

Department	International College of Liberal Arts		
Semester	Spring 2023	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	PSCI/ECON265		
Course Title	Geographical Political Economy		
Prerequisites	ECON100 Microeconomics OR ECON101 Microeconomics OR PSCI220 Comparative Politics		
Course Instructor	RAJAONARISON Haja	Year Available (Grade Level)	2
Subject Area	Political Science	Number of Credits	3
Class Style	Lecture	Class Methods	Face to face

(NOTE 1) Class Methods are subject to change

(NOTE 2) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course"

Course Description	<p>Have you ever wondered how the economic outcomes of regional integration are shaped by the interplay between economic processes, politics, and geography? If so, our interdisciplinary course is the perfect opportunity to explore this fascinating topic in-depth! Using Geographical Political Economy (GPE) and case studies from various regions, we will examine the impact of regional integration on economic activities, including responses to crises like COVID-19 and the influence of globalization. You will also gain insight into how culture and political institutions shape economic outcomes, with a focus on topics such as monetary unions, coordination of policies, and the role of transportation in shaping economies. By the end of this course, you will have the skills and knowledge to analyze regional integration outcomes and understand the challenges and opportunities they present.</p>
Class plan based on course evaluation from previous academic year	<p>Since this is the instructor's first time teaching this class, there are no previous evaluations available.</p>
Course related to the instructor's practical experience (Summary of experience)	<p>NA</p>

Learning Goals	<p>Upon completion of this course, participants will have the ability to:</p> <ol style="list-style-type: none"> <li>1. Analyze the political and economic dynamics of regional integration processes using the Geographical Political Economy (GPE) approach.</li> <li>2. Evaluate how geographical factors influence decision-making and outcomes in a global context.</li> <li>3. Assess the potential benefits and challenges of regional economic integration, including the formation of monetary unions, policy coordination, transportation's role in shaping economies, globalization's impact, and the impact of regional trade agreements.</li> <li>4. Discuss real-world examples of regional integration processes and their impacts on economies and societies from diverse regions, including North America, Europe, Asia, Africa, and Latin America.</li> <li>5. Collaborate effectively with peers to develop and present comparative political analyses, integrating diverse perspectives and ideas into their work.</li> </ol>
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iCLA Diploma Policy	DP1/DP2/DP3/DP4
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## iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Active learning methods utilized in this course include in-class discussion, debate, group work, and group presentation to foster engagement, interaction, collaboration, and critical thinking among participants over diverse topics.
Use of ICT in Class	In this class, we will be analyzing and comparing basic data using free and readily available tools such as JASP, JAMOVI, and Datawrapper, which are compatible with both Windows and Mac operating systems. These tools are specifically designed for non-statisticians and do not require prior statistical knowledge or experience. Students are encouraged to bring their own laptops or tablets to the class, but they should be used solely for the purpose of the course.
Use of ICT outside Class	We shall use several ICT tools including ChatGPT, Datawrapper, JASP, JAMOVI, and Python not just during class, but also outside it to improve critical thinking, creativity, and problem-solving skills. These tools enable effective conversations, visual data representation, and statistical analysis, leading to valuable skills development both inside and outside of the classroom.
Expected study hours outside class	Class Preparation: 2 hours every week (reading time for each material approximately 40-60 min) Group work: preparing presentation, discussions with your groupmate: 6-12 hours/ semester.
Feedback Methods	Written and oral assignments will receive feedback through email correspondence via UNIPA and/or during periodic class reviews. The purpose of conducting class reviews is to adapt our learning process, taking into account the dynamics of the class and the participants' ability to comprehend the course materials. We will use UNIPA for correspondence and class information. Whenever it is needed, the participants can discuss either face-to-face or via any online communication tools such as Zoom. Participants can get the office hours timetable from the administrative office. Outside of office hours, please feel free to consult with the instructor directly via email.

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Systematic Assessment	30%	Systematic assessment: quizzes, cases, discussions and critical thinking.
Group presentation	20%	Group presentations emphasise collaboration, communication, problem-solving, and creative thinking.
Individual	20%	Individual presentations graded on oral clarity, problem-solving, and critical thinking skills.
Final paper	30%	Grading based on assigned case and instructor feedback for presentation.

Required Textbook(s)	No specific textbook, materials for the lecture will be provided by the instructor at zero cost for students
Other Reading Materials/URL	n/a
Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. At iCLA, we believe in fostering a culture of academic integrity and responsibility. Plagiarism is strictly prohibited. Any work submitted must be the student's own original work. The use of AI is permitted, but the student must ensure that the work produced is their own and that any sources used are properly cited. Ethical behavior is expected when using AI, and any unethical behavior, such as using AI to generate work for which credit is taken, will result in disciplinary action. Any instance of plagiarism or unethical behavior will result in a failing grade for the assignment and may result in further disciplinary action.
Other Additional Notes	Individual presentation: 10 minutes to react to reading materials Group presentation: 15 minutes for case studies Presentation format subject to change based on class size As this course deals with comparative methodology, we'll explore data analysis to gain a better understanding. Basic data will be analyzed and compared using tools like JASP, JAMOVI and Python. Although prior knowledge of statistics is recommended, familiarity with these tools is not required.

(NOTE 3) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Explanation of the Syllabus – Guidance Q&A Description: This class will provide an overview of the syllabus and course expectations, as well as answer any questions that students may have about the course.
Class 2	The history and development of regional economic integration in Europe Description: This class will examine the historical context in which regional economic integration began in Europe, as well as its evolution over time. Question: How has regional economic integration in Europe contributed to or challenged national sovereignty?
Class 3	The origins and evolution of NAFTA and its impact on North American trade relations Description: This class will explore the origins of NAFTA, its impact on regional economic integration, and trade relations between Canada, Mexico, and the United States. Question: To what extent has NAFTA been successful in promoting economic growth and development within North America?
Class 4	Regional integration efforts in East Asia (ASEAN, APEC, RCEP) Description: This class will analyze various forms of regional economic cooperation in East Asia, including ASEAN, APEC, and RCEP.
Class 5	The African Union's role in promoting regional economic integration (ACFTA) Description: This class will examine efforts to promote regional economic integration within Africa through organizations such as ACFTA. How can ACFTA address challenges related to infrastructure development and political instability within Africa?
Class 6	Mercosur's impact on Latin American economic cooperation Description: This class will explore efforts to promote economic cooperation among countries in South America through organizations such as Mercosur. Question: In what ways has Mercosur been successful or unsuccessful at promoting greater political stability among member countries?
Class 7	The impact of globalization on regional integration efforts Description :This class will examine how globalization has affected efforts to promote regional economic cooperation around the world. How has globalization influenced power dynamics between developed and developing nations with regards to regional integration?
Class 8	The political economy of free trade agreements and their effects on regional integration Description : In this Class we would discuss Free Trade Agreements with a focus on their Political Economy. We would also look at how they affect Regional Integration Question : How do Free Trade Agreements affect the ability of governments to regulate their economies?

Class 9	<p>Small states' approaches towards Regional Integration- Singapore and Switzerland  Description : In this Class we would take a closer look at two small states- Singapore and Switzerland. We would analyse how they approach Regional Integration despite their size  Question: What lessons can larger countries learn from small states like Singapore and Switzerland regarding their approach towards Regional Integration ?</p>
Class 10	<p>The role of multinational corporations (MNCs) in shaping Regional Integration Efforts  Description : In this Class we would examine Multinational Corporations (MNCs) and their influence on Regional Integration Efforts.  Questions:  What is the role of multinational corporations (MNCs) in regional integration efforts?  How do MNCs affect the economic and political landscape of the regions they operate in?  How do MNCs impact the balance of power between countries in regional integration efforts?</p>
Class 11	<p>Class 11: Regionalism vs. multilateralism in international trade - This class examines the debate between regionalism and multilateralism in international trade, exploring the benefits and drawbacks of each approach.  Question: What are the key differences between regionalism and multilateralism in international trade, and what are the implications of choosing one approach over the other for global economic development?</p>
Class 12	<p>Class 12: Regional financial crisis management (e.g. the Eurozone crisis, Asian financial crisis of 1997) - This class examines how regions have responded to financial crises in the past, focusing on the Eurozone crisis and the Asian financial crisis of 1997.  Question: How have different regions responded to financial crises, and what are the key factors that determine whether these responses are effective in promoting economic recovery?</p>
Class 13	<p>Class 13: Sovereignty and supranational governance in regional integration - This class explores the tension between sovereignty and supranational governance in regional economic integration, examining how different regions have addressed this challenge.  Question: How do regions balance the need for sovereignty with the benefits of supranational governance in promoting deeper economic integration?</p>
Class 14	<p>Ethnic conflict and the challenge of economic integration (e.g. the Former Yugoslavia, Rwanda/Burundi) - This class examines the impact of ethnic conflict on economic integration in different regions, focusing on case studies from the Former Yugoslavia and Rwanda/Burundi.  Question: How do ethnic conflicts affect economic integration in different regions, and what are the key strategies for addressing these challenges?</p>
Class 15	<p>The relationship between democracy and regional integration - This class explores the relationship between democracy and regional economic integration, examining how different regions have balanced these two priorities.  Question: How do different regions balance the need for democratic governance with the benefits of regional economic integration, and what are the implications of different approaches for economic development and political stability</p>
Class 16	<p>The role of institutions in promoting or obstructing regional integration - This class examines the role of institutions in promoting or obstructing regional economic integration, focusing on case studies from different regions.  Question: How do different institutions affect the dynamics of regional economic integration, and what are the key factors that determine whether institutions are effective in promoting deeper integration?</p>

Class 17	Regional responses to climate change – This class explores how regions have responded to the challenges of climate change, focusing on the policies and strategies adopted by different regions. Question: How do different regions address the challenges of climate change, and what are the key factors that determine the effectiveness of regional policies and strategies?
Class 18	Migration and its impact on regional economic integration – This class examines the impact of migration on regional economic integration, exploring how different regions have responded to this challenge. Question: How do different regions address the economic and social impacts of migration, and what are the implications of different approaches for regional economic integration and social cohesion?
Class 19	Class 19: Currency unions and monetary policy coordination – This class explores the benefits and drawbacks of currency unions and monetary policy coordination, focusing on case studies from different regions. Question: What are the key factors that determine the success of currency unions and monetary policy coordination in promoting regional economic integration, and what are the implications of different approaches for economic stability and growth?
Class 20	Cross-border investment flows and regional economic development – This class examines the role of cross-border investment flows in regional economic development, focusing on case studies from different regions. Question: How do cross-border investment flows affect regional economic development, and what are the key strategies for promoting sustainable and inclusive economic growth?
Class 21	Trade liberalisation and its impact on income inequality within regions – This class explores the relationship between trade liberalisation and income inequality within regions, examining how different regions have addressed this challenge. Question: How does trade liberalisation impact income inequality within regions, and what are the key strategies for ensuring that the benefits of trade are distributed equitably?
Class 22	Comparative analysis of successful vs failed attempts at regional integration – This class compares successful and failed attempts at regional economic integration, examining the key factors that contribute to success or failure. Question: What are the key factors that distinguish successful from failed attempts at regional economic integration, and what are the lessons that can be learned from these experiences?
Class 23	The political economy of Brexit – This class examines the political and economic factors behind the Brexit vote and its implications for regional economic integration. Question: What were the key political and economic factors that contributed to the Brexit vote, and what are the implications of Brexit for regional economic integration in Europe?
Class 24	Regional trade blocs and their effects on global trade patterns – This class explores the impact of regional trade blocs on global trade patterns, examining how different regions have influenced the evolution of the global trading system. Question: How do regional trade blocs affect global trade patterns, and what are the key strategies for promoting sustainable and inclusive global economic growth?

Class 25	<p>Comparative analysis of different approaches to regional governance (e.g. the EU vs ASEAN model) – This class compares different approaches to regional economic governance, focusing on case studies from different regions.</p> <p>Question: What are the key similarities and differences between different approaches to regional economic governance, and what are the implications of these differences for regional economic development and stability?</p>
Class 26	<p>The relationship between regional economic integration and national identity – This class examines the relationship between regional economic integration and national identity, exploring how different regions have addressed this challenge.</p> <p>Question: How do different regions balance the benefits of regional economic integration with the importance of national identity, and what are the implications of different approaches for social cohesion and political stability?</p>
Class 27	<p>Regional responses to transnational challenges such as economic crimes – This class explores how regions have responded to transnational challenges such as economic crimes, focusing on case studies from different regions.</p> <p>Question: How do different regions address transnational challenges such as economic crimes, and what are the key strategies for promoting regional economic stability and growth in the face of these challenges?</p>
Class 28	<p>Regional security cooperation – This class examines the role of regional security cooperation in promoting economic integration, exploring how different regions have addressed this challenge.</p> <p>Question: How do different regions balance the need for security cooperation with the benefits of economic integration, and what are the key strategies for promoting regional economic stability and growth in the face of security challenges?</p>
Class 29	<p>The role of technology in facilitating or hindering regional economic cooperation – This class explores the role of technology in promoting or hindering regional economic cooperation, focusing on case studies from different regions.</p> <p>Question: How does technology impact regional economic cooperation, and what are the key strategies for ensuring that technology promotes sustainable and inclusive economic development?</p>
Class 30	<p>The potential for further regional integrations, including potential mergers between existing regions – This class explores the potential for further regional economic integration, examining the opportunities and challenges associated with potential mergers between existing regions.</p> <p>Question: What are the opportunities and challenges associated with further regional economic integration, and what are the key strategies for promoting sustainable and inclusive economic growth in the face of these challenges?</p>