

COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeş-Bolyai University
1.2 Faculty	Faculty of History and Philosophy
1.3 Department	International Studies and Contemporary History
1.4 Field of study	Security Studies
1.5 Study cycle (BA/MA)	BA
1.6 Study program/Qualification	Security Studies

2. Information about the subject

2.1 Course title	Concepts in the study of social sciences							
2.2 Course tutor								
2.3 Seminar tutor								
2.4 Year of study	1	2.5 Semester	2	2.6 Type of assessment	E	2.7 Course status	Contents	
							Mandatory	DS

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total number of hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					22
Additional research in the library, by accessing scientific databases, or during field work					13
Preparation for seminars/laboratory classes, essays, portfolios and reports					16
Tutoring					12
Assessment (examinations)					6
Other activities					
3.7 Total hours for individual study		69			
3.8 Total hours per semester		125			
3.9 Number of credits		5			

4. Prerequisites (if necessary)

4.1 Curriculum	Not the case
4.2 Skills	Not the case

5. Conditions (if necessary)

5.1. For delivering lectures	• -
5.2. For teaching seminars/laboratory classes	• -

6. Acquired specific competences

Professional competences	<p>C1 Use the fundamentals of international relations theories in the study of European and international processes.</p> <p>C2 Elaboration of European and international projects.</p> <p>C3 Use of analysis methodologies in the field of international relations and European affairs.</p> <p>C6 Providing assistance in the management of relations within the organizations and institutions involved in European and international processes</p>
Transversal competences	<p>CT2 Participation in the realization of a project in the team with the assumption of specific roles.</p> <p>CT3 Identifying the need for vocational training and developing a development plan in this regard, through the efficient use of communication and vocational training sources and resources (internet, databases, online courses, libraries, etc.).</p>

7. Course objectives (derived from the specific competences acquired)

7.1 General objective of course	<ul style="list-style-type: none"> The main objective of the course and seminars is to familiarize students with the principles and concepts of social sciences. The PPT type presentation, interactive communication and group activities will seek to deepen the understanding of the basic aspects of qualitative and quantitative research, used in social research.
7.2 Specific objectives	<ul style="list-style-type: none"> Identifying the need and usefulness of concepts in the social sciences. Promoting team spirit, related to activity strategies. Developing the skills needed to get involved in research projects.

8. Contents

8.1 Lectures	Teaching methods	Remarks
Conceptualization. Terminology	lecture	
Epistemology in the social sciences	lecture	
Ontology in the social sciences	lecture	
Investigation in social science	lecture	
Focus-group	lecture	
Work-shop	lecture	
Interview	lecture	
Questionnaire	lecture	
Survey	lecture	
Comparative Data Analysis	lecture	
Feed-back	lecture	
Speech	lecture	
Analysis	lecture	
Recap	lecture	
<p>Bibliography</p> <p>Chelcea Septimiu, Metodologia cercetarii sociologice: metode calitative si cantitative, Bucuresti, Ed. Economica, 2007.</p> <p>Catherine Dawson, A practical guide to Research Methods, Oxford, How to Books, 2007.</p> <p>James Hartley, Academic writing and publishing. A practical handbook, Routledge, 2008.</p> <p>Earl Babbie, Practica cercetarii sociale, Iasi, Polirom, 2010.</p> <p>Traian Rotariu, Petru Ilut, Ancheta sociologica si sondajul de opinie, Iasi, Polirom, 2006.</p> <p>David Silverman, Interpretarea datelor calitative, Iasi, Polirom, 2004.</p> <p>Alan Bryman, Social research methods, Oxford, OUP, 2004.</p>		

<p>Ronald McQueen si Christina Knussen, Metode de cercetare în stiintele sociale, Iasi, Institutul European, 2006. Robert K. Yin, Studiul de caz. Designul, colectarea si analiza datelor, Iasi, Polirom, 2005. Sorin Dan Sandor, Metode si tehnici de cercetare în stiintele sociale, online, 2011.</p>		
8.2 Seminars	Teaching methods	Remarks
Introductory seminar	Case study, debate	
Epistemology- debates and presentation	Case study, debate	
Ontology- debates and presentation	Case study, debate	
Investigation - cases, examples, practice	Case study, debate	
Focus- group- cases, examples, practice	Case study, debate	
Work-shop- cases, examples, practice	Case study, debate	
Interview- cases, examples, practice	Case study, debate	
Questionnaire- cases, examples, practice	Case study, debate	
Survey- cases, examples, practice	Case study, debate	
Debates- cases, examples, practice	Case study, debate	
Comparative analysis- cases, examples, practice	Case study, debate	
Speech- cases, examples, practice	Case study, debate	
Feed-back- cases, examples, practice	Case study, debate	
Economic policies in the EU (II)	Case study, debate	
Recap		
<p>Bibliography</p> <p>Chelcea Septimiu, Metodologia cercetarii sociologice: metode calitative si cantitative, Bucuresti, Ed.Economica, 2007. Catherine Dawson, A practical guide to Research Methods, Oxford, How to Books, 2007. James Hartley, Academic writing and publishing. A practical handbook, Routledge, 2008. Earl Babbie, Practica cercetarii sociale, Iasi, Polirom, 2010. Traian Rotariu, Petru Ilut, Ancheta sociologica si sondajul de opinie, Iasi, Polirom, 2006. David Silverman, Interpretarea datelor calitative, Iasi, Polirom, 2004. Alan Bryman, Social research methods, Oxford, OUP, 2004. Ronald McQueen si Christina Knussen, Metode de cercetare în stiintele sociale, Iasi, Institutul European, 2006. Robert K. Yin, Studiul de caz. Designul, colectarea si analiza datelor, Iasi, Polirom, 2005. Sorin Dan Sandor, Metode si tehnici de cercetare în stiintele sociale, online, 2011</p>		

9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

- | |
|---|
| <ul style="list-style-type: none"> The discipline was developed in accordance with the works in the field, published in the country and abroad; Some of the topics in the course include relevant issues that are the subject of concern of relevant institutions or international scientific conferences, including debates in international journals. |
|---|

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	<ul style="list-style-type: none"> Acquiring the information related to the course and the compulsory bibliography. 	Written Exam(quiz)	70%

10.5 Seminar	<ul style="list-style-type: none"> debate 	Preparing short essays, participation to debates	30%
10.6 Basic performance standard			
<p>the answers should not contain serious errors</p> <ul style="list-style-type: none"> - minimum activity during the semester (participation in activities within the seminars) + attendance at 70% at the seminars, - description of the problem, without capturing its significance. 			
Organizational details, exceptional situation management:			
<ul style="list-style-type: none"> - 			

Date	Course tutor's signature	Seminar tutor's signature
Date of department endorsement	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp