

COURSE OF STUDY: ECONOMICS AND STRATEGIES FOR INTERNATIONAL MARKETS
ACADEMIC YEAR: 2023-2024
COURSE NAME: ECONOMIC HISTORY OF EUROPEAN INTEGRATION

| General information | |
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| Year of the course | II year |
| Academic calendar (starting and ending date) | Second semester |
| Credits (CFU/ETCS): | 6 CFU |
| SSD | Economic History (SECS-P/12) |
| Language | Italian |
| Mode of attendance | Optional. Lessons will take place face-to-face. |

| Professor/ Lecturer | |
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| Name and Surname | Potito Quercia |
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| Telephone | 080/5049226-080/5049227 |
| Department and address | Bari, Department of Economics and Finance, Largo Abbazia S. Scolastica |
| Virtual room | Microsoft Teams |
| Office Hours (and modalities: e.g., by appointment, on line, etc.) | Consult the Potito Quercia website. |

| Work schedule | | | |
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| Hours | | | |
| Total | Lectures | Hands-on (laboratory, workshops, working groups, seminars, field trips) | Out-of-class study hours/ Self-study hours |
| 150 | 42 | | 108 |
| CFU/ETCS | | | |
| 6 | 6 | | |

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| Learning Objectives | The course aims to provide a sufficiently broad picture of the origins of the European Economic Community and of the European Union, with particular regard to the characteristics and evolution of the economic and financial system. It intends to trace the historical and economic context in which the community institutions develop, through an in-depth examination of the facts and events that led to the first forms of cooperation between the countries of the Old Continent. More specifically, the educational objectives of the course aim at acquiring knowledge on economic and financial aspects which have marked the process of European integration (ECSC, EEC, European Monetary System, European Union, sectoral policies, cohesion and convergence). The final objective is to allow the achievement of knowledge, methods of analysis and tools for a conscious vision and interpretation of the organisation, functioning and peculiarities of the European economic and financial system. |
| Course prerequisites | General knowledge of the main themes of European economic history in the contemporary age. |

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| Teaching strategie | In addition to the frontal lessons, seminar activities are planned on in-depth topics with the involvement of the students. |
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| Expected learning outcomes in terms of | At the end of the course, the student will have to demonstrate that he has acquired a good knowledge of the evolution of the historical-economic framework in which the Community and Union institutions have developed. You must be able to understand the evolutionary path of the European economic and financial system, as well as show a satisfactory capacity for critical analysis and synthesis. Finally, you will have to present the topics covered by the course with an appropriate technical language, showing an ability for autonomous re-elaboration and interdisciplinary connections. |
| Knowledge and understanding on: | The student will have the opportunity to learn the economic-financial, political and institutional processes that have characterized European integration. |
| Applying knowledge and understanding on: | To better understand the complexity of the dynamics of the organization and of the economic and financial activities of the European Union, the student will be able to apply what he has learned through research and consultation of documentary sources available on the institutional websites of the European Union. |
| Soft skills | <p><i>Judgment autonomy</i> The student will be able to evaluate the economic and financial dynamics and develop a critical analysis of the factors and variables that have characterized the process of European economic integration.</p> <p><i>Communication skills</i> The student will acquire a lexical and conceptual heritage essential for the presentation of the topics covered by the teaching.</p> <p><i>Ability to learn</i> The student will experience a participatory teaching method focused on group work, and will develop the ability to learn and re-elaborate the contents of the course independently and in an interdisciplinary way.</p> |
| Syllabus | |
| Content knowledge | <p>The teaching contents are divided into two parts. The first aims to reconstruct the origins of the European economic integration process, on the basis of the historical events that marked the European economy in the early twentieth century and, in particular, in the years following the Second World War. Furthermore, it will deal with the formation of the first forms of economic cooperation between European states. The second part, however, will deal with the birth of the EEC and all the subsequent developments that led to the creation of the European Union. The analysis of the economic and financial aspects will cover the period from its origins up to the present day.</p> <p><i>First part</i></p> <ul style="list-style-type: none"> - The main stages of the European economic history of the early twentieth century - The post-war period and the reconstruction of the European economy - Europe in the new international context - The first attempts at European economic integration (1947-1955) <p><i>Second part</i></p> <ul style="list-style-type: none"> - The birth of the European Economic Community (EEC) and the European Political Community (Cpe) - The long path of monetary integration: from the collapse of Bretton Woods to the birth of the European Monetary System (EMS) - The Economic and Monetary Union (EMU) and the European Central Bank (ECB) - Budgetary policy: a more innovative, cohesive and green Europe - Other fields of Community intervention: agricultural, industrial and migration |

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| | policy. |
| Texts and readings | Fauri F., <i>The European Union, an economic history</i> , Bologna, il Mulino, 2017. |
| Notes, additional materials | |
| Repository | Handouts and other in-depth bibliographic material that the teacher will provide to attending students during the course of the lessons. |

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| Assessment | |
| Assessment methods | For students who attend the course, the assessment of knowledge, analysis and synthesis skills, autonomous re-elaboration and interdisciplinary connections of the topics covered, takes place through two ongoing tests, structured with various types of items (multiple choice, correlation, etc.). The two verification tests intend to ascertain the degree of learning achieved by the student and the effectiveness of the teaching action. moreover, they aim to acquire objective evaluation elements which will contribute to the definition of the final mark. Finally, they constitute exemption from one or more parts of the program. |
| Assessment criteria | Failure to pass one or both of the assessment tests does not affect the student's ability to appear at the pre-established session and to face the oral exam, which will cover a part, or the whole of the program, if both tests are insufficient. In the case of passing the ongoing checks, the exam is completed with a discussion on the contents of the course. |
| Final exam and grading criteria | The final evaluation will be the result of the average of the marks obtained in the aforementioned verification tests and of the seminar project carried out by the student during the course. For those who are unable to attend the lessons, the exam only includes the oral exam on the topics indicated in the course programme. The exam, only in the cases provided for by law and regulations, can also take place through the use of digital technologies. In this case, the procedures for conducting the exam and assessing knowledge will be indicated on the teacher's personal page and on the study course portal. On the basis of the above checks, an evaluation expressed out of thirty will be formulated. |
| Further information | |
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