

# Institutions and markets. Regional processes of Economic Integration

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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 globalisation is both the source and the result of an ever-experienced extension of the network of economic, political and institutional relations on a global scale. This has required an increasing number of Actors involved and an increasing number of Interconnections among them.

Among these actors, and assuming that many counter-examples could be mentioned, it is plausible to assert that nowadays, states still constitute the basic unit for understanding global dynamics. These states, however, can no longer be conceived as independent monads interacting with each other in simple and relatively isolated ways. Rather the contrary, the expected and unexpected effects of Globalization have prompted states to interrelate with 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 to a very relevant case among the ensemble of new inter-State relations that shape the current World order and, without a doubt, will have a significant impact on the shaping of Globalization itself. Their geographical scope (not surprisingly, only a very few independent states are not involved in any regionalist process) proves that they came to stay. Their very different approaches to the meaning and purpose of a region illustrate, however, that their specific overall role, if any, is still to be determined.

This course will approach regionalism from a broad perspective, including 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. This course seeks to present a comprehensive empirical background that may result in an enriching cross-fertilisation and hopefully avoid any potential bias.

By the above, this course is organised as follows:

- Unit 1. Preliminary notions
- Unit 2. The European Union
- Unit 3. Regionalism in the Americas
- Unit 4. Regionalism in Asia
- Unit 5. Regionalism in Africa
- Unit 6. Regionalism in the MENA
- Unit 7. Pending ideas, additional thoughts and necessary round-up

## Objectives

This course is designed to provide tools for the external diagnosis of the institutional context –political and economic- in which business plans operate. Thus, the aim is to provide students with conceptual and analytical tools to understand the role of regional integration processes in the dynamics of globalisation and the current World order.

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

- To know in-depth the most critical processes worldwide (EU, Mercosur, USMCA, ASEAN, AU, ...) from 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).
- To highlight the importance of legal and institutional aspects stemming from regional process as both enablers and constrainters of international business.

## Methodology

The course is organised in seven (7) sessions of 270 minutes each. Each session will combine lectures- and seminar-like work, designed to complement each other.

Lectures will introduce and contextualise the regional integration processes and elaborate on their most important specificities. The course tends to approach regionalism as a complex phenomenon with wide varieties rather than as a collection of unique and isolated processes. Therefore, a strong emphasis will be put on the comparative perspective.

The seminar-like activities will eventually include different programmed tasks: case studies analysis, oral presentations, debates, etc. Regardless of the type of in-class activity, you will be expected to participate actively and steer the discussions and debates.

Materials for each seminar session will be circulated in advance so that you can prepare sessions with no rush. Both compulsory readings and additional materials will be uploaded to the e-campus.

Prepare the discussion of topics and readings individually or by creating informal groupings. Work in the most convenient setting for you.

The competencies, 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 a hybrid model (combination of face-to-face and on-line sessions) or to a complete on-line model. Unfortunately, the Covid-19 pandemic is not over yet.

## Evaluation criteria

### Regular Assessment

You will pass this course on *Markets and Institutions* by completing the below-mentioned requirements. Please keep in mind that in Spanish academic tradition, grades correspond to a 0 to 10 scale (10 being the best grade possible) and that a minimum grade of 5,0 is required to pass.

The assessment is three-folded:

1. A final exam (synthesis)
2. Short essays (continuous assessment)
3. Seminar sessions (continuous assessment)

The partial requirements for each of those elements are considered below:

### 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 during the lectures, as well as the content of the seminar sessions. You must obtain a **minimum of 4,0 (out of 10,0)** to pass the course. This condition applies to both the regular exam and the retake exam.

If, unfortunately, your exam does not obtain the minimum grade of 4,0, the grade of the final exam will also be considered as the course final grade.

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 option being during the “Retake” period). In the meantime, the student will get an “incomplete”, which the actual grade will replace after the final exam is taken. The “incomplete” will not be reflected on the student’s Academic Transcript.

### Essay

**They will account for 40% of the final grade.** After each seminar session, a general topic related to the corresponding session will be proposed. You will be asked to write a short essay of **no more than 2500 words** about any of those general topics.

Thus, the list of potential topics will increase weekly, so you can choose the topic or regional focus you want to explore in more detail. As a suggestion, however, be careful not to leave this exercise for the last weeks of the term. Rush and overload are not good companions for a writing exercise.

Alternatively, you may choose to deliver an essay related to your **MScIB final dissertation**. This will be **individual work** and due on the same date as any other essay. This is an entirely regular essay in terms of formal requirements and evaluation.

In order to improve the final text, your final text will be subject to an optional R&R round. This means that, after submitting, you will receive my feedback and extra time to introduce any potential change or amendment. Moreover, you will be also asked to comment on one of your class fellow's piece.

Neither the resubmission of your text nor the revision of your colleague's is mandatory. However, those tasks may grant you an extra 20% in the final grade of this activity (10% and 10%)

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

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

**It will be 20% of the final grade** based on your involvement and performance at the planned activities related to the seminar sessions. Of course, mere (completely passive) attendance to any sessions will not be considered for grading. The simple biological presence within the classroom does not add any value either for you or for your colleagues (not even for me!). This is a learning community and knowledge results (at least partially) from exchanging ideas and experiences.

You will know in advance the format and content for each seminar, which will be always related to the ongoing debates presented during my lectures.

### Retake

If the unexpected happens, and fail the regular evaluation of this course, you will have a retake exam opportunity. Again, you will need at least a partial minimum grade of 4,0 points (out of 10,0) to pass the course. However, regardless the grade you obtain in this retake exam, and as long as the course is passed, you will obtain a **5,0 (out of 10,0) as a final grade**.

Further details, if necessary, will be published in due time.

### General Issues

The MScIB is a face-to-face programme, and so it is this particular course on *Institutions and Markets*. As a consequence, you are required to attend **80% of sessions**. Failing to do so without justified reason will imply a zero grade in the in-class activities evaluation and may lead to suspension from the program.

If you fail the course during the regular evaluation you will be allowed one retake only review, in the conditions specified above. If the system is again failed after the retake, you will have to register again for the period the following year.

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

Plagiarism is using another’s work and presenting it as one’s own without acknowledging the sources correctly. 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 work, except where indicated by correct referencing. Failing to do so may result in an automatic expulsion from the program.”

## Calendar and Contents

| Session           | Date                         | Contents |
|-------------------|------------------------------|----------|
| #1                | Oct 14th, Friday             | Unit 1   |
| #2                | Oct 21st, Friday             | Unit 2   |
| #3                | Oct 28th, Friday             | Unit 3   |
| #4                | Nov 4th, Friday              | Unit 4   |
| #5                | Nov 11th, Friday             | Unit 5   |
| #6                | Nov 18th, Friday             | Unit 6   |
| #7                | Nov 25th, Friday             | Unit 7   |
| <b>Final exam</b> | <b>Announced in due time</b> |          |

## Reading Materials/ Bibliography/Resources

The e-campus will contain an extended list of materials for each unit. In addition to them, the titles below may help to acquire a 360° perspective on regionalism and globalisation:

- 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 the ost-hegemonic era*. Aldershot (UK): Ashgate.

Are you aiming to look deeper into one specific topic? Or do you need more in-focus literature for your final dissertation project? Please, let me know, and I will try to find the appropriate materials for your interest.

## Learning Outcomes

- Obtain basic knowledge in international economics
- Show knowledge of world economic geography, as well as international institutions and organizations
- Knowing the main features of different cultures and civilizations, in addition to understanding the reason for current problems in the world and what causes and consequences have had or may have in the short or medium term the hottest issues of today
- Relate and analyze historical and current economic, social and political facts with knowledge of international economics and law
- Know the main sources of information and documentation at an international level
- Apply the knowledge acquired and the ability to relate political and economic events and the repercussions that these connectivities have in the globalized world

- Know the main concepts, institutions and rules related to intergovernmental cooperation and regional economic integration.
- Identify the economic, cultural, political, legal, demographic and technological environments that may represent opportunities and threats for the development of business activity at an international level.
- Recognize international economic institutions and assess their influence on economic growth, international trade and financial relations.

## Competencies

### BASIC COMPETENCES

CB7. That students know how to apply the acquired knowledge and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB9. That students know how to communicate their conclusions and their knowledge and reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way.

CB10. That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

### GENERAL COMPETENCES

#### **Instrumental skills**

G1. Search, analysis, evaluation and synthesis of information. Managing the information acquired from its analysis, its assessment and the synthesis of that information.

G3. Communicate orally and in writing in English.

#### **Personal generic competencies**

G4. Leadership and management capacity of multicultural, interdisciplinary, competitive, changing and complex groups.

G6. Put into practice the essential elements to be able to carry out a negotiation.

#### **Systemic generic competencies**

G7. Understand an organization with a global perspective.

G9. Promote respect for multicultural values: equality, solidarity, commitment.

#### **Competencies for applicability**

G10. Make the knowledge and skills acquired effective in an advanced way.

G11. Apply quantitative criteria and qualitative aspects in decision making.

### SPECIFIC COMPETENCES

E4. Analyze, synthesize and interpret the data and master its application in the analysis of the business potential of a country.

E5. Interpret the current and future situation of the international economic, legal, social, and political environment.

E6. Recognize and identify sources of information and international documentation (public and private) on the business potential of a country and a sector of economic activity.

E7. Evaluate and select the pool of countries with potential for the internationalization of the company, identifying the strategic fit of the company with the opportunity that each one represents.

## Bio of Professor

I have been an Associate Professor at ESCI-UPF since September 2017. Before this position, I served as a post-doctoral researcher at the *Universidad Carlos III* (Madrid) and conducted my doctoral research project splitting my time between Barcelona and Brussels. Additionally, I had the opportunity to visit 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* (Argentine).

My academic interests focus on the institutional framework of the European Integration process and compare regionalism with particular attention to the EU Trade Policy. I also work on the Methodology in Social Sciences, with exceptional attention to applying 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 was a Scientific Advisor at *Simlearn*, a Belgium-based spin-off that creates innovative online story-telling tools to unpack the functioning of the EU's political system. Unfortunately, the project is on stand-by now, as we lack time for it.

When asked to, I collaborate with various media outlets. In my spare time, I love baking all sorts of bread and cakes (my preferred one: the *szarlotka*, a traditional Polish apple pie recipe) and growing tomatoes and eggplants in my urban vegetable garden.