



COURSE DETAILS

"ADVANCED INTERNATIONAL LAW"

SSD IUS/13

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: I

SEMESTER: I

CFU: 8

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

In order to properly understand topics that will be covered during the course, the study of basic international law is recommended.

LEARNING GOALS

The objective of the course is to provide advanced knowledge of international law. In particular, the course will dwell upon of state sovereignty and, at the same time, the main limits to its exercise.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Expected learning outcomes:

- Making judgements: The student shall demonstrate his/her capacity to develop critical evaluation and personal analysis with reference to the main rules of international law studied during the course. He/she shall be able to read and understand the main customary and conventional rules of international law and to apply autonomous judgements to specific practical or theoretical problems.
- Communication skills: The student shall be able to communicate clearly, exhaustively, and persuasively the legal knowledge acquired during the course concerning the contents and interpretation of international law as well cases and States practice.
- Learning skills: The student shall demonstrate he/she has developed an excellent capacity of understanding international law rules, cases and States practice wherein as well as their impact on international relations. He/she shall be skilled in looking for the sources of international law, the judgements from international courts and tribunals, and the implementation of international law within the internal legal orders.

Knowledge and understanding

The student shall demonstrate a sufficient legal knowledge of the topics dealt with during the course. He/she shall demonstrate a sufficient logical understanding of the same topics. Then he/she shall be able to evaluate critically the rules and regulations studied within the functioning mechanism of international relations.

Applying knowledge and understanding

The knowledge acquired during the course shall permit the student to handle the learned topics. In particular, the student shall demonstrate that he/she, thanks to the reached knowledge, can initiate further studies with a high level of autonomy. He/she shall be able to sustain critical argumentations with reference to the topics studied during the course.

COURSE CONTENT/SYLLABUS

- 1) What is international law
- 2) Who makes international law and its recipients
- 3) Making and changing international rules
- 4) International law and domestic legal system
- 5) Breaking international law and its consequences
- 6) International means of dispute settlement
- 7) Sovereignty
- 8) Territorial sovereignty (Concept of Territory, Means of Acquisition of Territorial Sovereignty, Borders, Internal Waters)
- 9) Sovereignty, Sovereign Rights and Jurisdiction at sea (Territorial Sea, Contiguous Zone, Exclusive Economic Zone, Continental Shelf, High Seas, International Seabed Area, Regime of Straits and Canals, Settlement of Disputes in the Law of the Sea)
- 10) Environmental Law (Evolution, Actors, Sources, Enforcement, Substantive Environmental Law, Ozone layer and environmental changes)
- 11) International Economic Law (International Finance Law, International Trade Law, International Investment Law)
- 12) International Human Rights Law (Evolution, the UN System of Protection of Human Rights, Light and Shadow, the Regional Systems of Protection of Human Rights)
- 13) International Refugee and Migration Law

- 14) International Humanitarian Law (Definition of armed conflicts, Regimes of conflicts: international armed conflicts and internal armed conflicts, Combatants, Prisoners of War, Wounded and Sick, Civilians, Lawful and Unlawful Targets, Means and Methods of combat, Disarmament)
- 15) International Criminal Law (Evolution, Genocide, Crimes against Humanity, War Crimes, Aggression, International Criminal Court)

N.B. Students attending around 80% of the course will not sustain the exam on sections: 1,2,3,4,5,6.

READINGS/BIBLIOGRAPHY

ATTILA M. TANZI, *International Law. A Concise Introduction*, Bonomo Editore, Bologna, 2017: all the book.

MALCOM EVANS, *International Law*, Fifth Edition, Oxford University Press, Oxford, 2018: *only Part VII. The Application of International Law* (21. *The law of the sea*, Malcolm Evans; 22. *International environmental law*, Catherine Redgwell; 23. *International investment law*, Surya Subedi; 24. *International criminal law*, Robert Cryer; 25. *International human rights law*, Nigel Rodley; 26. *International refugee and migration law*, Geoff Gilbert and Anna Magdalena Rüsçh; 27. *The law of armed conflict (international humanitarian law)*, David Turns).

Lecture notes on Sovereignty, International Economic Law and European Regional System of Human Rights Protection supplied by the professor.

TEACHING METHODS

The course will be delivered through face-to-face lectures that nevertheless include a practical approach based on the analysis of case law and practice.

The course will be delivered through face-to-face lectures that nevertheless include a practical approach based on the analysis of case law and practice. The course will be delivered in-person but will still take advantage of the opportunities provided using multimedia tools.

EXAMINATION/EVALUATION CRITERIA

The results to be verified are the full comprehension of the topics dealt with during the course, the full knowledge of the relevant rules of international law, case law and State practice, the reached ability to comment and evaluate rules and practical cases.

a) Exam type:

Exam type	
written and oral	
only written	
only oral	X
project discussion	
other	



COURSE DETAILS

"ARABIC"

L-OR/12

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: TO BE ASSIGNED

PHONE:

EMAIL:

GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The course aims to provide the student with a solid basic knowledge of Modern Standard Arabic (MSA).

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The course aims to harmoniously develop the four language skills: understanding, speaking, reading, and writing, in order to lay the foundations for the continuation of the study of Arabic.

Applying knowledge and understanding

The course aims to provide students with the knowledge and methodological tools necessary for the following activities: reading, writing, understanding and production of simple texts in Arabic. The course will provide the student with the tools to read, listen, understand, and produce, in written and oral form, simple texts as well as express immediate needs in an understandable and clear way.

Making judgment

Students must be able to use the skills acquired during the course, demonstrating a good judgment autonomy. The student must also have acquired the autonomy necessary to evaluate the communication situations in which he is involved and to use his/her skills effectively.

Communication skills

The course aims to develop basic communication skills in the four language skills (understanding, speaking, reading, and writing). At the end of the course, the student will be able to effectively communicate information and ideas in relation to the topics addressed during the course.

COURSE CONTENT/SYLLABUS

1. The Arabic script;
2. Greetings and politeness expressions;
3. Introducing oneself and asking basic questions;
4. Describing activities in the present;
5. School and work;
6. Hobby e leisure;
7. The Arab countries;
8. Describing objects and the environment around us;
9. Describing activities in the past;
10. Grammatical topics: the Arabic script (pronunciation, reading, writing); the noun (feminine, adjectives, pronouns); definiteness and indefiniteness; the case system; number: dual and plural; nominal and verbal sentences; particles e prepositions; annexation (?iḍāfa); numerals; verbs: conjugation, tenses, negation, passive and verbal forms; root and pattern: how to use a dictionary.

READINGS/BIBLIOGRAPHY

TEACHING METHODS

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	
only written	
only oral	
project discussion	
other	

In case of a written exam, questions refer to:	Multiple choice answers	
	Open answers	
	Numerical exercises	

b) Evaluation pattern:



COURSE DETAILS

"CHINESE LANGUAGE"

SSD L-OR/21

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: TO BE ASSIGNED

PHONE:

EMAIL:

GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The course aims at providing students opportunities to acquire basic level of language proficiency, cultural awareness, and critical thinking skills so that they can be global citizens and succeed in various working environments in which graduates will need to take action.

To achieve this goal, course objectives are to master Mandarin pronunciation, starting with the recognition and writing of Pinyin romanization, basic reading and writing skills, including the methods to input characters digitally, and to develop the ability to participate in simple, practical conversations on everyday topics. Moreover, the course will enable students to understand the rich and different cultures of China so that they are more culturally aware and ready to be global citizens.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

At the end of the course, students will be expected to perform in speaking, listening, reading, and writing Chinese at a basic level of proficiency, demonstrating a level of cultural understanding suitable for correct performance of assigned tasks in Chinese.

The course is also a good start toward the HSK Chinese proficiency test level 1, but it refers to the can-do Statements (CDS) for A1 Level according to the European Benchmarking Language Project (EBCL).

The range of CDS is redefined according to the duration of the course (42 hours) as following:

Spoken	Reception	<ul style="list-style-type: none">- Can understand words and simple short expressions on familiar topics (e.g., self-introduction, contact information), which are very slow and carefully articulated, with long pauses for him/her to assimilate meaning.- Can understand instructions addressed carefully and slowly to him/her, e.g., from the teacher.
	Production	<ul style="list-style-type: none">- Can produce simple mainly isolated phrases about one's own and others' personal details (e.g., name, age, gender, birthday, birth/home place, residence place, nationality, status).- Can produce simple mainly isolated phrases about family members and appellation.- Sustained Monologue, describing experience: Can give basic information about him/herself in terms of name, age, date of birth, nationality, what he/she does and where he/she lives.- Addressing Audiences: Can read a very short, rehearsed statement - e.g., to make a self-introduction, introduce a speaker, propose a toast.
	Interaction	<ul style="list-style-type: none">- Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing, and repair.- Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (e.g., family, occupation) with interlocutor's help.- Conversation: Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can make and accept compliments.- Goal-oriented Co-operation: Can understand questions and instructions addressed carefully and slowly to him/her. Can ask people for things and give people things.- Informal Exchange: Can understand questions and instructions addressed carefully and slowly to him/her. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (e.g., personal details, job, zodiac sign). Can ask and answer questions about themselves and other people, where they live, where they are from, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November.- Being Interviewed: Can reply in an interview to simple direct questions spoken very slowly and clearly in direct nonidiomatic speech about personal details.
Graphemic Control	Sinographemic Control	<ul style="list-style-type: none">- Can write down any character by hand after slow visual instruction (stroke by stroke).- Can write Chinese characters with the help of electronic devices.- Can write down his/her gender, nationality, and any date (like one's birthday) by hand.
	Hanyu Pinyin Reading and Writing competence	<ul style="list-style-type: none">- Can read and understand familiar words and sentences when written in Pinyin with tone marks.- Can read out most Pinyin syllables correctly.- Can type characters and sentences with a computer using the <i>pinyin</i> input method.

Written	Reception	<ul style="list-style-type: none"> - Can understand very short, simple texts a single phrase at a time, picking up familiar words and basic phrases and rereading as required. - Can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth). - Sinographic Competence: Can tell whether a given text is written in Modern Chinese or Modern Japanese. - Reading Correspondence: Can understand simple written messages concerning appointments (time and date), e.g., in SMS phone messages, etc. - Reading for Orientation: Can find time related information encountered in public places. - Reading for Information & Argument: Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
	Production	<ul style="list-style-type: none"> - Can write simple isolated phrases and sentences about some personal information (name, age, birthday, nationality, where I am, my family). - Creative Writing: Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, their family and their hobbies.
	Interaction	<ul style="list-style-type: none"> - Can ask for or pass on personal details in written form (e.g., chat online by typing). - Notes, Messages & Forms: Can write numbers and dates, own name, nationality, place of birth/residence, age, date of birth.
Communication Strategies		<ul style="list-style-type: none"> - Turn-taking: Can establish contact with people using simple words and phrases and gestures. - Asking for Clarification: Can indicate that he/she understands or not.

Knowledge and understanding

The course provides students with knowledge and basic methodological tools needed to learn Chinese culture and language. Such tools may also allow the student to acquire a good understanding of some historical, economic, geo-political, and sociocultural aspects of China, in order to understand the Contemporary Chinese issues and master some fundamental tools for reading and interpreting the current international reality, in which China plays an increasingly important role.

Applying knowledge and understanding

The course delivers ability and tools needed to apply knowledge in practice, favoring the ability to use a basic level of Chinese language proficiency in formal and informal contexts to perform in various communicative situations, such as making self-introduction, appointments, and invitations.

COURSE CONTENT/SYLLABUS

In the study program, the relationship between Chinese language, culture, and the sociolinguistically appropriate use of the language is stressed as much as possible through the following arguments:

- A brief introduction to the **Chinese language** (Pinyin, Chinese syllables, homophones, tones, Chinese characters, radicals, strokes order): Chinese lucky and unlucky numbers.
- **Greetings** and presentations: Proxemics when introducing yourself, how to choose a Chinese name, how to type Chinese characters with pinyin input method, Character amnesia.
- **Basic self-introduction** (name and last name, age, nationality, occupation, appearance, contact information):
 - Countries and nationalities (Administrative map of PRC, autonomous regions and SARs, Taiwan, HK, one country two systems, national flag of PRC, Chinese ethnic groups);
 - Occupations and family members (The concept of *mianzi*, business card, 996 working hour system and the “lying flat” movement, China’s family planning policies);
 - People’s appearances and favourites (Live-streaming and internet celebrities);
 - Addresses and contact information (WeChat, Alipay).
- **Birthday and invitations:** The Chinese way of thinking from large to small, traditional Chinese festivals, Chinese Zodiac.
- **Time and appointments:** The concept of *guanxi*, Chinese table manners, Chinese gift-giving etiquette.

The topics for each teaching unit are set out in more detail below.

Topic	Listening and Reading	Speaking and Writing	Grammar and Vocabulary	Pronunciation	Cultural Corner
A brief introduction to the Chinese language	<ul style="list-style-type: none"> - Identifying the four tones - Identifying sentences in Chinese - Introduction to Chinese characters 	<ul style="list-style-type: none"> - Introduction to radicals and use of the dictionary - The basic strokes - The seven rules of stroke order 	<ul style="list-style-type: none"> - Words used for classroom expressions - Numbers 1-10 	<ul style="list-style-type: none"> - Introduction to pinyin and the four tones - Chinese syllables and homophones 	<ul style="list-style-type: none"> - Lucky and unlucky Chinese numbers - Chinese number combinations
Greetings	<ul style="list-style-type: none"> - Identifying people's names and greetings - Identifying surnames and given names - Learning about Chinese names and meanings 	<ul style="list-style-type: none"> - Exchanging greetings - Introducing yourself - Asking people's names - Writing Chinese names - How to type Chinese characters with pinyin input method 	<ul style="list-style-type: none"> - Word order of Chinese sentences (I) - Verbs 叫, 姓, 是 - Questions ending with 呢 - Greeting words - Words used to introduce people 	<ul style="list-style-type: none"> - Initials (consonants): b/p, d/t, g/k; z, c, s; zh, ch, sh, r - Spelling rules 	<ul style="list-style-type: none"> - Character amnesia - Getting a Chinese name - Proxemics when introducing yourself
Countries and nationalities	<ul style="list-style-type: none"> - Identifying someone's nationality - People and their nationalities 	<ul style="list-style-type: none"> - Asking for giving information about nationalities - Describing people, where they live and where they are from 	<ul style="list-style-type: none"> - Yes/no questions ending with 吗 - Questions with interrogative pronoun 哪里/哪 - Negative adverb 不 - Country names, nationalities 	<ul style="list-style-type: none"> - The four tones 	<ul style="list-style-type: none"> - Administrative map of PRC, autonomous regions and SARs, Taiwan, HK, one country two systems - National flag of PRC - Chinese ethnic groups - The concept of Face (<i>mianzi</i> 面子)
Occupations and family members	<ul style="list-style-type: none"> - Identifying someone's occupation - Identifying information about family members - A letter about one's family 	<ul style="list-style-type: none"> - Asking and answering questions about occupation - Asking and answering questions about family members - Describing one's family members and their occupations 	<ul style="list-style-type: none"> - Adverbs 也/都 - Word order of Chinese sentence (II) - Pronouns as modifiers (+的) - Occupations, family members 	<ul style="list-style-type: none"> - The finals: a, e, i 	<ul style="list-style-type: none"> - The 996 working hour system and the "lying flat" movement - Business card - The Chinese family tree - China's family planning policies
People's appearances and favourites	<ul style="list-style-type: none"> - Understanding information about people's appearance - Online profile describing favourite people and animal 	<ul style="list-style-type: none"> - Describing people's appearance - Fill in personal information 	<ul style="list-style-type: none"> - Interrogative pronoun 谁 - Numbers in Chinese - Asking about age using 多大 - Intensifiers 真/很 + adjective - Adjectives to describe people's appearance 	<ul style="list-style-type: none"> - The finals: ao, uei, en - The compound finals: iou, uei, uen (iu, ui, un) 	<ul style="list-style-type: none"> - Internet celebrities and live streaming
Addresses and contact information	<ul style="list-style-type: none"> - Identifying contact numbers - Identifying email addresses - Text messages 	<ul style="list-style-type: none"> - Asking for and giving information about contact numbers and email addresses - Writing telephone numbers and email addresses - Responding to a text message 	<ul style="list-style-type: none"> - Question word 多少 - Telephone numbers - Text message terms - Words for email addresses and contact numbers 	<ul style="list-style-type: none"> - The tone of 不 - The number 一 	<ul style="list-style-type: none"> - Wechat, Alipay
Birthdays and invitations	<ul style="list-style-type: none"> - Identifying days of the week - Identifying months and dates - Daily activities on a weekly planner 	<ul style="list-style-type: none"> - Asking for and saying dates and days - Making invitations - Creating personal calendars 	<ul style="list-style-type: none"> - Months and dates - Sentence without verbs - Making invitations using 请 - Dates, days of the week and months, daily activities 	<ul style="list-style-type: none"> - The initials: j, q, x 	<ul style="list-style-type: none"> - The Chinese way of thinking from large to small - Lunar calendar and Chinese Zodiac - Traditional Chinese festivals

Time and appointments	<ul style="list-style-type: none"> - Identifying time expressions - Schedules and daily activities - Activities on a weekend planner 	<ul style="list-style-type: none"> - Asking for and telling the time - Making appointments - Creating a weekend planner 	<ul style="list-style-type: none"> - Adverbial expression of time - Different ways of telling the time - Expressing future tense with 要 - Words for time, daily activities 	<ul style="list-style-type: none"> - Difference between u and ü 	<ul style="list-style-type: none"> - The concept of <i>Guanxi</i> (关系) - Chinese Table manners - Chinese gift-giving etiquette
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READINGS/BIBLIOGRAPHY

TEACHING METHODS

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	
only written	
only oral	
project discussion	
other	

In case of a written exam, questions refer to:	Multiple choice answers	
	Open answers	
	Numerical exercises	

b) Evaluation pattern:



COURSE DETAILS

"ENGLISH ACTIVITIES"

SSD L-LIN/12

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: CRISTINA PENNAROLA

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: I

SEMESTER: I

CFU: 8

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

English language competence at a B2 level adequately certified

LEARNING GOALS

The course is aimed at developing the students' understanding of concepts/frameworks related to cross-cultural encounters and also their ability to appreciate and use academic discourse conventions in their oral and written academic assignments. Furthermore, the English activities intend to provide the students with the language and discourse analyst tools to explore and interpret multimodal texts in English on social and political issues.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The students will develop their understanding of intercultural issues and their ability to interpret multimodal texts in English on social and political issues. Moreover, they will familiarize themselves with the style and conventions most appropriate to academic essays and presentations.

Applying knowledge and understanding

The students will consider the role played by culture in their own interactions and in mixed speech communities. They will be able to use the conventions of academic discourse and adapt them to their own communicative needs and assumptions. Thanks to the discourse analysis tools students will enhance their academic language skills, intercultural awareness, and sociopolitical insights.

COURSE CONTENT/SYLLABUS

Features and genres of academic discourse - The genre of the essay – corpus-building and concordancers as an aid to academic writing – Argument, claim and evidence – Presentation skills – Essentialism vs. non essentialism – Views of culture and multiculturalism – Intercultural and crosscultural communication – Othering, stereotyping and deconstructing – negotiating skills – arguing one's position – political discourse and persuasion – media discourses and contemporary issues – multimodal analysis

READINGS/BIBLIOGRAPHY

Adrian Holliday, John Kullman, & Martin Hyde, *Intercultural Communication. An advanced resource book for students*, London, Routledge, 2017.

Michael McCarthy, Felicity O' Dell, *Academic Vocabulary in Use*, Cambridge, Cambridge University Press, 2008.

TEACHING METHODS

The teacher will be using an interactive method based on the communicative and task-based approach and aimed at achieving concrete and measurable objectives. The presentation of concepts and tools will be exemplified and verified through targeted activities and exercises, group work and individual work that will making the students the real protagonists of their learning experience. Most of the lessons will be workshops and seminars and will use multimedia materials and resources, many of which are freely accessible on the Internet.

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	X
only written	
only oral	
project discussion	
other	

In case of a written exam, questions refer to:	Multiple choice answers	X
	Open answers	X
	Numerical exercises	

b) Evaluation pattern:

The written test consists of lexico-grammatical exercises and writing exercises and will be assessed on the basis of language accuracy, appropriateness, and style. The outcome of the written test contributes to the final evaluation for about 20%. The oral exam consists of two parts: the first part is a conversation in English on general topics and social issues (which accounts for 20% of the final mark), the second part includes the presentation of an essay written by the students on a topic related to language, education or culture, and an English exposition of the topics on the course program. The exposition accounts for 60% of the overall assessment.



COURSE DETAILS

"ETHICS & GLOBAL ECONOMICS"

SSD 14/A1

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: PIETRO MAFFETTONE

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

LEARNING GOALS

The goal of this course is to analyse the main ethical issues that are specific to the development of an integrated global economy. Topics include but are not necessarily limited to: 1. the distributive implications of trade; 2. the resource curse and the ethics of natural resource sales; 3. the ethics of immigration including the fiscal and economic effects of immigration and whether the state has a right to exclude non-citizens; 4 the impact of tax competition on self-determination and social justice; 5. the impact of free capital mobility on social justice; 6. commodity chains, and labour exploitation. The course tries to introduce students to these topics by explaining the moral trade-offs involved in some of the key practices that participation in a globalized economic system forces us to make. As an illustration, consider the idea of exploitation. Whenever one buys a piece of garment from a popular brand, its sale price will reflect, most of the time, the low cost of labour and awful working conditions in some other country. What is the morally appropriate response to this fact? Should one stop purchasing the garments? Or should one continue to do so in order not to deprive workers in developing countries of their current jobs? Should one switch to fair trade items?

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

By the end of the module students should be able: To develop an advanced knowledge of the moral aspects connected to the evaluation of the current system of global economic governance. To develop an advanced knowledge of the ethical debates connected to the current phase of economic globalization. To understand the most relevant concepts in political philosophy, such as distributive justice, rights, moral and ethical obligations.

Applying knowledge and understanding

The course should allow students: 1) to enhance the technical, and qualitative research skills necessary to pursue research in political science and international relations by retrieving information from different sources; 2) to develop the ability to think critically and creatively and to argue coherently; 3) to enhance the ability to think independently, including problem-solving ability and the ability to discriminate and use judgement; 4) to further the ability to organise data, abstract meaning from information and share knowledge at an advanced level.

COURSE CONTENT/SYLLABUS

Detailed contents

Week 1: introduction – week 2: fair trade and natural resources; week 3: fair trade and distributive justice; week 4: fair trade and exploitation; week 5: financial crises and their human cost; week 6: tax competition and fiscal sovereignty; week 7: distributive effects of economic migrations; week 8: how to write a policy brief; week 9: recap and revisions.

READINGS/BIBLIOGRAPHY

General Approach: there is no single textbook for this course. Students are asked to read one or two academic papers each week in preparation for class discussions. All the readings are provided by the course convenor. Students are also invited to conduct independent research, guided by the course convenor, by exploring several texts belonging to a list of 'recommended readings' that is provided at the beginning of the course.

Key Introductory Texts: David Held and Pietro Maffettone (eds.), 2016, *Global Political Theory*, Polity Press. See especially Editors' Introduction and Chapters 10,11, 12. Dani Rodrik, 2017, *Straight Talk on Trade*, Princeton University Press. Dani Rodrik, 2011, *The Globalization Paradox*, Norton & Company. Aaron James, 2012, *Fairness in Practice: A Social Contract for a Global Economy*, Oxford University Press. Nicole Hassoun, 2012, *Globalization and Global Justice: Shrinking Distance, Expanding Obligations*, Cambridge University Press.

TEACHING METHODS

Students will be taught and learn through self-guided learning, lectures, class discussion, and seminars. Students are taught through 2-hour lectures (each week), followed by 2-hour seminars (each week). Each lecture will introduce the students to the key theoretical approaches or data relevant to the theme of the lecture. The lectures will be tailored to accommodate the differential knowledge and disciplinary skills of different cohorts and to make sure that students approach subsequent seminars

with an appropriate level of knowledge and understanding. The lectures will be followed by seminars during which students are required to examine and discuss the weekly material with their peers. During seminars students are also encouraged to explore the lecture content in greater detail and to identify areas in which they require particular guidance, for example on further reading. The seminars will enable students to develop their abilities to conduct research, to communicate, to present theoretical alternatives and data, and to develop their own argumentation skills. Class discussion encourages background reading, contributing to the students' independent learning. It will further allow students the opportunity to exchange ideas, to explore issues and arguments that interest or concern them in greater depth, and to receive feedback from both the group and the lecturer on their own arguments and understanding.

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral (essay writing)	X
only written	
only oral	
project discussion	
Other	

Students are assessed through the creation of a 3500 words policy brief that forms the main topic of discussion for their oral examination. **Students are asked to create their own policy brief question.** They are then asked to consult the teacher for the question to be formally approved. Once the policy brief question is approved, the students develop their work autonomously but follow a strict set of guidelines discussed in class. The policy brief is submitted one week in advance of the exam date, is marked by the course convenor, and is discussed during an oral examination which allows students to defend their arguments in the brief itself.



COURSE DETAILS

"EU COMMERCIAL LAW"

SSD IUS/04

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: TO BE ASSIGNED

PHONE:

EMAIL:

GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

Through the Course, students should be able:

- i)* to find and work with EU legal material;
- ii)* to apply EU legal material and formulate relevant questions;
- iii)* to present – orally as well as in writing – complicated problems and arguments for objective-oriented solutions;
- iv)* to discuss, in a qualified manner, the nature of EU (Commercial and Company) Law and its interrelationship with (and implementation in) different national legal systems.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The Course aims to provide students with the basic knowledge for an understanding of the discipline of the Civil Code and special legislation – mostly derived from the EU (hard and soft law) sources – also in the light of the main jurisprudential trends.

Applying knowledge and understanding

The study of the legal principles and rules is intended to prepare students for the identification and analysis of the most common issues and problems that companies (and enterprises) face during their lives and transactions.

The frequent illustration of practical cases and the commentary on the criteria for their resolution – used by case law (mainly, the European Court of Justice) in the selection and balancing of applicable (principles and) rules – favours the achievement of an adequate knowledge of the conflicting interests (and relevant agency problems) between the different parties (entrepreneurs, banks, financial institutions, and supervisory authorities; shareholders, management, and stakeholders: creditors, consumers, workers, and suppliers).

COURSE CONTENT/SYLLABUS

The objective of the Course is to provide an in-depth understanding of the nature of EU (Commercial and Company) Law and its interrelationship with (and implementation in) main national legal systems: this implies the study of EU basic principles of law, institutional architecture, and decision-making procedures. Through a comparative (both conceptual and functional) approach, the central theme of the Course is: the application of EU Commercial and Company Law before courts and the interaction between national courts and the ECJ; the implementation of these EU (principles and) rules in several Member States; and the study of the business entities governed by the EU Uniform law.

SYLLABUS

Fundamentals and overview of EU Commercial (and Company) Law; the Method and Role of Comparative Law – The setting-up of Types of Companies and (Primary and Secondary) Right of Establishment; Business entities governed by EU Uniform law – Equity and Loan capital: Capital formation and maintenance – Corporate Governance, Separation between ownership and management, and Principal-Agent (Agency) Problems: Management and Control; General Meeting; Protection of Minorities and Equal Treatment of shareholders – Financing on capital Markets and Takeover regulation; Investor protection: Insider dealing, Disclosure, and market Manipulation – Employee involvement – Groups of companies – Structural changes: Merger and Division – Winding-up and forms of Insolvency.

READINGS/BIBLIOGRAPHY

TEACHING METHODS

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	
only written	
only oral	
project discussion	
other	

In case of a written exam, questions refer to:	Multiple choice answers	
	Open answers	
	Numerical exercises	

b) Evaluation pattern:



COURSE DETAILS

"EUROPEAN CONSTITUTIONAL LAW"

SSD IUS/08

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: BARBARA GUASTAFERRO

PHONE:

EMAIL: BARBARA.GUASTAFERRO@UNINA.IT

GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

It is suggested that students have a basic knowledge of EU and Public Law.

LEARNING GOALS

The course aims at providing students with advanced notions related to European Constitutional Law, including the institutional setting of the EU legal order and the issues related to multilevel protection of fundamental rights and to the constitutional conflicts between the EU and the national legal order.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The student needs to show ability to know and understand problems related to European Constitutional Law; needs to elaborate arguments related to relationships among European and national legal orders, departing from notions he/she has studied in Public and EU Law. The course provides students with knowledge and basic methodological tools needed to analyze the institutional foundations of the EU legal order and the multilevel protection of fundamental rights. Such tools may allow the student to grasp the causal connections driving constitutional conflicts and understand the implications of the EU legal order upon national ones.

Applying knowledge and understanding

The student needs to show ability to infer decision and consequences from available information related to European Constitutional Law and to solve problems related to constitutional conflicts. The course delivers ability and tools needed to apply knowledge in practice, favoring the ability to use methodological tools to understand the national and supranational dimension of institutional affairs, to manipulate public policy implementation, to sketch a policy paper related to EU affairs, and to solve issues related to multilevel protection of fundamental right.

COURSE CONTENT/SYLLABUS

1. History and structure of the EU
2. Constitutional nature of the EU
3. The institutional balance in the EU
4. The division of competences between the EU and the Member States
5. The supremacy principle and the case law of the Court of Justice on constitutional conflicts
6. The Charter of fundamental rights of the EU
7. The interactions between national constitutions and EU law

READINGS/BIBLIOGRAPHY

Robert Schuetze, *European Constitutional Law*, Oxford University Press, 2021

TEACHING METHODS

Teacher/s will use lectures for 60 % of total hours and discussing case-law with students for 40 % of total hours.

EXAMINATION/EVALUATION CRITERIA

Exam type	
written and oral	
only written	
only oral	X
project discussion	
other	



COURSE DETAILS

"EUROPEAN LAW AND INTERNATIONAL ECONOMIC RELATIONS"

SSD IUS/14

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: FABIO FERRARO

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The student will be able to identify, characterise and analyse EU external relations, in a coherent, argumentative and logic manner. Acquisition of critical reasoning through extensive practical case studies and follow up discussion.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The student will be able to demonstrate knowledge and understanding of the external relations of European law and international relations, with particular reference to economic relations.

Applying knowledge and understanding

The student will be able to apply abstract knowledge acquired by lecture and reading to different cases and come to a balanced and argued conclusion

COURSE CONTENT/SYLLABUS

The course aims at providing knowledge about the main concepts, principles and particularities of EU external law.

The following topics are dealt with:

- the key players of EU external action
- EU legal personality
- EU law and international law
- delimitation of European Union/Member State external competence
- negotiation and conclusion of agreements
- agreements concluded by the Member State before and after accession to the European Union
- common commercial policy
- common foreign and security policy
- the withdrawal clause

READINGS/BIBLIOGRAPHY

Recommended textbooks:

Bart Van Vooren and Ramses A. Wessel, EU External Relations Law: Text, Cases and Materials, Cambridge University Press,

2014, Chapters 1, 2, 3, 4, 5, 7, 9 and 11

or

Piet Eeckhout, EU External Relations Law, Oxford, 2011, Chapters 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11

or

Stephan Keukeleire and Tom Delreux, The Foreign Policy of the European Union, Palgrave Macmillan, 2014, Chapters 1, 2, 3, 4, 5,

6, 7, 9, 10 and 11

For students attending the class, a selection of readings, with the help of powerpoint presentations

Students are encouraged to consult the essential sources of EU law, available at <http://eur-lex.europa.eu>

TEACHING METHODS

Classroom lectures

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	X
only written	
only oral	
project discussion	
other	

For students attending the class: oral examination and written comment on the case-sentence

For students not attending the class: oral examination



COURSE DETAILS

"EVOLUTION OF FINANCIAL MARKETS"

SSD SECS P/02

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: MARINA ALBANESE

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EMAIL: ALBANESE@UNINA.IT

GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The student will have the tools of critical analysis necessary for autonomous interpretation and the expression of his own judgment on the most diverse issues examined during the course and will be able to apply the concepts learned to provide adequate solutions to the main issues examined; this capacity will also be accompanied by an adequate and mature critical reflection on the social responsibilities connected to the application of the acquired knowledge.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

The course provides an introduction to the institutions, markets and securities that form the elements of modern financial systems. Key topics include the functioning of money and security markets, foreign exchange markets and international capital movements. Additional topics are the link between financial markets as well as the links between macroeconomic conditions and the evolution of these markets. Specific attention will be dedicated to the measurement and evolution of market risks. Finally, the determinants of international portfolio diversification, foreign investments, and international banking are studied, as well as the conditions that lead central banks and other financial institutions to operate in these markets.

Knowledge and understanding

The course aims to provide students with the knowledge and scientific tools to analyze the main issues relating to financial markets. To this purpose, the main theoretical and empirical models regarding the decisions of international investments, international payment systems, the determination of exchange rates and the functioning of the international monetary system are presented.

Applying knowledge and understanding

The student will understand and will analyze the major issues concerning the decisions of international investments, the system of international payments, the determination of exchange rates, the policy measures adopted by Central Banks to affect global liquidity and the general economy.

COURSE CONTENT/SYLLABUS

An Overview of the Financial System

What is Money

Financial Markets

The Meaning of Interest Rates

The Behavior of Interest Rates

The Risk and Term Structure of Interest Rates

The Stock Market, the Theory of Rational Expectations, and the Efficient Market Hypothesis

Financial Institutions

An Economic Analysis of Financial Structure

Banking and the Management of Financial Institutions

Economic Analysis of Financial Regulation

Banking Industry: Structure and Competition

Financial Crises in Advanced Economies

Financial Crises in Emerging Economies

Central Banking and the Conduct of Monetary Policy

Central Banks

The Money Supply Process

Tools of Monetary Policy

The Conduct of Monetary Policy: Strategy and Tactics

READINGS/BIBLIOGRAPHY

Mishkin, F. S. The Economics of Money, Banking and Financial Markets, Global Edition.
Chapters 1- 17

TEACHING METHODS

Teacher will use: a) lectures for approx..90 % of total hours; b) practical exercises for approx..10 % of total hours or

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	
only written	
only oral	X
project discussion	X
other	



COURSE DETAILS

"GEOGRAPHY OF THE WORLD ECONOMY"

SSD M-GGR/02

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: VITTORIO AMATO

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: I

SEMESTER: I

CFU: 8

LEARNING GOALS

Geography of the World Economy will provide an in-depth and stimulating introduction to the globalization of the world economy. The course offers a consideration of local, regional, national and global economic development over the long historical term. The theory and practice of economic and political geography provide a basis for understanding the interactions within and among developed and developing countries as well as imaging possible solutions to address the increasing environmental and social crisis.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

By the end of the module students should be able to critically evaluate the strategic lines of the main players in the geopolitical and geo-economic scenario, with particular attention to the aspects related to the process of economic globalization and to the emergence of new entities that set up new structures in the contemporary political and economic geography.

Applying knowledge and understanding

The course should allow students to develop: 1) evaluation skills: through the help of case studies and the constant reference to the current international economic and political context, students will be invited to express their personal convictions and points of view based on the background of acquired knowledge. A personal autonomy of judgment will also be pursued through the stimulus to a personal interpretation of the phenomena by encouraging the use of data sources to be processed and interpreted autonomously; 2) communication skills: students will acquire knowledge and methodologies to be able to analyse, solve and describe in a critical way the classical problems of Political and Economic Geography in an international perspective; 3) learning skills: students will have learned the fundamental themes and methodologies of Political and Economic Geography on the international scale and their translation into operational facts both in terms of the interpretation of political and economic reality and in terms of policy translation of acquired knowledge.

COURSE CONTENT/SYLLABUS

Detailed contents:

Political and the economic players - Global patterns and trends - Geographical dynamics of the world economy- Rise and evolution of the core regions - Globalization of economic activities - Spatial reorganization of the core economies - Transformation of the periphery and the dynamics of interdependence – Geography of agriculture – Geography of industry - Geography of services – International trade and finance - Urban and regional change – Sustainable development issues in the global economy.

READINGS/BIBLIOGRAPHY

General Approach: there is no single textbook for this course. Students are asked to study one or more readings each week in preparation for class discussions. All the readings are provided by the course convenor. Students are also invited to conduct independent research, guided by the course convenor, by exploring a list of 'recommended readings' and other sources (including videos) that are provided at the beginning of the course.

Key Introductory Textbook: Chapters from: Frederick P. Stutz, Barney Warf, The World Economy. Geography, Business, Development. The Pearson New International Edition (sixth edition), Pearson Higher Education, 2014
Further teaching material will be made available by the course convenor.

TEACHING METHODS

Students will be taught and learn mostly through lectures and class discussion, but also self-guided learning will be encouraged. Students are taught through 3-hour lectures (twice a week). Each lecture will introduce the students to key themes. Class discussion encourages background reading, contributing to the students' independent learning. It will further allow students the opportunity to exchange ideas, to explore issues and arguments that interest or concern them in greater depth, and to receive feedback from both the group and the lecturer on their own arguments and understanding.

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral (essay writing)	
only written	
only oral	X
project discussion	X
Other	

An oral exam, with a vote expressed in 30ths, ascertains the knowledge, skills and abilities acquired by the students. During the exam the student are asked to answer at least three questions concerning the topics discussed and studied during the course. Students who attend the course must prepare a group work during the semester, the presentation of which will be evaluated and will help to determine the final grade together with the oral exam.



COURSE DETAILS

"GLOBAL ENVIRONMENTAL POLITICS"

SSD AGR/01

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: VALERIA SODANO

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EMAIL: VALERIA.SODANO@UNINA.IT

GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

Some environmental problems have effects which impact large geographic regions and are therefore referred to as global pollution. Global pollution is difficult to control, both because the associated risks are widespread and because international cooperation is needed to achieve effective solutions. Examples of transboundary pollution problems are: ozone depletion, global warming, biodiversity loss, acidic deposition, surface water pollution, marine microplastic pollution.

Global environmental politics is a relatively new field of study, initiated in the 1990s, which extends the previous focus of international relation studies on the role of natural resources in global security to the new emerging global pollution problems. Global environmental politics exhibits a strong interdisciplinary approach, integrating research from a range of fields including geography, economics, history, law, biology, and numerous others.

The goal of the course is to offer an introduction to this new field of study, addressing both its theoretical underpinnings and its practical achievements in the context of some recent international agreement aimed at tackle global pollution. Case studies will be presented, in relation to current fields of negotiation.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Students will be able to describe the main global environmental problems and to understand the different intervention options available to international bodies and states. Students will be able to read the international treaties and fully understand their meaning and their implementation value. They will also be able to understand the different aspects of the negotiation processes, with reference both to practical organizational issues and to diplomacy-related issues.

Knowledge and understanding

Students will be able to identify the fields of application of the addressed subjects and will also be able to express independent judgments on the different policies carried out to tackle global environmental problems.

Applying knowledge and understanding

Students will acquire the necessary skills to communicate with non-governmental associations and the ministerial bodies involved in the negotiation processes of international environmental treaties. Learning skills will be stimulated both theoretically and empirically; students will be asked to exemplify the application of the theoretical concepts through the analysis of case studies.

COURSE CONTENT/SYLLABUS

The environment and international relations

Classification of global environmental problems

Presentation of the main international treaties

Actors in global environmental politics

State –led global environmental governance

The impact and effectiveness of global environmental governance

Global economic governance and the environment

Non-state global environmental governance

The global politics of market mechanisms

Case study: reducing emissions from deforestation and forest degradation, understanding the politics of REDD+ benefit-sharing schemes.

Case study: understanding the role of the EU in the global climate negotiations

READINGS/BIBLIOGRAPHY

Suggested Textbook: Kate O’Neal - The environment and international relations. Second edition, Cambridge University Press, 2017. Readings on topics of in-depth case studies will be provided.

TEACHING METHODS

Teacher will use: a) lectures for approx. 75 % of total hours; b) practical exercises and seminars for approx. 25% of total hours

EXAMINATION/EVALUATION CRITERIA

Exam type: Written with multiple choice answers and presentation of a case study

Evaluation pattern: Written exam will contribute for 50% of evaluation



COURSE DETAILS

"GLOBAL HISTORY OF THE CONTEMPORARY AGE"

SSD M-STO/04

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: TEODORO TAGLIAFERRI

PHONE: 081-2534079/3406877057

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: I

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The Course aims at leading the student to acquire an intimate understanding of the specific approach to the making of the global society – focused on cross-cultural and transregional interactions – which is being practised by the schools of international historiography of the contemporary age grouped under the paradigm of the *New World History*, through the examination of a particularly relevant study case.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

At the end of the course the student will possess:

- 1) an in-depth knowledge of a particularly relevant period or theme in the history of globalization;
- 2) a preliminary notion of the heuristic procedures, treatment of sources, use of analytical categories, organization of the research and modalities of exposition, circulation and evaluation of its results within the scientific community, which characterize the pursuing of original knowledge in the disciplinary field of the Global History of the Contemporary Age.

Knowledge and understanding

At the end of the course the student will possess an in-depth knowledge 1) of the first phase, located between the XVIII and the XIX centuries of the process of transition to global modernity; 2) of the debate on the role and place of Russia in global history. The student will be able, at the same time, to understand from within the methods and procedures which connote the achievement of original results in the specialized research field of the Global History of the Contemporary Age.

Applying knowledge and understanding

The student will be able to interpret and employ the primary sources and the secondary literature according to the specific problem-orientation of the Global History of the Contemporary Age.

The student will develop the attitude to employ the knowledge and the methods learned through the Course in order both to elaborate an autonomous reconstruction of the topics listed in the programme (below) and to express a critical evaluation of the multiple interpretations proposed or discussed by the teacher about them.

The student will acquire the ability to expound complex transformative processes and single constellations of problems relevant to the Global History of the Contemporary Age in the technical language and according to the kind of logical and empirical argumentation which connote this discipline. He will enrich his communicative repertoire by becoming acquainted with the essential terminology peculiar to the global historians.

The student will have laid the foundations both to independently expand his knowledge and skills in the field of Global History of the Contemporary Age according to different study paths and employment opportunities, particularly in the historical sciences, and to continue in the subsequent stages of the formative and professionalizing process of the global historian.

COURSE CONTENT/SYLLABUS

The Crisis of the Eurasian Equilibrium, the Transition to Global Modernity and the Debate on the Place and Role of Russia in Global History

- 1) A common past: themes and methodological presuppositions of the *New World History*;
- 2) The persistence of the Eurasian equilibrium in the Early Modern Age;
- 3) Old regimes and “archaic globalization”;
- 4) Passages from the old regimes to modernity;
- 5) The Eurasian revolution, I: the geopolitical dimension;
- 6) The Eurasian revolution, II: the cultural dimension;

- 7) A world crisis? The age of revolutions in a global perspective;
- 8) The Expansion of Europe in the Perspective of the New Global History;
- 9) Russia in Modern and Contemporary Global History.

READINGS/BIBLIOGRAPHY

A) Teodoro Tagliaferri, *The New Global Past: An Introduction to the Global History of the Contemporary Age*, forthcoming (a typewritten version will be downloadable on request from the teacher's website);

B)

– A.J. Toynbee, *Civilization on Trial*, Oxford University Press, 1948, pp. 164-183.

(<https://archive.org/details/in.ernet.dli.2015.185313/mode/2up>)

– A.J. Toynbee, *The World and the West*, Oxford University Press, 1953.

(<https://archive.org/details/worldwest0000toyn/page/n7/mode/2up>)

TEACHING METHODS

The course will be imparted through classroom lectures.

EXAMINATION/EVALUATION CRITERIA

The student's preparation will be assessed through an oral examination. The student will be required to answer, both synthetically and articulately, three questions pertaining to the programme of the course (above). The student will have to demonstrate:

- 1) a basic knowledge of the essential outlines of the transition to global modernity and the concepts and methods employed by global historians in its study;
- 2) the capacity of using this knowledge in order to interpret in historic terms the general characteristics of the contemporary global society;
- 3) the capacity of reconstructing complex historical processes and giving autonomous evaluations of the interpretations which have been advanced by the scholars about them;
- 4) the capacity of expounding the subject-matter of the Course according to the argumentative logic of the global historiography and the appropriate scientific terminology.

a) Exam type:

Exam type	
written and oral	
only written	
only oral	X
project discussion	
Other	



COURSE DETAILS

"INSTRUMENTS AND METHODS FOR THE ANALYSIS OF REGIONAL AND GLOBAL ECONOMY"

SSD SECS-P/06

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: GAETANO VECCHIONE

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

There are no prerequisites. However, it is recommended, but not required, a basic knowledge of the economics principles.

LEARNING GOALS

The course aims to offer the student theoretical and empirical tools for the economic analysis of the main issues related to development, integration and economic growth of regions and countries, especially in relation to the European context. The course will develop around four main topics: i) regional economy and integration in the processes of globalization; ii) quality of institutions; iii) innovation and infrastructure; iv) human capital and migration. At the end of the course, the student will have acquired the analytical categories necessary for understanding the current dynamics of regional development in the international context. Moreover, using Excel and Gretl, students will develop competencies in: i) data analysis; ii) simple and composite indicators; iii) univariate linear models with the OLS estimator.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

At the end of the course the student will have to demonstrate to be able: i) to know the processes of integration and economic growth in a perspective of regional economy; ii) to have acquired advanced methodologies for the economic analysis of regional development processes.

Knowledge and understanding

The course aims to offer the student theoretical and empirical tools for the economic analysis of the main issues related to development, integration and economic growth of regions and countries, especially in relation to the European context. The course will develop around four main topics: i) regional economy and integration in the processes of globalization; ii) quality of institutions; iii) innovation and infrastructure; iv) human capital and migration. At the end of the course, the student will have acquired the analytical categories necessary for understanding the current dynamics of regional development in the international context.

Applying knowledge and understanding

The analysis of the main theories in the field of regional economic development will allow the student to analyse and evaluate the processes in progress. The course will offer a variety of application and topics aimed at updating theoretical knowledge. Particular emphasis will be given to classroom discussion and exercises carried out with the help of specialized software for economic and statistical analysis.

COURSE CONTENT/SYLLABUS

The course is organized in four topics. In the first, we will discuss the economic dynamics that determine the competitiveness of the regions in an international perspective. The second will focus on the quality of institutions as a precondition for long-term regional economic development and growth. In the third and fourth, the determinants of regional economic development will be examined: innovation, R&D, tangible and intangible infrastructures, human capital, skilled migration. Each topic will be developed through the discussion and comment of selected articles and empirical works. During the laboratory sessions, empirical exercises will be replicated with the use of specialized softwares of economics and statistics.

READINGS/BIBLIOGRAPHY

Students will be required to read original journal articles (provided during the course). Some other book chapters that provide a reasonable coverage of topics addressed in this course have been selected by:

1. Crescenzi, R. and Percoco, M. (2013), *Geography, Institutions and Regional Economic Performance*, Springer.
2. Crescenzi, R. and Rodrigues-Pose, A. (2011), *Innovation and Regional Growth in the European Union*, Springer.
3. North, D.C. (1990) *Institutions, Institutional Change and Economic Performance*, Cambridge: Cambridge University
4. Moretti E., *The new Geography of Jobs* (Houghton Mifflin Harcourt, 2012).
5. Pike A., Rodriguez-Pose A. and Tomaney J. (2016), *Local and Regional Development*, Routledge.
6. Storper M. (2013), *Keys to the City: How Economics, Institutions, Social Interaction, and Politics Shape Development*, Princeton.

TEACHING METHODS

Each lesson includes a theoretical part, an empirical part and the discussion by the student of a previously selected article.

EXAMINATION/EVALUATION CRITERIA

Students' assessment: i) presentation on 2 selected readings during the course (40%); ii) class participation (20%); iii) essay (40%). It is required classes participation (only 20% of absences allowed). Those who will not attend the course are required to study the materials presented in the class (empirical work included).

a) Exam type:

Exam type	
written and oral	
only written	X
only oral	
project discussion	X
other	X

In case of a written exam, questions refer to:	Multiple choice answers	
	Open answers	X
	Numerical exercises	

b) Evaluation pattern:

Students' assessment: i) presentation on 2 selected readings during the course (40%); ii) class participation (20%); iii) essay (40%). It is required classes participation (only 20% of absences allowed).



COURSE DETAILS

"INTERNATIONAL BUSINESS ADMINISTRATION"

SSD SECS-P/07

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The course aims at providing students with advanced notions related to principles and dynamics that regulate public sector organisations, both in Italy and in Europe. At the end of the course students will be able to interpret the changes that have affected them since the 1990s, both theoretically and through the empirical exemplification of what they have been learned.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The course aims to provide students with the theoretical skills necessary to understand the principles and dynamics that govern public sectors organisations, in Italy and in Europe, the specificities and problems related to their management, recognition and performance evaluation, as well as the challenges to which they are called today.

Applying knowledge and understanding

The theoretical knowledge will be applied to the analysis of case studies, as well as to empirical exercises, in order to favor the ability of students to recognize and fully and effectively use models and tools.

COURSE CONTENT/SYLLABUS

- **Public management (1,5CFU)**
 - History and characteristics
 - Public management vs private management
 - E-government
 - International comparison
- **Performance management (1,5CFU)**
- **Public accountability (1,5CFU)**
- **Budget and accounting reforms (1,5CFU)**

READINGS/BIBLIOGRAPHY

Ferlie, E., Lynn, L. E., & Pollitt, C. (Eds.). (2005), *The Oxford handbook of public management*, Oxford University Press, USA. (cap. 1, 4, 8, 17, 21, 24, 27)

TEACHING METHODS

Teacher will use: a) lectures for approx. 70 % of total hours; b) practical exercises for approx. 30% of total hours.

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	X
only written	
only oral	
project discussion	
other	

In case of a written exam, questions refer to:	Multiple choice answers	
	Open answers	X
	Numerical exercises	X

b) Evaluation pattern:

The level of learning will be verified through a written test (with free answer questions and numerical exercises) and an oral test, the outcome of which will be expressed with a mark out of thirty and which must be passed for access to the oral test.



COURSE DETAILS

"INTERNATIONAL FOOD AND AGRICULTURAL POLICY"

SSD AGR/01

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: I

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The course aims at providing students with advanced notions related to the political landscape of food and farming in industrialized and developing countries, to extend their knowledge of operating mechanisms of International Agricultural Policy; to develop the ability to evaluate different strategies and tools; to strengthen student's familiarity with data sources and analytical methods needed to explain consumption, production and trade in agriculture and food markets.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The student needs to show ability to identify the different stakeholders operating in the food and farming sectors; to illustrate and evaluate objectives, policy instruments and strategies that characterize and agricultural policy; to identify policy interventions that addresses food security (SDG2) to understand and define the food and energy nexus, to identify strategies to address food losses and waste (SDG12.3)

Applying knowledge and understanding

The student needs to show ability to outline and design policies for sustainable farming and consumption patterns (SDG12); to debate the effects of contemporary food policy regarding health, social and economic sustainability.

COURSE CONTENT/SYLLABUS

Setting the context:

Basic elements of agricultural, food and rural economics; The role of Governments in food and agriculture; Agriculture and natural resources; Economic of food demand; Population, poverty, hunger and malnutrition; Introduction to sustainability pillars.

EU Farm and food policies: a brief history

The evolution of the Common Agricultural Policy; Current EU farm commodity programs: policies and implications.

The politics of farms subsidies

Why do farm subsidies persist? How agricultural subsidies changed over the years? Who is helped by farm subsidies, and who is hurt?

The shift of agriculture systems

Agriculture in traditional societies; food companies and food policy; Alternative food networks; The role of urban food policies

What we eat

Fast food: fast food taxation and regulations in US and EU. Organic, local, and slow food: consumer preferences, business decisions and government policies. Agriculture, food and nutrition; the economics of food quality; Role of mandatory and voluntary labelling; Protected designations of origin; Organic farming, fair trade products

Trade policies

Measures for protection and trade distortions; Analyzing markets: what to look for; Importer and exporter policies: basic analytical tools; WTO: Uruguay round, boxes of support, Doha and other trade negotiations.

US farm and food policies: a brief history

The evolution of the Farm Bill; Current US farm commodity programs: policies and implications.

Food Safety and Food Security

History, evolution of the concept, current situation in developing and developed countries. How to measure food security at global, national, local and community levels. Public and private interventions to ensure food safety standards. The role of FAO and Codex Alimentarius. Food safety in the European Union. The tasks of EFSA and the functioning of RASFF.

Food Waste

Economic, technical, social, and institutional drivers of food waste, policy interventions addressing food loss and waste reduction.

READINGS/BIBLIOGRAPHY

- Economics of Agricultural development (World food system and resource use); Third edition, Routledge, 2015; The Routledge Handbook of Agricultural Economics; Routledge, 2019 (selected chapters)
- Robert Paarlberg. Food Politics: What Everyone Needs to Know. Oxford: Oxford University Press, 2013 (selected chapters)

To provide a more current view of policy issues, readings from other publications (academic journals, government, and international agency publications) will be used. Specific readings will be made available by the lecturer during class, jointly with slides.

TEACHING METHODS

Front loaded and active learning methodologies; group and individual exercises; seminars and case studies. Other instruments: Laptop, beamer, flipchart, others.

EXAMINATION/EVALUATION CRITERIA

Students will be required to produce a review/policy paper of around 3000 words. A concept note of the themes will be presented and discussed during the class. The final version of the policy paper will be presented and discussed during the class. The paper should be submitted at least three working days in advance

a) Exam type:

Exam type	
written and oral	
only written	
only oral	
project discussion	X
other	

b) Evaluation pattern:

A successful completion of the course will be based on the policy paper preparation and discussion.



COURSE DETAILS

"INTERNATIONAL LAW OF SECURITY AND DIPLOMACY"

SSD IUS/13

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: SIMONETTA IZZO

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES

None

PREREQUISITES

None

LEARNING GOALS

The course aims at providing students with advanced notions related to the United Nations collective security system, especially regarding role of the UN Security Council in the maintenance of peace and international security.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

The overall aim of the course is to lead the student:

- to reach knowledge and understanding of the law of the United Nations (UN) collective security system, as practiced within the legal framework provided by the UN Charter, with a particular focus upon the functions and the action of the Security Council in trying to manage crisis response and, more generally, to solve issues on the global agenda.
- to analyze and apply, using appropriate legal language, the main issues in UN practice of the last years, in order to evaluate critically the role played by the UN, especially by the Security Council, in the international community.

Knowledge and understanding

The student will be able to know and deal with a range of core subjects of UN system, in particular through a legal analysis of the functions and the action of the UN Security Council in the maintenance of peace and international security (Chapter VII of the UN Charter).

Applying knowledge and understanding

The student will acquire the attitude to apply critical and autonomous judgments to the issues studied and discussed during the course. Furthermore, the student will demonstrate to be able to apply the reached knowledge in order to evaluate critically the involvement of the UN in addressing current issues in the global world and meeting the diplomatic challenges of the new century.

COURSE CONTENT/SYLLABUS

The main topics of the course concern:

Collective security : a definition; the requirement of collective security; legal and political elements of collective security; the creations of the United Nations; the key collective security provisions of the UN system; diplomacy by the UN Secretary-general; *ad hoc* diplomatic initiatives in support of UN objectives; the meaning and legal basis of peacekeeping; traditional peacekeeping operations; second - and third – generation peacekeeping operations; where peacekeeping is now; the “authorisation” model for military enforcement action; a model for UN control of decentralised military enforcement action; practice under the “authorisation” model; bypassing the Security Council; outcomes of military enforcement action: military and political influences; alternatives to the “authorisation” model; the relative merits of regional action; the scope of “regional arrangements and agencies”; the role of regional arrangements within pacific settlement; regional sanctions, regional peacekeeping; regional military enforcement action.

READINGS/BIBLIOGRAPHY

Student is invited to study the following chapters of this textbook:

Gary Wilson, *The United Nations and Collective Security*, Routledge Taylor & Francis Group, London and New York, 2014.

1. The concept of collective security
2. The UN Charter's system of collective security
4. Diplomatic responses to security threats
6. Peacekeeping
7. Military enforcement action
8. Regional arrangements and the UN collective security system

Further material will be made available by the teacher during the course.

TEACHING METHODS

Teacher will use: a) lectures for approximately 60% of total hours; b) class discussion for approximately 40 % of total hours: in short, attending student is required to analyze several academic articles and on line material (provided by the teacher every week) in order to contribute to the debate on the various topics raised during the course through a constant interaction and dialogue between teacher and students. Attending students are invited to elaborate a paper on an argument concerning the program that will constitute the main topic of discussion for their oral examination.

EXAMINATION/EVALUATION CRITERIA

Exam type:

Exam type	
written and oral	
only written	
only oral	X
project discussion	
other	

The full knowledge and skills acquired during the course will be assessed through an oral examination with a vote expressed in 30ths. The student has to answer three questions related to the contents of the course.

In order to pass the exam, the student must demonstrate to have acquired at least sufficient knowledge of the course content.



COURSE DETAILS

"INTERNATIONAL MARKETING"

SSD M/GGR01

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: DANIELA LA FORESTA

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: II

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

This course will equip students with the tools and terminology to explore and understand marketing practices in a global environment. The student will learn the scope and challenge of international marketing, the dynamic environment of international trade, the culture, political, legal, and business systems of global markets, the global market opportunities and finally, the ways to develop global marketing strategies.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The course main aims are:

- To acquire the basic knowledge, concepts, tools, and international terminology necessary to understand international problems and issues
- To understand how companies adjust their international strategies based on the global environmental changes (e.g., globalization)
- To build skills and respect toward the understanding of cultures of nations by critically analyzing the social, political, legal, and economic forces that affect the business performance of international marketing
- To develop managerial reading skills with a goal of acquiring the ability to understand and synthesize readings and business cases presented in a class
- To build communication and teamwork skills through the group project
- To familiarize students with extant “tools” of international marketing beyond the textbook such as the Internet, government databases, etc.

Applying knowledge and understanding

Students will learn to develop a formal analytic framework of decision-making based on recent developments in the field of International Marketing through the group project and case studies. This course is designed to provide students with the latest understanding of global issues, disciplines, competitions and the necessary skills in making strategic decisions based on a global perspective.

COURSE CONTENT/SYLLABUS

The Scope and Challenge of International Marketing
The Dynamic Geographic Environment of International Trade
The geography of global companies
The Dynamic Environment of International Trade & Cultural Dynamics in Assessing Global Market
Culture, Management Style, and Business Systems
The macro environment
Global Marketing Management: Planning and Organization
Product and Services for Consumers and Business
International Marketing Channels
Integrated Marketing Communications and International Advertising & Personal Selling and Sales Management
Pricing for International Markets

READINGS/BIBLIOGRAPHY

Contact the Professor for more information about recommended readings.

TEACHING METHODS

The Professor will use lectures for about 60-70% of the total hours. For the remaining 30-40% teaching will be provided through exercises, seminars, and others.

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	X
only written	
only oral	
project discussion	
other	

Learning results to be verified: a good general understanding of the main contents; a good understanding of how to write a basic marketing plan. The student must prove that has acquired at least a sufficient understanding of the fundamental theoretical knowledge, as well as the ability for empirical application.



COURSE DETAILS

"INTERNATIONAL POLITICAL THEORY"

SSD 14/A1

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: PIETRO MAFFETTONE

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: I

SEMESTER: II

CFU: 8

LEARNING GOALS

The main aim of this module is to provide students with an advanced knowledge of the crucial debates concerning the nature of ethical obligations between persons living in different political communities. The module addresses issues such as: the nature and extent of moral obligations towards the global poor; the moral and political consequences of global inequality; the idea of special obligations to compatriots; the idea of a just war. The module will present different theoretical positions and authors by drawing on current debates in the fields of international ethics and international political theory. Questions that arise in these debates include: does the idea of justice make sense in the global context? Does the global order violate the poor's rights? Do we have special obligations toward fellow citizens?

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

The student should 1) to achieve an advanced knowledge of the applied aspects connected to the moral evaluation of international organizations and global governance institutions; 2) to gain an advanced knowledge of the main approaches to international political theory and global political philosophy; 3) to develop the ability to analyse complex topics in political science and international relations broadly construed and to do so on the basis of directed and independent learning;

Applying knowledge and understanding

The course should allow students: 1) to enhance the technical, and qualitative research skills necessary to pursue research in political science and international relations by retrieving information from different sources; 2) to develop the ability to think critically and creatively and to argue coherently; 3) to enhance the ability to think independently, including problem-solving ability and the ability to discriminate and use judgement; 4) to further the ability to organise data, abstract meaning from information and share knowledge at an advanced level.

COURSE CONTENT/SYLLABUS

Week 1: introduction; week 2: understanding global poverty data; week 3: Peter Singer's approach to global poverty; week 4: Thomas Pogge and harming the poor; Week 5: the effectiveness of international aid; Week 6: global inequality data; Week 7: does inequality matter?; Week 8: inequality and moral arbitrariness; Week 9: nationality and special obligations; Week 10: just war theory part I; Week 11: just war theory part II; Week 12: recap and revisions.

READINGS/BIBLIOGRAPHY

General Approach: there is no single textbook for this course. Students are asked to read one or two academic papers each week in preparation for class discussions. All the readings are provided by the course convenor. Students are also invited to conduct independent research, guided by the course convenor, by exploring several texts belonging to a list of 'recommended readings' that is provided at the beginning of the course.

Key Introductory Texts: David Held and Pietro Maffettone (eds.), 2016, *Global Political Theory*, Polity Press. Introduction. Branko Milanovic, 2016, *Global Inequality: A New Approach for the Age of Globalization*, The Belknap Press of Harvard University Press. Chapter 1. Angus Deaton, 2013, *The Great Escape: Health, Wealth, and the Origins of Inequality*, Princeton University Press. Chapter 1. Thom Brooks, 2008, *The Global Justice Reader*, Blackwell. Mathias Risse, 2012, *Global Political Philosophy*, Palgrave. Jon Mandle, 2006, *Global Justice*, Polity Press.

TEACHING METHODS

Students will be taught and learn through self-guided learning, lectures, class discussion, and seminars. Students are taught through 2-hour lectures (each week), followed by 2-hour seminars (each week). Each lecture will introduce the students to the key theoretical approaches or data relevant to the theme of the lecture. The lectures will be tailored to accommodate the differential knowledge and disciplinary skills of different cohorts and to make sure that students approach subsequent seminars with an appropriate level of knowledge and understanding. The lectures will be followed by seminars during which students are required to examine and discuss the weekly material with their peers. During seminars students are also encouraged to explore the lecture content in greater detail and to identify areas in which they require particular guidance, for example on further reading. The seminars will enable students to develop their abilities to conduct research, to communicate, to present theoretical alternatives and data, and to develop their own argumentation skills. Class discussion encourages background reading,

contributing to the students' independent learning. It will further allow students the opportunity to exchange ideas, to explore issues and arguments that interest or concern them in greater depth, and to receive feedback from both the group and the lecturer on their own arguments and understanding.

EXAMINATION/EVALUATION CRITERIA

Exam type:

Exam type	
written and oral (essay writing)	X
only written	
only oral	
project discussion	
Other	

Students will be assessed through a final 3500 words [including footnotes and bibliography] essay [in English]. The essay formally tests skills of synthesis, analysis and critical evaluation with reference to material drawn from the module. It tests students' ability to formulate complex arguments in articulate and structured English, within the discursive conventions and genres of academic writing. The essays will be marked by the course convenor and each candidate will then be invited to attend an oral examination. The oral examination will be conducted by using the candidate's essay as the basic material to be discussed. The oral examination allows the convenor to test the student's understanding of the material in the essay and her/his ability to think critically when pressed on the details of the arguments they have submitted in written form.



COURSE DETAILS

"INTERNATIONAL RELATIONS: HISTORY AND CURRENT ISSUES"

SSD SPS/06

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: SETTIMIO STALLONE

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: I

CFU: 8

REQUIRED PRELIMINARY COURSES

None

PREREQUISITES

None

LEARNING GOALS

At the end of the course the student will have gained these abilities:

- knowing recent history and current developments of the system of International Relations.
- being able to reconstruct and analyse critically the main events of the History of the World Political and Economic System, from the end of the Second World War to the fall of the Berlin Wall.
- understanding the evolution of the World Political and Economic System from 1989 to 2016 in the new context following the end of the Bipolar System.
- using the History of International Relations to better understand the present International Political and Economic Scene, with reference to foreign policy of the main world powers.
- grasping the ability of critical analysis of fundamental and specific themes of this subject.
- having the ability to retrieve, to select, to use and to evaluate the main sources for the study of the discipline.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

The student must be able to develop a complete and precise reconstruction of the different phases that have characterized the evolution of the system of International Relations, from the end of the Second World War up to the present. He / She will gain an ability to use the competencies acquired during this course for the analysis of today's international politics, with particular attention toward the context of dialectic relations between States and regarding some specific issues which are relevant to define relationship between countries and the future of the international system.

Knowledge and understanding

The tools that will be provided to students will allow them to acquire autonomy of judgment in the analysis of key events and main topics in the history of international relations and in the contemporary international political and economic system. Moreover, the course will provide adequate knowledge and capacity of observation to compare different geopolitical, historical, and economic contexts in different ages. This autonomy of judgement developed by students will be considered as relevant in the final evaluation process.

Applying knowledge and understanding

The student will demonstrate a capacity to link the interactions that, in a multilevel context (political-diplomatic, economic-financial, social-ideological), can permit him to be introduced to the wide complex of International Relationships in today's world. These abilities are achieved by enriching lecture with didactic tools (working groups; analysis of material provided by the teacher; organization of debates and seminars with experts and professionals; homework; case studies; simulations; audiovisual aids; IT applications). The student also will achieve the ability to pick up and to analyze information, news, data, and elements with the purpose of developing an autonomous ability of evaluation of the world political-economic system.

COURSE CONTENT/SYLLABUS

Part A) The History of International Relations in the Cold War Age (1945-1989)

Main Topics: 1. THE WORLD AFTER WW2 One or many policies for the Reconstruction? The failure of the Roosevelt's "Grand Design". The difficult debut of the UN. A wasting asset? Nuclear Weapons. From takeovers to conformity: the USSR and Eastern Europe. The changed Western Perception toward the Soviets. The end of the "Great Alliance". 2. THE "IRON CURTAIN" The Soviet Foreign Policy: a new geopolitical role for Moscow. A challenging debate inside the US Administration: the policy of "Containment". The Communist Doctrine of the "Inevitability of War". The negotiation for the Treaties of peace and the German question. The Italian Case. 3. THE "FIRST COLD WAR" Building a "Western Bloc": from the Treaty of Dunkerque to the Western Union. The "Four Pillars": the Truman Doctrine; the Marshall Plan; the Atlantic Pact; NATO. Asia in Turmoil: Nationalism and Independence; the Chinese Civil War; the Korean War; the US Asian Security Concept. The Middle East after WW2: the origins of the Arab Israeli Conflict; the 1948 War. An Institutionalisation of the US Control over Latin America. The Berlin Crisis and the birth of the two Germanies. The beginning of the European Integration Process. 4. A "DÉTENTE" IN YEARS OF CRISIS A "Roll Back" or just a "New Look"? The USSR without Stalin. The "First" Détente. Stability and Revolts: trouble in the Soviet Bloc; the First Indochina War; WEU and Warsaw Pact; EEC and Euratom. Kruščev vs Kennedy: from Paris to Berlin; the Cuban Missile Crisis. 5. NEW PROBLEMS FOR NEW WORLDS The end of Colonial

Imperialism and Decolonisation. The 1956 Suez–Sinai campaign. The “Developmental States”. The birth of the Non-Aligned Movement. The rise and decline of the Sino-Soviet alliance. The rise and fall of pan-Africanism. The birth of the “Third World”. 6. THE “COMPETITIVE CO-EXISTENCE” Towards the world of MAD; Nuclear Détente vs Space Race. France, Germany and the first “Eurocrisis”; the Italian “Neoatlantic” Attitude. A wrong idea: the “American nation-building”. Mao’s China and the Indochina Wars. Revolutionaries and reformers from Chile to Nicaragua. The Cold War in Africa. The 1967 Six Days War. 7. THE BREAK OF THE SEVENTIES The crisis of the West: students, dollars, oil and...Watergate. Once upon a time the UN. A western” counteroffensive”: from Rambouillet to Monetarism. Kissinger’s “Realpolitik” vs Carter’s multilateralism. The European Integration Process between widening and deepening. China after Mao: Deng and the ‘Four Modernizations’. The 1973 Yom Kippur War. The crisis of communism and the Soviet stagnation. The Second Distension: control and reduction of strategic armaments. The 1979 Islamic revolution in Iran and the re-balance of Middle East. 8. THE END OF THE BIPOLAR SYSTEM The Soviet Invasion of Afghanistan and the “Second Cold War”. Reagan’s America, Gorbačëv’s USSR, Thatcher’s Europe, Deng’s China. The second “Eurocrisis”. The fall of the Berlin Wall and the disintegration of the Soviet Bloc. Hope of Peace and Winds of War: Camp David, Lebanon, the Falklands, Iran-Iraq; The Palestinian armed struggle. The difficult road to democracy in Africa and in Latin America. The fragmentation of the Third World.

Part B) Ten years of (failed) hopes (1989-2001)

Main Topics: The end of the History? The end of the USSR. USA, UN and the search of a new World Order. The unipolar moment: America at the apex. A rebirth for the UN in the Globalized World. The First Gulf War. Europe between Integration and Ethnic Conflicts: Germany’s Reunification, EU Treaties, and the Yugoslav Wars. An (attempted) Peace Process in Middle East. The new Russia between economic crisis and separatism. Africa in turmoil: the end of the Apartheid; Congo, Rwanda and Somalia cases; 9/11.

Part C) A new World Disorder (2001-2016)

Main Topics: A new American Century? The rise of Political Islam: Islamist movements; Fundamentalism; Jihadism. War on Terror. From Gaza to Lebanon, by way of Ramallah. The challenge of nuclear proliferation: Iran and Korea. The EU as (false) reality and (proposed) inspirations. The rebirth of Russia. China as World Power. Integration and development in Asia and in the Americas. Africa between hopes and permanent wars. A failed dream: Obama’s presidency. The Arab Springs.

Part D) Current Issues of the Today’s System of International Relations (2016-2020)

Powers and Crises: USA from Trump to Biden. Putin’s Russia. Which Europe? Xi’s PRC. The two Koreas: stalinism and IT. The past and the future: Japan and India. The fight for supremacy in the Middle East. Regional ambitions: Iran and Turkey. Asia between Economic Development and Political Immaturity. Latin America from “Bolivarianism” to Bolsonaro. A “new” Third World. CoViD19: toward a new phase of the World system? Russia vs. Ukraine (and NATO): the return of war in Europe. *Issues and Challenges:* Business, Trade Rows & Raw Materials. Peoples in Migration. Security & Armaments. Terrorism as usual. The environment, a sustainable development, and the climate change. Democracy & Human Rights. A world of Technology. The role of International Organizations and NGO.

READINGS

ANTONY BEST - JUSSI HAHNIMAKI - JOSEPH A. MAIOLO – KIRSTEN E. SCHULZE, *International History of the Twentieth Century and Beyond*, Routledge Taylor & Francis Group, London and New York, 2014 (3rd or last edition). [except chapters 1-4 & 6-8 & 22]

Digital Material – especially regarding the Parts C/D of the Course – will be available in a dedicated channel on Microsoft Teams e-teaching platform.

TEACHING METHODS

During the course the professor will guarantee to the students, respecting an innovative concept of didactic (which includes online and onsite activities, teamworking, redaction of papers and policy briefs, seminars with professionals), and using online e-teaching platform, tools – as papers editing, individual analysis, research on online sources, displaying of audiovisual material, comment of documents - useful to better study the arguments of the course and to reach the best possible level of comprehension of the discipline taught. A continuous process of interaction is provided between lecturer and students that will be useful for both because the professor will use students’ feedback to dispose possible and suitable corrective plans aiming the objective to reach a satisfactory level of learning by them. The student will be stimulated to preserve a knowledge of the notions transmitted from the professor and to develop an autonomous ability of study, research, and communication. With use of correct terminology (acquired during this course), he/she will be able to report, both orally and for writing, on matters connected to the History of International Relations and contemporary international political and economic system. The student must show to have gained a capability to develop in the classroom, on individual basis or inside a working team, a capacity to discuss with the lecturer and his/her colleagues about the topics studied during this course. For this reason, during the lecture the student will be strongly stimulated to debate on some matters for the objective to improve his/her abilities in the field of communication, particularly relevant for his/her perspectives in job market.

EXAMINATION/EVALUATION CRITERIA

To pass the exam, the student must demonstrate to have acquired at least a basic knowledge of the contents (above). The full knowledge and skills acquired will be assessed through:

- the redaction of a paper (30.000 characters, spaces included) on a topic defined with the professor.
- an oral examination on some matters discussed during the lectures and included in the contents of the course.
- an oral examination on two countries or a country and a matter between those proposed by professor during the course.

Participation to the activities proposed by the professor during the course isn't mandatory but – at the same time – it's part of the evaluation process.

The final vote will be expressed out of thirty.

a) Exam type:

Exam type	
written and oral	X
only written	
only oral	
project discussion	
other	

In case of a written exam, questions refer to:	Multiple choice answers	
	Open answers	
	Paper	X



COURSE DETAILS

"LOCAL AND GLOBAL DEVELOPMENT"

SSD SPS/09

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: II

SEMESTER: I

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The course has its focus on different conceptions and practices of global and local development. The aim is to understand the relationships between economic, cultural, and political factors in shaping models of development. The teaching programme will address the following topics: Formal and informal governance; Policy instruments and social capital; Territorial Policies and development. The course illustrates transformations and discusses challenges that global and local political institutions and communities have experienced over recent decades. The course aims to provide a series of mappings of the theoretical and practical landscape created by the modern and contemporary interpretation of variety of capitalistic models. After having analysed the main social and economic factors which have been framing in the long period world-wide distribution of wealth both at a global and local scale, particular attention will be dedicated to the concept of governance. The governance debate was started in view of the limits of government. In the theoretical debate around the concept of governance, there is a sort of prescriptive way of using this word. Recently, however, it has acquired different meanings, referring to non-hierarchical modes of coordination and basic forms of social order. The course will describe the successive paradigmatic shifts in the theory of governance, which has gradually extended its framework in order to adjust to the empirical challenges raised by the processes of Europeanization and globalization, and addresses an important issue in the development of theory in political science. Three main approaches can be identified. The first focuses on the changes that have occurred in the relationship between the national, regional, and local governments. The second addresses the increasing role played by the European Union in the policies and decision-making of the national states. The third studies the process of globalization. There is a strong interdependence among these three lines of analysis, pointing to the relevance of the changes in the spatial scale and in the impact that these changes have on economic processes.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding

Students will be able to understand the role of economic processes in global and local development. More specifically the course prepare them to analyse “development” and “development practices” as complex and multifaceted processes in which economies, societies and political systems are in strictly interaction.

Students will be able to understand the importance of different definitions and key concepts about local and global development (context, content, process and policy). Students will be able to analyse local and global development by using different theoretical tools useful for understanding the complexity of the actual practice in a territorial and global development. They will acquire insights into the effectiveness of territorial development strategies that are put into place; the manner in which development is intended, pursued and assessed; the problems that appear; the way they are solved; and the impact they have on the local communities. Through the intervention of external experts and the discussion of didactic material, the aim of the course is to stimulate the students toward the close examination of the thematic object of the program with the purpose to consolidate and to enrich their preparation.

Applying knowledge and understanding

The study and the application of the principals theoretical and methodological tools will conduct the students to have a full autonomy and capacity of analysis.

Expansion of their communicative abilities for the management and presentation of the results and the editing of brief report with particular reference to the investigation on the field turns inside the course.

COURSE CONTENT/SYLLABUS

Different conceptions and practices of global and local development (2cfu)

Formal and informal governance (2cfu)

Policy instruments and social capital (2 cfu)

READINGS/BIBLIOGRAPHY

Rist G. (2014), *The History of Development: From Western Origins to Global Faith*, Zed Books, London and New York.
De Vivo P. (2018), "The Debate in Urban Anthropology and the Development of the Empirical Investigation of Governance", Sage journals.

Other texts will be indicate during the course

TEACHING METHODS

The teaching activities are developed, related to the total hours, in this way: 60% lectures, 20% exercises, 20% seminars

EXAMINATION/EVALUATION CRITERIA

The final evaluation will be based on the following components:

For attending students:

Participation in discussion sessions – 40%

Individual paper - 40%

The paper consists of a summary of three chapters of Rist's Handbook.

The student is free to choose which he/she prefers. The length of the paper is between 12 to 15 pages (3-5 for each chapter).

Final oral exam - 20%

For non attending students:

Individual paper - 50%

The paper consists in a summary of five chapters of Hirst's Handbook.

The student is free to choose which he/she prefers. The length of the paper is between 20 to 25 pages (4-5 for each chapter).

Final oral exam - 50%

a) Evaluation pattern:

The written paper performance is not binding to have access to the oral discussion.



COURSE DETAILS

"POPULATION DYNAMICS AND INTERNATIONAL MIGRATION"

SSD SECS-S/04

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER: ALESSIO BUONOMO

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: I

SEMESTER: II

CFU: 8

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The course aims at providing students with advanced notions related to the main demographic themes, as well as to the basic methods for the measurement of different demographic behaviors (even through programs like Excel). Main topics are: The Field of Demography - Basic Concepts and Measures - World demographic Patterns - Sources of Demographic Data - Age-specific Rates and Probabilities - The Life Table and Single Decrement Processes - Mortality Patterns in the Modern Era - Fertility and Reproduction - Fertility Patterns in Modern Era - Population Projection - Migration - Concepts, Sources and Measures of International Migration - Foreign immigration in Italy: a forty-year-old history.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

At the end of the course, the student must demonstrate:

- to apply and deal with proficiency, using appropriate English technical language, the basic methodological tools necessary to measure and analyze the main demographic characteristics of populations, mechanisms that explain demographic dynamics, and trends of international migrations;
- to understand the past, present and future causes and consequences of the main demographic issues and of international migrations.

Knowledge and understanding

The course aims at providing to the students the basic knowledge and methodological tools necessary to analyze the main demographic characteristics of populations, mechanisms that explain demographic phenomena and patterns of international migrations. These tools, accompanied by hypotheses and interpretative schemes, will allow students to understand the main causes and consequences of the main past, present and future demographic and migratory issues.

Applying knowledge and understanding

The study of the main demographic sources - at international, national, and local level - and methods is aimed at preparing students to identify and analyze autonomously and to make critical analysis of the data necessary to analyze properly demographic and migratory issues. Through working-groups, the course allows the direct application of the studied methodological tools on specific demographic themes and selected macro-areas of the World. Through the application of programs like Excel, the students learn to reproduce the main demographic patterns and representations.

COURSE CONTENT/SYLLABUS

Week 1: introduction; week 2: World Demographic Patterns; week 3: Basic Concepts and Measures; week 4: Age-specific Rates and Probabilities with applications in Excel; week 5: The life Tables and Single Decrement Processes with applications in Excel; week 6: Fertility and Reproduction with applications in Excel; week 7: Evaluation tests; week 8: Mortality Patterns; week 9: Characteristics of mortality both in less and in more developed countries; week 10: Fertility Patterns; week 11: Age and Sex Structure and Population Projections; week 12: Conceptual Framework and Data Collection in International Migration.

READINGS/BIBLIOGRAPHY

- Preston S.H., Heuveline P., Guillot M., *Demography. Measuring and Modelling Population Processes*, Wiley-Blackwell Publishers, Malden, Massachusetts (USA), 2001.
- Anderson B. A., *World Population Dynamics. An Introduction to Demography*, Pearson Education Inc., NY, 2015.
- Bonifazi C., Strozza S., «Conceptual Framework and Data Collection in International Migration», in Caselli G., Vallin J., Wunsch G. (eds.), *Demography: Analysis and Synthesis. A Treatise in Population*, Volume IV, Elsevier Inc., USA, 2006, pp. 537-554. (Available within the Teacher Web-Site: International Migration Folder of the Learning Material)
- Strozza S., «Foreign immigration in Italy: a forty-year-old history», Proceedings of the 48th Scientific Meeting of the Italian Statistical Society, Plenary Session, Università di Salerno, 8-10th June 2016. (Available within the Teacher Web-Site: International Migration Folder of the Learning Material)

Further teaching material will be made available by the teacher.

TEACHING METHODS

Students will be taught and learn through self-guided learning, lectures, class discussion, and seminars. In the first half of the course students are taught through 2-hour lectures (each week), followed by 3-hour laboratories in Excel (each week). Each lecture introduces the students to the key theoretical approaches or data relevant to the theme of the lecture. The lectures will be tailored to accommodate the differential knowledge and disciplinary skills of different cohorts and to make sure that students approach subsequent laboratories in Excel with an appropriate level of knowledge and understanding. During these lessons, students will be also taught where and how to obtain demographic data (specifically, students learn how to obtain data from both the Eurostat site and the Istat site). In the second half of the course, simulations of international conferences are organized: the students, after having been organized in groups of five individuals, present one of the demographic topics assigned to them by the teacher, at the end of the presentation, all the students of the remaining groups ask questions to the group that presented the work. With this simulation, students will be required to examine and discuss the weekly material with their peers. During the simulations, students will be also encouraged to explore the lecture content in greater detail and to identify areas in which they require particular guidance, for example on further reading. Class discussion encourages background reading, contributing to the students' independent learning. It will further allow students the opportunity to exchange ideas, to explore issues and arguments that interest or concern them in greater depth, and to receive feedback from both the group and the lecturer on their own arguments and understanding.

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	X
only written	
only oral	
project discussion	
other	

In case of a written exam, questions refer to:	Multiple choice answers	
	Open answers	X
	Numerical exercises	X

An oral exam, with a vote expressed in 30ths, ascertains the knowledge, skills and abilities acquired by the students. The student has during the oral exam to answer three questions: the first is related to the methodological tools, the second to the evolution of the demographic phenomena, and the third to international migrations. To pass the exam, student must demonstrate to have acquired at least sufficient knowledge of the technical and methodological sources and tools for analyzing population dynamics, application skills, language properties and adequate understanding of the mechanisms of international migration. Students, that attend the teaching lessons, can take part in a written test on the methodological tools and in one working-group about the evolution of specific demographic phenomena in selected macro-areas of the World. The positive outcomes of the written test and of the final oral presentation with a short report exonerate the student from the first two questions of the exam. In this case, the outcomes of the exonerations will also contribute to the final vote in 30ths.



COURSE DETAILS

"SOURCES AND METHODS FOR THE ANALYSIS OF INTERNATIONAL DATA"

SSD SECS-S/01

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-2023

GENERAL INFORMATION – TEACHER REFERENCES

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: I

SEMESTER: I

CFU: 6

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The course aims at offering notions and advanced instruments related to statistical concepts and methods, such as measures of location, dispersion, correlation, and inequality. The objective is to provide students with the ability to summarize data visually and numerically, and to report and explain information stemming from different official sources and online databases.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

The objective of this course is to provide the students with the knowledge and understanding of statistical concepts and tools, such as descriptive measures in order to illustrate and comment data from main sources as Official statistics agencies and online databases. The students will also learn how to conduct data analysis with Excel.

Knowledge and understanding

The student will learn to perform the following: calculate and apply measures of location and measures of dispersion – grouped and ungrouped data cases; graphically display data; evaluate the strength of the relationship between two variables considering different types of variables; measure and evaluate inequality; Data Surfing within Official statistics agencies websites and online databases at a national and international level.

Applying knowledge and understanding

The course delivers tools to read and interpret a report containing statistical analysis, tables, and figures. The student needs to show ability to summarize data, both visually and numerically, to analyze and interpret results from various sources at a cross-country level.

COURSE CONTENT/SYLLABUS

Descriptive statistics tools for both univariate and bivariate analysis. Measures of location and their properties (mean, median, mode, etc). Measures of variability and their properties (variance, standard deviation, interquartile range, coefficient of variation). Measures of skewness, plots, and graphs. The “five values” and the boxplot. Measures of association. Correlation analysis: Pearson correlation coefficient.

The concept of inequality. How to measure inequality: the Gini's index and Lorentz curve, and Theil's index.

Data sources and collection. Main data types and data sources. Corporate data, survey data; primary data vs secondary data. General structure of a questionnaire. Types of questions in a questionnaire. Main evaluation scales.

Official statistics sources and online databases: ISTAT, Eurostat, European Agencies, the World Bank, WHO, etc.

Data manipulation and data analysis with Excel.

READINGS/BIBLIOGRAPHY

Any book of descriptive statistics.

Material prepared by the teacher will be also available.

TEACHING METHODS

Teaching activities are deployed through lectures, case-studies, exercises, and seminars.

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	X
only written	
only oral	
project discussion	X
other	

In case of a written exam, questions refer to:	Multiple choice answers	X
	Open answers	
	Numerical exercises	X

b) Evaluation pattern:

Learning results are verified by oral and written examination. All the participants in the course are requested to draft a brief report on the results of their individual research on national/international survey data and to prepare a presentation/talk in such results (40% of the final mark). The written exam is focused on the statistics tools which form the course program (50% of the final mark). Class Participation (10% of the final mark) is calculated to reflect students' participation in class discussions and their capacity to present/discuss course topics.



COURSE DETAILS

"THEORY OF ECONOMIC DEVELOPMENT AND INTERNATIONAL ECONOMIC RELATIONS"

SSD SECS/P01

DEGREE PROGRAMME: INTERNATIONAL RELATIONS (LM-52)

ACADEMIC YEAR 2022-23

GENERAL INFORMATION – TEACHER REFERENCES

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GENERAL INFORMATION ABOUT THE COURSE

YEAR OF THE DEGREE PROGRAMME: I

SEMESTER: II

CFU: 8

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

None

PREREQUISITES (IF APPLICABLE)

None

LEARNING GOALS

The aim of the course to introduce students to international economic development. It focuses on the problems and features of development with attention to recent advances in the field and to approaches adopted by the main international development institutions. The course covers both microeconomic and macroeconomic issues in development.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

By the end of the course, students will be capable to demonstrate their understanding of some aspects of development economics such as growth, inequalities, poverty, and international trade both in developing and developed countries.

Knowledge and understanding

Students need to learn how:

- to apply their skills in the analysis of problems characteristic of developing and developed economies;
- to communicate their knowledge and understanding to others by presentations and essays;

Applying knowledge and understanding

Students will be able to:

- to discuss policy issues related to the material they have studied;
- to demonstrate they have learned to search for relevant literature to approach the development economics critically and to address key questions on development.

COURSE CONTENT/SYLLABUS

Millenium development goals
Income based measures of growth
Sen's Theory of Human Development
Human Development Index
Inequality
Globalization and Development
Specific topics for in class presentations/essays.

READINGS/BIBLIOGRAPHY

Todaro, Michael P. and Stephen Smith, *Economic Development, 13th Edition*, (2020) Pearson. Selected chapters: I, II, V, VI, VII, VIII, IX, X.

TEACHING METHODS

Teacher will use: a) lectures for approx. 50% of total hours; b) presentations to further explain theoretical knowledge for approx. 50% of total hours.

EXAMINATION/EVALUATION CRITERIA

a) Exam type:

Exam type	
written and oral	X
only written	
only oral	
project discussion	X
other	Essay

In case of a written exam, questions refer to:	Multiple choice answers	X
	Open answers	
	Numerical exercises	