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					10
Tutorials					4
Examinations					3
Other activities.....					
3.7 Total hours of independent study	47				
3.9 Total hours per semester	75				
3.10 Number of credits	3				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable.
4.2 Skills	Not applicable.

5. Conditions (where applicable)

5.1. Course delivery	Classroom, equipped with a laptop, projector and appropriate software – PowerPoint, Word.
5.2. for the seminar/laboratory/project	Classroom, equipped with a laptop, projector and appropriate software – PowerPoint, Word.

6. Specific competences acquired

Professional competence	C2 Development of European and international projects C3 Application of analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs
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Transversal skills	
ESCO skills/competences	<p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, selects and uses research methods and techniques to carry out a study. The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance.
Skills	<ul style="list-style-type: none"> The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge. The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> To develop students' ability to understand, analyse and compare different political ideologies in their historical, political and social evolution, with a focus on the European context and, in particular, the Romanian post-communist case.
7.2 Specific objectives	<ul style="list-style-type: none"> To be familiar with the most important classical and contemporary political ideologies; To question ideologies from an ethical perspective; To understand and analyse ideologies in relation to the social, economic and political context; To use the comparative method in the study of political ideologies.

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
Introductory and Conceptual Issues: Ideology	Interactive lecture, critical analysis, moderated debate	2
Liberalism and Neoliberalism	Interactive lecture, critical analysis,	4

	moderated debate	
Conservatism	Interactive lecture, critical analysis, moderated debate	2
Socialism	Interactive lecture, critical analysis, moderated debate	2
Marxism	Interactive lecture, critical analysis, moderated debate	2
Social Democracy	Interactive lecture, critical analysis, moderated debate	2
Christian Democracy	Interactive lecture, critical analysis, moderated debate	2
National Socialism. Fascism.	Interactive lecture, critical analysis, moderated debate	2
Communism and Communist Nationalism	Interactive lecture, critical analysis, moderated debate	4
Feminism	Interactive lecture, critical analysis, moderated debate	2
The Ecology	Interactive lecture, critical analysis, moderated debate	2
Distributism	Interactive lecture, critical analysis, moderated debate	2

Bibliography

- Bloker, Paul. 'Modernity in Romania. Nineteenth-Century Liberalism and Its Discontents.' EUI Working Papers SPS No. 2/2003.
- Eccleshall, Robert, Alan Finlayson, Vincent Geoghegan, Michael Kenny, Moya Lloyd, Iain MacKenzie and Rick Wilford. *Political Ideologies. An introduction*. London and New York: Routledge, 2003.
- Geoghegan, Vincent. "Socialism." In *Political Ideologies*, edited by Robert Eccleshall, Alan Finlayson, Vincent Geoghegan, Michael Kenny, Moya Lloyd, Iain MacKenzie and Rick Wilford, 73–96. London and New York: Routledge, 2003.
- Gherghe, Cosmin Lucian. "The Origins of Liberalism in Romania." *Journal of Political Science*, no. 18–19, 2008.
- Heywood, AnPhDew. *Political Ideologies. An Introduction*. Palgrave Macmillan, 2003.
- "Ovidiu Șincai" Institute. "110 Years of Social Democracy in Romania." <http://www.fisd.ro/PDF/110ani.pdf>
- Jost, John T., Christopher M. Federico, and Jaime L. Napier. "Political Ideology: Its Structure, Functions, and Elective Affinities." *Annual Review of Psychology* 60 (2009): 307–337.
- Jost, John T. and Jack Glaser. "Political Conservatism as Motivated Social Cognition." *Psychological Bulletin* 129, 3 (2003): 339–375.
- McLeod, Aaron. *Great Conservative Minds: A Condensation of Russell Kirk's "The Conservative Mind"*. Birmingham, Alabama: Alabama Policy Institute, 2005.
- Meyer, Henning and Karl-Heinz Spiegel. "What next for European social democracy? The Good Society Debate and beyond." *Social Europe Journal*. [http://www.feslondon.org.uk/cms/files/fes/pdf/What next for European social democracy.pdf](http://www.feslondon.org.uk/cms/files/fes/pdf/What%20next%20for%20European%20social%20democracy.pdf)
- Muller, Jan-Werner. "Comprehending Conservatism. A New Framework for Analysis." *Journal of Political Ideologies*, 11, 3 (2006): 359–365.
- Nicolaides, Angelo. "Evaluating National Socialism as a 'True' Fascist Movement." *Advances in Historical Studies* 2, 1 (2013): 11–16.
- Pejovich, Svetozar. "From Social Democracy to Liberal Socialism: A Property Rights Analysis of the Transition in Europe." *New Perspectives on Political Economy* 5, 1 (2009): 33–63.

<p>Siegel, Charles. <i>History of Classical Liberalism</i>. Berkeley: Preservation Institute, 2011.</p> <p>Stanlis, Peter J. "The Basis of Burke's Political Conservatism." http://www.mmisi.org/ma/05_03/stanlis.pdf.</p> <p>Thomas, Paul. <i>Marxism and Scientific Socialism. From Engels to Althusser</i>. London and New York: Routledge, 2008.</p> <p>Turner, Rachel. <i>Neo-Liberal Ideology. History, Concepts and Policies</i>. Edinburgh: Edinburgh University Press, 2008.</p> <p>UNESCO. "The Roots of National Socialism and Causes of the Transformation of the National-socialist Movement into an Overwhelming Political Force." http://unesco.unesco.org/images/0017/001781/178108eb.pdf.</p>		
8.2 Seminar	Teaching methods	No. of hours / Comments
Introductory seminar: presentation of working methods and of the themes to be analysed.	Discussion	2
Applied study on liberal ideas: A. Smith & J.M. Keynes; Robert Nozick & John Rawls; Illiberal democracies.	Presentation of two case studies by students; Debate;	2
<ul style="list-style-type: none"> The Swedish model of the welfare state Social policies and the "welfare state" in the USA 	Presentation of two case studies by students; Debate;	2
<ul style="list-style-type: none"> Romanian social democracy: 1990–present Social-democratic elite and public discourse on social issues 	Presentation of two case studies by students; Debate;	2
<ul style="list-style-type: none"> The New Conservatism: New Right Movements in Europe (choose a particular European country) Conservatism and Republicanism in the United States. 	Presentation of two case studies by students; Debate;	2
<ul style="list-style-type: none"> Christian democracy and the German social system; Christian Democracy and/vs. Social Democracy: differences and similarities. 	Presentation of two case studies by students; Debate;	2
<ul style="list-style-type: none"> The principle of the "tragedy of the commons" in the "Roşia Montana" and "Romanian forests" cases; Women as role models and anti-role models in Romanian politics: Queen Maria and Elena Ceauşescu. 	Presentation of two case studies by students; Debate;	2
<p>Bibliography</p> <p>Boia, Lucian. <i>History and Myth in the Romanian Consciousness</i>. Bucharest: Humanitas, 2011.</p> <p>Glăvan, Mădălina. "Women and politics in Romania." http://www.contributors.ro/analize/femeile-si-politica-in-romania/.</p> <p>Henrie, Marc. "Understanding Traditionalist Conservatism." Hoover Press: Berkowitz/Conservative, http://www.hoover.org/sites/default/files/uploads/documents/0817945725_3.pdf.</p> <p>McLeod, Aaron. <i>Great Conservative Minds: A Condensation of Russell Kirk's "The Conservative Mind"</i>. Alabama: by the Alabama Policy Institute, Birmingham, 2005.</p> <p>Sanandaji, Nima. "The Surprising Ingredients of Swedish Success – Free Markets and Social Cohesion." IEA Discussion Paper no. 41 (2012). http://www.iea.org.uk/sites/default/files/publications/files/Sweden%20Paper.pdf.</p> <p>Siegel, Charles. <i>History of Classical Liberalism</i>. Berkeley: Preservation Institute, 2011. "Social policy and the American welfare state." http://www.pearsonhighered.com/samplechapter/0205627080.pdf.</p> <p>Stanlis, Peter J. "The Basis of Burke's Political Conservatism." http://www.mmisi.org/ma/05_03/stanlis.pdf.</p> <p>Weinert, Matthew S. "Hannah Arendt in a Global Age: Political Evil and International Theory." <i>*Human Rights & Human Welfare*</i> 12 (2012).</p> <p>Villa, Dana. "The Cambridge Companion to Hannah Arendt." Cambridge: Cambridge University Press, 2000.</p> <p>Williamson, Vanessa, Theda Skocpol, and John Coggin. "The Tea Party and the Remaking of Republican</p>		

Conservatism.” http://scholar.harvard.edu/files/williamson/files/tea_party_pop.pdf.

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the epistemic community, professional associations and key employers in the field relevant to the programme

- The topics studied will enable students to successfully meet the requirements of various employers in the administrative and political sectors. The information provided and the methods used will equip students with the necessary knowledge and skills to support their integration into the specific labour market.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	<p>Assessment requirements:</p> <p>Grade 5-6 / knowledge of ideas and concepts supported by various political doctrines.</p> <p>Year 7 / linking theoretical concepts with empirical examples.</p> <p>Year 8 / developing ideas, concepts, theories and their correlation with events.</p> <p>Year 9 / clear and reasoned knowledge, both conceptual-theoretical and applied.</p> <p>Year 10 / attendance at lectures and seminars; clear and reasoned knowledge; annotated examples; a personal approach to analysis and interpretation; familiarity with the bibliography</p>	A summary topic, a topic related to some theoretical information and one topic studied in seminars.	70%
10.5 Seminar	<p>Grade 5-6 / knowledge of the main information on the case studies presented; at least 20% attendance at seminars;</p> <p>Grade 7 / and the ability to establish connections between the key ideas of political ideologies and the case studies presented; at least 40% attendance at seminars;</p> <p>Year 8 / the ability to analyse the role of the studied ideologies in the political and economic evolution of contemporary global society; at least 60% attendance at seminars; good knowledge of the bibliography;</p> <p>Grade 9 / at least 80% attendance at seminars, and presentation of a paper on one of the given topics, in accordance with the schedule and academic standards, and with a distinct personal touch; very good knowledge of the bibliography;</p> <p>Grade 10 / at least 90%</p>	<p>Assessment of the case studies presented in terms of the achievement of the objective set out in the topic; the quality and logic of the argumentation; originality.</p> <p>Assessment of contributions to the debate in terms of the relevance of the information to the given topic; the quality and logic of the argumentation; originality.</p>	

	attendance at seminars and presentation of a paper on one of the given topics, in accordance with the schedule and academic standards, and with a significant personal touch; excellent knowledge of the bibliography.		
10.6 Laboratory			
10.7 Project			
10.8 Minimum performance standard: knowledge of the main theoretical information and its application to the case studies presented.			

Date of completion

Course lecturer:

Seminar lecturer:

Associate Professor PhD Cristina Dogot

Associate Professor Cristina Dogot,
PhD

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30 September 2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's Degree
1.6 Study Programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Internet in International Affairs						
2.2 Course coordinator	PhD Mihai Sandu						
2.3 Seminar/laboratory/project coordinator	PhD Mihai Sandu						
2.4 Year of study	II	2.5 Semester	IV	2.6 Type of assessment	Ex.	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					20
Additional research in the library, on specialist online platforms and in the field					10
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					13
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of individual study	47				
3.9 Total hours per semester	75				
3.10 Number of credits	3				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Skills	Not applicable

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre equipped with a projector and internet access
5.2. for the seminar/laboratory/project	Classroom equipped with a projector and internet access for students

6. Specific competences acquired

Professional skills	C3 Use of analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs C5 Providing support in the field of international negotiation and mediation between groups with diverse interests
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Transversal skills	
ESCO Skills/Competences	<p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p> <p>CP5. Conducts market research</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, selects and applies statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. The student/graduate recognises, analyses and explains the method, process and study of influencing people, gaining control over a community or society, as well as the distribution of power within a community and between societies
Skills	<ul style="list-style-type: none"> The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including aspects relating to research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> To assimilate the main innovative elements related to the impact of the Internet on international relations in general
7.2 Specific objectives	<ul style="list-style-type: none"> Students will acquire knowledge regarding the evolution of space and territory in international relations due to the emergence of virtual space Students will be able to formulate a viewpoint on the influence of the Internet on foreign policy, security and the global economy Students will develop analytical skills, demonstrated through a critical analysis of major international events in which the Internet has played a significant role (e.g., the Arab Spring)

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
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1. The emergence and evolution of information and communication technologies – the Internet	Presentation, guided discovery, applied learning, argumentation	2 hours/week
2. Virtual space/cyberspace – definition and theoretical concepts	Presentation, guided discovery, applied learning, argumentation	2 hours/week
3. The influence of the Internet on the global economy	Presentation, guided discovery, applied learning, argumentation	2 hours/week
4. The Internet and states' foreign policy – digital diplomacy	Lecture, guided discovery, applied learning, argumentation	2 hours/week
5. The socio-economic influence of the Internet	Presentation, guided discovery, applied learning, argumentation	2 hours/week
6. Social media in international relations	Lecture, guided discovery, applied learning, argumentation	2 hours/week
7. Internet governance – who controls the network?	Presentation, guided discovery, applied learning, argumentation	2 hours per week
<p>Bibliography: Manuel Castells, <i>The Information Age. Economy, Society, Culture. The Rise of the Network Society</i>, Volume I, Second Edition, Chichester: Wiley Blackwell, 2010 Manuel Castells, <i>The Information Age. Economy, Society, Culture. End of the Millennium</i>, Volume III, Second Edition, Wiley Blackwell: Chichester, 2010 AnPhDew Chadwick, Philip N. Howard (eds.), <i>Routledge Handbook of Internet Politics</i>, Routledge: New York, 2009 Martin Elton, John Carey (eds.), <i>Oxford Handbook of Internet Studies</i>, Oxford: Oxford University Press Nazli Choucri, <i>Cyberpolitics in International Relations</i>, MIT Press: Cambridge, 2012 Jan-Frederik Kremer, Benedikt Muller (eds.) <i>Cyberspace and International Relations. Theory, Prospects and Challenges</i>, Springer: Heidelberg, 2014 Mirela Mărcuț, <i>The Socioeconomic Evolution of the European Union. Exploring the Electronic Frontier</i>, Springer: Heidelberg, 2016 Friedman T (2007) <i>The World Is Flat: A Brief history of the twenty-first century</i>. Polirom, Iași Friedman T (2008) <i>Lexus and the Olive Tree</i>, 2nd edn. Polirom, Iași Ekdahl P, Trojer L (2002) Digital divide: catch up for what? <i>Gend Technol Dev</i> 6(1):1–20 Guerrieri P, Bentivegna S (eds) (2011) <i>The economic impact of digital technologies. Measuring Inclusion and diffusion in Europe</i>. Edward Elgar Publishing Limited, Cheltenham Johansson B, Karlsson C, Stough R (2006) <i>Entrepreneurship, clusters and policy in the emerging digital economy</i>. In: Johansson B, Karlsson C, Stough R (eds) <i>The emerging digital economy. entrepreneurship, clusters and policy</i>. Springer, Heidelberg Mansell R (ed) (2007) <i>The Oxford handbook of information and communication technologies</i>. Oxford University Press, Oxford van Reened J, Bloom N, PhDaca M et al (2010) <i>The Economic Impact of ICT</i>. http://www.itu.int/wsis/stocktaking/docs/activities/1306770652/econ_impact_of_ict.pdf. University of Siegen, <i>The Social Impact of ICT</i>, http://ec.europa.eu/information_society/newsroom/cf/document.cfm?action=display&doc_id=673</p>		
8.2 Seminar	Teaching methods	No. of Hours / Comments
The emergence and evolution of information and communication technologies – the Internet	Discussion, case study	2 hours/week
Virtual space/cyberspace – definition and theoretical concepts	Discussion, case study	2 hours/week
The influence of the Internet on the global economy	Debate, case study	2 hours/week
The Internet and states' foreign policy – digital diplomacy	Debate, case study	2 hours/week

The socio-economic influence of the Internet	Debate, case study	2 hours/week
Social media in international relations	Debate, case study	2 hours/week
Internet governance – who controls the network?	Debate, case study	2 hours/week

Bibliography
Manuel Castells, *The Information Age. Economy, Society, Culture. The Rise of the Network Society*, Volume I, Second Edition, Chichester: Wiley Blackwell, 2010
Manuel Castells, *The Information Age: Economy, Society, Culture. End of the Millennium*, Volume III, Second Edition, Wiley Blackwell: Chichester, 2010
AnPhDew Chadwick, Philip N. Howard (eds.), *Routledge Handbook of Internet Politics*, Routledge: New York, 2009
Martin Elton, John Carey (eds.), *Oxford Handbook of Internet Studies*, Oxford: Oxford University Press
Nazli Choucri, *Cyberpolitics in International Relations*, MIT Press: Cambridge, 2012
Jan-Frederik Kremer, Benedikt Muller (eds.) *Cyberspace and International Relations. Theory, Prospects and Challenges*, Springer: Heidelberg, 2014
Mirela Mărcuț, *The Socioeconomic Evolution of the European Union. Exploring the Electronic Frontier*, Springer: Heidelberg, 2016
Friedman T (2007) The World Is Flat: A Brief history of the twenty-first century]. Polirom, Iași
Friedman T (2008) Lexus and the Olive Tree, 2nd edn. Polirom, Iași
Ekdahl P, Trojer L (2002) Digital divide: catch up for what? *Gend Technol Dev* 6(1):1–20
Guerrieri P, Bentivegna S (eds) (2011) *The economic impact of digital technologies. Measuring Inclusion and diffusion in Europe*. Edward Elgar Publishing Limited, Cheltenham
Johansson B, Karlsson C, Stough R (2006) *Entrepreneurship, clusters and policy in the emerging digital economy*. In: Johansson B, Karlsson C, Stough R (eds) *The emerging digital economy. entrepreneurship, clusters and policy*. Springer, Heidelberg
Mansell R (ed) (2007) *The Oxford handbook of information and communication technologies*. Oxford University Press, Oxford
van Reened J, Bloom N, PhDaca M et al (2010) *The Economic Impact of ICT*. http://www.itu.int/wsis/stocktaking/docs/activities/1306770652/econ_impact_of_ict.pdf.
University of Siegen, *The Social Impact of ICT*, http://ec.europa.eu/information_society/newsroom/cf/document.cfm?action=display&doc_id=673
Ines von Behr, Anaïs Reding, Charlie Edwards, Luke Gribbon, *Radicalisation in the digital era. The use of the internet in 15 cases of terrorism and extremism*, RAND Corporation, http://www.rand.org/content/dam/rand/pubs/research_reports/RR400/RR453/RAND_RR453.pdf
David Bollier, THE RISE OF NETPOLITIK. *How the Internet Is Changing International Politics and Diplomacy*, 2003, http://bollier.org/sites/default/files/aspen_reports/NETPOLITIK.PDF
Alexander Gamero-Garrido, *Cyber Conflicts in International Relations: Framework and Case Studies*, http://ecir.mit.edu/images/stories/Gamero_Case%20studies%20in%20Cyber%20Conflict_Final.pdf

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> ▪ The course is deeply interdisciplinary in nature, designed to bring together concepts from information technology, as well as security and international relations, in an innovative approach to international relations ▪ At the same time, students will practise their ability to analyse and think critically about current events through the lens of the interaction between information and communication technologies in politics, economics, security, etc.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Analysis of a major international event through the lens of the influence of ICT	Oral examination	50%
10.5 Seminar			

10.6 Laboratory	Participation in debates and team-based case studies	Colloquium	50%
10.7 Project			
10.8 Minimum performance standard Analysis of an international event through the lens of ICT influence			
Grade 5 (five)			

Date of completion

Course lecturer:

Seminar lecturer:

PhD Mihai Sandu

PhD Mihai Sandu

**Date of approval by
the Department:**
30.09.2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Course details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	HISTORY, INTERNATIONAL RELATIONS, POLITICAL AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Institutional Communication in English						
2.2 Course coordinator	Lecturer PhD Ioana Lucia Bordeianu						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Ioana Lucia Bordeianu						
2.4 Year of study	II	2.5 Semester	04	2.6 Type of assessment	Vp	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	14
Time allocation	hours				
Study using the textbook, course materials, bibliography and notes	5				
Additional research in the library, on specialist online platforms and in the field	5				
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays	8				
Tutorials	2				
Examinations	2				
Other activities.....	-				
3.7 Total hours of individual study	22				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Classroom with video projector and interactive whiteboard Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms
5.2. for the seminar/laboratory/project	Seminar room Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms

6. Specific competences acquired	
Professional competences	C6 Providing support in managing relationships within organisations and institutions involved in European and international processes
Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language
ESCO Skills/Competences	CP6. Uses communication techniques CP8. Interacts with government agencies

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains a government's policy activities, plans and intentions for a legislative session in relation to specific issues. The student/graduate recognises, analyses and explains the procedures involved in implementing government policies at all levels of public administration.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<input type="checkbox"/> To acquire the skills and abilities to use correctly the specific vocabulary of Institutional Communication in English in various situations connected with the public and private spheres
7.2 Specific objectives	<input type="checkbox"/> To understand and apply specific strategies characteristic of the field of security studies, to be able to manage crisis and conflict situations in various institutions and apply their knowledge in case-study analysis <input type="checkbox"/>

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
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1. The Concept of Institutional Communication	Presentation, guided discovery, applied learning, argumentation	1 hour/week
2. Developing Institutional Communication in Different Organisations	Lecture, guided discovery, applied learning, discussion	2 hours/week
3. Institutions and Media: How to Communicate Effectively	Presentation, guided discovery, applied learning, argumentation	2 hours/week
4. Institutions and Media: Handling Conflict Issues, Enhancing the Institution's Reputation	Lecture, guided discovery, applied learning, argumentation	2 hours/week
5. Management of Internal and External Institutional Communication	Presentation, guided discovery, applied learning, argumentation	2 hours/week
6. The Role of Institutional Communication in Public Administration: to Reshape Relations with Citizens and Businesses	Presentation, discovery	2
7. The Need for Transparency in Institutional Communication	Presentation, guided discovery, applied learning, argumentation	2 hours per week

Bibliography

Mark Powell, John Allison, In Company B2 - Upper Intermediate, Macmillan

8.2 Seminar	Teaching methods	No. of Hours / Comments
1. Types of identity in communication: perceived, projected, ideal and applied identity	Analysis	1 hour/week
2. Organising and clarifying the message in English	Role play	2 hours/week
3. The Media in Institutional Conflict and Crisis Situations, Understanding the Media and Their Needs	analysis	2 hours/week
4. Designing powerful messages	Case study	2 hours per week
5. Anticipating and handling conflict issues	Role play	2 hours per week
6. Applying the Acquired Knowledge to different Case-studies	Role play	2 hours/week
7. Key to writing successful print media, publication institutions' websites	project	1 hour/week

Bibliography

Mark Powell, John Allison, In Company B2 - Upper Intermediate, Macmillan

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be specified.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- | |
|--|
| <input type="checkbox"/> The course contributes to the development of students' communication skills in the business environment, skills that can be applied both nationally and internationally |
|--|

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	1. recognition and correct identification	Colloquium 50%	6. 10% 7. 10%

	of the subject 2. the ability to correctly identify and define concepts 3. identification and definition of concepts and delineation of characteristic features 4. the ability to construct a presentation on a given topic 5. the ability to write a presentation or a summary of a text on a given topic		8. 10% 9. 10% 10. 10%
10.5 Seminar	1. Class participation through exercises and contributions to worksheets 2. Correct recognition and identification of the topic 3. Ability to write a reasonable presentation on a given topic	Seminar projects 50%	6. 10% 7. 10% 8. 10% 9. 10% 10. 10%
10.8 Minimum performance standard – project (50%) To be eligible for the exam, attendance at lectures and seminars must be at least 50% To pass, students must be familiar with the main theoretical concepts relating to communication and must complete and present a project related to a communication team			

Date of completion

Course lecturer:

Seminar lecturer:

Lecturer PhD Ioana Bordeianu

Lecturer PhD Ioana Bordeianu

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 The Faculty	Faculty of History, International Relations, Political Science and Communication Studies
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Practical II						
2.2 Course coordinator							
2.3 Seminar/laboratory/project coordinator	Associate Professor PhD Florentina Chirodes						
2.4 Year of study	II	2.5 Semester	04	2.6 Type of assessment	CV	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week		of which: 3.2 lecture		3.3 seminar/laboratory/project	
3.4 Total hours in the curriculum	60	of which: 3.5 lectures		3.6 seminar/laboratory/project	60
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					-
Additional research in the library, on specialist online platforms and in the field					
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					
Tutorials					
Examinations					
Other activities.....					
3.7 Total hours of independent study					
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	(Prerequisites) -
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Classroom with video projector and interactive whiteboard Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms
5.2. for the seminar/laboratory/project	Seminar room Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms

6. Specific competences acquired

Professional Professional	
Transversal Transversal	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work within a multidisciplinary team appropriate to various hierarchical levels
ESCO Skills/Comp etencies	CP8. Interacts with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains the procedures involved in the implementation of government policies at all levels of public administration. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	
Responsibilities and autonomy	

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	To familiarise students with the issues surrounding the evaluation of policies and programmes developed or PhDawn up by local public institutions (Oradea City Council – Oradea Metropolitan Area)
7.2 Specific objectives	<ul style="list-style-type: none"> - to introduce students to the main policies and programmes developed, designed or implemented in the two placement locations - understanding the different approaches to evaluation; - to internalise the theoretical aspects acquired during lectures and seminars with a view to using them to evaluate a public policy or programme in a given context.

8. Course content*

8.3 Other activities	Teaching methods	No. of Hours / Comments
1. Institutional relations with local, regional, national and international actors	Discovery learning, problem-based learning, cooperative learning, simulation, document research, small-group learning, case study	6
2. Communication with external partners		6
3. Interpersonal and intercultural dialogue		6
4. Public safety and security		6
5. International governance		6
6. Timing of activities		6
7. Human resource management		6
8. Logistics management		6

9. Crisis management		6
10. Preparation of the placement report		6
Instead of the above activities, the student may choose to participate in <i>the 8th National Student Scientific Conference</i> , presenting a paper on a topic chosen by the student in consultation with the lecturer responsible for the activity		60

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

The study of this subject provides skills and competences specific to RISE specialists, which are sought after in the labour market within the field: the use of specialist terminology in various contexts, communication in English in institutional settings, and interpersonal skills with people from different cultures

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course			
10.5 Seminar			
10.6	- summative assessment in the form of an oral examination during which the examiner assesses students' ability to apply theoretical concepts and the types of concrete data collected for the placement report - continuous assessment, based on active participation at the placement locations	Internship report	100%
10.8 Minimum performance standard			
<i>Knowledge required for a grade 5</i> active participation in 5 practical activities knowledge of fundamental theoretical concepts, coupled with the ability to apply them (understanding their advantages and limitations, their differences and similarities, knowledge of the specific situations in which they apply, etc.)			

Date of completion

Course lecturer:

Seminar lecturer:

Associate Professor PhD Florentina
Chirodea

Associate Professor Florentina
Chirodea, PhD

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30 September 2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Field Application II						
2.2 Course coordinator	Lecturer PhD Ioana Bordeianu						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Ioana Bordeianu						
2.4 Year of study	II	2.5 Semester	04	2.6 Type of assessment	Vp	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	1	of which: 3.2 lectures	-	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	14	of which: 3.5 lecture	-	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					
Additional research in the library, on specialist online platforms and in the field					
Preparation for seminars/laboratories, assignments, reports, portfolios and essays					
Tutorials					
Examinations					
Other activities.....					-
3.7 Total hours of independent study	0				
3.9 Total hours per semester	25				
3.10 Number of credits	1				

4. Prerequisites (where applicable)

4.1 Curriculum	Not applicable
4.2 Skills	Not applicable

5. Conditions (where applicable)

5.1. Course delivery	Classroom with video projector and interactive whiteboard Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms
5.2. for the seminar/laboratory/project	Seminar room Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms

6. Specific competences acquired

Professional Professional	
Transversal Transversal	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language
ESCO Skills/Competencies	CP8. Interacts with government agencies

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains the procedures related to the implementation of government policies at all levels of public administration.
Skills	<ul style="list-style-type: none">
Responsibilities and autonomy	<ul style="list-style-type: none">

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	Knowledge and understanding of current issues on the agenda major international actors through study visits to various international organisations and institutions
7.2 Specific objectives	<ul style="list-style-type: none"> to internalise the theoretical aspects acquired during lectures and seminars to assimilate aspects relating to procedures for the implementation of international policies and programmes

8. Course content*

8.1 Project	Teaching methods	No. of Hours / Comments
Study visit to FRONTEX, Warsaw headquarters	Discovery-based learning, problem-based learning, cooperative learning	60
Study visit and participation in a course at Akademia WSB, Warsaw		
Study visit to Caritas Centres for Refugees and Migrants, Warsaw		
Compilation of a practical journal		
Instead of the above activities, the student may choose to participate in the following activities: 1. NATO Day in Romania (April) 2. '9 May – Europe Day. Students ask –		60

teachers answer (May) 3. Book presentations on international relations or European studies (June) 4. Detailed presentation of an institution: the , the European Committee of the Regions and the European Council, or NATO's Supreme Headquarters of Allied Forces in Europe (SHAPE)	
Bibliography	

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- The ability to synthesise information and analyse the information presented is essential in any type of activity within today's professional environment, regardless of the size or field of activity of the institution or company in which future graduates will work.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course			
10.5 Seminar/Laboratory/project	Preparation of a document summarising the discussions from the round-table sessions attended/preparation of a document presenting scientific papers	Continuous assessment	100%
10.8 Minimum performance standard			
Presentation in the activity log of at least 1 site visited as part of the activity Participation in at least 2 of the activities scheduled by the Department			

Date of completion

Course lecturer:
Lecturer PhD Ioana Bordeianu

Seminar lecturer:
Lecturer PhD Ioana Bordeianu

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council:
30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	HISTORY, INTERNATIONAL RELATIONS, POLITICAL SCIENCE AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	BA STUDIES (CYCLE I)
1.6 Study Programme/Qualification	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES (taught in English)

2. Course details

2.1 Course title	VISUAL IDENTITY AND SEARCH ENGINE OPTIMISATION						
2.2 Course coordinator	Lecturer PhD Cosmin Chiriac						
2.3 Seminar lecturer	Lecturer PhD Cosmin Chiriac						
2.4 Year of study	II	2.5 Semester	04	2.6 Type of assessment	Vp.	2.7 Course structure	O

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	56	of which: 3.5 lecture	28	3.6 seminar/laboratory	28
Time allocation (hours)					Hours
Study using the textbook, course materials, bibliography and notes					5
Additional research in the library, on specialist online platforms and in the field					5
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					5
Tutorials					2
Examinations					2
Other activities.....					-
3.7 Total hours of individual study					19
3.9 Total hours per semester					75
3.10 Number of credits					3

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	A video projector
5.2. for the seminar/laboratory	Laboratory equipment: - computers, - a video projector, - internet access.

6. Specific skills acquired

Professional skills	C5 Providing support in the field of international negotiation and mediation between groups with diverse interests C6 Providing support in the management of relations within organisations and institutions involved in European and international processes
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Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language
e Skills/Competences (ESCO)	CP4. Keeps abreast of the political landscape CP5. Carries out market research CP6. Uses communication techniques CP8. Liaises with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate recognises, analyses and explains systems of government, methodologies for analysing political activity and behaviour, and the theory and practice of influencing people and gaining control of government. ▪ The student/graduate recognises, analyses and explains the method, process and study of influencing people, of gaining control over a community or society, as well as the distribution of power within a community and between societies ▪ The student/graduate recognises, analyses and explains the political activities, plans and intentions of a government for a legislative session regarding specific issues. ▪ The student/graduate recognises, analyses and explains the procedures involved in implementing government policies at all levels of public administration. ▪ The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. • The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline. • The student/graduate produces research papers or delivers presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, each member doing their part for the benefit of the whole. • The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> ▪ To prepare students for the ever-expanding online market by providing the necessary terminology and an understanding of practical aspects
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ Understanding the visual identity elements of a company/institution/organisation ▪ Understanding search engine optimisation (SEO) and the online environment ▪ Learning how to plan the development of an application or website that is user-friendly and search engine-friendly

8. Course content

8.1 Course (C)	Teaching methods	Comments
8.1.16. Presentation of the course content, teaching methods,	Lecture, Discussion,	2 hours

bibliography and examination. Understanding the need for a unified and consistent image of an organisation. General introduction to the current business environment with an emphasis on the online perspective.	Dialogue	
8.1.17. Review of key terminology. Presentation of the general rationale behind a Visual Identity Guide.	Lecture, Discussion, Dialogue	2 hours
8.1.18. Presenting and discussing examples of Visual Identity Guides.	Lecture, Discussion, Dialogue	2 hours
8.1.19. Branding, visual identity and marketing.	Lecture, Discussion, Dialogue	2 hours
8.1.20. A deep dive into the elements that make up a Visual Identity Guide, with a focus on the technical side.	Lecture, Discussion, Dialogue	2 hours
8.1.21. Sections of Visual Identity Guides. Examples of various possible structures.	Lecture, Discussion, Dialogue	2 hours
8.1.22. The evolution of the Internet. A general overview.	Lecture, Discussion, Dialogue	2 hours
8.1.23. Technological advances and their importance in the evolution of the Internet.	Lecture, Discussion, Dialogue	2 hours
8.1.24. Understanding search engines, their variants, mechanisms, purpose and evolution.	Lecture, Discussion, Dialogue	2 hours
8.1.25. Organic SEO vs. paid search results. Understanding the technical requirements for a search engine-friendly website.	Lecture, Discussion, Dialogue	2 hours
8.1.26. Tools for monitoring and managing SEO performance.	Lecture, Discussion, Dialogue	2 hours
8.1.27. Online promotion. An overview of the main online promotion techniques.	Lecture, Discussion, Dialogue	2 hours
8.1.28. Presenting and explaining a full SEO process. SEO reports.	Lecture, Discussion, Dialogue	2 hours
8.1.29. Reviewing the entire course content, primarily through questions from the students.	Lecture, Discussion, Dialogue	2 hours
<p>Bibliography By CHERNATONY, Leslie, McDonald, Malcolm, Wallace, Elaine, <i>*Creating Powerful Brands*</i>, Oxford; Burlington: Elsevier; Butterworth-Heinemann, 2011 Richard Elliott, Larry Percy, <i>Strategic brand management</i>, Oxford; New York: Oxford University Press, 2007 Sicco Van Gelder, <i>Global brand strategy: unlocking branding potential across countries, cultures & markets</i>, London; Sterling: Kogan Page, 2005, http://it-ebooks.info/book/1879/ Ledford, Jerri L., <i>SEO Bible. Search Engine Optimisation</i>, Wiley, 2007 Enge, Eric, Spencer, Stephan, Fishkin, Rand, Stricchiola, Jessie C., <i>The Art of SEO. Mastering Search Engine Optimisation</i>, O'Reilly Media, 2009, http://it-ebooks.info/book/96/ Jerkovic, John I., <i>SEO Warrior. Essential Techniques for Increasing Web Visibility</i>, O'Reilly Media, 2009, http://it-ebooks.info/book/173/ http://moz.com/beginners-guide-to-seo</p>		
8.2 Laboratory	Teaching methods	Comments
8.2.1. Individual webography research regarding the difference between a Visual Identity Guide and a Brandbook. Results will be submitted as an assignment.	Individual activity	2 hours
8.2.2. Presentation and discussion regarding the first project. Understanding the requirements. Selecting project topics.	Individual activity	2 hours
8.2.3. Discussing selected project topics. Questionnaire-style exercises requiring the use of online resources during the lecture. Topic: content of visual identity guides.	Individual work	2 hours
8.2.4. Answering questions regarding the completion of	Individual work	2 hours

the first project. Questionnaire-style exercises regarding the differences between branding and visual identity and the role of visual identity guides in an organisation's marketing strategy.		
8.2.5. Answering questions regarding the completion of the first project. Questionnaire-style exercises on the differences and technical details of the contents of a visual identity guide.	Individual activity	2 hours
8.2.6. Students will submit and present their first project, for which they will be assessed.	Individual activity	2 hours
8.2.7. Presentation and discussion regarding the second project. Understanding the requirements. Selecting project topics.	Individual work	2 hours
8.2.8. Answering questions regarding the implementation of the second project. Questionnaire-style exercises regarding the evolution of the internet and the technical elements that make up websites and web applications.	Individual work	2 hours
8.2.9. Answering questions regarding the completion of the second project. Questionnaire-style exercises regarding search engines.	Individual work	2 hours
8.2.10. Answering questions regarding the completion of the second project. Questionnaire-style exercises on SEO and paid promotion via search engines.	Individual work	2 hours
8.2.11. Answering questions regarding the implementation of the second project. Questionnaire-style exercises on available SEO tools.	Individual work	2 hours
8.2.12. Answering questions regarding the implementation of the second project. Questionnaire-style exercises regarding online promotion campaigns.	Individual work	2 hours
8.2.13. Students will submit and present their second project, on which they will be assessed.	Individual work	2 hours
8.2.14. Final discussions regarding the course curriculum and preparation for the exam.	Individual work	2 hours
<p>Bibliography</p> <p>By CHERNATONY, Leslie, McDonald, Malcom, Wallace, Elaine, <i>Creating Powerful Brands</i>, Oxford; Burlington: Elsevier; Butterworth-Heinemann, 2011</p> <p>Richard Elliott, Larry Percy, <i>Strategic brand management</i>, Oxford; New York: Oxford University Press, 2007</p> <p>Sicco Van Gelder, <i>Global brand strategy: unlocking branding potential across countries, cultures & markets</i>, London; Sterling: Kogan Page, 2005, http://it-ebooks.info/book/1879/</p> <p>Ledford, Jerri L., <i>SEO Bible. Search Engine Optimisation</i>, Wiley, 2007</p> <p>Enge, Eric, Spencer, Stephan, Fishkin, Rand, Stricchiola, Jessie C., <i>The Art of SEO. Mastering Search Engine Optimisation</i>, O'Reilly Media, 2009, http://it-ebooks.info/book/96/</p> <p>Jerkovic, John I., <i>SEO Warrior: Essential Techniques for Increasing Web Visibility</i>, O'Reilly Media, 2009, http://it-ebooks.info/book/173/</p> <p>http://moz.com/beginners-guide-to-seo</p>		

9. Aligning the course content with the expectations of representatives of the epistemic community, professional associations and key employers in the field relevant to the programme

- The online presence of a company/institution/organisation is indispensable in today's world, especially when the target audience extends beyond national borders. It is therefore essential that the work reaches the right audience, and this course will help students understand how this objective can be achieved.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	<ul style="list-style-type: none">• A questionnaire	Exam	<ul style="list-style-type: none">• 40%
10.5 Seminar (S)	<ul style="list-style-type: none">• Completion of two projects, in accordance with the requirements	Practical assessment	<ul style="list-style-type: none">• 50%
10.6 Laboratory (L)	-	-	-
10.7 Project (P)	-	-	-
10.8 Practical work (P)	-	-	-
10.9 Minimum performance standard			
<ul style="list-style-type: none">▪ The resulting mark must be five or above. Marks will be rounded up or down, as appropriate. One mark (10% of the final mark) is awarded by default.			

Date of completion

Course lecturer:
Lecturer PhD Cosmin Chiriac

Seminar lecturer:
Lecturer PhD Cosmin Chiriac

**Date of approval by
the Department:**
30 September 2025

**Date of approval by
the Faculty Council:**
30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Undergraduate studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Institutional Communication in Spanish						
2.2 Course coordinator	PhD Andrei Scridon						
2.3 Seminar/laboratory/project coordinator	PhD candidate Andrei Scridon						
2.4 Year of study	II	2.5 Semester	04	2.6 Type of assessment	Vp	2.7 Course structure	O

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 Seminar/Practical/Project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					6
Additional research in the library, on specialist online platforms and in the field					6
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					6
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	22				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Classroom with video projector and interactive whiteboard Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms
5.2. for the seminar/laboratory/project	Seminar room Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms

6. Specific competences acquired

Professional Professional	
Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work in a multidisciplinary team appropriate to various hierarchical levels
Skills/Competences (ESCO)	CP8. Liaises with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate recognises, analyses and explains the procedures related to the implementation of government policies at all levels of public administration. ▪ The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none"> •
Responsibilities and autonomy	<ul style="list-style-type: none"> •

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	The course aims to provide students with theoretical and, above all, practical elements that will enable them to express in Spanish various aspects relating to intercultural communication in Spain, as well as Spanish culture and civilisation, both orally and in writing, and to recognise and apply grammatical variations.
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ Acquiring elements relating to intercultural communication as well as Spanish culture and civilisation ▪ Acquiring specialist vocabulary ▪ Expressing basic ideas in Spanish, both orally and in writing ▪ Becoming familiar with a foreign language

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
Spain and the European Union – European integration, changes in Spain following accession to the European Union	Interactive course, encouraging student contributions to the topic under discussion.	2
Spain in international organisations – examples of organisations, Spain's role in these organisations	Interactive course, encouraging student contributions to the topic covered.	2

Spain and Latin America – commonalities (the language), Ibero-American summits	Interactive course, encouraging student contributions to the topic covered.	2
Work and professional life in Spain; Spanish working hours	Interactive course, encouraging student contributions on the topic covered.	2
Festivals, the Spanish way of life – types of festivals, customs	Interactive course, encouraging student contributions to the topic covered.	2
Spanish leisure – types of leisure, customs	Interactive lesson, encouraging students to contribute to the topic.	2
The evolution of Spanish society	Interactive course, encouraging student contributions to the topic under discussion.	2
Bibliography		
10. Amalia Balea, Pilar Ramos – Viva la cultura en España , intermediate level (B1, B2), audio CD included, Ed. EnClave ELE, MaPhDid 2020		
11. María RoPhDíguez and Amparo RoPhDíguez – Spanish by Skills. Reading in Spanish. Reading Comprehension Exercises , Sociedad General Española de Librería, SA, MaPhDid 2018		
12. Sebastián Quesada Marco – 21st-Century Spain. A monographic course on contemporary Spain , Edelsa, MaPhDid, 2018		
13. Francisca Castro – USO de la gramática española, elementary level , Edelsa, MaPhDid.		
14. Irina Ilegitim, Susana González López – Intensive Spanish , Editura București.		
15. Angeles Encimar – Interactive Use of Vocabulary , Elementary Level, Edelsa, MaPhDid;		
16. PePhDo Alvarez Olañeta, Trinidad Bonachera Alvarez – Fundamental Thematic Vocabulary of the Spanish Language , Niculescu, Bucharest;		
17. http://www.espanolsinfronteras.com/Culturaespanola00.htm		
18. http://www.doitinspain.com/Espanol/cultura.php		
8.3 Laboratory		
Reinforcement of previously learnt vocabulary. Revision of previously acquired knowledge of Spanish grammar	Simulations, exercises and role-plays through which students will develop their communication skills in various cultural contexts, their ability to work in a team and to adapt to different types of situations.	2
The Imperfect and the Pluperfect Practical exercises		2
The Simple Conditional. Practical exercises		2
The Compound Conditional. Practical exercises		2
The Second Conditional. Practical exercises		2
Conditional. Practical exercises		2
Revision exercises		2
Past tenses. Practical exercises		2
Bibliography		
1. Francisca Castro – A Practical Guide to Spanish Grammar, Elementary Level , Edelsa, MaPhDid.		
2. Francisca Castro – USO of Spanish Grammar, Intermediate Level , Edelsa, MaPhDid.		
3. Irina Ilegitim, Susana González López – Intensive Spanish , Editura București, 2017.		
4. http://www.todo-claro.com/castellano_gramatica_resumen.php		
5. http://www.cervantes.es/lengua_y_ensenanza/tecnologia_espanol/informacion.htm		
6. http://www.worPhDeference.com/		

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<ul style="list-style-type: none"> ▪ By learning to communicate in a foreign language, students will be able to communicate in another language and gain access to jobs where knowledge of that language is required.
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- Knowledge of the culture and civilisation associated with a language implies a better understanding of the language being learnt and, consequently, better adaptation to the labour market

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	- Correct oral expression in Spanish (throughout the course) - Ability to speak on a topic related to intercultural communication in Spanish culture and civilisation, prepared in advance	- Completion of an oral project on a topic related to intercultural communication in Spain	50%
10.6 Laboratory	Completion of all grammar exercises on the proposed topic	Correct completion of the exercises set as activities	50%
10.7 Project			
10.8 Minimum performance standard			
<i>Knowledge required for a grade 5</i>			
<ul style="list-style-type: none"> - correct and confident presentation of content in Spanish - completion of two grammar exercises from the proposed topics 			

Date of completion

Course lecturer:
PhD candidate Andrei Scridon

Seminar lecturer:
PhD candidate Andrei Scridon

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's Degree
1.6 Study Programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Fundamental Problems of the Contemporary World						
2.2 Course coordinator	PhD Andreea Stretea						
2.3 Seminar/laboratory/project coordinator	PhD Andreea Stretea						
2.4 Year of study	III	2.5 Semester	05	2.6 Type of assessment	Ex	2.7 Course structure	I

(C) Compulsory; (O) Optional; (E) Elective

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					24
Additional research in the library, on specialist online platforms and in the field					24
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					20
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	72				
3.9 Total hours per semester	100				
3.10 Number of credits	4				

4. Prerequisites (where applicable)

4.1 Curriculum	(Prerequisites) -
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Classroom with video projector and interactive whiteboard Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms
5.2. for the seminar/laboratory/project	Seminar room Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms

6. Specific competences acquired

Professional competences	C2 Development of European and international projects C3 Using analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs C5 Providing support in the field of international negotiation and mediation between groups with diverse interests
Transversal skills	
Skills/Competences (ESCO)	CP2. Develops questionnaires CP3. Engages with stakeholders CP4. Keeps abreast of the political landscape CP7. Raises awareness of the intercultural dimension

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate recognises, selects and uses research methods and techniques to carry out a study. ▪ The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. ▪ The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. ▪ The student/graduate recognises, analyses and explains the various political ideologies, which represent a set of ideas, principles, symbols, myths and ethical doctrines followed by individuals, groups, classes or institutions, and provide an explanation of how a society should function.
Skills	<ul style="list-style-type: none"> • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate is able to evaluate and analyse information and its sources. The student/graduate demonstrates the ability to access and critically understand both traditional and new forms of media, as well as their role and function in democratic societies.

7. Course objectives (based on the framework of specific skills acquired)

7.1 The general objective of the course	The assimilation of information concerning the fundamental problems of the world, how they can be managed and how we can build a sustainable future
7.2 Specific objectives	Development of specific intellectual skills for understanding international phenomena

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
<ol style="list-style-type: none"> 1. Introductory course: conceptual framework, what are the fundamental problems of our world 2. The threat of armed aggression to the world: intra-state and inter-state conflicts, frequency and types of armed conflicts 3. The threat of armed aggression to the world: global terrorism 4. Nuclear proliferation and the nuclear arms race 5. Biological and chemical weapons 6. The problematic future of global arms control and disarmament 7. New Plague!?: The global impact of diseases and pandemics; the global health crisis 	Online course	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>
<p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. Berry Youngerman, <i>Global Issues: Pandemics and Global Health</i>, New York, Infobase Publishing, 2008 2. Julit Kaarbo, James Lee Ray, <i>Global Politics</i>, Boston, Wadsworth Cengage Learning, 2011 3. Amanda Guidero, Maia Carter Hallward, <i>Global Responses to Conflict and Crisis in Syria and Yemen</i>, Palgrave Macmillan, 2019 4. Brahma Chellaney, <i>Water, Peace and War. Confronting the Global Water Crisis</i>, New York, Rowman & Littlefield Publishers Inc., 2013 5. Bjorn Lomborg (ed.), <i>Smart Solutions to Climate Change. Comparing Costs and Benefits</i>, Cambridge University Press, 2010 6. Bjorn Lomborg (ed.), <i>Global Crises, Global Solutions</i>, Second Edition, Cambridge, Cambridge University Press, 2010 7. Bjorn Lomborg (ed.), <i>How Much Have Global Problems Cost the World. Scorecard from 1900 to 2050</i>, Cambridge University Press, 2013 8. AnPhDew Jones, Michael Phillips (eds.), <i>Global Climate Change and Coastal Tourism</i>, London, CAB International, 2018 9. Hayley Stevenson, <i>Global Environmental Politics. Problems, Policy and Practice</i>, Cambridge, Cambridge University Press, 2018 10. Richard H. Robbins, Rachel A. Dowty, <i>Global Problems and the Culture of Capitalism</i>, New York, Pearson, 2019 11. Scott Sernau, <i>Global Problems. The Search for Equity, Peace and Sustainability</i>, Third Edition, Pearson, 2012 12. Robert Z. Aliber, Gylfi Zoega, <i>The 2008 Global Financial Crisis in Retrospect. Causes of the Crisis and National Regulatory Responses</i>, Palgrave Macmillan, 2019 13. Patrick Diamond (ed.), <i>The Crisis of Globalisation. Democracy, Capitalism and Inequality in the 21st Century</i>, New York, I.B. Tauris, 2019 14. Joshua Goldstein, Jon C. Plevehouse, <i>International Relations</i>, Polirom, 2008 15. John Baylis, Steve Smith, <i>The Globalisation of World Politics</i>, Oxford, Oxford University Press, 2001 16. Paul D. Williams, <i>Security Studies. An Introduction</i>, London & New York, Routledge, 2008 17. Joseph Nye, <i>Understanding International Conflicts</i>, Pearson Longman, 2007 18. Richard W. Mansbach, Kirsten L. Rafferty, <i>Introduction to Global Politics</i>, New York, Routledge, 2008 19. Paul R. Viotti, Mark V. Kauppi, <i>International Relations: World Politics</i>, Pearson, 2013 20. Richard Devetak, <i>Introduction to International Relations</i>, Cambridge University Press, 2012 21. Alan Collins, <i>Contemporary Security Studies</i>, Fifth Edition, Oxford University Press, 2019 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
<ol style="list-style-type: none"> 1. The 2008 global financial crisis and its long-term consequences; Recovery and Reform: 	<ul style="list-style-type: none"> • Materials 	2

Challenges Facing Global Finance	<p>presented using PowerPoint</p> <ul style="list-style-type: none"> • Interactive case studies • Watching short educational videos related to the discussion topics • Debates • Discussions and questions related to individual student presentations • Quiz game 	
2. Human rights violations: genocide, ethnic cleansing, war crimes, mass murder, slavery, rape, gendercide		2
3. The problems of the Global South: poverty, development and hunger		2
4. Population change as a global challenge: demographic growth and an ageing population Is there a global refugee crisis?		2
5. Global environmental challenges: climate change and global warming; threats to global biodiversity, shrinking forests and dust bowls, water scarcity		2
6. Resource wars and the ecopolitics of energy supply and demand; the quest for sustainable development		2
7. Is globalisation a cure or a curse?		2

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

The study of this subject provides skills and competences specific to RISE specialists, which are sought after in the labour market within the field: understanding the importance of the field of international relations, and familiarisation with the specific language of this field

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Knowledge and skills Reproductive Knowledge and skills applied creatively	Oral exam	50%
10.5 Seminar	Work during seminars	Project presented at the seminar Final online quiz	50%
10.8 Minimum performance standard			
<i>Knowledge required for a grade of 5</i> Demonstrate a basic grasp of the subject matter. Correct answer to one of the two exam questions exam Must attend at least 3 of the 7 seminars online. Minimum activity during the semester			

Date of completion

Course lecturer:
PhD Andreea Stretca

Seminar lecturer:
PhD Andreea Stretca

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	Political Science and Communication Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's Degree
1.6 Study programme/Qualification	RISE (in English)

2. Course details

2.1 Course title	International and Community Law						
2.2 Course coordinator	Lecturer PhD Alina Brihan						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Alina Brihan						
2.4 Year of study	III	2.5 Semester	V	2.6 Type of assessment	Ex.	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 lectures	2	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	42	of which: 3.5 lecture	28	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					30
Additional research in the library, on specialist online platforms and in the field					30
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					19
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	83				
3.9 Total hours per semester	125				
3.10 Number of credits	5				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Classroom with video projector and interactive whiteboard Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms
5.2. for the seminar/laboratory/project	Seminar room Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms

6. Specific competences acquired

Professional competences	C1 Applying the fundamentals of international relations theories to the study of European and international processes C2 Developing European and international projects C3 Applying analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs C5 Providing support in the field of international negotiation and mediation between groups with diverse interests
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Transversal skills	
Skills/Competences (ESCO)	<p>CP1. Finds solutions to problems</p> <p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p> <p>CP5. Conducts market research</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate applies the theoretical methodology of scientific research, comprising conducting background research, formulating a hypothesis, testing it, analysing data and PhDawing conclusions. ▪ The student/graduate identifies, selects and applies research methods and techniques to carry out a study. ▪ The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. ▪ The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. ▪ The student/graduate recognises, analyses and explains the method, process and study of influencing people, gaining control over a community or society, as well as the distribution of power within a community and between societies
Skills	<ul style="list-style-type: none"> • The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating previous knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate develops and demonstrates in-depth knowledge and a comprehensive understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to adPhDess gaps in knowledge and practice in the identified areas • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> ▪ To understand and explain the principles and procedures of international and EU law,
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ To understand and be able to apply the concepts of international law ▪ To clarify the international responsibility of subjects of

	<p>international law</p> <ul style="list-style-type: none"> ▪ To understand how international jurisdiction works ▪ To be able to apply the principles of international law in specific situations ▪ clarify the legal nature and legal personality of the European Union, ▪ Understand the legislative procedures within the EU and proceedings before the Court of Justice of the EU
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8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
Section I International Law		
1. Introduction to . Public international law	Interactive lecture	2
The relationship between national law and international law		
2. Sources of international law Article 38 of the Statute of the International Court of Justice Treaties and custom General principles of law Judicial decisions and other sources	Interactive lecture	2
3. OBJECT AND SUBJECTS OF INTERNATIONAL LAW		2
States and criteria for statehood	Interactive lecture	
International organisations	Interactive lecture	
4. RECOGNITION AND LEGITIMATION	Interactive lecture	2
5. TERRITORIAL RIGHTS	Interactive lecture	2
6. THE LAW OF TREATIES		2
Definition, application, interpretation, validity	Interactive lecture	
Termination, suspension or withdrawal from treaties	Interactive lecture	
7. LAW OF THE SEA	Interactive lecture	2
8. INTERNATIONAL DISPUTES AND SOLUTIONS	Interactive lecture	2
SECTION II COMMUNITY LAW		
9. GENERAL CONSIDERATIONS ABOUT INSTITUTIONAL ORGANISATION AND COMMUNITY LAW (EU LAW)	Interactive lecture	2
10. FUNDAMENTAL VALUES OF THE EUROPEAN UNION		2
The EU as a guarantor of peace, unity and equality	PowerPoint presentation	
The principle of solidarity	PowerPoint presentation	
The need for security and fundamental rights	PowerPoint presentation	
11. THE “CONSTITUTION” OF THE EUROPEAN UNION		2
The legal nature of the EU	Interactive lecture	
Tasks and powers of the EU	PowerPoint presentation	
12 THE LEGAL ORDER OF THE EU		2
The legal sources of the EU	PowerPoint presentation	
The legislative process in the EU	PowerPoint	

	presentation	
The EU system of legal protection	Interactive lecture	
Liability of Member States for infringements of EU law	Interactive lecture	
Member States' liability for legal acts or failure to act	Interactive lecture	
13 INTERACTION BETWEEN COMMUNITY LAW AND NATIONAL LAW		2
Autonomy of the EU legal order	Interactive lecture	
Interaction and conflict between Union law and national law	PowerPoint presentation	
Direct applicability of Union law to national law	PowerPoint presentation	
14 PRELIMINARY RULING PROCEDURE		2
6.1. The purpose of the preliminary ruling procedure	Interactive lecture	
6.2. Competent bodies and types of procedures	PowerPoint presentation	

1. Bibliography
2. Archer, Clive, The European Union, Volume 21 of the Global Institutions series. Taylor & Francis, 2008.
3. Arend, Anthony Clark and Robert J. Beck. International Law and the Use of Force: Beyond the UN Charter Paradigm. New York: Routledge, 1993.
4. Barbulescu, Jordan Gheorghe, The Decision-Making Process in the European Union, Polirom Publishing House, Iasi, 2008.
5. Bekou, Olympia and Robert Cryer, eds. The International Criminal Court. Aldershot: Ashgate, a. 2004
6. Bernhardt, Rudolf, (ed.), Encyclopedia of Public International Law, Elsevier Science Publishers, Amsterdam, 1985
7. Berry, Elspeth; Hargreaves, Sylvia (2007). European Union Law (2nd ed.). Oxford University Press.
8. Boas, Gideon, Public International Law: Contemporary Principles and Perspectives, Edward Elgar Publishing, Cheltenham, 2012.
9. Borchardt, Klaus-Dieter, The ABC of European Union law, Publications Office of the European Union, Luxembourg, European Union, 2010
10. Chalmers, Damien; Davies, Gareth; Monti, Giorgio (2010). European Union Law: Cases and Materials. Cambridge University Press.
11. Darie, Nicolae, The European Union. Structure. Institutions. Legislation. Common Policies. Development, Matrix Rom Publishing House, Bucharest, 2001.
12. Davies, Karen. Understanding European Union law. Routledge, 2003.
13. Deleanu, Ioan, Constitutional Institutions and Procedures – in Roman Law and Comparative Law –, C.H. Beck Publishing House, Bucharest, 2006.
14. Di Federico, Giacomo, The EU Charter of Fundamental Rights: From Declaration to Binding Instrument, 2011.
15. Filipescu, I. P., Fuerea, A., European Community Law. General Part, C.H. Beck Publishers, Bucharest, 2003
16. Hillier, Tim, Sourcebook on Public International Law, Cavendish Publishing Limited, London, 1998
17. Horspool, Margot, European Union law, Butterworths core text series (4th ed.). Oxford University Press, 2006.
18. Hix, Simon. The Political System of the European Union (2nd ed.).
19. Haughwout Folsom, Ralph; Lake, Ralph B.; Nada, Ved P. (1996). European Union law after Maastricht: a practical guide for lawyers outside the Common Market (2nd ed.). Kluwer Law International.
20. Kaczorowsky, Alina, *European Union Law*, Taylor & Francis, 2008.
- 21.
22. Kent, Penelope (2001). Law of the European Union (3rd ed.). Pearson Education
23. Marcu, Viorel, Institutional Community Law, Lumina Lex Publishing House, Bucharest, 2001;
24. Mire, Pierre. European Union Law and Common Policies. Paris: Dalloz, 2001.
25. Rusu, Ioana Eleonora, European Union Law, 3rd edition, C.H.Beck Publishing House, Bucharest

2009.		
26. Stefan, Tudorel; AnPhDesan-Grigoriu, Beatrice, <u>Community Law</u> , C.H.Beck Publishing House, Bucharest 2007.		
27. Von Bogdandy, Armin; Smrkolj, Maja, <u>European Community and Union Law and International Law</u> , Max Planck Encyclopedia of Public International Law.		
8.2 Seminar	8.2 Seminar	8.2 Seminar
Sources of international law; subjects of international law – the state, intergovernmental international organisations; the international treaty.	Discussion, analysis	2
Peaceful settlement of international disputes – principles, diplomatic means (negotiations, good offices, mediation, international inquiry, international conciliation, arbitration).	Discussion, analysis	2
International responsibility of states.	Discussion, analysis	2
Peaceful settlement of international disputes within the UN – Security Council (powers, resolutions).	Debate, analysis, case studies	2
The International Court of Justice – organisation, judicial and advisory functions.	Debate, analysis, case studies	2
ECHR – jurisdiction, organisation, procedure for hearing an individual application.	Discussion, analysis, case studies	2
Court of Justice of the EU – composition, jurisdiction, procedure.	Discussion, analysis, case studies	2
Bibliography:		
1. Berger, Vincent, <i>Case Law of the European Court of Human Rights</i> , Bucharest: IRDO, 1999.		
2. Bîrsan, Corneliu, <i>The European Convention on Human Rights. Commentary on the Articles</i> , Bucharest, All Beck Publishing House, 2005.		
3. Boas, Gideon, <i>Public International Law: Contemporary Principles and Perspectives</i> , Edward Elgar Publishing, Cheltenham, 2012.		
4. Chalmers, Damian, <i>European Union Law: Text and Materials</i> , Cambridge University Press, 2019.		
5. Court of Justice of the European Union - http://curia.europa.eu/juris/recherche.jsf?language=en		
6. Craig, Paul, and De Burca, Grainne (eds.), <i>EU Law: Text, Cases, and Materials</i> , Oxford University Press, 2016.		
7. European Court of Human Rights - https://echr.coe.int/Pages/home.aspx?p=caselaw/reports&c=		
8. Gray, Christine, <i>International Law and the Use of Force</i> , Oxford University Press, 2018.		
9. International Court of Justice - https://www.icj-cij.org/en/contentious-cases		
10. Kaczorowska-Ireland, Alina, <i>Public International Law</i> , Routledge, 2015.		
11. Leach, Philip, <i>Taking a Case to the European Court of Human Rights</i> , Oxford University Press, 2017.		
12. Lungu, Magdalena-Denisa, <i>The Role of International Organisations in the Peaceful Settlement of International Disputes</i> , Universul Juridic Publishing House, Bucharest, 2010.		
13. Moldovan, Carmen, <i>Public International Law. Fundamental Principles and Institutions</i> , Hamangiu Publishing House, Bucharest, 2017.		
14. Popescu, Corneliu-Liviu, <i>International Protection of Human Rights: Sources, Institutions, Procedures</i> , All Beck Publishing House, Bucharest, 2000.		
Redmond, Trevor (ed.), <i>Law of the European Union</i> , LegalBooks.ie, 2019.		

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	1. recognition and correct identification of the subject	Written exam Preliminary tests	1. 10%
	2. ability to correctly		2. 10%

	identify and define concepts 3. identification and definition of concepts and delineation of characteristic features 4. ability to structure a coherent presentation of the work on the given topic 5. the ability to write a comprehensive presentation on the topic 6. the ability to write a well-argued essay on the topic		3. 10% 4. 10% 5. 15% 6. 15%
10.5 Seminar	<ul style="list-style-type: none"> ▪ Assimilation and application of concepts specific to international law ▪ Analysis of specific issues related to the seminar topics Individual completion of a case study from the case law of the International Court of Justice / the ECHR / or the Court of Justice of the EU	<ul style="list-style-type: none"> ▪ Assessment of these during the debates and analyses in each seminar ▪ Assessment of these skills and abilities during seminar discussions Presentation of the individual research project, in written form and via PowerPoint	7% 8% 15%
10.6 Laboratory			
10.7 Project			
10.8 Minimum performance standard			

Date of completion

Course lecturer:
Lecturer PhD Alina Brihan

Seminar lecturer:
Lecturer PhD Alina Brihan

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	International Institutions and Organisations						
2.2 Course coordinator	PhD Mihai Sandu						
2.3 Seminar/laboratory/project coordinator	PhD Mihai Sandu						
2.4 Year of study	III	2.5 Semester	05	2.6 Type of assessment	Ex	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (hours per term of teaching activities)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					15
Additional research in the library, on specialist online platforms and in the field					15
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					11
Tutorials					2
Examinations					4
Other activities.....					
3.7 Total hours of independent study	47				
3.9 Total hours per semester	75				
3.10 Number of credits	3				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Classroom with video projector and interactive whiteboard Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms
5.2. for the seminar/laboratory/project	Seminar room Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms

6. Specific competences acquired

Professional Professional	C2 Development of European and international projects C3 Use of analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs
Transversal Transversal	
-ESCO skills/competences	CP3. Engages with stakeholders CP4. Keeps abreast of the political landscape CP5. Conducts market research

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate recognises, selects and applies statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. ▪ The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. ▪ The student/graduate recognises, analyses and explains the method, process and study of influencing people, gaining control over a community or society, as well as the distribution of power within a community and between societies
Skills	<ul style="list-style-type: none"> • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including aspects relating to research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate develops and demonstrates in-depth knowledge and a comprehensive understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	To familiarise students with international security organisations
7.2 Specific objectives	To understand the concept of an international organisation To familiarise themselves with international security organisations To understand the role and importance of security organisations at a global level through their involvement in peacekeeping To identify types of international security organisations operating in various fields To apply contemporary situations to real-life contexts and resolve them through role-play and simulations

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
International organisations. Typology of international organisations	Interactive communication,	2
The United Nations. The global organisation for		4

maintaining world peace and security	debate, demonstration, problem-solving, case studies	
NATO		4
UN specialised programmes and agencies with responsibilities in the field of security at various levels		2
European organisations and institutions with responsibilities in the field of security		2
<p>Bibliography</p> <p>Joshua S. Goldstein, Jon C. Pevehouse, International Relations, Polirom Publishing House, Iași, 2008</p> <p>Maurice Vaisse (ed.), Dictionary of International Relations. The 20th Century, Polirom Publishing House, Iași, 2008</p> <p>Ioan Horga, Theory of International Relations, University of Oradea Press, Oradea</p> <p>Rittberger, Volker and Bernhard Zangl, International Organisations: Polity, Politics and Policies, Palgrave Macmillan, Hampshire, 2006</p> <p>Emil J. Kirchner, Roberto Dominguez, The Security Governance of Regional Organisations, Routledge, 2013</p> <p>Marco Rimanelli, The A to Z of NATO and Other International Security Organisations, 2009</p>		
8.2 Seminar		
<p>Development of a project on an international organisation with responsibilities in the field of security:</p> <ul style="list-style-type: none"> - Objective, importance and relevance of the organisation - Areas of activity - Organisational structure - The organisation's budget - The organisation's programmes - SWOT analysis of the organisation - The organisation's activities globally and in Romania - Analysis of the organisation's statistical data and reports - Case study - Conclusions, identification of problematic situations, solutions, proposals, forecasts 	<p>Interactive communication, debate, demonstration, problem-solving, case studies</p> <p>Individual study – literature review and research plan, analysis of social documents, content analysis</p>	14
<p>Bibliography</p> <p>Joshua S. Goldstein, Jon C. Pevehouse, International Relations, Polirom Publishing House, Iași, 2008</p> <p>Maurice Vaisse (ed.), Dictionary of International Relations. The 20th Century, Polirom Publishing House, Iași, 2008</p> <p>Ioan Horga, Theory of International Relations, University of Oradea Press, Oradea</p> <p>Rittberger, Volker and Bernhard Zangl, International Organisations: Polity, Politics and Policies, Palgrave Macmillan, Hampshire, 2006</p> <p>Emil J. Kirchner, Roberto Dominguez, The Security Governance of Regional Organisations, Routledge, 2013</p> <p>Marco Rimanelli, The A to Z of NATO and Other International Security Organisations, 2009</p>		

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<p>The study of this module provides skills and competences specific to the HR specialist, which are in demand in the labour market within the field: knowledge of fundamental concepts in the field of international organisations, organisational structures, the importance and role of organisations at a global level, knowledge of the various types of international organisations, the capacity and power of organisations to resolve various international conflicts, the ability to theoretically resolve international problematic situations</p>	
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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Multiple-choice test comprising closed and open-ended questions	Written exam	50%
10.5 Seminar	Project assessment	Project assessment	50%
10.8 Minimum performance standard			
Minimum performance standard for project assessment: The student is able to synthesise and critically analyse information from at least 5 credible, up-to-date and varied bibliographic sources on the chosen topic and produce a viable research design, taking into account the theoretical dimension and effectively combining it with research methodology. Minimum performance standard for the written examination: providing coherent, well-reasoned answers to specific questions relating to the course.			

Date of completion

Course lecturer:
PhD Mihai Sandu

Seminar lecturer:
PhD Mihai Sandu

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	Department of International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	European Institutions and Policy Decision Making						
2.2 Course coordinator	Lecturer PhD Edina Lilla Mészáros						
2.3 Seminar lecturer	Lecturer PhD Edina Lilla Mészáros						
2.4 Year of study	III	2.5 Semester	05	2.6 Type of assessment	E	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 Seminar/Practical	14
Time allocation (hours)					Hours
Study using the textbook, course materials, bibliography and notes					24
Additional research in the library, on specialist online platforms and in the field					24
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					20
Tutorials					2
Examinations					2
Other activities.....					-
3.7 Total hours of individual study	72				
3.9 Total hours per semester	100				
3.10 Number of credits	4				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Classroom equipped with a video projector, Moodle platform
5.2. for the seminar/laboratory	Classroom equipped with a video projector, Moodle platform

6. Specific competences acquired

Professional skills	C2 Development of European and international projects C3 Application of analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs
Transversal skills	▪

ESCO Skills/Competences	<p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p> <p>CP5. Conducts market research</p>
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6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate recognises, selects and applies statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. ▪ The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. ▪ The student/graduate recognises, analyses and explains the method, process and study of influencing people, gaining control over a community or society, as well as the distribution of power within a community and between societies
Skills	<ul style="list-style-type: none"> • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including aspects relating to research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole.

7. Course objectives (based on the grid of specific competences acquired)

7.4 General objective of the course	To develop an in-depth understanding of the institutional structure of the European Union and its decision-making mechanisms, by analysing the EU's legal, political and administrative framework, the relations between institutions and Member States, as well as the impact of European policies on society and the international environment.
7.2 Specific objectives	The course aims to develop students' ability to critically and comparatively analyse the institutions of the European Union and the associated decision-making processes, to link theory with practice through case studies and simulations, and to acquire practical skills in the use of the research and communication tools necessary for understanding and evaluating European policies. It also seeks to foster an intercultural and multidisciplinary perspective on European governance, enabling graduates to integrate effectively into professional activities in the fields of international relations, European studies, public administration and diplomacy.

8. Course Content

8.1 Course (C)	Teaching methods	Comments/no. of hours
1. The European integration process: a short introduction. Theoretical framing and European integration	Lecture	2 hours
2. Current legislative procedures used in the EU institutions	Lecture	2 hours
3. Decision-making within the European Council	Lecture	2 hours
4. Decision-making within the Council of the European Union	Lecture	2 hours
5. Decision-making within the European Commission	Lecture	2 hours

6. Decision-making within the European Parliament	Lecture	2 hours
7. Financial institutions of the European Union The functioning of the Committee of the Regions and the European Economic and Social Committee	Lecture	2 hours
Bibliography		
<ul style="list-style-type: none"> • Bickerton, Christopher J. (2019). <i>European Union: A Citizen's Guide</i>. Penguin. • Cini, Michelle; Borragán, Nieves Pérez-Solórzano (2022). <i>European Union Politics</i> (7th Edition). Oxford University Press. • Dinan, Desmond; Nugent, Neill; Paterson, William E. (2023). <i>The European Union in Crisis</i> (2nd Edition). Red Globe Press. • Hix, Simon; Høyland, Bjørn (2022). <i>The Political System of the European Union</i> (4th Edition). Macmillan International. • Kassim, Hussein; Connolly, Sara (2021). <i>The European Commission of the Twenty-First Century</i>. Oxford University Press. • Nugent, Neill; Rhinard, Mark (2022). <i>The European Commission</i> (2nd Edition). Palgrave Macmillan. • Peterson, John; Bomberg, Elizabeth (2020). <i>The European Union: How Does It Work?</i> (5th Edition). Oxford University Press. • Tănăsescu, Elena-Simina (2019). <i>European Union Law. Institutions. Legal Order. Substantive Law</i>. C.H. Beck Publishers. • Wallace, Helen; Pollack, Mark A.; Young, Alasdair R. (2020). <i>Policy-Making in the European Union</i> (7th Edition). Oxford University Press. • Wiener, Antje; Börzel, Tanja A.; Risse, Thomas (2019). <i>European Integration Theory</i> (3rd Edition). Oxford University Press. • Official EU portal (gateway): https://european-union.europa.eu • European Parliament: https://www.europarl.europa.eu • European Council: https://www.consilium.europa.eu/en/european-council/ • Council of the European Union: https://www.consilium.europa.eu/en/council-eu/ • European Commission: https://ec.europa.eu • Court of Justice of the European Union (CJEU): https://curia.europa.eu • European Central Bank (ECB): https://www.ecb.europa.eu • European Court of Auditors: https://www.eca.europa.eu • European External Action Service (EEAS): https://www.eeas.europa.eu • European Economic and Social Committee (EESC): https://www.eesc.europa.eu • Committee of the Regions (CoR): https://cor.europa.eu • Publications Office of the European Union: https://op.europa.eu 		
8.2 Seminar (S)	Teaching methods	Comments
1. The European Parliament and the analysis of the last parliamentary elections: is there a gap between the EU and its citizens?	Presentations/Case studies	2 hours
2. Has EU integration gone too far?! Debate	Debate	2 hours
3. Europe at the Crossroads: Ready for a Qualitative Leap in Treaty Reform?	Presentations/Case studies	2 hours
4. The rise of nationalism, populism and xenophobia in the EU: what future for the United Europe project?	Presentations/Case studies	2 hours
5. European Union priorities for 2024–2029 under the microscope	Presentations/Practical exercises	2 hours
6. Crisis simulation within the European Union: How would the EU institutions respond in the event of a crisis?	Simulation	2 hours
7. EU Institutions and policy decision-making quiz	Quiz	2 hours

Bibliography

- Bickerton, Christopher J. (2019). *European Union: A Citizen's Guide*. Penguin.
- Cini, Michelle; Borragán, Nieves Pérez-Solórzano (2022). *European Union Politics* (7th Edition). Oxford University Press.
- Dinan, Desmond; Nugent, Neill; Paterson, William E. (2023). *The European Union in Crisis* (2nd Edition). Red Globe Press.
- Hix, Simon; Høyland, Bjørn (2022). *The Political System of the European Union* (4th Edition). Macmillan International.
- Kassim, Hussein; Connolly, Sara (2021). *The European Commission of the Twenty-First Century*. Oxford University Press.
- Nugent, Neill; Rhinard, Mark (2022). *The European Commission* (2nd Edition). Palgrave Macmillan.
- Peterson, John; Bomberg, Elizabeth (2020). *The European Union: How Does It Work?* (5th Edition). Oxford University Press.
- Tănăsescu, Elena-Simina (2019). *European Union Law. Institutions. Legal Order. Substantive Law*. C.H. Beck Publishers.
- Wallace, Helen; Pollack, Mark A.; Young, Alasdair R. (2020). *Policy-Making in the European Union* (7th Edition). Oxford University Press.
- Wiener, Antje; Börzel, Tanja A.; Risse, Thomas (2019). *European Integration Theory* (3rd Edition). Oxford University Press.
- Official EU portal (gateway): <https://european-union.europa.eu>
- European Parliament: <https://www.europarl.europa.eu>
- European Council: <https://www.consilium.europa.eu/en/european-council/>
- Council of the European Union: <https://www.consilium.europa.eu/en/council-eu/>
- European Commission: <https://ec.europa.eu>
- Court of Justice of the European Union (CJEU): <https://curia.europa.eu>
- European Central Bank (ECB): <https://www.ecb.europa.eu>
- European Court of Auditors: <https://www.eca.europa.eu>
- European External Action Service (EEAS): <https://www.eeas.europa.eu>
- European Economic and Social Committee (EESC): <https://www.eesc.europa.eu>
- Committee of the Regions (CoR): <https://cor.europa.eu>

Publications Office of the European Union: <https://op.europa.eu>

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and representative employers in the field relevant to the programme

- The *European Institutions and Policy Decision-Making* module aims to strike a balance between academic rigour, practical applicability and labour market relevance, by integrating specialist theories, case studies and the professional skills required by employers.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course (C)	Knowledge and skills reproductive Knowledge and skills applied creatively	Written exam	<ul style="list-style-type: none">• 70%
10.5 Seminar (S)	<ul style="list-style-type: none">• Conducting analyses in teams• Seminar activity	Continuous assessment: Individual project presentation, participation in debates, quiz	<ul style="list-style-type: none">• 30%
10.9 Minimum performance standard			
<ul style="list-style-type: none">▪ Knowledge and understanding of the course content at the level of key concepts▪ Achieving at least 5 marks (out of 10) for seminar work▪ Achieving at least 5 marks (out of 10) for exam answers			

Date of completion

Course lecturer:
Lecturer PhD Edina Meszaros

Seminar lecturer:
Senior Lecturer PhD Edina Meszaros

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	Political Science and Communication Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's Degree
1.6 Study programme/Qualification	RISE (in English)

2. Course details

2.1 Course title	European Funds Management						
2.2 Course coordinator	Associate Professor Istvan Polgar, PhD						
2.3 Seminar/laboratory/project coordinator	Assoc. Prof. PhD Istvan Polgar						
2.4 Year of study	III	2.5 Semester	V	2.6 Type of assessment	Ex.	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	42	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	28
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					20
Additional research in the library, on specialist online platforms and in the field					20
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					14
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of individual study	58				
3.9 Total hours per semester	100				
3.10 Number of credits	4				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Classroom with video projector and interactive whiteboard Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms
5.2. for the seminar/laboratory/project	Seminar room Login details and account on the Moodle UO (e.uoradea.ro) and Microsoft Teams platforms

6. Specific competences acquired

Professional competences	C1 Applying the fundamentals of international relations theories to the study of European and international processes C2 Developing European and international projects C3 Applying analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs
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Transversal competences	
Skills/Competences (ESCO)	<p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p> <p>CP5. Conducts market research</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate recognises, selects and uses research methods and techniques to carry out a study. ▪ The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. ▪ The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. ▪ The student/graduate recognises, analyses and explains the method, process and study of influencing people, gaining control over a community or society, as well as the distribution of power within a community and between societies
Skills	<ul style="list-style-type: none"> • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including aspects relating to research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate develops and demonstrates in-depth knowledge and a comprehensive understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<i>EU Found Management</i> is aimed at students interested in acquiring managerial knowledge to capitalise on opportunities in the European research area and provides basic theoretical training in the field of PM (framework, risk management, objectives, human resources, etc., as well as financial management, case law, etc.), applied theoretical training in the fields of European project management (bilateral or multilateral projects, etc.).
7.2 Specific objectives	To improve knowledge in the field of programmes with European and/or national funding. Presentation of active financial instruments

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
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<p>General section</p> <p>Chapter 1: European projects</p> <p>1.1. The project. Concept and characteristics</p> <p>1.2. Classification of projects</p> <p>1.3. The programme. Concept and characteristics</p> <p>1.4. Types of programmes</p> <p>1.5. The funding instrument. Concept and characteristics</p> <p>1.6. Types of funding instruments</p>	<p>Problem-based learning, case study</p> <p>Microsoft Teams</p>	2
<p>Chapter 2: Project management</p> <p>2.1. Project management. Concept and characteristics</p> <p>2.2. Principles of project management</p> <p>2.3. Project portfolio management</p> <p>2.4. The project life cycle</p> <p>2.5. Project Coordination Mechanisms</p>		2
<p>Chapter 3: Project Planning</p> <p>3.1. The concept of project planning</p> <p>3.2. Needs analysis and project definition</p> <p>3.3. Project feasibility assessment</p> <p>3.4. Detailed planning of project activities</p> <p>3.5. Project planning tools</p> <p>3.6. The culture of project proposal development</p> <p>3.7. Organisational culture criteria for evaluating the project proposal</p>		2
<p>Chapter 4: Project launch</p> <p>4.1. Defining the roles and responsibilities of key stakeholders</p> <p>4.2. Project management methods</p> <p>4.3. Project coordination bodies</p> <p>4.4. Integration of the project management system and procedures</p> <p>4.5. Communication system tools</p>		2
<p>Chapter 5: Project implementation</p> <p>5.1. Project documentation</p> <p>5.2. Contract management</p> <p>5.3. Financial management</p> <p>5.4. Risk management</p> <p>5.5. Project control and monitoring</p> <p>5.6. Project reporting</p>		2
<p>Chapter 6: Exploitation of project results</p> <p>6.1. Dissemination, exploitation and sustainability of results</p> <p>6.2. PhDawing up the results dissemination plan</p>		2
<p>Chapter 7: Human resources management</p> <p>7.1. The project team</p> <p>7.2. Inclusion and cultural diversity within the project team</p> <p>7.3. Intercultural, interpersonal and digital communication</p> <p>7.4. Conflict management</p> <p>7.5. Team building</p>		2
<p>Bibliography</p> <p>1. Curtis R. Cook – <i>Just Enough Project Management</i>, McGraw-Hill © 2005</p> <p>2. Joseph Phillips - <i>PMP Project Management Professional Study Guide</i>, McGraw-Hill © 2004</p> <p>3. Mocanu, Mariana, Schuster, Carmen – <i>Project Management – The Path to Increased Competitiveness</i>, ALL BECK Publishing House, Bucharest, 2001</p> <p>4. Robert K. Wysocki - <i>Effective Project Management</i>, Wiley Publishing, Inc., 2003</p> <p>5. Burloiu Petre, <i>Human Resource Management</i>, Lumina Lex Publishing House, Bucharest, 2000</p> <p>6. ***, <i>Effective Human Resource Management</i>, EFI-ROM Publishing House, Târgu Mureş, 2001</p>		

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8. Yves Langevin, *Project Management*, Paris, 2007.
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10. Henri-Pierre Maders, Etienne Clat, *Practising Project Management*, Editions d'Organisation, 2005
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25. NICOLESCU, Ovidiu (ed.), *Dictionary of Management*, Bucharest, Pro Universitaria, 2011
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27. PASCU, Radu V., *Project Team Management*, Sibiu, 'Lucian Blaga' University Press, 2011
28. PORTNY, Stanley E., *Project Management for Dummies*, 2nd Edition, Indianapolis, Wiley Publishing Inc., 2007
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30. Regulation (EC) No 1080/2006 of the European Parliament and of the Council of 5 July 2006 on the European Regional Development Fund and repealing
31. Regulation (EC) No 1783/1999, OJ L 210, 31 July 2006 Regulation (EC) No 1081/2006 of the European Parliament and of the Council of 5 July 2006 on the European Social Fund and repealing Regulation (EC) No 1784/1999, OJ L 210, 31 July 2006
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and Implementation Guide, Reading, Addison-Wesley, 1992		
8.2 Seminar	8.2 Seminar	8.2 Seminar
1. Financial Instruments in the EU 2. Structural Funds 3. Operational Programmes 4. Institutional hierarchy in project implementation 5. Methods of analysis and evaluation	problem-based learning, case studies, group work in small groups of 2–4 students; Moodle platform, Microsoft Teams	6 6 6 6 4
Bibliography 1. www.apPhDp.ro 2. www.maap.ro 3. www.mdlpl.ro 4. www.inforegio.ro 5. www.nord-vest.ro 6. www.fonduri-ue.ro 7. www.mmuncii.ro 8. www.mmssf.ro 9. www.fseromania.ro 10. www.ec.europa.eu		

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the epistemic community, professional associations and key employers in the field relevant to the programme

The course material, and in particular the materials used in the seminar, cover knowledge in the field and provide guidance on accessing European and national funding. It outlines the basic structure of an organisation and offers the opportunity to develop short- or long-term organisational strategies.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Course materials and bibliography	Written exam	50%
10.5 Seminar	Practical knowledge	Oral assessment	50%
10.6 Laboratory			
10.7 Project			
10.8 Minimum performance standard			

Date of completion

Course lecturer:

Seminar lecturer:

Associate Professor Istvan Polgar,
PhD

Assoc. Prof. PhD. Istvan Polgar

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

3. Course details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	HISTORY, INTERNATIONAL RELATIONS, POLITICAL AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

4. Course details

2.1 Course title	Political Communication in English						
2.2 Course coordinator	Lecturer PhD Ioana Lucia Bordeianu						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Ioana Lucia Bordeianu						
2.4 Year of study	III	2.5 Semester	V	2.6 Type of assessment	Vp	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

1. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					6
Additional research in the library, on specialist online platforms and in the field					6
Preparation of seminars/laboratory sessions, assignments, presentations, portfolios and essays					6
Tutoring					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	22				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

5. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

6. Conditions (where applicable)

5.1. Course delivery	Classroom and interactive whiteboard, UO e-learning platform
5.2. for the delivery of the seminar/laboratory/project	Classroom and smart board, UO e-learning platform

7. Specific skills acquired

Professional skills	
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Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Application of effective working techniques within a multidisciplinary team corresponding to various hierarchical levels
Skills/Competences (ESCO)	CP8. Liaises with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations. ▪ The student/graduate demonstrates in-depth knowledge and a comprehensive understanding of the field of international relations and European studies
Skills	•
Responsibilities and autonomy	•

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	To develop the skills and abilities required for the correct use of terminology specific to political communication in English
7.2 Specific objectives	To develop students' abilities to understand, analyse and implement communication techniques in the field of politics, to foster a communicative approach among students, and to consolidate their knowledge of English in this field specific

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
1 Introduction to Contemporary Political Communication	PowerPoint Presentation	2
2 Political Communication in a Globalised World		2
3 The Media as Political Actors		2
4 The Relationship between Communication and Politics: Gender Complexities in Political Discourse		2
5 Strategic Political Communication: Mobilising Public Opinion		2
6 The Role of Culture in Political Communication		2
7 The Influence of Market Society on Political Communication		2
8.2 Seminar	Teaching methods	No. of Hours / Comments

1 Structures and Norms of the Political Systems that Shape the Roles and Behaviours in Political Communication	Analysis	2
2 Differences in Party Political Communication	Analysis	2
3 Who are the Communicators in Political Communication	Case study	2
4 Women Speaking for Themselves and Their Countries	Case study	2
5 Press Coverage of Presidents in Different Countries	Analysis	2
6 Presidential Campaigns and Presidents' Speeches	Analysis	2
7 Effects of Political Communication on Public Opinion	Case study	2

* Details will be provided regarding the content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

<p>□ The study of this module provides skills and competences specific to the CRP specialist, which are in demand in the labour market within the field. Students will acquire the ability to communicate fluently and accurately in English, and to analyse and synthesise processes and phenomena specific to the field of political communication. They will acquire the ability to PhDaft reports and analyses in English using typical expressions and relevant vocabulary, and will be able to write various types of speeches in accordance with the requirements of the field of political communication</p>
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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	1. recognition and correct identification of the subject 2. the ability to correctly identify and define concepts 3. identification and definition of concepts and delineation of characteristic features 4. the ability to construct a presentation on a given topic 5. the ability to write a presentation or a summary of a text on a given topic	Colloquium 50%	1. 10% 2. 10% 3. 10% 4. 10% 5. 10%
10.5 Seminar	1. Class participation through exercises and contributions to worksheets 2. Correct recognition and identification of the topic 3. Ability to write a reasonable presentation on a given topic	Seminar projects 50%	1. 10% 2. 10% 3. 10% 4. 10% 5. 10%
10.8 Minimum performance standard – project (50%) To be eligible for the exam, attendance at lectures and seminars must be at least 50% To pass, students must be familiar with the main theoretical concepts relating to communication and must complete and present a project related to a communication team			

Date of completion

Course lecturer:
Lecturer PhD Ioana Bordeianu

Seminar lecturer:
Lecturer PhD Ioana Bordeianu

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Information about the programme

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	FACULTY OF HISTORY, INTERNATIONAL RELATIONS, POLITICAL SCIENCE AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	BA Degree
1.6 Study programme / Qualification	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES (IN ENGLISH)

2. Information about the subject

2.1 Course title	Introduction to Anthropology						
2.2 Course lecturer	Associate Professor Laura Ardelean, PhD						
2.3 Seminar assistant	Associate Professor Laura Ardelean, PhD						
2.4 Year of study	III	2.5 Semester	05	2.6 Assessment type	Ex	2.7 Course type	O

(C) Compulsory; (O) Optional; (F) Elective

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	4	of which: 3.2 course	2	3.3 seminar	2
3.4 Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar	28
Time allocation:					hours
Studying the manual, course reader, bibliography and notes					18
Supplementary material in the library, on e-platforms and in the field					18
Preparing seminars/laboratories, topics, summaries, portfolios and essays					16
Tutoring					2
Examination					2
Other activities					
3.7 Total hours of individual study	56				
3.8 Total hours per semester	100				
3.9 Number of credits	4				

4. Prerequisites (where applicable)

4.1 based on the curriculum	Not required
4.2 based on competences	

5. Conditions (where applicable)

5.1 for the course	Lecture theatre and smart board, UO e-learning platform
5.2 for the seminar/laboratory	Lecture theatre and smart board, UO e-learning platform

6. Specific competencies acquired

Professional competencies	<ul style="list-style-type: none"> ▪ C1 Applying the fundamentals of international relations theories to the study of European and international processes ▪ C2 Developing European and international projects ▪ C3 Applying analytical methodologies in the field of international relations and European affairs ▪ C4 Designing strategies in the field of international relations and European affairs
Transversal competencies	

skills/competences (ESCO)	<p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p> <p>CP7. Raises awareness of the intercultural dimension</p>
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6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate recognises, selects and uses research methods and techniques to carry out a study. ▪ The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. ▪ The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. ▪ The student/graduate recognises, analyses and explains the various political ideologies, which represent a set of ideas, principles, symbols, myths and ethical doctrines followed by individuals, groups, classes or institutions, and provide an explanation of how a society should function.
Skills	<ul style="list-style-type: none"> • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate is able to evaluate and analyse information and its sources. The student/graduate demonstrates the ability to access and critically understand both traditional and new forms of mass media, as well as their role and function in democratic societies.

7. Course objectives (from the grid of accumulated competences)

7.1 General objective	<ul style="list-style-type: none"> ▪ acquiring knowledge of the specific aspects of anthropology, research methodology and cultural diversity
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ Acquiring specific knowledge; developing intellectual capacity; improving research techniques; understanding relationships and connections; defining concepts; comparing and classifying data; investigating, discovering, exploring, generating ideas, and justifying certain statements.

8. Contents

8.1 Course	Teaching methods	Hours
1. Presenting the course structure and requirements	PowerPoint	2
2. Anthropology: conceptual specifications; Anthropology and International Relations	Presentation	2
3. The Subfields of Anthropology		2
4. The Relationship of Anthropology with Other Sciences		2

5. The Holistic Perspective of Anthropology; Ethnocentrism		2
6. Methods and Techniques of Research in Cultural Anthropology		2
7. Methods and Techniques of Research in Cultural Anthropology		2
8. History of Anthropology; Stages in the Evolution of Anthropology – part 1		2
9. History of Anthropology; Stages in the Evolution of Anthropology – part 2		2
10. Culture - Concepts		2
11. Culture – Elements, Structures, Manifestations		2
12. Culture – Manifestations		2
13. The gift – meaning and role		2
14. The function of the ritual		2
<p>Bibliography</p> <p>Ruth Behar, 'Expanding the Boundaries of Anthropology', in <i>Visual Anthropology Review</i>, 9, no. 2, autumn 1993</p> <p>Pierre Lemonnier, <i>The Study of Material Culture Today: Toward an Anthropology of Technical Systems</i>, in <i>Journal of Archaeological Anthropology</i>, 5, 1986</p> <p>Thomas Hylland Eriksen, <i>Small Places, Large Issues. An Introduction to Social and Cultural Anthropology</i>, Pluto Press, NY, 2010</p> <p>Raymond Scupin, <i>Cultural Anthropology: A Global Perspective</i>, (chapter 3, Culture), 2012</p> <p>James Peoples, Garrick Bailey, <i>Humanity: An Introduction to Cultural Anthropology</i>, (Cultural Anthropology, Subfields), 2009</p> <p>Roger M. Keesing, AnPhDew J. Strathern, <i>Cultural Anthropology. A Contemporary Perspective</i>, Hartcourt Brace College Publishers, 1998 (Chapter 4: Culture and the Individual)</p> <p><i>Encyclopedia of Social and Cultural Anthropology</i>, edited by Alan Barnard and Jonathan Spencer, London-NY, 2002</p> <p>Franz Boas, <i>Anthropology and Modern Life</i>, New York, 1962</p>		
8.2 Seminar	Teaching methods	Hours
1. Introduction. Bibliography and Topics	PowerPoint	2
2. Portraits of: Lewis H. Morgan, Franz Boas	Presentation	2
3. Portraits of: Claude Lévi-Strauss, Marcel Mauss		2
4. Portraits of: Bronislaw Malinowski, Margaret Mead		2
7. What is Culture? Culture vs Society		2
8. The Cultural Construction of Identity		2
9. Adapting to the Environment		2
10. The Meaning of Progress and Development		2
11. Globalisation, Neoliberalism		2
12. Life Cycles and Social Organisation; Marriage and Family, Kinship and Descent		2
13. Economics and Culture; Politics and Culture		2
14. Religion and Culture; Culture and Personality		2
<p>Bibliography</p> <p>Pierre Lemonnier, <i>The Study of Material Culture Today: Toward an Anthropology of Technical Systems</i>, in <i>Journal of Archaeological Anthropology</i>, 5, 1986</p> <p>Ruth Behar, <i>Expanding the Boundaries of Anthropology</i>, in <i>Visual Anthropology Review</i>, 9, no. 2, autumn, 1993</p> <p>Thomas Hylland Eriksen, <i>Small Places, Large Issues. An Introduction to Social and Cultural Anthropology</i>, Pluto Press, NY, 2010</p> <p>Raymond Scupin, <i>Cultural Anthropology: A Global Perspective</i>, (chapter 3, Culture), 2012</p> <p>Raymond Scupin, <i>Cultural Anthropology: A Global Perspective</i>, 2012</p>		

James Peoples, Garrick Bailey, *Humanity: An Introduction to Cultural Anthropology*, (Cultural Anthropology, Subfields), 2009

Garry Ferraro, Susan AnPhDeatta, *Cultural Anthropology. An Applied Perspective*, (Chapter 1: What is Anthropology; Chapter 9: Marriage and Family)

William A. Havilland, Harald E. L. Prins, Dana Walrath, Bunny McBride, *Cultural Anthropology. The Human Challenge*, 2008

Brian Ferguson, *Archaeology, Cultural Anthropology, and the Origins and Intensifications of Wars*

Roger M. Keesing, AnPhDew J. Strathern, *Cultural Anthropology. A Contemporary Perspective*, Hartcourt Brace College Publishers, 1998 (Chapter 4: Culture and the Individual)

Encyclopedia of Social and Cultural Anthropology, edited by Alan Barnard and Jonathan Spencer, London-NY, 2002

Richard H. Robbins, *Cultural Anthropology: A Problem-Based Approach*, F.E. Peacock Publishers, 1997

Franz Boas, *Anthropology and Modern Life*, NY, 1962

James Spradley, David W. McCurdy, *Conformity and Conflict. Readings in Cultural Anthropology*, Pearson

A.F. Robertson, **People and the State: An Anthropology of Planned Development**, Cambridge University Press, 1984

9. The alignment of course content with the expectations of representatives of the academic community, professional associations and representative employers in the field corresponding to the programme

The course aims, amongst other things, to develop students' critical thinking and their general understanding of social issues and problems.

10. Assessment

Type of assessment	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	For Grade 5: Active participation in classes; mastery of the concepts and topics covered, completion of course assignments; attendance at the final exam For grade 10: Students must meet all the requirements for obtaining a grade of 5, plus active participation in the assessment tests set during the course.	Online exam	50%
10.5 Seminar	For a grade 5, students must: write a paper on a specific topic and take part in the online mid-term tests For Year 10, students must meet all the requirements for achieving a grade 5, plus: - active participation in online debates - participation in the online questionnaires/tests issued during seminars	Ongoing assessments	50%
10.6 Minimum performance standard			
Develop and present a project during the semester.			

Completion date

Course lecturer:
Lecturer PhD Laura Ardelean

Seminar lecturer:
Lecturer PhD Laura Ardelean

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Political Communication in Spanish						
2.2 Course coordinator	PhD AnPhDei Scridon						
2.3 Seminar/laboratory/project coordinator	PhD candidate AnPhDei Scridon						
2.4 Year of study	III	2.5 Semester	05	2.6 Type of assessment	Vp	2.7 Course structure	O

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 course	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					6
Additional research in the library, on specialist online platforms and in the field					6
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					6
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	22				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre and interactive whiteboard, UO e-learning platform
5.2. for the seminar/laboratory/project	Lecture theatre and smart boards, UO e-learning platform

6. Specific competences acquired

Professional Professional	<ul style="list-style-type: none">
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Transversal Transversal	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work within a multidisciplinary team appropriate to various hierarchical levels
Skills/Competences (ESCO)	CP8. Liaises with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations. ▪ The student/graduate demonstrates in-depth knowledge and a comprehensive understanding of the field of international relations and European studies
Skills	<ul style="list-style-type: none"> •
Responsibilities and autonomy	<ul style="list-style-type: none"> •

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	The course aims to provide students with theoretical and, above all, practical elements that will enable them to express in Spanish various aspects relating to political communication in Spain, as well as Spanish culture and civilisation, both orally and in writing, and to recognise and apply grammatical variations.
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ Acquiring knowledge of political communication as well as Spanish culture and civilisation ▪ Acquiring specialist vocabulary ▪ Expressing basic ideas in Spanish, both orally and in writing ▪ Becoming familiar with a foreign language

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
General overview of the course and the topics to be studied. Exercises to revise previously learnt material.	Interactive course, encouraging students to contribute to the topic under discussion.	2
Political organisation in Spain	Interactive course, encouraging student contributions to the topic under discussion.	2
The legislative and executive powers	Interactive course, encouraging student contributions to the topic covered.	2
The Spanish General State Administration	Interactive course, encouraging student contributions to the topic covered.	2
The Spanish Justice System	Interactive course, encouraging student contributions to the topic covered.	2

Security in Spain	Interactive course, encouraging student contributions to the topic covered.	2
Spain in the World. Part One	Interactive course, encouraging student contributions to the topic covered.	2
Bibliography		
<ol style="list-style-type: none"> 1. Amalia Balea, Pilar Ramos – Viva la cultura en España, intermediate level (B1, B2), audio CD included, Ed. EnClave ELE, MaPhDid 2010 2. María RoPhDíquez and Amparo RoPhDíquez – Spanish by Skills. Reading in Spanish. Reading Comprehension Exercises, Sociedad General Española de Librería, SA, MaPhDid 2008 3. Sebastián Quesada Marco – 21st-Century Spain. A monographic course on contemporary Spain, Edelsa, MaPhDid, 2008 4. Francisca Castro – USO de la gramática española, elementary level, Edelsa, MaPhDid, 2002. 5. Francisca Castro – Use of Spanish Grammar, Intermediate Level, Edelsa, MaPhDid, 2002 6. Irina Ilegitim, Susana González López – Intensive Spanish, Editura București, 2007. 7. Angeles Encimar – Interactive Use of Vocabulary, elementary level, Edelsa, MaPhDid, 2002; 8. PePhDo Alvarez Olañeta, Trinidad Bonachera Alvarez – Fundamental Thematic Vocabulary of the Spanish Language, Niculescu, Bucharest, 2003; 9. http://www.mequieroir.com/paises/espana/emigrar/descripcion/gobierno/ 10. https://administracion.gob.es/pag_Home/espanaAdmon/comoSeOrganizaEstado/Sistema Politico.html 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
Spain in the world. Part Two. Practical activities	Interactive seminar, encouraging student contributions to the topic under discussion. Simulations, exercises and role-plays through which students will develop their communication skills in various cultural environments, their ability to work in a team and to adapt to different types of situations.	2
The Spanish Civil War. Practical activities		2
The Dictatorship. Francoism. Practical Activities		2
The Spanish Transition. Practical activities		2
Consolidation of democracy. Practical activities		2
Spain in the world. Part three. Practical activities		2
Spain in the world. Final part. Practical activities		2
Bibliography		
<ol style="list-style-type: none"> 1. Amalia Balea, Pilar Ramos – Viva la cultura en España, intermediate level (B1, B2), audio CD included, Ed. EnClave ELE, MaPhDid 2010 2. María RoPhDíquez and Amparo RoPhDíquez – El Español por destrezas. Leer en español. Ejercicios de comprensión lectora, Sociedad general española de librería, SA, MaPhDid 2008 3. Sebastián Quesada Marco – 21st-Century Spain. A monographic course on contemporary Spain, Edelsa, MaPhDid, 2008 4. Francisca Castro – USO de la gramática española, elementary level, Edelsa, MaPhDid, 2002. 5. Francisca Castro – Use of Spanish Grammar, Intermediate Level, Edelsa, MaPhDid, 2002 6. Irina Ilegitim, Susana González López – Intensive Spanish, Editura București, 2007. 7. Angeles Encimar – Interactive Use of Vocabulary, elementary level, Edelsa, MaPhDid, 2002; 8. PePhDo Alvarez Olañeta, Trinidad Bonachera Alvarez – Fundamental Thematic Vocabulary of the Spanish Language, Niculescu, Bucharest, 2003; 9. http://www.mequieroir.com/paises/espana/emigrar/descripcion/gobierno/ 10. https://administracion.gob.es/pag_Home/espanaAdmon/comoSeOrganizaEstado/Sistema Politico.html 		

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- By learning to communicate in a foreign language, students will be able to communicate in another language and gain access to jobs where knowledge of that language is required.
- Knowledge of the culture and civilisation associated with a language implies a better understanding of the language being learnt and, consequently, better adaptation to the labour market

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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	- Correct oral expression in Spanish - Ability to speak on a topic related to political communication in Spanish culture and civilisation, prepared in advance	- Completion of a project on a topic related to political communication in Spain	50%
10.5 Seminar	Completion of exercises on a topic related to Spanish political communication	Oral assessment throughout the semester	50%
10.6 Laboratory			
10.7 Project			
10.8 Minimum performance standard			
<i>Knowledge required for a grade of 5</i> <ul style="list-style-type: none">- accurate and informed presentation of content on a specific topic in Spanish- completion of two vocabulary exercises on the proposed topic			

Date of completion

Course lecturer:
PhD Andrei Scridon

Seminar lecturer:
PhD Andrei Scridon

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's Degree
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title		INTERNATIONAL AND REGIONAL GOVERNANCE					
2.2 Course coordinator		Lecturer PhD Alina-Carmen Brihan					
2.3 Seminar/laboratory/project coordinator		Lecturer PhD Alina-Carmen Brihan					
2.4 Year of study	III	2.5 Semester	06	2.6 Type of assessment	Ex	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	24	of which: 3.5 lecture	12	3.6 seminar/laboratory/project	12
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					15
Additional research in the library, on specialist online platforms and in the field					15
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					17
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of individual study	51				
3.9 Total hours per semester	75				
3.10 Number of credits	3				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre and interactive whiteboard, UO e-learning platform
5.2. for the seminar/laboratory/project	Lecture theatre and smart boards, UO e-learning platform

6. Specific competences acquired

Professional competences	C1 Application of the fundamentals of international relations theories in the study of European and international processes C2 Developing European and international projects C3 Applying analytical methodologies in the field of international relations and European affairs
Transversal skills	
Skills/Competences (ESCO)	CP2. Develops questionnaires CP3. Interacts with stakeholders CP7. Raises awareness of the intercultural dimension

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate recognises, selects and uses research methods and techniques to carry out a study. ▪ The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. ▪ The student/graduate recognises, analyses and explains the various political ideologies that represent a set of ideas, principles, symbols, myths and ethical doctrines, which are followed by individuals, groups, classes or institutions and provide an explanation of how a society should function.
Skills	<ul style="list-style-type: none"> • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge. • The student/graduate applies fundamental ethical principles and legislation relating to scientific research, including aspects concerning research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate is able to evaluate and analyse information and its sources. The student/graduate demonstrates the ability to access and critically understand both traditional and new forms of media, as well as their role and function in democratic societies.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> ▪ To understand and explain international/global governance through the lens of concepts, principles, actors operating at the international level, issues on the international agenda, and the evolution and challenges facing the global order. ▪ To understand and explain the multi-level governance of the European Union, in light of the fact that it represents a challenge to the governance process in Member States, whether in terms of political processes, institutional structures or policy content. Analysing the place and role of the various levels (local and regional, national and European) and of the various actors – public, private and NGOs – within the EU's multilevel governance, as well as the interactions between them.
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ Appropriate use of the specific terminology of international relations and European studies; understanding and application

	of concepts specific to governance processes; analysis, in specific situations, of the role and place of different actors at each level of governance (local, regional, national, European, international).
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8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
Government and governance. Defining governance.	Interactive lecture	1
From the international system to global society. Global governance	Interactive lecture	1
The current world order. Origins. State, prospects	Interactive lecture	1
Current challenges in global society. Nuclear proliferation. The challenge of poverty. The legitimacy deficit. Terrorism. Kleptocracy. Post-democracy. Manipulation of information. Security	Interactive lecture	1
The meaning of current history. Economy, politics, culture, military power. The current concept of the political sphere	Interactive lecture	1
Correlations. Governance and development. Governance and democracy. Governance and legitimacy. Governance and accountability.	Interactive lecture	1
The multi-level nature of global society. of multiple speeds. Intergovernmentalism and branched cooperation	Interactive lecture	1
The future of the UN and its reform. Global . The Ottawa Process. The role of NGOs	Interactive lecture	1
International agreements. Human rights and the rule of : the International Court of Justice; Industrial regulation : labour standards; Business: International Chamber of Commerce; Environmental : Kyoto	Interactive lecture	1
Electronic warfare. The need for agreements on Virtual Environment	Interactive lecture	1
New diplomacy	Interactive lecture	1
Political correctness. The need for innovation in Interactive lecture	Interactive lecture	1
Multilevel governance in the EU – on the concept of governance, new theories of European integration, actors and levels decision-making levels (European, national, regional, local)	Interactive lecture	1
Challenges to the EU's multilevel governance: democratisation, accountability, representation, legitimacy.	Interactive lecture	1
Bibliography 1. Atkinson, B. Anthony, Basu, Kaushik, Bhagwati, N. Jagdish, North, C. Douglass, Dani RoPhDik, Stewart, Frances, Stiglitz, Joseph E., Williamson, G. Jeffrey, WIDER Perspectives on Global Development, Palgrave, Macmillan, New York, 2005 2. AnPhDew F. Cooper, John English, Ramesh Takur (eds.), Enhancing Global Governance. Toward a New Diplomacy, United Nations University Press, Tokyo, New York, Paris, 2002. 3. Kjaer, Anne Mette, Governance, Cluj-Napoca, CA Publishing, 2010. 4. Marga, AnPhDei, Governance and Government. A Turning Point for Democracy?, Compania, Bucharest, 2013.		

5. Marga, AnPhDei, *The Future World Order*, Niculescu, Bucharest, 2017.
6. Morgan, Glyn, *The Idea of a European Superstate: Public Justification and European Integration*, Princeton University Press, 2007.
7. Newman, Eduard, Paris, Roland, Richmond, Oliver P., eds., *New Perspectives on Liberal Peacebuilding*, UNU Press, Tokyo, New York, Paris, 2009.
8. Prado, Cesar de, *Global multi-level governance. European and East Asian Leadership*, UNU Press, Tokyo, New York, Paris, 2007.
9. Sernarchens, Pierre de, Kazancigil, *Regulating globalisation: Critical Approaches to global Governance*, UNU Press, Tokyo, New York, Paris, 2007.
10. Smith, B.C., *Good Governance and Development*, Palgrave, Macmillan, New York, 2007.
11. Thakur, Ramesh, Cooper, AnPhDew, English, John, *Enhancing Global Governance: Toward a New Diplomacy*, UNU Press, Tokyo, New York, Paris, 2002.

8.2 Laboratory	Teaching methods	No. of Hours / Comments
1. Government and governance. Defining governance. From the international system to global society. Global governance.	Debate, analysis	1
2. The current world order. Origins. Current state, prospects. The multi-level nature of global society.	Discussion, analysis	1
3. Global governance and international law – characteristics, sources, subjects (states, intergovernmental organisations), international treaties.	Discussion, analysis	1
4. Current challenges in global society. Nuclear proliferation. The challenge of poverty. The legitimacy deficit. Terrorism. Kleptocracy. Post-democracy. Manipulation of information. Security.	Debate, analysis	1
5. Correlations. Governance and development. Governance and democracy. Governance and legitimacy. Governance and accountability.	Debate, analysis	1
6. The UN and its role in global governance	Debate, analysis	1
7. The place and role of regional intergovernmental organisations (in Europe, the Western Hemisphere, Asia, Africa) in global governance – typology, constituent elements, examples.	Debate, analysis, case studies	1
8. The role of international NGOs in global governance.	Discussion, analysis	1
9. Global media and global civil society.	Debate, analysis	1
10. The new foreign policy – characteristics.	Debate, analysis	1
11. Multilateral negotiation – characteristics.	Debate, analysis	1
12. New diplomacy – characteristics.	Debate, analysis, case studies	1
13. Multilevel governance in the EU – theoretical considerations regarding the concept of governance, new theories of European integration, actors and decision-making levels (European, national, regional, local).	Discussion, analysis	1
14. Challenges to EU multilevel governance: democratisation, accountability, representation, legitimacy.	Discussion, analysis	1
Bibliography		
1. Atkinson, B. Anthony, Basu, Kaushik, Bhagwati, N. Jagdish, North, C. Douglass, Dani RoPhDik, Stewart, Frances, Stiglitz, Joseph E., Williamson, G. Jeffrey, <i>*WIDER Perspectives on Global Development*</i> , Palgrave Macmillan, New York, 2005		
2. AnPhDew F. Cooper, John English, Ramesh Takur (eds.), <i>Enhancing Global Governance. Toward a New Diplomacy</i> , United Nations University Press, Tokyo, New York, Paris, 2002.		
3. Kjaer, Anne Mette, <i>Governance</i> , Cluj-Napoca, CA Publishing, 2010.		
4. Luzarraga, Francisco Aldecoa and Llorente, Mercedes Guinea, <i>The Europe of the Future. The</i>		

Treaty of Lisbon, Iași, Polirom, 2011.

5. Marga, AnPhDei, *Governance and Government. A Turning Point for Democracy?*, Compania, Bucharest, 2013.
6. Marga, AnPhDei, *The Future World Order*, Niculescu, Bucharest, 2017.
7. Mihăileanu, Liviu and Horja, Aurelian, *Regulating Lobbying in the Antechamber of Influence*, Bucharest, CH Beck Publishing House, 2009.
8. Morgan, Glyn, *The Idea of a European Superstate: Public Justification and European Integration*, Princeton University Press, 2007.
9. Newman, Eduard, Paris, Roland, Richmond, Oliver P., eds., *New Perspectives on Liberal Peacebuilding*, UNU Press, Tokyo, New York, Paris, 2009.
10. Prado, Cesar de, *Global Multi-level Governance: European and East Asian Leadership*, UNU Press, Tokyo, New York, Paris, 2007.
11. Sernarchens, Pierre de, Kazancigil, *Regulating Globalisation: Critical Approaches to Global Governance*, UNU Press, Tokyo, New York, Paris, 2007.
12. Smith, B.C., *Good Governance and Development*, Palgrave, Macmillan, New York, 2007.
13. Thakur, Ramesh, Cooper, AnPhDew, English, John, *Enhancing Global Governance: Toward a New Diplomacy*, UNU Press, Tokyo, New York, Paris, 2002.

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Multiple-choice test – consisting of open and closed questions	Written exam	70%
10.5 Seminar	<ul style="list-style-type: none"> ▪ Assimilation and application of concepts, theories, strategies, etc. specific to the field of global and regional governance ▪ Analysis of specific issues related to seminar topics ▪ Individual preparation of three presentations/case studies (the first on a regional intergovernmental organisation; the second on a current challenge to global governance; the third on a topic on the international agenda) 	<ul style="list-style-type: none"> ▪ Reviewing these during the debates and analyses at each seminar ▪ Assessment of these skills and abilities during seminar debates ▪ Presentation of the three projects during the relevant seminar sessions 	<p>7%</p> <p>8%</p> <p>25%</p>
10.8 Minimum performance standard			

Date of completion

Course lecturer:
Lecturer PhD Alina Brihan

Seminar lecturer:
Lecturer PhD Alina Brihan

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Degree programme	Bachelor's degree
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	FOREIGN POLICY AND DIPLOMACY						
2.2 Course coordinator	Lecturer PhD Alina-Carmen Brihan						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Alina-Carmen Brihan						
2.4 Year of study	III	2.5 Semester	06	2.6 Type of assessment	Ex	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	24	of which: 3.5 lecture	12	3.6 seminar/laboratory/project	12
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					5
Additional research in the library, on specialist online platforms and in the field					5
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					12
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	26				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre and interactive whiteboard, UO e-learning platform
5.2. for the seminar/laboratory/project	Lecture theatre and smart boards, UO e-learning platform

6. Specific competences acquired

Professional competence	C1 Applying the fundamentals of international relations theories to the study of European and international processes C5 Providing support in the field of international negotiation and mediation between groups with diverse interests
Transversal skills	
skills/competences (ESCO)	CP4. Keeps abreast of the political landscape CP5. Conducts market research CP7. Recognises the intercultural dimension

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> ▪ The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. ▪ The student/graduate recognises, analyses and explains the method, process and study of influencing people, of gaining control over a community or a society, as well as the distribution of power within a community and between societies ▪ The student/graduate recognises, analyses and explains the various political ideologies, which represent a set of ideas, principles, symbols, myths and ethical doctrines followed by individuals, groups, classes or institutions, and provide an explanation of how a society should function.
Skills	<ul style="list-style-type: none"> • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. • The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole. • The student/graduate is able to evaluate and analyse information and its sources. The student/graduate demonstrates the ability to access and critically understand both traditional and new forms of media, as well as their role and function in democratic societies.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> ▪ Familiarisation with concepts, theories and tools relating to the analysis of foreign policy and diplomacy ▪ Analysing a state's foreign policy and diplomatic process through the lens of national strategy; examining specific cases of foreign policy and diplomacy; addressing the role of actors involved in the foreign policy decision-making process; crisis and conflict management; analysing bilateral or multilateral diplomacy
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ Appropriate use of the specific language of foreign policy and diplomacy in analysing specific cases – a state's foreign policy strategy, key moments in foreign policy, challenges to foreign policy, management of diplomatic situations – through a research project on

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
1. Foreign policy decision-making – components, theories. The decision-making environment in foreign policy: types of decisions and levels of analysis	Interactive communication, debate, problem-solving	2
2. The role of states in global governance. National security policy – concept, components, policy formulation.	Interactive communication, debate, problem-solving	2
3. Foreign policy – Decision-making models (the rational actor model and its alternatives). Determinants of the foreign policy decision-making process.	Interactive communication, debate, problem-solving	2
4. Crisis and conflict management.	Interactive communication, debate, problem-solving	2
5. Public opinion and foreign policy. Ethics in foreign policy.	Interactive communication, debate, problem-solving	2
6. Diplomacy – Traditional diplomacy, bilateral and multilateral diplomacy, other forms of diplomacy. International negotiations.	Interactive communication, debate, problem-solving	2
7. International public relations.	Interactive communication, debate, problem-solving	2
Bibliography <ol style="list-style-type: none"> 1. Alden, Chris and Aran, Amnon, <i>Foreign Policy Analysis: New approaches</i>, Routledge, 2016. 2. Barston, R. P., <i>Modern Diplomacy</i>, Routledge, 2019. 3. Beach, Derek, <i>Analysing Foreign Policy</i>, Red Globe Press, 2019. 4. Berridge, G. R., <i>*Diplomacy: Theory and Practice*</i>, Palgrave Macmillan, 2015. 5. Cooper, AnPhDew F., et al., <i>The Oxford Handbook of Modern Diplomacy</i>, OUP UK, 2015. 6. Curtin, Patricia Curtin and Gaither, T., <i>International Public Relations: Negotiating Culture, Identity, and Power</i>, SAGE Publications, 2007. 7. Davis, Aeron, <i>Political Communication: A New Introduction for Crisis Times</i>, Polity, 2019. 8. Froideville, Gilbert Monod de, <i>An Expert's Guide to International Protocol: Best Practices in Diplomatic and Corporate Relations</i>, Amsterdam University Press, 2016. 9. Golan, Guy J. (Editor), <i>International Public Relations and Public Diplomacy</i>, Peter Lang, 2014. 10. Hill, Christopher, <i>Foreign Policy in the Twenty-First Century</i>, Palgrave, 2015. 11. Hudson, Valerie M., <i>Foreign Policy Analysis: Classic and Contemporary Theory</i>, 2013. 12. Morin, Jean-Frédéric, <i>Foreign Policy Analysis: A Toolbox</i>, Palgrave Macmillan, 2018. 13. Rivett, Rosalie, <i>Diplomatic Protocol: Etiquette, Statecraft & Trust</i>, Whittles Publishing, 2018. 14. Smith, Steve (Editor) et al., <i>Foreign Policy: Theories, Actors, Cases</i>, OUP Oxford, 2016. 15. Walaski, Pamela (Ferrante), <i>Risk and Crisis Communications: Methods and Messages</i>, Wiley, 2011. 16. Wheeler, APhDian, <i>Crisis Communications</i>, Emerald Publishing, 2018. 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
1. Types of foreign policy decisions.	Debate, analysis, case studies	2
2. Internal and external factors affecting foreign policy decisions.	Discussion, analysis, case studies	2
3. Decision-makers in a state's foreign policy.	Debate, analysis, case studies	2
4. Crisis communication.	Debate, analysis, case studies	2
5. Diplomatic missions and consular offices – functions.	Discussion, analysis, case studies	2
6. Diplomatic etiquette and protocol.	Discussion, analysis, case studies	2

	studies	
7. The roles of a diplomat.	Debate, analysis, case studies	2
Bibliography:		
1. Alden, Chris and Aran, Amnon, <i>Foreign Policy Analysis: New approaches</i> , Routledge, 2016.		
2. Beach, Derek, <i>Analysing Foreign Policy</i> , Red Globe Press, 2019.		
3. Berridge, G. R., <i>Diplomacy: Theory and Practice</i> , Palgrave Macmillan, 2015.		
4. Hudson, Valerie M., <i>Foreign Policy Analysis: Classic and Contemporary Theory</i> , 2013.		
5. Walaski, Pamela (Ferrante), <i>Risk and Crisis Communications: Methods and Messages</i> , Wiley, 2011.		

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the epistemic community, professional associations and key employers in the field relevant to the programme

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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	<ul style="list-style-type: none"> ▪ Multiple-choice test – consisting of open and closed questions 	<ul style="list-style-type: none"> ▪ Written exam 	50%
10.5 Seminar	<ul style="list-style-type: none"> ▪ Assimilation and application of concepts, theories, strategies, etc. specific to the field of EU governance 	<ul style="list-style-type: none"> ▪ Assessment of these during debates and analyses in each seminar 	7%
	<ul style="list-style-type: none"> ▪ Analysis of specific issues related to seminar topics 	<ul style="list-style-type: none"> ▪ Assessment of these competences and skills during seminar debates 	8%
	<ul style="list-style-type: none"> ▪ Carrying out a research project on aspects of a state's foreign policy and diplomacy 	<ul style="list-style-type: none"> ▪ Presentation of the individual research project, in written form and via PowerPoint 	35%
10.6 Laboratory			
10.7 Project			
10.8 Minimum performance standard			

Date of completion

Course lecturer:
Lecturer PhD Alina Brihan

Seminar lecturer:
Lecturer PhD Alina Brihan

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	Bachelor's Degree
1.6 Study Programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Relational Marketing						
2.2 Course coordinator	Associate Professor Luminița Șoproni, PhD						
2.3 Seminar/laboratory/project coordinator	Associate Professor Luminița Șoproni, PhD						
2.4 Year of study	III	2.5 Semester	06	2.6 Type of assessment	Ex.	2.7 Disciplinary measures	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	28	of which: 3.5 lecture	14	3.6 seminar/laboratory/project	14
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					5
Additional research in the library, on specialist online platforms and in the field					5
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					12
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of individual study	26				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre and interactive whiteboard, UO e-learning platform
5.2. for the seminar/laboratory/project	Lecture theatre and smart boards, UO e-learning platform

6. Specific competences acquired

Professional competences	C5 Providing support in the field of international negotiation and mediation between groups with diverse interests C6 Providing support in the management of relations within organisations and institutions involved in European and international processes
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Transversal skills	
Skills/ ESCO competences	<ul style="list-style-type: none"> • CP5. Conducts market research • CP6. Uses communication techniques

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate recognises, analyses and explains the methods, processes and study of influencing people, gaining control over a community or society, as well as the distribution of power within a community and between societies. • The student/graduate recognises, analyses and explains the political activities, plans and intentions of a government for a legislative session regarding specific issues.
Skills	<ul style="list-style-type: none"> • The student/graduate develops and demonstrates in-depth knowledge and a comprehensive understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline. • The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate works confidently within a group, with each member doing their part for the benefit of the whole. • The student/graduate speaks in a structured, deliberate manner, face-to-face with a group of listeners, in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> ▪ to familiarise students with the fundamental concepts and methods of implementing relationship marketing strategies
7.2 Specific objectives	<ul style="list-style-type: none"> ▪ to use marketing analysis tools in general, and relationship marketing tools in particular, for the study of the market, customers and the environment

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
CHAPTER 1. Global Marketing: Concept, Components, Relations Why is marketing necessary The marketing process. Types of marketing Marketing concepts	PPT presentation Case studies Interactive teaching system	2
CHAPTER 2. Product and market Product life cycle Types of markets Market indicators	PPT presentation Case studies Interactive teaching system	2
CHAPTER 3. Market segmentation The segment Segmentation variables Segmentation of the international market	PPT presentation Case studies Interactive teaching system	2
CHAPTER 4. Marketing mix Pricing strategies Placement strategies Marketing communication mix	PPT presentation Case studies Interactive teaching system	2
CHAPTER 5 Positioning strategy	PPT presentation	2

Differentiation Positioning and competitive advantage Communicating and delivering the chosen position Mapping	Case studies Interactive teaching system	
CHAPTER 6 Corporate strategic planning Portfolio analysis: BCG matrix, General Electric model, SWOT analysis Competition intensity: Porter's model Competitive strategies	PPT presentation Case studies Interactive teaching system	2
CHAPTER 7 Transactional marketing versus relational marketing Concept of relational marketing Types of relationships Loyalty pyramid	PPT presentation Case studies Interactive teaching system	2
Bibliography		
<ol style="list-style-type: none"> Barnes J., <i>Secrets of Customer Relationship Management: It's All About How You Make Them Feel</i>, McGraw-Hill Professional Publishing, 2000 Buttle F., <i>Relationship Marketing: Theory and Practice</i>, Paul Chapman London, 1996 Cram T., <i>The Power of Relationship Marketing. Keeping Customers for Life</i>, Pitman Publishing, 1994 Curry J., Stora L., <i>The Customer: The Company's Capital: Customer Marketing</i>, Editions d'Organisation, Paris, 1993 Danaher P.J., Wilson I., Davis R., <i>A Comparison of Online and Offline Consumer Brand Loyalty</i>, in <i>Marketing Science</i>, 22(4), 2003 Dowling, G.R., M.D. Uncles, <i>Do Customer Loyalty Programs Really Work</i>, in <i>Sloan Management Review</i>, 38(4), 1997 Farrell, Carlyle, <i>Global Marketing</i>, Sage, London, 2015 Gummeson E., <i>Total relationship marketing strategy moving from the 4Ps—product, price, promotion</i>, Butterworth-Heinemann, Oxford, Boston, 2002 Harris, Ph., F. McDonald, <i>European Business and Marketing</i>, SAGE Publications Ltd, 2004 Kotler P., Keller K., <i>Marketing Management</i>, Pearson Prentice Hall, New Jersey, 2006 Kotler, P., Kartajaya, H., Setiawan, I., <i>Marketing 4.0 – Moving from Traditional to Digital</i>, Wiley, New Jersey, 2017 Kotler P., Armstrong G, Balasubramanian, S., <i>Principles of marketing</i>, Pearson Education, Harlow, 2024 Lehu J.M., <i>Customer Loyalty</i>, Editions d'Organisation, Paris, 2000 Lefebure R., Venturi G., <i>Customer Relationship Management</i>, Eyrolles, Paris, 2000 PePhDaza J., <i>CRM: Trend or Necessity</i>, Direccion Progreso, no. 175/2001 Reinares Lara P., Ponzoa Casado J.M., <i>Relationship Marketing</i>, Prentice Hall, MaPhDid, 2004 Smith, PR, <i>Marketing Communications. An Integrated Approach</i>, Kogan Page Limited, London, 1996 Stern P., Hammond K., <i>The Relationship Between Customer Loyalty and Purchase Incidence</i>, in <i>Marketing Letters</i> 15:1, Kluwer Academic Publisher, 2004 Wright J., <i>Blog Marketing. Start a dialogue with your customers</i>, Pearson Education France, Paris, 2006 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
THEME 1. The Product and the Market Product Levels Case Studies: Sony, Revlon, Apple, McDonald's Product life cycle Market segmentation	Exercises Case studies	2
THEME 2. Marketing mix - product strategies - pricing strategies - Placement strategies - promotion strategies	Exercises Case studies	2
THEME 3. Differentiating and Positioning the Product The variables of differentiation The perception map Case studies: Sprite, Tuborg, Coca-Cola versus Pepsi	Exercises Case studies	2
THEME.4. Consumer behaviour Case studies	Exercises Case studies	2
THEME 5. Customer Relations Case Studies: McDonald's, Toyota Lexus	Exercises Case studies	2
THEME 6. The SWOT Analysis Exercises and Simulations for Different Situations	Exercises Case studies	2
THEME 7. The Relational Strategy	Exercises	2

Case Studies: McDonald's, Coca-Cola, Nokia	Case studies
Bibliography 1. Magazines: <i>Capital, Biz, Business Magazin, AdMaker, Forbes</i> 2. Online journals: <ul style="list-style-type: none"> • <i>AdvertisingAge</i>, http://adage.com/ • <i>Adweek</i>, http://www.adweek.com/ • <i>Marketing Today</i>, http://marketingtoday.com/ • <i>themarketer</i>, http://www.themarketer.co.uk/ • <i>MarketingWeek</i>, http://www.marketingweek.co.uk • <i>emarketing.fr</i> – The website for marketing professionals: http://www.emarketing.fr • <i>strategies.fr</i> – Marketing - Communication - Media: http://www.strategies.fr/index.php 	

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

The study of this subject provides skills and competences specific to RISE specialists, which are in demand in the labour market within the field: the ability to analyse products, the market and the environment; identifying an organisation's customer types; interpreting and evaluating a product life cycle; the ability to identify and analyse a positioning strategy; the ability to carry out and interpret a SWOT analysis of the organisation and its environment, the development of a relationship strategy, the ability to effectively manage an organisation's customer relationships, the ability to devise and implement customer loyalty strategies, and the ability to calculate and interpret the impact of the relationship marketing strategy on the organisation.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Level of understanding of the fundamental concepts used in the field of marketing Coherent and logical expression	Summative assessment: Project presentation	40%
10.5 Seminar	Participation in simulations and exercises Level of involvement in case studies Quality of contributions	Continuous assessment	60%
10.6 Laboratory	-		
10.7 Project	-		
10.8 Minimum performance standard <i>Knowledge required for a grade 5</i> Clear presentation of the core concepts covered in the course Fulfilment of the minimum requirements regarding the delivery of seminars and the PhDafting of the project			

Date of completion

Course lecturer:

Seminar lecturer:

Associate Professor Luminița
Șoproni, PhD

Associate Professor Luminița
Șoproni, PhD

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Security Governance						
2.2 Course coordinator	PhD Mihai Sandu						
2.3 Seminar/laboratory/project coordinator	PhD Mihai Sandu						
2.4 Year of study	3	2.5 Semester	06	2.6 Type of assessment	Ex	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory/project	2
3.4 Total hours in the curriculum	56	of which: 3.5 lecture	28	3.6 seminar/laboratory/project	28
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					15
Additional research in the library, on specialist online platforms and in the field					15
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					17
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of individual study	51				
3.9 Total hours per semester	75				
3.10 Number of credits	3				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre and interactive whiteboard, UO e-learning platform
5.2. for the seminar/laboratory/project	Lecture theatre and smart boards, UO e-learning platform

6. Specific competences acquired

Professional Professional	C2 Development of European and international projects C3 Application of analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs
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Transversal Transversal	
Skills/ ESCO competences	CP3. Engages with stakeholders CP4. Keeps abreast of the political landscape CP8. Liaises with government agencies

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, selects and applies statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. The student/graduate recognises, analyses and explains systems of government, methodologies for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. The student/graduate recognises, analyses and explains the procedures involved in the implementation of government policies at all levels of public administration.
Skills	<ul style="list-style-type: none"> The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> To acquire the specific theoretical and analytical background necessary to understand and explain the security environment from the perspective of governance
7.2 Specific objectives	<ul style="list-style-type: none"> To have a good understanding of what security governance practices involve, particularly in the last two decades To have a sound appreciation of the scholarly literature and debates on security governance To be able to apply academic concepts and theories of security to empirical data and real-world situations To be able to critically analyse academic and policy documents relating to security To develop strong independent research skills, writing skills and presentation skills in the context of course assessments.

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
1. Conceptual distinctions regarding the relationship between government and governance in the international environment.	Lecture (presentation, problem-solving,	2

Principles and rules underpinning governance	questioning, comparative analysis)	
2. The instrumentalisation of the levels of analysis (international, national, individual)	Lecture	2
3. Global security governance: the role of international organisations	Lecture	2
4. Regional security governance: NATO perspective	Lecture	2
5. Regional security governance: EU perspective	Lecture	2
6. National security governance: comparative analysis	Lecture	2
7. Integrated management of national security	Lecture	2
8. Multi-level approach to security	Lecture	2
9. The role of multinational companies	Lecture	2
10. The privatisation of security	Lecture	2
11. The role of the media in security governance	Lecture	2
12. Governance and management of conventional threats	Lecture	2
13 Governance and management of unconventional and asymmetric threats	Lecture	2
14. Functional approach to security governance	Lecture	2
Bibliography		
<ol style="list-style-type: none"> 1. James Sperling, <i>Handbook of Governance and Security</i>, 2014 2. Alan Bryden, Heiner Hänggi, <i>Security Governance in Post-Conflict Peacebuilding</i>, 2005 3. Alan Bryden, Marina Caparini, <i>Private Actors and Security Governance</i>, 2006 4. Christopher Daase, Cornelius Friesendorf, <i>Rethinking Security Governance: The Problem of Unintended Consequences</i>, 2010 5. UN Charter 6. Emil Kirchner, James Sperling, <i>EU Security Governance</i>, 2007 7. Ursula C. Schroeder, <i>The Organisation of European Security Governance</i>, 2011 		
8.2 Seminar	Teaching methods	No. of Hours / Comments
1. Definitions and interpretations of governance	Discussion of selected texts	2
2. Features of the international security system (actors, rules, principles) from the perspective of international public law and official documents	Discussion	2
3. The role of the UN in the international security architecture	Analyses the UN Charter and the Agenda for Peace	2
4. NATO concept development (comparative analysis)	Discussion	2
5. European integration as a security project. Analysis of the evolution of European integration and the security implications	Text analysis/Debate	2
6. CFSP/ESDP critical analysis	Discussion	2
7. National security governance: case study	Presentation of case studies	2
8. National security governance: case study	Presentation of case studies	2
9. National security governance: case study	Presentation of case studies	2
10. Multi-level approach to security: case study – human security	Discussion	2
11. Multi-level approach to security: case study – energy security	Debate	2
12. Multi-level approach to security: case study – privatisation of security	Debate	2
13. Governance and management of unconventional and asymmetric threats	Discussion	2
14. Evaluation	Discussion	2
Bibliography		
<ol style="list-style-type: none"> 1. James Sperling, <i>Handbook of Governance and Security</i>, 2014 2. Alan Bryden, Heiner Hänggi, <i>Security Governance in Post-Conflict Peacebuilding</i>, 2005 3. Alan Bryden, Marina Caparini, <i>Private Actors and Security Governance</i>, 2006 4. Christopher Daase, Cornelius Friesendorf, <i>Rethinking Security Governance: The Problem of</i> 		

Unintended Consequences, 2010

5. UN Charter

6. Emil Kirchner, James Sperling, *EU Security Governance*, 2007

7. Ursula C. Schroeder, *The Organisation of European Security Governance*, 2011

* The content and the number of hours allocated to each lecture/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course		Written	60%
10.5 Seminar			40%
10.6 Laboratory			
10.7 Project			
10.8 Minimum performance standard			
<ul style="list-style-type: none">- knowledge and differentiation of the main concepts associated with security governance- understanding and distinguishing between levels of analysis- explaining the international and national security environment from the perspective of multi-level governance			

Date of completion

Course lecturer:
PhD Mihai Sandu

Seminar lecturer:
PhD Mihai Sandu

**Date of approval by
the Department:**
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Course details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	HISTORY, INTERNATIONAL RELATIONS, POLITICAL AND COMMUNICATION SCIENCES
1.3 Department	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.4 Field of study	INTERNATIONAL RELATIONS AND EUROPEAN STUDIES
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Intercultural Communication in English						
2.2 Course coordinator	Lecturer PhD Ioana Lucia Bordeianu						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Ioana Lucia Bordeianu						
2.4 Year of study	III	2.5 Semester	VI	2.6 Type of assessment	Vp	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	24	of which: 3.5 lecture	12	3.6 seminar/laboratory/project	12
Time allocation					
Study using the textbook, course materials, bibliography and notes					5
Additional research in the library, on specialist online platforms and in the field					5
Preparation of seminars/laboratory sessions, assignments, presentations, portfolios and essays					12
Tutoring					2
Examinations					2
Other activities.....					
3.7 Total hours of independent study	26				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Classroom and interactive whiteboard
5.2. for the seminar/laboratory/project	Classroom and smart board

6. Specific skills acquired

Professional skills	C6 Providing support in managing relationships within organisations and institutions involved in European and international processes
Transversal skills	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through advanced use of a language of international communication and intermediate or advanced use of a second foreign language
Skills/ ESCO competences	CP6. Uses communication techniques CP8. Interacts with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains the political activities, plans and intentions of a government for a legislative session in relation to specific issues. The student/graduate recognises, analyses and explains the procedures involved in implementing government policies at all levels of public administration. The student/graduate recognises, analyses and explains the procedures involved in implementing government policies at all levels of public administration.
Skills	<ul style="list-style-type: none"> The student/graduate produces research papers or gives presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<p>The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.</p> <ul style="list-style-type: none">

7. Course objectives (based on the framework of specific skills acquired)

7.1 General objective of the course	An introduction to the appreciation and use of the English language in research, documentation and international relations, and in the expression of opinions based on a deeper understanding of the values of civilisation, culture of human society throughout its evolution
7.2 Specific objectives	An introduction to the use of intellectual work skills and strategies through reading, viewing and listening; to be able to list characteristics and specific features and to express opinions regarding different cultural models and the socio-human sphere specific to Europe; to develop a perspective on civilisation and humanity, on cultural diversity in today's world, on the formation of images of the 'Other' and its role in international relations, and to foster an education in the spirit of multilingualism, multiculturalism and human rights

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
1. Intercultural Communication: Key Terms and Concepts	PowerPoint Presentation	2
2. Theories of Intercultural Communication	PowerPoint Presentation	2
3. Culture and Identity in Communication in a Globalised World	PowerPoint Presentation	2
4. The Process of Othering	PowerPoint Presentation	2
5. The Other in the Mass Media	PowerPoint Presentation	2
6. Complex Images in Communicating with Migrants and Refugees	PowerPoint Presentation	2
7. Strategies for Participating in Intercultural Communication	PowerPoint Presentation	2
8.3 Laboratory		
	Teaching methods	No. of Hours / Comments
1. Influential Articles and Their Contribution to the Field	Analysis	2
2. Ways in Which People Communicate: Discourse Analysis	Analysis	2
3. Techniques for analysing the process of othering	Case study	2
4. Different Forms of Representing the Other: Stereotyping, Xenophobia	Case study	2
5. Images of the Other through the Centuries	Essay	2
6. Identity and Language on the Internet	Analysis	2
7. Interpreting Dialogues in Intercultural Communication	Case study	2

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- The study of this subject provides skills and competences specific to security studies specialists, which are in demand in the labour market within the field. Students will acquire the ability to communicate fluently and accurately in English, and to analyse and synthesise historical, political, cultural, social and economic processes and phenomena. They will acquire the ability to learn through interaction, critical and creative thinking, thereby enabling them to understand the unity and diversity of Europe and the wider world. They will be able to recognise, accept and respect human values and adopt appropriate behaviour in their dealings with others, guided by

10. Assessment

Activity type	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	1. recognition and correct identification of the subject 2. the ability to correctly identify and define concepts 3. identification and definition of concepts and delineation of characteristic features 4. the ability to construct a presentation on a given topic 5. the ability to write a presentation or a summary of a text on a given topic	Colloquium 50%	1. 10% 2. 10% 3. 10% 4. 10% 5. 10%
10.5 Seminar	1. Class participation through exercises and contributions to worksheets 2. Correct recognition and identification of the topic 3. Ability to write a reasonable presentation on a given topic	Seminar projects 50%	1. 10% 2. 10% 3. 10% 4. 10% 5. 10%
10.8 Minimum performance standard – project (50%) To be eligible for the exam, attendance at lectures and seminars must be at least 50% To pass, students must be familiar with the main theoretical concepts relating to communication and must complete and present a project related to a communication team			

Date of completion

Course lecturer:
Lecturer PhD Ioana Bordeianu

Seminar lecturer:
Lecturer PhD Ioana Bordeianu

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Techniques for PhDafting and Presentation of the Bachelor's Degree Work						
2.2 Course coordinator							
2.3 Seminar/laboratory/project coordinator	Bachelor's thesis supervisor						
2.4 Year of study	3	2.5 Semester	06	2.6 Type of assessment	Ex	2.7 Course structure	I

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week		of which: 3.2 lectures		3.3 seminar/laboratory/project	
3.4 Total hours in the curriculum	60	of which: 3.5 lectures		3.6 seminar/laboratory/project	60
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					-
Additional research in the library, on specialist online platforms and in the field					126
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					60
Tutorials					2
Examinations					2
Other activities.....					
3.7 Total hours of individual study	190				
3.9 Total hours per semester	250				
3.10 Number of credits	10				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre and smart board, UO e-learning platform
5.2. for the seminar/laboratory/project	Lecture theatre and smart boards, UO e-learning platform

6. Specific competences acquired

Professional Professional	C1 Applying the fundamentals of international relations theories to the study of European and international processes C2 Developing European and international projects C3 Applying analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs C5 Providing support in the field of international negotiation and mediation between groups with diverse interests C6 Providing support in managing relations within organisations and institutions involved in European and international processes
Transversal Transversal	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work within a multidisciplinary team appropriate to various hierarchical levels CT3 Objective self-assessment of professional training needs for the purpose of integration and adaptability to labour market requirements
Skills/ ESCO Competences	CP1. Finds solutions to problems CP2. Develops questionnaires

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate applies the theoretical methodology of scientific research, consisting of conducting background research, formulating a hypothesis, testing it, analysing data and PhDawing conclusions. The student/graduate identifies, selects and applies research methods and techniques to carry out a study.
Skills	<ul style="list-style-type: none"> The student/graduate engages in the conception or creation of new knowledge by formulating research questions, by researching, refining or developing concepts, theories, models, techniques, tools, software or operational methods, and by using scientific methods and techniques. The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge.
Responsibilities and autonomy	<ul style="list-style-type: none"> The student/graduate effectively, regularly and systematically analyses their own actions, performance and attitudes and makes the necessary adjustments, seeking opportunities for professional development to adPhDess gaps in knowledge and practice in the identified areas. The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	<ul style="list-style-type: none"> To facilitate the acquisition, by students, of the necessary skills to manage their research in the process of completing their BA thesis.
7.2 Specific objectives	<ul style="list-style-type: none"> To improve students' ability to select scientific sources, identify their technical elements, and apply citation rules in accordance with the requirements of the Romanian Academy.

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
The management of research for the BA thesis.	Lecture. Examples	8
Citation rules of the Romanian Academy.	Explanations and practical exercises.	8
Citation rules of the Romanian Academy.	Explanations and	8

	practical exercises.	
Citation rules of the Romanian Academy.	Explanations and practical exercises.	8
Citation rules of the Romanian Academy.	Explanations and practical exercises.	8
Citation rules of the Romanian Academy.	Explanations and practical exercises.	8
The PowerPoint presentation of the BA thesis.	Explanations and practical exercises.	13
Bibliography Eco, Umberto. How to Write a Bachelor's Thesis. Pontica, 2000. Grawitz, Madeleine. Iluț, Petru. The Qualitative Approach to the Social and Human Sciences. Iași: Polirom, 1998.		

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the epistemic community, professional associations and key employers in the field relevant to the programme

- The practical exercises carried out during this laboratory will enable students to understand the role of rules and discipline in written work and will assist those students who will work with official documents (such as Foreign Affairs officers, Foreign Affairs advisers or advisers to public institutions, columnists, political analysts, commentators, and political advisers). The information and the methods used will provide students with the necessary knowledge and skills to support them in their integration into the relevant labour market.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course			
10.5 Seminar			
10.6 Laboratory			
10.7 Project	Grades 5–6 / 50% accuracy of citations; Grade 7 / 70% accuracy of citations; Grade 8 / 80% accuracy of citations; Grade 9 / 90% accuracy of citations; Grade 10 / 100% accuracy of citations.	Assessment of a chapter of a BA thesis from the perspective of accuracy of citations.	
10.8 Minimum performance standard			
Knowledge of the citation rules accepted by the Romanian Academy.			

Date of completion

Course lecturer:

Seminar lecturer:

**Date of approval by
the Department:**
30.09.2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Comparative Studies on European Regional Development						
2.2 Course coordinator	Associate Professor Istvan Polgar, PhD						
2.3 Seminar/laboratory/project coordinator	Associate Professor Istvan Polgar, PhD						
2.4 Year of study	3	2.5 Semester	06	2.6 Type of assessment	Ex	2.7 Course structure	O

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	4	of which: 3.2 lectures	2	3.3 seminar/laboratory/project	2	
3.4 Total hours in the curriculum	48	of which: 3.5 lecture	24	3.6 seminar/laboratory/project	24	
Time allocation						hours
Study using the textbook, course materials, bibliography and notes						
Further research in the library, on specialist online platforms and in the field						
Preparation of seminars/laboratories, assignments, presentations, portfolios and essays						
Tutorials						
Examinations						2
Other activities.....						
3.7 Total hours of independent study						2
3.9 Total hours per semester						50
3.10 Number of credits						2

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre and interactive whiteboard, UO e-learning platform
5.2. for the seminar/laboratory/project	Lecture theatre and smart boards, UO e-learning platform

6. Specific competences acquired

Professional Professional	C3 Use of analytical methodologies in the field of international relations and European affairs C4 Designing strategies in the field of international relations and European affairs
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Transversal Transversal	
Skills/ ESCO competences	<p>CP2. Develops questionnaires</p> <p>CP3. Engages with stakeholders</p> <p>CP4. Keeps abreast of the political landscape</p> <p>CP5. Conducts market research</p> <p>CP6. Uses communication techniques</p>

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> • The student/graduate recognises, selects and uses research methods and techniques to carry out a study. • The student/graduate recognises, selects and uses statistical methods and practices, such as the collection, organisation, analysis, interpretation and presentation of data. • The student/graduate recognises, analyses and explains systems of government, the methodology for analysing political activity and behaviour, and the theory and practice of influencing people and gaining governance. • The student/graduate recognises, analyses and explains the method, process and study of influencing people, of gaining control over a community or society, as well as the distribution of power within a community and between societies. • The student/graduate recognises, analyses and explains the political activities, plans and intentions of a government for a legislative session regarding specific issues.
Skills	<ul style="list-style-type: none"> • The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge. • The student/graduate applies fundamental ethical principles and legislation in the field of scientific research, including with regard to issues of research integrity. They conduct, review or report on research, avoiding misconduct such as fabrication, falsification and plagiarism. • The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends. • The student/graduate develops and demonstrates in-depth knowledge and a complex understanding of a specific field of research, including responsible research, ethical principles and scientific integrity in research, respect for privacy and GDPR requirements, as they relate to research activities within a specific discipline. • The student/graduate produces research papers or delivers presentations to report on the results of a research and analysis project, indicating the analytical procedures and methods that led to those results, as well as possible interpretations of the results.
Responsibilities and autonomy	<ul style="list-style-type: none"> • The student/graduate handles negative feedback from others and responds openly to criticism, seeking to identify areas for improvement. • The student/graduate identifies, through critical thinking, the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. • The student/graduate makes and defends judgements based on internal evidence and external criteria. They critically assess the credibility and reliability of information before using it or passing it on to others. They develop independent and critical thinking. • The student/graduate works confidently within a group, each member doing their part for the benefit of the whole. • The student/graduate speaks in a structured, deliberate manner and face-to-face with a group of listeners in order to inform or influence them.

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	The course ‘Comparative Studies in European Regional Development’ is aimed at students interested in acquiring evaluation skills to capitalise on opportunities within the European research landscape, and provides a basic theoretical
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	grounding in the field of programme and public policy evaluation
7.2 Specific objectives	To improve knowledge in the field of regional development and European public policies Presentation of financial instruments for regional development

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
1. Introduction to European Regional Development 1.1. What is EU regional development 1.2. Instruments of European Regional Development 1.3. Objectives of European Regional Development	questioning, case studies	2
2. Historical Background to Perspectives on Global Development Dynamics		2
3. A Comparative Review of Three Global Analytical Frameworks		2
4. The Relevant Unit of Analysis 4.1. Study phases A. Types of research B. Commencing the research C. Identifying the needs D. Research E. Management of the research file		4
5. Measurements and Assessment A. Initiative B. Management C. Diagnosis D. Search for a solution E. Establishment of solutions		4
6. Analytical Challenges for Understanding European Regional Development A. Identification of obstacles B. Risk management strategy C. Creation of a site model D. User support E. Joint actions F. Future predictions		5
7. Operation A. Monitoring implementation and evaluation B. Project balance C. Monitoring sustainability		5
Bibliography		
1. Asheim, B., Boschma, R. & Cooke, P. (2008) Constructing regional advantage: Platform policies based on related variety and differentiated knowledge bases. Papers in evolutionary economic geography, Utrecht University.		
2. Bair, J. (2005) Global capitalism and commodity chains, <i>Competition and Change</i> , 9(2), pp. 153–180.		
3. Bair, J. (2009) Global commodity chains: Genealogy and review, in: J. Bair (Ed.) <i>Frontiers of Commodity Chain Research</i> , Chap. 1, pp. 1–33 (Stanford: Stanford University Press)		
4. Edward D. Mansfield; Helen V. Milner - <i>The New Wave of Regionalism</i> , <i>International Organization</i> , Vol. 53, No. 3. (Summer, 1999), pp. 589–627.		

5. Goodland, R., Ledec, G., Neoclassical economics and principles of sustainable development, 1987, Ecological Modelling, 38		
6. Herman E. Daly – Sustainable Development: From Concept and Theory to Operational Principles, Population and Development Review, Vol. 16, 1990		
7. Kitson M, Martin R, Tyler Peter – Regional Competitiveness: An Elusive yet Key Concept? in Regional Studies, Vol. 38.9, pp. 991–999, December 2004		
8. Kortzen, C. David – The Post-Corporate World, ed. Antet 1999		
8.2 Seminar	Teaching methods	No. of Hours / Comments
1. Local and regional development	questioning, case studies, group work (2–4 students); presentation	4
2. Theories and instruments of regional development		4
3. Regions and regional development policies		4
4. Local development strategies		4
5. Evaluation methods		8
Bibliography		
1. Lynam, J.K., Herdt, R.W., Sense and Sustainability: Sustainability as an Objective, International Agricultural Research, 1989		
2. Pearce, D.W., Optimal prices for sustainable development, in Collard, D., Pearce, D., Ulph, A. Economics, Growth and Sustainable Development, St. Martin's Press, New York		
3. Putnam, D. Robert – How Democracy Works?, Poliorom, 2001		
4. Rist, Gilbert – Development as a buzzword, in 'Development in Practice', no. 4–5, 2007		
5. Robert, A., How to Save the World, Barnes and Noble Books, New Jersey, 1980		
6. Rubin, H., Rubin I. – Community Organising and Development, Pearson Education Inc, 2007		
7. Slee, Bill – Endogenous Development: A Concept in Search of a Theory, in Options Méditerranéennes, Vol. A, No. 23, 1993		
8. Weber, Max – The Protestant Ethic and the Spirit of Capitalism, ed. Incitatus, 2003		
9. Wendy Lerner; William Walters – The Political Rationality of "New Regionalism": Toward a Genealogy of the Region, Theory and Society, Vol. 31, No. 3. (Jun., 2002),		
10. www.inforegio.ro		
11. www.nord-vest.ro		
12. www.fonduri-ue.ro		
13. www.ec.europa.eu		

* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Alignment of the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

The course material, and in particular the materials used in the seminar, incorporate knowledge from the field of European public policies on regional development. It presents the basic structure of an evaluation strategy and offers the opportunity to develop short- or long-term strategies for regional and local development.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	Course support materials and bibliography	Written assessment	50%
10.5 Seminar	Practical knowledge	Oral assessment	50%
10.8 Minimum performance standard			

Date of completion

Course lecturer:

Seminar lecturer:

Associate Professor Istvan Polgar, PhD

Assoc. Prof. PhD. Istvan Polgar

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025

COURSE DESCRIPTION

1. Programme details

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Faculty of History, International Relations, Political Science and Communication Sciences
1.3 Department	International Relations and European Studies
1.4 Field of study	International Relations and European Studies
1.5 Level of study	BA studies
1.6 Study programme/Qualification	International Relations and European Studies (in English)

2. Course details

2.1 Course title	Communication and Public Relations in Spanish						
2.2 Course coordinator	Lecturer PhD Mariana BUDA						
2.3 Seminar/laboratory/project coordinator	Lecturer PhD Mariana BUDA						
2.4 Year of study	III	2.5 Semester	06	2.6 Type of assessment	Vp	2.7 Course structure	O

(I) Compulsory; (O) Optional; (F) Elective

3. Estimated total time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 lectures	1	3.3 seminar/laboratory/project	1
3.4 Total hours in the curriculum	24	of which: 3.5 lecture	12	3.6 seminar/laboratory/project	12
Time allocation					hours
Study using the textbook, course materials, bibliography and notes					6
Additional research in the library, on specialist online platforms and in the field					6
Preparation for seminars/laboratories, assignments, presentations, portfolios and essays					6
Tutorials					4
Examinations					4
Other activities.....					
3.7 Total hours of independent study	26				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Skills	-

5. Conditions (where applicable)

5.1. Course delivery	Lecture theatre and interactive whiteboard, UO e-learning platform
5.2. for the seminar/laboratory/project	Lecture theatre and smart boards, UO e-learning platform

6. Specific competences acquired

Professional Professional	
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Transversal Transversal	CT1 Managing information specific to solving complex tasks in context (receiving, transmitting, processing and storing information in relevant documents), including through the advanced use of an international language and the intermediate or advanced use of a second foreign language CT2 Applying techniques for effective work within a multidisciplinary team appropriate to various hierarchical levels
Skills/ ESCO Competencie	CP8. Interacts with government agencies CP9. Develops international relations

6. 2. Expected learning outcomes	
Knowledge	<ul style="list-style-type: none"> The student/graduate recognises, analyses and explains the procedures related to the implementation of government policies at all levels of public administration. The student/graduate describes and analyses concepts, theories and paradigms used in the field of international relations.
Skills	<ul style="list-style-type: none">
Responsibilities and autonomy	<ul style="list-style-type: none">

7. Course objectives (based on the grid of specific competences acquired)

7.1 General objective of the course	The course aims to provide students with theoretical and, above all, practical elements that will enable them to express in Spanish various aspects relating to communication and public relations in Spain, as well as Spanish culture and civilisation, both orally and in writing, and to recognise and apply grammatical variations.
7.2 Specific objectives	<ul style="list-style-type: none"> To acquire knowledge of elements relating to communication and public relations, as well as Spanish culture and civilisation Acquiring specialist vocabulary Expressing basic ideas in Spanish, both orally and in writing Becoming familiar with a foreign language

8. Course content*

8.1 Course	Teaching methods	No. of Hours / Comments
Placing an order by telephone (1)	Interactive course, encouraging student contributions to the topic covered.	2
Placing an order by telephone (2)	Interactive lesson, encouraging students to contribute to the topic under discussion.	2
A business trip (1)	Interactive lesson, encouraging students to contribute to the topic under discussion.	2
A business trip (2)	Interactive course, encouraging student contributions to the topic covered.	2
Job interviews (1)	Interactive course, encouraging student contributions to the topic covered.	2
Job interviews (2)	Interactive course, encouraging student contributions to the topic covered.	2
Job interviews (3)	Interactive course, encouraging student contributions to the topic covered.	2

Bibliography

1. Marisa de Prada, Pilar Marce – The Workplace. Expanded edition, Edelsa, MaPhDid, 2018
2. Raquel Ezquerro, Paz G. Arboleya, Carmen Llanos – Professionals 1. Spanish Course, Clave-ELE, MaPhDid 2006
3. Victor Benitez, Susana Diaz, Carmen Llanos, Manuel Mayor, Mercedes Rubio – Professionals 2. Spanish Course, in Clave-ELE, MaPhDid 2005
4. Aurora Centellas RoPhDigo – Project in... Business Spanish, Editorial Edinumen, MaPhDid, 2001
5. Aurora Centellas RoPhDigo – Project in... Business Spanish. Workbook, Editorial Edinumen, MaPhDid, 2001
6. Gustavo Adolfo Loria Rivel - Spanish. Business Correspondence. Polirom Publishing House, Bucharest, 2007;
7. Olivia Petrescu – Student’s Guide to Career Guidance and Job Placement Techniques, Risoprint Publishing House, Cluj-Napoca, 2004;
8. Amalia Balea, Pilar Ramos – Long Live Spanish Culture, Intermediate Level (B1, B2), audio CD included, EnClave ELE, MaPhDid 2010
9. Maria RoPhDíguez and Amparo RoPhDíguez – Spanish by Skills. Reading in Spanish. Reading Comprehension Exercises, Sociedad General Española de Librería, SA, MaPhDid 2008
10. Amalia Balea, Pilar Ramos – Viva la cultura en España, intermediate level (B1, B2), audio CD included, Ed. EnClave ELE, MaPhDid 2010
11. http://www.cervantes.es/lengua_y_ensenanza/tecnologia_espanol/aulas_multimedia.htm

8.2 Laboratory	Teaching methods	No. of Hours / Comments
Teleworking and dismissal (1)	Simulations, exercises and role-plays through which students will develop their communication skills in various cultural environments, their ability to work in a team and to adapt to different types of situations.	2
Teleworking and dismissal (2)		2
Teleworking and dismissal (3)		2
Working abroad (1)		2
Working abroad (2)		2
Working abroad (3)		2
Project presentations		2

Bibliography

1. Marisa de Prada, Pilar Marce – The Workplace. Expanded Edition, Edelsa, MaPhDid, 2018
2. Raquel Ezquerro, Paz G. Arboleya, Carmen Llanos – Professionals 1. Spanish Course, Clave-ELE, MaPhDid 2006
3. Victor Benitez, Susana Diaz, Carmen Llanos, Manuel Mayor, Mercedes Rubio – Professionals 2. Spanish Course, in Clave-ELE, MaPhDid 2005
4. Aurora Centellas RoPhDigo – Project in... Business Spanish, Editorial Edinumen, MaPhDid, 2001
5. Aurora Centellas RoPhDigo – Project in... Business Spanish. Workbook, Editorial Edinumen, MaPhDid, 2001
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9. María RoPhDíguez and Amparo RoPhDíguez – Spanish by Skills. Reading in Spanish. Reading Comprehension Exercises, Sociedad General Española de Librería, SA, MaPhDid 2008
10. PePhDo Alvarez Olañeta, Trinidad Bonachera Alvarez – Fundamental Thematic Vocabulary of the Spanish Language, Niculescu, Bucharest, 2003;
11. Amalia Balea, Pilar Ramos – Long Live Spanish Culture, intermediate level (B1, B2), audio CD included, Ed. EnClave ELE, MaPhDid 2010
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* The content and the number of hours allocated to each course/seminar/laboratory/project over the 14 weeks of each semester of the academic year will be detailed.

9. Aligning the course content with the expectations of representatives of the academic community, professional associations and key employers in the field relevant to the programme

- By learning to communicate in a foreign language, students will be able to communicate in

- another language and gain access to jobs where knowledge of that language is required.
- Knowledge of the culture and civilisation associated with a language implies a better understanding of the language being learnt and, consequently, better adaptation to the labour market

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weighting in the final mark
10.4 Course	- Correct oral expression in Spanish - Ability to speak on a topic related to communication and public relations in Spanish culture and civilisation, prepared in advance	Completion of a project on a topic related to communication and public relations in Spanish culture and civilisation	50%
10.6 Laboratory	Completion of all vocabulary exercises on the proposed topic	Oral assessment throughout the semester	50%
10.8 Minimum performance standard			
<i>Knowledge required for a grade of 5</i>			
<ul style="list-style-type: none"> - accurate and informed presentation of content in Spanish - completion of two vocabulary exercises on the proposed topic 			

Date of completion

Course lecturer:
PhD candidate Andrei Scridon

Seminar lecturer:
PhD candidate Andrei Scridon

Date of approval by the Department:
30 September 2025

Date of approval by the Faculty Council: 30.09.2025