

SYLLABUS

1. Information about the program

1.1 Higher education institution	Babeş–Bolyai University, Cluj–Napoca
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Political Science
1.4 Field of study	International Development
1.5 Level of study	Graduate
1.6 Study program / Qualification	Master

2. Information about the discipline

2.1 Discipline title		European and Regional Organizations/ Organizatii europene si regionale					
2.2 Course lecturer		Lect. Univ. Dr. Daniel Pop					
2.3 Seminar assistant		Lect. Univ. Dr. Daniel Pop					
2.4 Year of study	1	2.5 Semester	2	2.6. Evaluation type	E	2.7 Discipline type	Compulsory
2.8 Code of the discipline		UME 1266					

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

3.1 Number of hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours in the study plan	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time distribution: face to face 4 hours; individual study 9 hours					Hrs
Studying the manual, course reader, bibliography and notes:					60
Supplementary documentation in the library, on electronic platforms and in the field:					30
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					30
Tutorials					4
Examinations					2
Other activities:					
3.7 Total hours of individual study		126			
3.8 Total hours per semester		182			
3.9 Number of credits		7			

4. Prerequisites (where applicable)

4.1 based on the curriculum	<ul style="list-style-type: none"> Not required
4.2 based on competences	<ul style="list-style-type: none"> Be able to go through the literature

5. Conditions (where applicable)

5.1 for the course	The notion of plagiarism is defined per the Department of Political Science policies (http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/). Plagiarism and attempted fraud in examination is punishable by 1 to this note, and the case is presented to the Dean to take appropriate administrative measures. Final exam fraud is punishable by removal from the exam.
5.2 for the seminar/ laboratory	According to article 29(2) from the Babes-Bolyai University Student's status, seminar attendance is mandatory in a proportion of at least 75%. Failing to comply with the regulation leads to not being accepted to take the final exam in either the regular session of exams or in retakes. In such cases, the subject must be retaken in the next academic year.

	The grade for the seminar cannot be modified during regular exams or retakes. If the criteria for seminar participation are not met, the student will have to re-enrol in the same subject in the next academic year.
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6. Accumulated specific competencies

Professional competencies	<ul style="list-style-type: none"> - The ability to apply fundamental social and political theories in understanding, analysing and evaluating various socio-political organisations and phenomena. - To master the skills required to analyse actual societal situations by applying concepts and fundamental political science principles, theories and methods. Realising individual and team projects on social and political theories in international development. - The competence to adequately use basic concepts in political science. - Acquire the knowledge of the conceptual apparatus specific to political science and international in evaluating the relevance and impact of socio-political theories. - Develop the capacity to effectively employ fundamental political science and international development concepts in describing and explaining the genesis and evolution of events and processes. - The ability to use effective citation standards.
Transversal competencies	<ul style="list-style-type: none"> - Ability to effectively operate in a multidisciplinary and hierarchic environment. - The ability to assimilate, operationalise, synthesise, and communicate complex information in at least one international language. - The ability to use effective citation standards. - Commitment to and demonstrate honest and moral behaviour in an academic setting. - Ability to obtain and critically evaluate information through ICT. - Global citizenship competencies by intercultural understanding, tolerance and respect for diversity. - Reasoned decision-making and reflective thinking.

7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	The course's main objective is to familiarise students with the principal theoretical and empirical perspectives on the different forms of cooperation of states within regional organisations, leading to the formation of practical skills in critical analysis of regional organisations.
7.2 Specific objectives	<p>At the end of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Apply theoretical approaches to understanding regional organisations • Understand how international relations theories came about and connect • Capture the interesting combination between theory and practice within the field of intergovernmental cooperation at the regional level. • Develop students' global citizenship competencies. • Analyse definitions, theories and classifications of regional intergovernmental organisations. • To be familiar with main regional organisations across continents. • To analyse the operational principles and mechanisms of regional organisations, as well as the evolution of regional organisations

8. Contents

8.1 Course	Teaching methods	Observations
1. Introduction: the modern international order – definition of "regions"; definitions and theories of transnational regionalism; classifications of regional organisations; regional approaches versus universal approaches; areas of regional cooperation (political, cultural, educational, economic, etc.).	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
2. European regional organisations I - European Union (EU) – EU structures: European Council; the European Commission; European Parliament; the Court of Justice and the Court of First Instance; the Court of Auditors	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
3. European Regional Organisations II - Council of Europe; Organization for Security and Cooperation in Europe; the Nordic Council; EFTA (Protocol 31);	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.

Central European Initiative; Visegrád Group; The Berlin Process; Open Balkan initiative		
4. European Regional Organisations III - Multilateral development banks – European Investment Bank, European Bank for Development Reconstruction, Black Sea Trade and Development Bank.	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
5. Review week – bringing all concepts and theories together	Review the concepts and theories presented	
6. The former Soviet space - The Commonwealth of Independent States; The Commonwealth of Independent States Free Trade Zone; Collective Security Treaty Organization; Organization for Democracy and Economic Development; Eurasian Economic Union; Baltic Assembly, Community for Democracy and the Rights of Nations.	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
7. African regional organisations - The African Union, the Development Community of South Africa, the Economic Community of West African States, the Intergovernmental Authority for Development, the Arab Maghreb Union, and The Economic Community of the Central African States.	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
8. Asian regional organisations - The Arab League; Gulf Cooperation Council; South Asian Association for Regional Cooperation; The Bay of Bengal Initiative for multisectoral technical and economic cooperation; Association of Southeast Asian Nations; Asia-Pacific Economic Cooperation; Shanghai Cooperation Organization.	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read and discuss the proposals of their peers.
9. Americas Regional Organizations - Organisation of American States; North American Free Trade Agreement; The Community of Latin American and Caribbean States; the Union of South American Nations, the Caribbean Community; Alliance for the Peoples of Our Americas; Central American integration system; Andean Community of Nations	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
10. Review week – bringing all concepts and theories together	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
11. Trans-regional organisations I - Organisation for Economic Co-operation and Development; Organization of oil exporting countries; Arctic Council; The Antarctic Treaty System; The Road and Belt Initiative; Regional development banks. Indian Ocean Regional Cooperation Association.	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
12. Trans-regional Organizations II - Organisation of the Islamic Conference; The British Commonwealth; Francophonie cooperation; The Communities of the Portuguese-speaking Countries.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
13. Other regional organisations - Regional Telecommunications Organizations (APT, ATU, CANTO, CEPT, CITEL, COMTELCA, CTU, LAS, RCC), Regional Organizations of International Commercial Arbitration (IACAC, CAMCA, PCA, ECA, ACICA, SAARCLAWNET, CIETAC, AALCC, GCC, OHADA, REAM)	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.

14. Final review - During this meeting, students will have the chance to ask questions about any topic from the class.	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
<p>Mandatory bibliography</p> <p>Week 1: Tanja A. Börzel (2016) "Theorizing Regionalism: Cooperation, Integration, and Governance", in Tanja A. Börzel and Thomas Risse, <i>The Oxford Handbook of Comparative Regionalism</i> DOI: 10.1093/oxfordhb/9780199682300.013.4</p> <p>Giovanni Barbieri (2019) Regionalism, globalism and complexity: a stimulus towards global IR?, <i>Third World Thematics: A TWQ Journal</i>, 4:6, 424-441, DOI: 10.1080/23802014.2019.1685406</p> <p>Jetschke, Anja et al. (2020) Patterns of (Dis)similarity in the Design of Regional Organizations: The Regional Organizations Similarity Index (ROSI). <i>International Studies Perspectives</i>, doi: 10.1093/isp/ekaa006</p> <p>Week 2-4: Simon Usherwood, John Pinder (2020) <i>Uniunea Europeană: O foarte scurtă introducere</i>, editura Litera</p> <p>Korfker F. (2013). Reflections on private-sector evaluation in the European Bank for Reconstruction and Development: 1991–2010. <i>Evaluation</i>. 2013;19(1): 85-96. doi:10.1177/1356389012472267</p> <p>Week 6: Anastassia V. Obydenkova and Alexander Libman (2019) <i>Authoritarian Regionalism in the World of International Organizations: Global Perspective and the Eurasian Enigma</i>. Oxford University Press DOI:10.1093/oso/9780198839040.001.0001</p> <p>Week 7: Gnanguênon, A. (2020). <i>Mapping African Regional Cooperation: How to Navigate Africa's Institutional Landscape</i>. European Council on Foreign Relations. http://www.jstor.org/stable/resrep27727</p> <p>Week 8: Andrew I. Yeo (2018) Overlapping regionalism in East Asia: determinants and potential effects <i>International Relations of the Asia-Pacific</i>, Volume 18, pp. 161–191 doi: 10.1093/irap/lcw015</p> <p>Week 9: Oral. I. Robinson (2020) <i>Migration, Social Identities and Regionalism within the Caribbean Community</i>, Springer International Publishing;Palgrave Macmillanhttps://doi.org/10.1007/978-3-030-47745-5_1, chapter 1.</p> <p>Week 11: Malik, A., Parks, B., Russell, B., Lin, J., Walsh, K., Solomon, K., Zhang, S., Elston, T., and S. Goodman. (2021). <i>Banking on the Belt and Road: Insights from a new global dataset of 13,427 Chinese development projects</i>. Williamsburg, VA: AidData at William & Mary.</p> <p>Week 12: Gopalakrishnan, B N, S Bharathi and S Chakravarthy (2021), 'UK-Commonwealth Trade After Brexit', International Trade Working Paper 2021/05, Commonwealth Secretariat, London</p> <p>Week 13: Locknie Hsu (2019) The Role of International Organizations in Promoting Effective Dispute Resolution in the 21st Century in Peter Quayle and Xuan Gao (eds.) <i>International Organizations and the Promotion of Effective Dispute Resolution</i> <i>aiib Yearbook of International Law 2019</i> Doi:10.1163/9789004407411_008</p>		

8.2 Seminar/laboratory	Teaching methods	Observations
1. Multilateralism, globalisation of policies, transnational governance, context of regionalisation – cooperation versus integration	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
2. Case studies on state cooperation within regional organisations – Europe (European Union)	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
3. Case studies on state cooperation within regional organisations - Europe	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
4. Case studies on state cooperation within regional organisations - Europe (development banks)	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
5. Student case study presentations on state cooperation within regional organisations - Europe		

6. Case studies on state cooperation within regional organisations – Former Soviet space	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
7. Case studies on state cooperation in regional organisations - Africa	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
8. Case studies on state cooperation in regional organisations - Asia	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
9. Case studies on state cooperation in regional organisations - Americas	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
10. Student Case Study Presentations on State Cooperation in Regional Organizations – Former Soviet Space, Africa, Asia, Americas	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
11. Case studies on state cooperation within regional organisations - Transregional cooperation	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
12. Case studies on state cooperation within regional organisations - Transregional cooperation	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
13. Case studies on state cooperation within regional organisations - Transregional cooperation	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
14. Student case study presentations on state cooperation within regional organisations – Transregional cooperation	Detailing and illustrating the concepts and theories discussed in the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.

Mandatory bibliography

Week 1: Jürgen Rüländ and Astrid Carrapato (2022). Introduction: issues of governance beyond the nation-state. In *Handbook on Global Governance and Regionalism* (pp. 1-19). Edward Elgar Publishing,

Week 2: Simon Usherwood, John Pinder (2020) *European Union: A very brief history*, ch. 3

Week 3: Simon Usherwood, John Pinder (2020), ch. 9

Week 4: Clifton, J., Díaz-Fuentes, D., and Gómez, A. L. (2018) The European Investment Bank: Development, Integration, Investment?. *JCMS: Journal of Common Market Studies*, 56: 733– 750. doi: 10.1111/jcms.12614.

Week 5: Case study presentations

Week 6: Maria J. Debre (2021) The dark side of regionalism: how regional organizations help authoritarian regimes to boost survival, *Democratization*, 28:2, 394-413, DOI: 10.1080/13510347.2020.1823970

Week 7: Schnabel, S. (2018). African Regional Organizations Seen from Below: Theorizing Legitimacy Beyond the European Nation-State. Peace Research Institute Frankfurt. <http://www.jstor.org/stable/resrep19886>

Week 8: Aditi Paul (2020) Regional Cooperation in South Asia: Exploring the Three Pillars of Regionalism and their Relevance, *The Journal of Indian and Asian Studies*, Vol. 1, No. 2 (July 2020)
<https://doi.org/10.1142/S2717541320500084>

Week 9: Case study presentations

Week 10: Malik, A., Parks, B., Russell, B., Lin, J., Walsh, K., Solomon, K., Zhang, S., Elston, T., and S. Goodman. (2021). *Banking on the Belt and Road: Insights from a new global dataset of 13,427 Chinese development projects*. Williamsburg, VA: AidData at William & Mary.

Week 11: Hughes, Kevin A., Peter Convey, and John Turner. "Developing resilience to climate change impacts in Antarctica: An evaluation of Antarctic Treaty System protected area policy." *Environmental Science & Policy* 124 (2021): 12-22.

Week 12-13: Case study handouts

9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program's corresponding field

The course provides an in-depth analysis of the various forms of intergovernmental cooperation at the regional level from various world geographical areas. The concepts acquired in the course will be used for the critical analysis of actual phenomena specific to intergovernmental cooperation covering various fields. Also, the course incorporates the newest paradigmatic guidelines encountered in the specialised field of intergovernmental cooperation at the regional level.

10. Evaluation

Type of Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Final written exam	Exam	50 %
10.5 Seminar	Evaluation of expert knowledge taught in class. Assessment of exposition and clarity of expression in two-term essays	Submission and presentation of two original essays of 2,500 - 3,000 words each	2 x 15 %
	Work in the seminars.	Quality of replies to questions about the topics discussed in seminars. Active presence and informed discussions.	20 %

10.6 Minimum performance standard

The assessment will be based on your performance in the course and the seminar activities. The presentation of two previously agreed case studies will amount to 30% of the final grade, while the quality of answers to questions related to the topics discussed at the seminars will be 10%, and active participation in debates is 10%.

"According to article 29, paragraph 2 of the Regulation defining the status of the UBB student, participation in at least 75% of the seminars is mandatory. Students who do not comply with this provision are not admitted to the exam, including the arrears session. In this case, the discipline must be included in the study contract in the following year. The component of the final grade that reflects the evaluation of the activity at the seminar cannot be changed at the late or advanced exam. Suppose the activity performed by the student in the seminars does not meet the criteria for promotion of the subject. In that case, the student must repeat the subject in the following academic year."

Any academic paper relies on information with proper sources cited according to scientific rules. Using one of the existing bibliographical styles (APA, MLA, Chicago, etc.) is strongly recommended. The Department of Political Sciences recommends using the [APSA](#) style (American Political Science Association). If any other style is preferred, it should be used consistently throughout the paper. Evaluation of the papers will also consider the correct use of the bibliographical style.

Date

Signature of course coordinator

Signature of seminar coordinator

10 September 2023




Date of approval

Signature of the head of department

15 September 2023

Cosmin Nava