

## COURSE DESCRIPTION

### Global History, International, Continental, Regional and Local in Contemporary World

Academic year 2025-2026

#### 1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	History and Philosophy
1.3. Doctoral School	History, Culture, Civilization
1.4. Field of study	History
1.5. Level of study	PhD, Level 8 CNC EQF

#### 2. Course-related data

2.1. Course title	<b>Global History, International, Continental, Regional and Local in Contemporary World</b>			Course code	
2.2. Course coordinator	Prof.dr. Virgiliu Țărău				
2.3. Seminar coordinator	Prof.dr. Virgiliu Țărău				
2.4. Year of study		2.5. Semester		2.6. Type of assessment	Exam
2.7. Course status	Optional			2.8. Course type	Specialisation subject

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

3.1. Number of hours per week	3	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	1
3.4. Total of hours in the curriculum	36	of which: 3.5. course	24	3.6. seminar/ laboratory	12
<b>Time allocation for individual study (IS) and self-taught activities (ST)</b>					<b>hours</b>
Learning from textbooks, course materials, bibliography, and notes (IS)					40
Additional research in the library, on subject-specific electronic platforms, and on-site					30
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					20
Tutoring (professional guidance)					10
Examinations					6
Other activities					4
<b>3.7. Total hours of individual study (IS) and self-taught activities (ST)</b>				<b>110</b>	
<b>3.8. Total hours per semester</b>				<b>160</b>	
<b>3.9. Number of credits</b>				<b>8</b>	

#### 4. Prerequisites (where applicable)

4.1. curriculum-related	
4.2. skills-related	Level 7 CNC EQF

#### 5. Specific conditions (where applicable)

5.1. course-related	
5.2. seminar/laboratory-related	

## 6. Subject-specific learning outcomes

<b>Knowledge</b>
1. Knows advanced concepts, theories, and models in the field.
2. Identifies cutting-edge literature in the field....
3. Ability to identify, formulate, and creatively solve research problems.
4. Mastery of new research procedures and solutions.
<b>Skills</b>
1. Applies knowledge to analyze complex problems.
2. Integrates theoretical and practical concepts to develop innovative solutions.
3. Applies innovative methods to solve identified problems.
<b>Responsibility and autonomy</b>
1. Works autonomously in investigating and expanding knowledge.
2. Works autonomously in defining research directions.
3. Assumes responsibility for the quality and impact of solutions.

## 7. Contents

7.1. Course	Teaching and learning methods	Remarks <sup>1</sup>
Contemporary History and Its Varieties	Debate, exemplification, analysis	a. International vs. global history b. Old vs. New political history c. Post-turns and their reception in contemporary society d. From East–West to North–South e. The short century vs. the long century f. Progressive vs. regressive history
The International System and Its Subsystems in the 20th Century	Debate, exemplification, analysis	a. Concert and balance of power b. Collective security c. Bipolarism d. Multipolarism
From Eurocentrism to Globalism	Debate, exemplification, analysis	a. Europe as the formative matrix of the 20th century b. The politico-economic discovery of the world: from mondialization to globalization c. Diffusion of models and institutional-organizational imports d. Technological revolutions and globalization
Geopolitical Concepts and Ideologies in the 20th Century	Lecture	a. The modern state and living space: borders, spaces, and

<sup>1</sup> For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

		<p>destiny</p> <p>b. The Great Powers and political fragmentation in the 20th century</p> <p>c. New “isms” and their relationship to the offensive and defensive policies of states</p> <p>d. Fascism and its varieties</p> <p>e. Communism and its models</p>
The State and Society in the Contemporary World	Lecture	<p>a. The modern political state – subject of international and national law: citizenship, nations, rules, and norms</p> <p>b. The state as mediator in relation to the economy and society – from the minimal state to the maximal state</p> <p>c. Rules of emancipation, norms of aggregation in contemporary societies: advanced/backward states/societies</p> <p>d. Social stratifications in the 20th century – from generations to classes</p>
Wars and Processes of Pacification	Lecture	<p>a. The Great Wars</p> <p>b. The peaces of the century – the abandonment of Congresses in favor of Conferences</p> <p>c. From imperial conflicts to interstate conflicts, and toward intrastate conflicts</p> <p>d. Moments versus processes in the analysis of conflicts and peaces</p>
Economic Structures and the State in the 20th Century – Statist Models	Debate, exemplification, analysis	<p>a. The modern paternalistic state</p> <p>b. The corporatist state</p> <p>c. The fascist state</p> <p>d. The communist state</p>
Economic Structures in the 20th Century – Liberal Models	Debate, exemplification, analysis	<p>a. The minimalist state – the free market model</p> <p>b. The social liberal state – the interwar model</p> <p>c. The neoliberal state – from the interwar experience (theory) to the postwar one (social market economy)</p> <p>d. The post-liberal state – liberalism 3.0</p>
Social Stratifications and Re-stratifications in the Contemporary World	Debate, exemplification, analysis	<p>a. Total ideologies and the recreation of interwar societies</p> <p>b. Postwar restructuring – between generations and social models</p> <p>c. Multiple temporalities of social aggregation in the long</p>

		century
Rural and Urban in the 20th Century	Debate, exemplification, analysis	a. Modernization and urbanization – the contemporary growth model b. Traditionalism and emancipation in the rural world c. Rural space as the territory of ideological revolutions in the 20th century d. From the integrated model to the fragmented one in contemporary urbanism
Coexistences and Cultural Conflicts: Modernity, Tradition, Postmodernity	Debate, exemplification, analysis	a. The emergence of new media and the new interwar cultural wave b. From modern to postmodern – specific expressions of national and international cultures
Culture, Counterculture, and Subcultures in Late Modernity	Debate, exemplification, analysis	a. From major cultures to marginal ones b. From cores/models to imports and diffusion c. Countercultures and subcultures in the 20th century d. History and memory – conflicts and cooperation
<p><b>Bibliography:</b></p> <ol style="list-style-type: none"> <li>1. Antony Best, Jussi M. Hanhimäki, Joseph A. Maiolo and Kirsten E. Schulze, <i>International History of the Twentieth Century and Beyond</i>, ed.3, Routledge, 2015</li> <li>2. Calvocoressi, Peter, <i>Politica mondială după 1945</i>, Editura Allfa, București, 2000.</li> <li>3. Johson, Paul, <i>O istorie a lumii moderne: 1920-2000</i>, Editura Humanitas, București, 2014.</li> <li>4. Kissinger, Henry, <i>Diplomația</i>, Editura BIC All, București, 2003</li> <li>5. <i>Konrad H. Jarausch and Thomas Lindenberger in collaboration with Annelie Ramsbrock, eds, Conflicted Memories: Europeanizing Contemporary Histories</i>, Berghan Books, 2007</li> <li>6. Hew Starchan, <i>The direction of war : contemporary strategy in historical perspective</i>, Cambridge, 2013</li> <li>7. Petra Goede, <i>The politics of peace : a global Cold War history</i>, New York, Oxford University Press, 2019</li> <li>8. Juergensmeyer, Mark, Sassen, Saskia, Steger, Manfred, Faessel, Victo, <i>The Oxford handbook of global studies</i>, Oxford Univ. Press, 2019</li> <li>9. Manfred B. Steger, ed., <i>Globalization: the greatest hits, a global studies reader</i>, Paradigm Publishers, 2010</li> <li>10. Albanese, Matteo, Del Hierro, Pablo, <i>Transnational fascism in the twentieth century : Spain, Italy and the global neofascist network</i>, London , Bloomsbury Academic, 2016</li> </ol>		
<b>7.2. Seminar/ laboratory</b>	<b>Teaching and learning methods</b>	<b>Remarks</b>
Types of Global History		
From the Global Village to the Megalopolis (global city) (2 classes/2 hours)		
Communication Revolution and global interconnections (2 classes/2 hours)		

From Internationalism to Multilateralism and Globalization (2 classes/2 hours)		
Bibliography: <ol style="list-style-type: none"> <li>1. Manuel Perez Garcia, Lucio de Sousa, eds., <i>Global History and New Polycentric Approaches. Europe, Asia and the Americas in a World Network System</i>, Palgrave, 2018</li> <li>2. Stephen J. Macekura, Erez Manela, eds., <i>The Development Century. A Global History</i>, Cambridge University Press, 2018</li> <li>3. Stefanie Ganger, Jurgen Osterhammel, eds., <i>Rethinking Global History</i>, University Press, 2024</li> <li>4. Sebastian Conrad, <i>What is Global History?</i>, Princeton University Press, 2016</li> </ol> Different sources (textual, images, etc) for analyze and interpretation		

## 8. Evaluation

Type of activity	8.1 Evaluation criteria <sup>2</sup>	8.2 Evaluation methods <sup>3</sup>	8.3 Percentage in the final grade
8.4. Course	1. The preparation of a historiographically relevant essay on one of the topics discussed.	Written examination	50%
8.5. Seminar/ laboratory	Participation in classes, interventions, debate, comments	On course Evaluation	50%
8.6 Minimum standard for passing			
Active participation in classes, interventions, debate, comments in seminars Elaboration of a paper (argumentative essay) of high complexity to demonstrate the knowledge of the main concepts, theoretical models of the global history.			

## 9. SDG labels (Sustainable Development Goals)<sup>4</sup>

<sup>2</sup> The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

<sup>3</sup> Both final evaluation methods and ongoing evaluation strategies should be established.

<sup>4</sup> Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."

		Sustainable Development Generic Label						
								
								No label applies
								

Date of entry:  
2.10.2025

Signature of course coordinator

Signature of seminar coordinator

Date of approval in the department:  
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Signature of the head of department

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