

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/ Organizații europene si regionale						
2.2 Course lecturer	Lect. Univ. Dr. Daniel Pop (office hours: Tuesdays 15.00-16.00, upon appointment)						
2.3 Seminar assistant	Dr. Cătălin Pop (office hours Mondays: 15.00-16.00, upon appointment)						
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	3	of which: 3.2 course	1	3.3 seminar/laboratory	2
3.4 Total hours in the study plan	42	of which: 3.5 course	14	3.6 seminar/laboratory	28
Time distribution: Face-to-face 3 hours; individual study 8 hours					Hrs
Studying the manual, course reader, bibliography and notes:					28
Supplementary documentation in the library, on electronic platforms and in the field:					28
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					28
Tutorials					28
Examinations					2
Other activities:					
3.7 Total hours of individual study					84
3.8 Total hours per semester					156
3.9 Number of credits					6

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 the examination are punishable by 1 to this note, and the case is presented to the Dean to take appropriate administrative measures.
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.

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 prominent 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 on the topic of regional government cooperation.	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 and EMPACT.	Exposure to a set of concepts and theories of Europeanisation. 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); Central European Initiative; Visegrád Group; The Berlin Process.	Presentation on the topics of European human rights systems and forms of regional integration. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.

4. European Regional Organisations III: Multilateral development banks (the European Investment Bank, the European Bank for Development Reconstruction, and the Black Sea Trade and Development Bank) and the European Social and Economic Council.	Presentation of European financial cooperation frameworks. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
5. The former Soviet space: the Commonwealth of Independent States, the Commonwealth of Independent States Free Trade Zone, the Collective Security Treaty Organization, the Organization for Democracy and Economic Development, the Eurasian Economic Union, the Baltic Assembly, and the Community for Democracy and the Rights of Nations.	Lecture on Eurasianism theories and principal cooperation frameworks and organisations.	Students are required to read the literature indicated in the syllabus.
6. African regional organisations I - The African Union, the Development Community of South Africa, the Economic Community of West African States.	Lecture on Pan-Africanism theories and principal cooperation frameworks and organisations.	Students are required to read the literature indicated in the syllabus.
7. African regional organisations II - The Intergovernmental Authority for Development, the Arab Maghreb Union, and The Economic Community of the Central African States.	Lecture on principal cooperation frameworks and organisations.	Students are required to read and discuss the proposals of their peers
8. Asian regional organisations I: the Arab League, Gulf Cooperation Council, South Asian Association for Regional Cooperation, The Bay of Bengal Initiative for multisectoral technical and economic cooperation,.	Lecture on theories and principal cooperation frameworks and organisations.	Students are required to read and discuss the proposals of their peers.
9. Asian regional organisations II: the Association of Southeast Asian Nations, Asia-Pacific Economic Cooperation, and Shanghai Cooperation Organization.	Lecture on theories and principal cooperation frameworks and organisations.	Students are required to read and discuss the proposals of their peers.
10. Americas Regional Organizations I - Organisation of American States; North American Free Trade Agreement; The Community of Latin American and Caribbean States	Lecture on theories and principal cooperation frameworks and organisations.	Students are required to read and discuss the proposals of their peers
11. Americas Regional Organizations II - The Union of South American Nations, the Caribbean Community; Alliance for the Peoples of Our Americas; Central American integration system; Andean Community of Nations	Lecture on Bolivarism, the Monroe Doctrine and theories of indigenous self-determination.	Students are required to read the literature indicated in the syllabus.
12. 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.	Lecture on trans-regional cooperation frameworks.	Students are required to read the literature indicated in the syllabus.
13. Trans-regional Organizations II - Organisation of the Islamic Conference; The British Commonwealth; Francophonie cooperation; The Communities of the Portuguese-speaking Countries.	Lecture on trans-regional cooperation frameworks built on commonwealth principles.	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.	Lecture overviewing all themes discussed in class.	Students are required to read the literature indicated in the syllabus.
Mandatory bibliography Week 1:		
<ul style="list-style-type: none"> 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>. 		

- Giovanni Barbieri (2019) Regionalism, globalism and complexity: a stimulus towards global IR?, *Third World Thematics: A TWQ Journal*, 4:6, 424-441, DOI: 10.1080/23802014.2019.1685406
- Jetschke, Anja et al. (2020) Patterns of (Dis)similarity in the Design of Regional Organizations: The Regional Organizations Similarity Index (ROSI). *International Studies Perspectives*, doi: 10.1093/isp/ekaa006

Week 2-4:

- Simon Usherwood, John Pinder (2020) *Uniunea Europeană: O foarte scurtă introducere*, editura Litera
- Korfker F. (2013). Reflections on private-sector evaluation in the European Bank for Reconstruction and Development: 1991–2010. *Evaluation*. 2013;19(1): 85-96.

Week 5: Anastassia V. Obydenkova and Alexander Libman (2019) *Authoritarian Regionalism in the World of International Organizations: Global Perspective and the Eurasian Enigma*. Oxford University Press.

Week 6-7:

- Ofori-Amoah, B. (2024). The Economic Community of Central African States. In *The African Continental Free Trade Area: Prospects, Problems and Challenges* (pp. 93-107). Cham: Springer International Publishing.
- Gnanguênon, A. (2020). *Mapping African Regional Cooperation: How to Navigate Africa's Institutional Landscape*. European Council on Foreign Relations. <http://www.jstor.org/stable/resrep27727>

Week 8-9:

- Andrew I. Yeo (2018) Overlapping regionalism in East Asia: determinants and potential effects *International Relations of the Asia-Pacific*, Volume 18, pp. 161–191 doi: 10.1093/irap/lcw015
- Le, L. T. Q., Ho, D. Q., & Inoguchi, T. (2023). Asia's four regionalisms (Southeast Asia, South Asia, Central Asia and East Asia): a view from multilateral treaties of the United Nations. *Humanities and Social Sciences Communications*, 10(1), 382.

Week 10-11:

- Bianculli, A. C. (2022). Regionalism and regional organisations: exploring the dynamics of institutional formation and change in Latin America. *Journal of International Relations and Development*, 25(2), 556-581.
- Oral. I. Robinson (2020) *Migration, Social Identities and Regionalism within the Caribbean Community*, Springer International Publishing; Palgrave Macmillan https://doi.org/10.1007/978-3-030-47745-5_1, chapter 1.

Week 12-13:

- 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.
- Gopalakrishnan, B N, S Bharathi and S Chakravarthy (2021), 'UK-Commonwealth Trade After Brexit', International Trade Working Paper 2021/05, Commonwealth Secretariat, London

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. Case studies on state cooperation within regional organisations – Former Soviet space	Detailing and illustrating the concepts and theories discussed	Students are required to read the literature

	in the course. Interactive discussion of examples.	indicated in the syllabus.
6. Case studies on state cooperation in regional organisations – Africa I	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 II	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 I	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 – Asia II	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. Case studies on state cooperation in regional organisations – Americas I	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 in regional organisations – Americas II	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 I	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 II	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		

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.
- The Role of International Organizations in Promoting Effective Dispute Resolution in the 21st Century in Peter Quayle and Xuan Gao (eds.) *International Organizations and the Promotion of Effective Dispute Resolution* aiiib Yearbook of International Law 2019 Doi:10.1163/9789004407411_008

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: Soboleva, M. (2025). From the 'Russian idea' to the 'Russian World'. *Studies in East European Thought*, 1-18.

Week 6-7:

- 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>

- 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 8-9:

- 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.
- Sundram, P. (2025). Network governance in ASEAN: Fostering regional cooperation and integration. *Frontiers in Political Science*, 7, 1434595.

Week 10-11:

- Nolte, D., & Weiffen, B. (2025). The resilience of Latin American regionalism: A neofunctionalist perspective. *Politische Vierteljahresschrift*, 66(3), 697-718.
- Domergue, S. (2025). Maritime security in the Caribbean: Causes and impacts of the regionalism of small and micro-states. *Geopolitics*, 30(2), 921-959.

Week 12-13:

- 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.
- 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 14: Student case study presentations

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 different geographical areas worldwide. The concepts acquired in the course will be used to critically analyse actual phenomena specific to intergovernmental cooperation in 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 one original essays of 2,500 - 3,000 words each	30 %
	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-upon academic essays will amount to 30% of the final grade, while active participation in the seminar activities will count for up to 20% of the final grade.

"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.

