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# Institutions and markets. Regional processes of Economic Integration

**Professor:** Joan Pere Plaza i Font

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**Office hours:** By appointment

**Course Type:** Compulsory

**Credits:** 3ECTS

**Term:** 1<sup>st</sup>

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## Course Description

Arguably, the current State of globalization is both the source and the result of an ever-experienced extension of the network of political and economic relations at a global scale. This has necessarily required an increasing number of Actors involved as well as an increasing number of Interconnections among those Actors.

Although many counter-examples could be mentioned, it is still plausible to assert that States still constitute the basic unit to understand global political and economic dynamics today. These States, however, can no longer be conceived as independent monads interacting with each other and simple and quite isolated ways yet. Rather the contrary, the expected and unexpected effects of Globalization have prompted States to interrelate each other differently. The proliferation of International Organizations since the aftermath of WWII is a good example, but not the only one.

In this vein, Regional processes -in all their modes and variants- conform a very relevant case among the ensemble of new inter-State relations that shape the current World order, and with no doubt will have a major impact on the shaping of Globalization itself. Their geographical scope (not surprisingly, only but a very few number of Independent States are not involved in any kind of regionalist process) proves that they came to stay. Their very different approaches on the meaning and purpose of a region illustrate however that their specific overall role is still to be determined.

All in all, this course will approach regionalism from a wide perspective which will include experiences in the Americas, Asia and Africa. Regionalism in Europe, mainly the EU, will serve as the stepstone, materially and theoretically, to build on the other processes. In doing so, this course seeks to present a wide empirical background that may result into an enriching cross-fertilization, and hopefully the avoidance of any potential bias.

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In accordance with the above, this course is organized as follows:

- Unit 1. Introduction
- Unit 2. The European Union
- Unit 3. Regionalism in the Americas
- Unit 4. Regionalism in Asia
- Unit 5. Regionalism in Africa

## Objectives

This course is designed to provide tools for the external diagnosis of the institutional context –political and economic- in which business plans operate. The aim is thus to provide Students with those conceptual and analytical tools to understand the role played by regional integration processes in the dynamics of the globalization and current World order.

More specifically, this course aims at reaching the goals bellow:

- To understand the emergence and role of the different regional integration processes since WWII, and its impact in global trade governance
- To know in-depth the most important processes worldwide (EU, Mercosur, USMCA, ASEAN, AU, ...) in a comparative perspective
- To develop a critical judgement towards regionalism and its impact on Globalization and World Affairs
- To assess to what extent ongoing regional processes, enhance/constrain potential economic operation in specific markets (supranational, national, and subnational).

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## Methodology

Each session will consist of a lecture (90 min ca.) and a seminar-like activity (90min ca.). Far from overlapping, the content of both parts will be designed to complement each other.

Lectures will introduce and contextualize the corresponding different regional integration processes, and develop their most important specificities. A strong emphasis will be put in the comparative perspective, so that the course tends to approach regionalism as a complex phenomenon with many different varieties, rather than as a collection of unique and isolated processes.

The seminar-like activities will include different types of programmed activities: review of the international press, case studies analysis, oral presentations, debates, etc.

Consequently, a series of materials for each Seminar session will be provided in advance. Both compulsory readings and additional material to prepare each session (as well as any further material that could be of interest for Students) will be timely uploaded to the e-campus.

The preparation of discussion topics and readings can be resolved either individually or by informal groupings. Students will be expected to actively participate and steer the discussions and debates.

Shall any Student aim to look deeper in one specific topic, further readings might always be provided to her.

The competences, the learning outcomes, the assessment elements and the quality of the learning process included in this Teaching Plan will not be affected if during the academic trimester the teaching model has to switch either to an hybrid model (combination of face-to-face and on-line sessions) or to a complete on-line model.

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## Evaluation criteria

### Regular Assessment

Students will pass “Markets and Institutions” by successfully completing the requirements listed below. No overall grade under 50 % (i.e, 5,0 points out of 10,0) will pass.

The Assessment of Institutions and Markets is three-folded:

1. A final exam (synthesis)
2. Short essays (continuous assessment)
3. Student’s performance at the seminar sessions (continuous assessment)

The partial requirements for each of those elements will consist on the following criteria:

### Final exam

**It will be 40 % of the final grade.** The format of the final exam will be explained in advance. Potential content will be restricted to the topics considered along the lectures, as well as the content of the seminar sessions. Students need to obtain a **minimum of 4,0 (out of 10,0) in the final exam** to pass the course. This condition applies to both the regular exam and the retake exam. The final course grade of students that do not obtain a minimum of 4 in the exam will be the minimum between 4 and the final grade computed from the different evaluation elements (with the weights set above).

In case of a justified no-show to an exam, the student must inform the corresponding faculty member and the director(s) of the program so that they study the possibility of rescheduling the exam (one possibility being during the “Retake” period). In the meantime, the student will get an “incomplete”, which will be replaced by the actual grade after the final exam is taken. The “incomplete” will not be reflected on the student’s Academic Transcript.

### Short essays

**They will account for 40% of the final grade.** After each seminar session, a general topic related to the corresponding session will be proposed to the Students, who will be asked to write a short essay of **no more than 1500 words**.

Students will deliver **two essays**, and it is completely up to them to choose the topic they prefer to work on. Nonetheless, those three essays will be mandatory distributed as follows:

- One essay before week 5 (i.e. related to topic 1 or 2; i.e. the EU)

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- One essay before week 11 (i.e., related to topics 3, 4 or 5; i.e. other regionalisms)

Alternatively, Students may opt for delivering **an essay related to their own Master's Thesis**. This will be an **individual work**, and will be also handed **before week 11**. This is a completely regular essay in terms of formal requirements and evaluation.

Particular terms, dead-lines and conditions for the submission will be specified in due time after the seminar session, along with the corresponding topic proposals.

**It is completely up on each Student to choose the topic he or she wants to work on.**

### Readings, debates and other activities related to the seminar sessions

**It will be a 20% of the final grade**, and it will be based on the student's performance at planned activities related to the Seminar sessions. The mere (completely passive) attendance to any sessions will not be considered of course.

Students will know in advance the format and content for each Seminar. This will be related with the general on-going debates presented along the Lecture sessions.

### Retake

Students that fail the evaluation of the course will have a retake exam opportunity that will be programmed in accordance with the academic calendar. If a student has to retake the exam, his **maximal grade for the course will be a 5,0 (out of 10,0)**.

### General Issues

Students are required to attend 80% of classes. Failing to do so without justified reason will imply a Zero grade in the participation/attendance evaluation item and may lead to suspension from the program

Students who fail the course during the regular evaluation are allowed ONE re-take of the evaluation, in the conditions specified above. If the course is again failed after the retake, the student will have to register again for the course the following year.

In case of a justified no-show to an exam, the student must inform the corresponding faculty member and the director(s) of the program so that they study the possibility of rescheduling the exam (one possibility being during the "Retake" period). In the meantime, the student will get an "incomplete", which will be replaced by the actual grade after the final exam is taken. The "incomplete" will not be reflected on the student's Academic Transcript.

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Plagiarism is to use another's work and to present it as one's own without acknowledging the sources in the correct way. All essays, reports or projects handed in by a student must be original work completed by the student. By enrolling at any UPF BSM Master of Science and signing the "Honor Code," students acknowledge that they understand the schools' policy on plagiarism and certify that all course assignments will be their own work, except where indicated by correct referencing. Failing to do so may result in automatic expulsion from the program."

## Calendar and Contents

Session	Date	Contents
#1	OCT 1st, Friday	Course delivery and general introduction
#2	OCT 8th, Friday	Regionalism in Europe: the EU
#3	OCT 15th, Friday	Regionalism in Europe: the EU
#4	OCT 22nd, Friday	Regionalism in Europe: the EU
#5	OCT 29th, Friday	Regionalism in the Americas: the Mercosur
#6	NOV 5th, Friday	Regionalism in the Americas: the NAFTA
#7	NOV 12th, Friday	Regionalism in MENA: the GCC
#8	NOV 19th, Friday	Regionalism in Africa: the AU
#9	NOV 26th, Friday	Regionalism in Asia: the ASEAN
#10	DEC 3rd, Friday	Round-Up and concluding remarks
<b>Final exam    Announced in due time</b>		

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## Reading Materials/ Bibliography/Resources

- Cooper, A., C. Hughes, and P.D. Lombaerde (Eds) (2008). *Regionalisation and global governance. The taming of globalisation*. London: Routledge.
- Kühnhardt, L. (2010). *Region-building. The Global Proliferation of Regional Integration*. New York (NY) and Oxford (UK): Berghahn Books.
- Telò, M. (Ed.) (2007) *European Union and the New Regionalism: Regional Actors and Global Governance in post-hegemonic era*. Aldershot (UK): Ashgate.



## Bio of Professor

I am an Associate Professor at ESCI-UPF. Prior to this position, I served as post-doctoral researcher at the *Universidad Carlos III* (Madrid), and conducted my doctoral research project splitting my time between Barcelona and Brussels. Additionally, I have also visited other universities and research centers such the *École Normale Supérieure de Lyon* (France) and the *Centro de Estudios Avanzados de la Universidad Nacional de Córdoba* (Argentina).

My academic interests focus on the institutional framework of the European Integration process and compared regionalism, with a special attention to the EU Trade Policy. I also work on the Methodology in Social Sciences, with very special attention to the application of Chaos Theory to this field. Some of the results of my scientific works have been published in *Springer Verlag* and the *Journal of European Public Policy*.

I am currently coordinating the project *EUKIT- Knowledge and Innovation for the European Trade Challenges* (Jean Monnet Module, Project. Nr. 621100-EPP-1-2020-1-ES-EPPJMO-MODULE).

I am deeply concerned with pedagogical innovation. I am a Scientific Advisor at *Simlearn*, a Belgium-based spin-off that creates innovative on-line story-telling tools to unpack the functioning of the EU's political system.

When asked to, I collaborate with various media outlets. In my spare time, I bake all sorts of bread and grow tomatoes and spinacs in my urban vegetable garden.

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