

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)	MA
1.6 Study program/Qualification	Global Security and Human Rights Policies

2. Information about the subject

2.1 Course title	Global Citizenship and Advocacy/ Cetățenie globală și advocacy							
2.2 Course tutor	Prof. univ. dr. Marcela Sălăgean							
2.3 Seminar tutor	Prof. univ. dr. Marcela Sălăgean							
2.4 Year of study	II	2.5 Semester	3	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	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total number of hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laboratory	14
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					40
Additional research in the library, by accessing scientific databases, or during field work					21
Preparation for seminars/laboratory classes, essays, portfolios and reports					40
Tutoring					4
Assessment (examinations)					3
Other activities					
3.7 Total hours for individual study		108			
3.8 Total hours per semester		150			
3.9 Number of credits		6			

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	<ul style="list-style-type: none"> - Use of analysis and decision methodologies in the field of security; - Use of methodological knowledge in the formulation of solutions for predefined problems in the field of sectoral security.
Transversal competences	<ul style="list-style-type: none"> • Management of information specific to solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), including by using at an advanced level a language of international circulation and at an intermediate or advanced level a second foreign language • Objective self-assessment of the need for professional training in order to insert and adapt to the requirements of the labour market.

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

7.1 General objective of course	<ul style="list-style-type: none"> • Accommodation with the theory, history and practice of European negotiation
7.2 Specific objectives	<ul style="list-style-type: none"> • Discourse analysis • Instruments and methodologies of communication

8. Contents

8.1 Lectures	Teaching methods	Remarks
Citizenship: theories and foundations	Presentation/debate	
Principles of advocacy	Presentation/debate	
Actors	Presentation/debate	
Actors 2	Presentation/debate	
Developing agenda	Presentation/debate	
Pushing agenda's	Presentation/debate	
Decision making process	Presentation/debate	
Political decision	Presentation/debate	
Implementation of agenda	Presentation/debate	
Opinions and public manifestation	Presentation/debate	
International Mediation	Presentation/debate	
Advocating for new topics	Presentation/debate	
Media communication	Presentation/debate	
Bibliography		
<ul style="list-style-type: none"> ➤ De Costa, Peter I. "Constructing the global citizen." <i>Asian Perspectives on English as a Lingua Franca and Identity</i> 26, no. 2 (August 11, 2016): 238–59. http://dx.doi.org/10.1075/japc.26.2.04dec. ➤ Lilley, Kathleen, Michelle Barker, and Neil Harris. "The Global Citizen Conceptualized." <i>Journal of Studies in International Education</i> 21, no. 1 (August 1, 2016): 6–21. http://dx.doi.org/10.1177/1028315316637354. ➤ Booth, Jane. "Becoming a global citizen?" <i>Learning and Teaching</i> 14, no. 1 (March 1, 2021): 60–88. http://dx.doi.org/10.3167/latiss.2021.140104. 		

<p>➤ Blake, Marion E., and Stephen Reysen. "The influence of possible selves on globalcitizenshipidentification." <i>International Journal of Development Education and Global Learning</i> 6, no. 3 (December 1, 2014): 63–78. http://dx.doi.org/10.18546/ijdegl.06.3.05.</p>		
8.2 Seminars	Teaching methods	Remarks
Introductory seminar	debate/analysis	
Communication and cooperation	debate/analysis	
Citizenship: theories and foundations	debate/analysis	
Principles of advocacy	debate/analysis	
Actors	debate/analysis	
Actors 2	debate/analysis	
Developing agenda	debate/analysis	
Pushing agenda's	debate/analysis	
Decision making process	debate/analysis	
Political decision	debate/analysis	
Implementation of agenda	debate/analysis	
Opinions and public manifestation	debate/analysis	
International Mediation	debate/analysis	
Advocating for new topics	debate/analysis	
Media communication	Debate/analysis	
Bibliography		
<p>➤ De Costa, Peter I. "Constructing the global citizen." <i>Asian Perspectives on English as a Lingua Franca and Identity</i> 26, no. 2 (August 11, 2016): 238–59. http://dx.doi.org/10.1075/japc.26.2.04dec.</p> <p>➤ Lilley, Kathleen, Michelle Barker, and Neil Harris. "The Global Citizen Conceptualized." <i>Journal of Studies in International Education</i> 21, no. 1 (August 1, 2016): 6–21. http://dx.doi.org/10.1177/1028315316637354.</p> <p>➤ Booth, Jane. "Becoming a global citizen?" <i>Learning and Teaching</i> 14, no. 1 (March 1, 2021): 60–88. http://dx.doi.org/10.3167/latiss.2021.140104.</p> <p>➤ Blake, Marion E., and Stephen Reysen. "The influence of possible selves on globalcitizenshipidentification." <i>International Journal of Development Education and Global Learning</i> 6, no. 3 (December 1, 2014): 63–78. http://dx.doi.org/10.18546/ijdegl.06.3.05.</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">• Test	Exam	50%
10.5 Seminar	<ul style="list-style-type: none">• Active interventions	debates	50%
10.6 Basic performance standard			
the answers should not contain serious errors - minimum activity during the semester (participation in activities within the seminars) + 70% attendance at seminars, tion of the problem, without capturing its significance.			

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