

Supranational integration processes

Academic Year: (2024 / 2025)

Review date: 26-04-2024

Department assigned to the subject: Social Sciences Department

Coordinating teacher: SOJKA , ALEKSANDRA ANNA

Type: Electives ECTS Credits : 6.0

Year : Semester :

REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

Not applicable

OBJECTIVES

LEARNING OUTCOMES

- Knowledge regarding the main processes of supranational integration in the different world regions in their successive stages.
- Knowledge regarding the dynamics of economic growth and convergence in the world economy in the long term and their determinants economies, as derived from different theories of economic growth and models of international trade and specialization
- Knowledge to assess the impact of integration processes on the institutional and political development throughout the second half of the twentieth century and the XXI century.
- Knowledge to evaluate and discuss the lines of possible extension and future deepening in the process of supranational integration.

DESCRIPTION OF CONTENTS: PROGRAMME

- Nation, Federation, Confederation. Integration of States.
- The economic logic of political and institutional integration: Free trade area, customs union, common market, economic union.
- Europe and the European Union: The first attempts of integration: the Council of Europe; BENELUX; the birth of the European Communities: ECSC, EEC and EURATOM; Treaties, institutional reforms and successive enlargements.
- Other models of integration: EFTA.
- Integration processes in the American context: LAFTA, LAIA, Mercosur, the Andean Community, NAFTA - USMCA, SICA.
- Integration processes in Africa and Asia (CPTPP, ASEAN, RCEP).

LEARNING ACTIVITIES AND METHODOLOGY

The teaching methodology is based on a combination of introductory explanations by the professor for each topic and the active participation of the student through preparing and presenting papers, individual and group oral presentations and participation in debates based on topics from the presentations. To facilitate these activities, the student will have access to documents consisting of a program and a list of doctrinal, legal and institutional texts that will be analyzed and commented on.

An extensive system of tutoring will be established, aimed at solving issues and problems related to classes and materials and to the orientation for the preparation of essays and oral and written presentations.

ASSESSMENT SYSTEM

% end-of-term-examination:	60
% of continuous assessment (assignments, laboratory, practicals...):	40

The continuous assessment is based on the following criteria:

- Regular class attendance and class participation: 10%
- Written projects and oral presentations: 25%
- Participation in class debates, quality of contributions: 5%
- Written examinations on class content: 60%. There will be at least two tests based on the professor's lectures and reading provided to the students. Passing these exams is obligatory to consider the other parts of the continuous assessment system.

BASIC BIBLIOGRAPHY

- Anssi Paasi, John Harrison, Martin Jones, eds. Handbook on the geographies of regions and territories, Edward Elgar Publishing, 2018
- Börzel, Tanja & Thomas Risse The Oxford Handbook of Comparative Regionalism, 2016, Oxford: Oxford University Press
- Detlef Nolte, Brigitte Weiffen Regionalism under stress: Europe and Latin America in Comparative Perspective., Routledge, 2021

ADDITIONAL BIBLIOGRAPHY

- BRICEÑO RUIZ, José La integración en América Latina y el Caribe. Procesos históricos y realidades comparadas, Uni. de Los Andes, Ed. Litorama, 2011
- W. LIPGENS Documents on the history of European integration, Berlin, Walter de Gruyter, 1991