Universidad Rey Juan Carlos

TEACHING GUIDE

LATIN AMERICAN COMMUNITY OF NATIONS AND INTEGRATION PROCESSES IN LATIN AMERICA

GRADO EN RELACIONES INTERNACIONALES (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
Fecha firma: 13/11/2026 18:32 | Hash: 395e945990f5fdc98660735532bf8a1b9.

Publication date: 15-06-2026

Q2803011B UNIVERSIDAD REY JUAN CARLOS
Fecha firma: 13/11/2026 18:32 | Hash: 395e945990f5fdc9866073532bf8a1b9.

I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	3 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

This course examines the main processes of regional integration in Latin America from historical, political, economic and legal perspectives. It introduces students to the concepts of regionalism and integration, the origins of Latin American integration projects, and the role of international law in shaping regional cooperation.
Particular attention is devoted to Bilateral Investment Treaties (BITs), Free Trade Agreements (FTAs), multilateral integration systems, and the principal regional organizations operating in the Americas. The course also explores the evolution of Latin American integration from predominantly economic initiatives towards political and ideological projects.
By the end of the course, students will be able to understand the main characteristics, achievements and limitations of regional integration processes in Latin America and critically assess their role in the contemporary international system.

III.-Learning outcomes

CG03. Students must have the ability to gather and interpret relevant data in order to make value judgements that include an analysis of the relevant political, legal, social, economic, scientific and ethical issues.
CG06. Students must have developed the learning skills required to deal with further study with a high degree of independence.
CE04. Students must be capable of identifying and analysing the new protagonists, relations and institutions of emerging regions.
CE09. Students must be aware of and understand the basic features of the globalisation of social, economic and political activity as well as the functioning of international organisations.
CE10. Students must be capable of identifying the essential features of human geography, the economy and politics and their effects on international relations.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

Q2803011B UNIVERSIDAD REY JUAN CARLOS
Fecha firma: 13/11/2026 18:32 | Hash: 395e945990f5fdc9866073532bf8a1b9.

IV.-Contents

IV.A.-Syllabus

Lesson 1. International Law, Regionalism and Integration Processes
Lesson 2. Latin America and the Origins of Regional Integration
Lesson 3. Bilateral Investment Treaties and Foreign Investment in Latin America
Lesson 4. Free Trade Agreements and Economic Integration in Latin America
Lesson 5. Multilateral Integration Systems in Latin America
Lesson 6. Regional Organizations and Integration Models in Latin America
Lesson 7. Comparative Analysis of Integration Models: From Economic to Ideological Integration

IV.B.-Training activities

Type	Title
Practical sessions	Practical activities based on the analysis of texts, policy documents, case studies and contemporary international issues.
Oral presentations	Oral presentation on a topic related to the course contents, delivered individually or in small groups depending on class size and organisational requirements
Realización de Pruebas	Final written examination covering the contents of the course.

Q2803011B UNIVERSIDAD REY JUAN CARLOS
Fecha firma: 13/11/2026 18:32 | Hash: 395e945990f5fdc9866073532bf8a1b9.

V.-Student workload	
Theoretical sessions	35
Resolution of exercises, problems, case studies, etc.	20
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	5
Academic tutorials	14
Related activities: conferences, seminars, etc.	4
Preparation of theoretical sessions and self-study	60
Preparation of practical tasks, exercises, case studies, projects, etc.	20
Preparation for tests and/or exams	22
Total student workload	180

VI.-Methodology and academic programme

Type	Period	Content
Theoretical sessions	Week 1 to Week 12	Theorical explanations.
Practical sessions	Week 1 to Week 12	Practical exercises
Tests and/or exams	Week 13 to Week 15	Oral presentations

Q2803011B UNIVERSIDAD REY JUAN CARLOS
Fecha firma: 13/11/2026 18:32 | Hash: 395e945990f5fdc9866073532bf8a1b9.

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.
All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.
The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).
Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.
The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Students' performance will be evaluated on the basis of:
•Final written examination (40%)
•Oral examination on a regional integration process (20%)
•Practical activities and simulations (40%)
The oral examination will consist of an oral presentation and discussion of a regional integration process.
All assessment activities are reassessable. Practical activities and simulations will be reassessed through alternative assessment activities designed to evaluate the same learning outcomes.
The grading scheme for the extraordinary evaluation will be based on equivalent assessment activities and the same weighting criteria as the ordinary evaluation.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.
Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Q2803011B UNIVERSIDAD REY JUAN CARLOS
Fecha firma: 13/11/2026 18:32 | Hash: 395e945990f5fdc9866073532bf8a1b9.

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

Q2803011B UNIVERSIDAD REY JUAN CARLOS
Fecha firma: 13/11/2026 18:32 | Hash: 395e945990f5fdc98660735 32bf8a1b9.

VIII.-Teaching resources and materials

Basic bibliography

Díaz Barrado, C. (Dir.). *Cuadernos Iberoamericanos de Integración*. Madrid: Dykinson.
Max Planck Encyclopaedia of International Law. Relevant entries on regional integration, regional organizations and Latin American integration processes.
Pastor Ridruejo, J. A. (2013). *Curso de Derecho Internacional Público y Organizaciones Internacionales* (17th ed.). Madrid: Tecnos.
Sanahuja, J. A. (2007). *Regionalismo e integración en América Latina: balance y perspectivas*.
Williamson, E. (2009). *The Penguin History of Latin America*. London: Penguin Books

Consultation bibliography

Arenal, C. del (2005). *Las Cumbres Iberoamericanas: el largo y difícil camino hacia su institucionalización*.
Castillo, A., & Gil-Barragán, J. M. (2021). El poder normativo de España en la constitución de la comunidad iberoamericana. *methaodos.revista de ciencias sociales, 9*(1), 10-26.
Fraser, N. M., & Garcia, F. (1994). Conflict analysis of the NAFTA negotiations. *Group Decision and Negotiation, 3*(4), 373-391.
Mitrany, D. (1943). *A Working Peace System: An Argument for the Functional Development of International Organization*. London: Royal Institute of International Affairs.
Rittberger, V., Zangl, B., Kruck, A., & Dijkstra, H. (2019). *International Organization* (3rd ed.). London: Palgrave Macmillan.
Sanahuja, J. A. (2018). Crisis de globalización, crisis de hegemonía: un escenario de cambio estructural para América Latina y el Caribe. En *América Latina y el Caribe frente a un Nuevo Orden Mundial* (pp. 37-68).
Williamson, J. (2018). What Washington Means by Policy Reform. En *Modern Political Economy and Latin America* (pp. 18-23). Routledge.
Zusman, P., & Hevilla, M. C. (2014). Panamericanismo y arbitraje en conflictos de límites: la participación de Estados Unidos en la definición de la frontera argentino-chilena en la Puna de Atacama (1899). *Cuadernos de Geografía: Revista Colombiana de Geografía, 23*(2), 95-106.

IX.-Professors

Name and surname	NICOLÁS BARDIO VAQUERO
E-mail address	nicolas.bardio@urjc.es
Department	Derecho Público II
Campus	Madrid - Vicálvaro
Category	Profesor/a Asociado/a
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docentia	0

Q2803011B UNIVERSIDAD REY JUAN CARLOS
Fecha firma: 13/11/2026 18:32 | Hash: 395e945990f5fdc9866073532bf8a1b9.