COURSE TITLE
ADVANCED INTERNATIONAL LAW

Study programme
International Relations

LAUREA (MAGISTRALE)

Teacher: IDA CARACCIOLO
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SSD IUS/13 CREDITS 9 Year of study (I,II) II Semester (I, II) II

EXPECTED LEARNING OUTCOMES

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 he/she can initiate further studies with a high level of autonomy. He/she shall be able to sustain critical argumentations with reference of the topics studied during the course.

Further expected learning outcomes:
- Making judgments: 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.

CONTENTS

Territorial Sovereignty
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)

Environmental Law (Evolution, Actors, Sources, Enforcement, Substantive Environmental Law, Ozone layer and environmental changes)


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 Lawful Targets, Means and Methods of combat, Disarmament)

International Criminal Law (Evolution, Genocide, Crimes against Humanity, War Crimes, Aggression, International Criminal Court)
COURSE TITLE
ADVANCED INTERNATIONAL LAW

Study programme
International Relations

LAUREA (MAGISTRALE)

TEXTBOOKS


Part VII. The application of international law
22: The law of the sea, Malcolm Evans
23: International environmental law, Catherine Redgwell
24: International investment law, Surya Subedi
25: International criminal law, Robert Cryer
27: The law of armed conflict (international humanitarian law), David Turns

For the students attending the course, other material will be distributed.

ASSESSMENT METHOD

a) Learning results to be verified: The results to be verified consist are the full comprehension of the topics dealt with during the course, the full knowledge of the relevant rules of international la, case law and States practice, the reached ability to comment and evaluate rules and practical cases.

b) Assessment method:

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EXPECTED LEARNING OUTCOMES

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; and

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.

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).

Further expected learning outcomes:

i) Making judgements: the study of the rules and knowledge of their rationale develop the skill to observe and assess the activities of companies and the legal dynamics and policies underlying an efficient internal market.

ii) Communication skills: students are strongly encouraged to become familiar with legal English, in order not only to acquire a full understanding of the discipline, but also to properly communicate the legal principles and rules, the contents of the Course, and the concrete possibilities of application with clarity and correctness of language. To this end, during the analysis of the cases and problems presented in the classroom, the student is often invited to discuss and use the appropriate language in an attempt to stimulate his communication skills. In the final assessment, the student is asked and required to deal appropriately, also from a communicative point of view, with legal issues.

iii) Learning skills: during the Course, the student is provided with suggestions and indications to adequately face the study and obtain an effective learning. Interaction between teacher and student is frequent, so that students are asked to intervene both when explaining the rules and when applying them to the economic reality. In the final examination, the student will have to demonstrate that he has learned how (and why) the principles and rules work in practice and how they are applied to specific cases.

CONTENTS

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.

TEXTBOOK

i) Mads ANDENAS and Frank WOOLDRIDGE, European Comparative Company Law, Cambridge University Press,
First paperback edition 2012 – Chapters:
1. Introduction; 2. European and comparative company law; 4. The types of business organisation; 5. Share (or
equity) capital and loan capital; 6. Management and control of companies; 7. Business entities governed by
Community law; 8. Employee participation; 9. Groups of companies; 11. Investor protection;

ii) the aforementioned programme does not include the (comparison with and) implementation of EU sources in
Belgium and the Netherlands;

iii) a consultation of updated EU sources (Treaties, Directives, Regulations, and soft law) and relevant Statutes is
required.

ASSESSMENT METHOD

a) Learning results to be verified: The actual acquisition by students of the expected learning outcomes takes place through
an oral examination, at the end of which a judgment of eligibility is required. Students are asked to answer questions about
the different areas of the programme: in order to pass the examination, it is necessary to demonstrate that the student has
acquired sufficient knowledge, adequate language skills, and understanding of the economic phenomena and the interests
that led the (national and EU) legal system to regulate them.

b) Assessment method:

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EXPECTED LEARNING OUTCOMES

By the end of the course the student will be able to:

- comprehend and analyse written and multimodal texts in English pertaining to policy-making, diplomacy and the media;
- identify strategies and features of international negotiations and integrate them, to some extent, in simulations of real-life political scenarios;
- present specific topics and issues in English clearly and effectively.

Knowledge and understanding

The English Activities module develops the students’ linguistic and metalinguistic competences in English and provides them with some discourse analysis tools meant to help them in their in-depth reading, analysis and interpretation of diplomatic, political, institutional and media discourses. The students will be sensitized to aspects of style, culture and ideology shaping language encoding in each and every communicative act, be it a political speech, a news report or a conference.

Applying knowledge and understanding

The students will develop their ability to analyse institutional, sociopolitical and academic texts related to international relations and diplomacy. Moreover, through practical activities and simulations, they will familiarize themselves with the style most appropriate to formal political and institutional settings, including negotiations.

Further expected learning outcomes:

- **Making judgements**: Through practical activities, the students learn how to explore some crucial issues such as the role of diplomacy and soft power in international relations as well as the policymaker’s agenda.
- **Communication skills**: the individual tasks and groupwork activities carried out in class will help students develop their ability to use the indirect language and negotiation techniques typical of diplomacy as well as their ability to argue their opinions and disagree politely. Based on the seminars, workshops and hands-on practice, students will enhance their language skills and argumentation techniques.
- **Learning skills**: Throughout the module students will develop their linguistic and metalinguistic awareness in English with a view to analysing and interpreting the political and sociocultural dynamics evidenced in written and multimodal discourses.

CONTENTS


TEXTBOOKS

ASSESSMENT METHOD

a) Learning results to be verified: The students’ achievement of the learning objectives is tested by a written and oral examination on a 30-point scale. The written test consists of 30 questions testing the students’ lexicogrammatical competence and their ability to turn informal sentences into formal ones and vice versa. The oral test is divided into two parts: 1) a discussion of contemporary issues 2) an exposition of three specific topics dealt with in class with reference to texts and background reading. In order to pass the examination, students will demonstrate they are capable of analysing complex institutional and media texts in English clearly and effectively.

b) Assessment method:

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EXPECTED LEARNING OUTCOMES

Knowledge and understanding

The goal is for students to recognise and understand the key ethical aspects connected to global economic integration. The course will thus offer an advanced introduction concerning the relationship between political philosophy, ethics and economics by highlighting key concepts such as distributive justice, legitimacy, and rights in the contexts of global governance institutions.

Applying knowledge and understanding

At the end of the course students should be able to have an advanced understanding of the relationship between ethics and economics and to be able to apply this advanced understanding to issues connected to global economic integration. In terms of skills students will develop technical, and qualitative research skills necessary to pursue research in political science and international relations by retrieving information from different sources; to develop the ability to think critically and creatively and to argue coherently. Emphasis on writing skills will be a key component of the course.

Further expected learning outcomes:

- Making judgements: The ability to make complex judgment about the ethical aspects of the global economy will be trained over the course of several in class discussions.
- Communication skills: Communication skills will also be developed by using debate formats and Q&A sessions during the lectures and seminars.
- Learning skills: The students will be exposed to a wide range of learning skills, including close text analysis, assessment of different kinds of media related to the material, and the development of excellent writing skills which will be explicitly trained during the classes.

CONTENTS

The goal of this module is to analyze the main ethical issues that are specific to the development of international organizations and transnational governance institutions since World War II. The module will: a) address the ethical aspects of the design of international organizations and transnational governance institutions (should such organizations and institutions be democratically organized? Should they reflect differences in economic wealth or power?); and b) study the ethical implications relating to the impact of international organizations and transnational governance institutions on a range of variables including human rights, global distributive justice, and self-determination.

TEXTBOOKS


ASSESSMENT METHOD

a) Learning results to be verified: writing skills, reasoning skills, discussion and presentation skills.

b) Assessment method:

The exam will consist of [X] Written and oral examination [X] Written examination [ ] Oral examination

In case of a written exam, questions are [ ] Multiple choices [X] Open questions [ ] Numerical exercises

(*) more answers possible
EXPECTED LEARNING OUTCOMES

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.

Further expected learning outcomes:

- **Making judgements:** 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.

- **Communication skills:** The student will be able to explain to the non-expert the main concepts of EU external relations.

- **Learning skills:** The student will be able to update or expand his/her knowledge independently using texts, scientific articles, blogs and websites, and to acquire the ability to attend specialist seminars and conferences.

CONTENTS

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

TEXTBOOKS

Recommended textbooks:
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
ASSESSMENT METHOD

a) **Learning results to be verified:** The exam verifies the knowledge acquired.

b) **Assessment method:**

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For students attending the class: oral examination and written comment on the case-sentence
For students not attending the class: oral examination
EXPECTED LEARNING OUTCOMES

The course offers a series of analytical tools to understand European economic development as well as economic policies related to EU integration and enlargement, their political and economic prerequisites and their impact on member states. At the end of the course, students will be able to use models of political economy, institutional economics and economic analysis in order to critically evaluate the process of economic integration in Europe in the trade, monetary and financial areas.

Knowledge and understanding

The course aims to provide advanced knowledge in the economic field, extending the knowledge acquired in the first cycle, in order to understand the relevant scientific literature on European Economic Union.

Applying knowledge and understanding

The course aims to provide a global and coherent view of the different aspects concerning the multiple dimensions in which the European economic reality unfolds in the global context.

Further expected learning outcomes:

- **Making judgements:** 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. He 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.

- **Communication skills:** The student will be able to interact and communicate, using appropriate technical terminology, with different interlocutors who present heterogeneous degrees of knowledge on the emerging problems in the European horizon.

- **Learning skills:** The student will be able to continue his studies, with a high level of autonomy and responsibility, on the themes of the European economic dynamics.

CONTENTS

- The optimal currency areas
- Costs of a monetary union
- Benefits of a monetary union
- The European Central Bank
- Fiscal policy in Europe
- Monetary policy in Europe
- Financial markets in EU area

TEXTBOOKS

P. De Grauwe - Economics of Monetary Union - ed. Oxford University Press

ASSESSMENT METHOD

a) **Learning results to be verified:** The student must be able to analyze and understand the emerging issues of the international economic scenario with particular reference to the euro area. The expected results will be verified through oral tests.
b) Assessment method:

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EXPECTED LEARNING OUTCOMES

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.

Further expected learning outcomes:

- Making judgements: 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.

- Communication skills: The student will be able to interact and communicate, using appropriate technical terminology, with different interlocutors who present heterogeneous degrees of knowledge on the emerging problems in the financial markets.

- Learning skills: At the end of the course students will have acquired knowledge and developed skills to understand the main issues in the field of Financial Markets.

CONTENTS

- Fundamentals of financial markets
- Fundamentals of financial institutions
- Central Banking and the conduct of monetary policy
- Financial markets
- Risk Management in financial institutions
- The financial institution industry
- The international financial system
- Banking Industry: structure and competition
- The management of financial institutions
- Financial Regulation

TEXTBOOKS

Frederic Mishkin, The Economics of Money, Banking, and Financial Markets, ed Pearson
ASSESSMENT METHOD

a) Learning results to be verified: The assessment of knowledge and understanding is carried out through a written examination consisting of open questions and problem-solving questions. The exam is intended to evaluate the achievement of learning objectives in terms of knowledge regarding the main theories on financial markets. The examination has further the purpose to evaluate the reasoning ability and the critical thinking skills of students.

b) Assessment method:

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COURSE TITLE
GEOGRAPHY OF THE WORLD ECONOMY

Study programme
International Relations

LAUREA (MAGISTRALE)

Teacher: VITTORIO AMATO
☎ 0812538105
e-mail: vitamato@unina.it

SSD MGGR/02
CREDITS 8
Year of study (I, II) I
Semester (I, II) I

EXPECTED LEARNING OUTCOMES

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 characteristics of the Geography of the World Economy, with particular regard to Resources, Location, Trade and Development;
- to understand the past, present and possible future trends of the main features of the Geography of the World Economy.

Knowledge and understanding

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 the developed and developing countries of the world.

Applying knowledge and understanding

Students will be asked to critically evaluate the strategic lines of the main players in the geopolitical and geoeconomic 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.

Further expected learning outcomes:

Making judgements: Through the help of case studies and the constant reference to the international economic and political context, students will be invited to express their personal convictions and points of view on the basis of 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.

Communication skills: Students will acquire knowledge and methodologies to be able to analyze, solve and describe in a critical and correct way the classical problems of Political and Economic Geography in an international perspective.

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.

CONTENTS

Main topics of the course will be: 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 - Urban and regional change – Environmental issues in the global economy.

TEXTBOOKS


Further teaching material will be made available by the Professor.
ASSESSMENT METHOD

a) Learning results to be verified: An oral exam, with a vote expressed in 30ths, ascertains the knowledge, skills and abilities acquired by the students. The student has during the exam 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.

b) Assessment method:

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COURSE TITLE
GLOBAL HISTORY OF CONTEMPORARY AGE

Study programme
International Relations

LAUREA (MAGISTRALE)

A.Y. 2018-19

Teacher: TEODORO TAGLIAFERRI
☎️ 0812534079
e-mail: teodoro.tagliaferri@unina.it

SSD M-STO-04 CREDITS 6 Year of study (I, II) II Semester (I, II) I

EXPECTED LEARNING OUTCOMES

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. At the end of the course the student will possess:

1) an in-depth knowledge of a particularly relevant period 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 of the first phase, located between the XVIII and the XIX centuries, of the process of transition to global modernity and will be able in 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.

Further expected learning outcomes:

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

- **Communication skills:** 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 with 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.

- **Learning skills:** 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.

CONTENTS

The Crisis of the Eurasian Equilibrium and the Transition to Global Modernity:
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 economic dimension;
7) The Eurasian revolution, III: the cultural dimension;
8) A world crisis? The age of revolutions in a global perspective;
9) Periods of the history of globalization.
COURSE TITLE
GLOBAL HISTORY OF CONTEMPORARY AGE

Study programme
International Relations LM-52 LAUREA (MAGISTRALE) A.Y. 2018-19

TEXTBOOKS
One at choice among the following texts or groups of texts:

ASSESSMENT METHOD

a) Learning results to be verified: 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 in its study by global historians;
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 with the argumentative logic of the global historiography and the appropriate scientific terminology.

In order to pass the exam, obtaining a score not less than 18/30, the student must demonstrate a preparation at least sufficient with reference to parameter 1); to achieve the maximum evaluation of 30/30 cum laude the student must have sustained an excellent test in relation to all the four parameters listed.

b) Assessment method:

The exam will consist of Written and oral examination

Written examination

Oral examination X

In case of a written exam, questions are* Multiple choices Open questions Numerical exercises

(*) more answers possible
EXPECTED LEARNING OUTCOMES

At the end of the course students must prove that they know the principles and dynamics that regulate public sector organisations, both in Italy and in Europe, as well as they are able to interpret the changes that have affected them since the 1990s. This is both theoretically and through the empirical exemplification of what they have been learned.

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.

Further expected learning outcomes:

- **Making judgements:** The course aims to allow students the autonomy of judgment - understood as a capacity for observation, comprehension and critical analysis - of the economic-financial and political-regulatory dynamics that have affected public sector organisations in the last thirty years, in a comparative perspective, both spatial and temporal.

- **Communication skills:** Students are stimulated to improve their communication and explanatory skills, acquiring the mastery of the technical language of the discipline and expressing it clearly, in order to transmit the acquired contents appropriately and be able to follow and support a conversation with experts. At the end to encourage this type of learning, the course will tend to greatly enhance classroom discussion and student participation, including through the presentation of case studies.

- **Learning skills:** During the lessons, students are asked to inform and discuss on current issues related to the discipline and this in order to stimulate their curiosity and increase their interest in expanding, deepening and updating their knowledge and skills. To this end, thematic seminars are organized within the chair, as well as suggested readings (books and international or daily journals) and cinematography considered useful for students’ educational growth.

CONTENTS

- **Public management**
  - History and characteristics
  - Public management vs private management
  - E-government
  - International comparison

- **Performance management**

- **Public accountability**

- **Budget and accounting reforms**

TEXTBOOKS

ASSESSMENT METHOD

a) Learning results to be verified: The verification of the level of learning consists of a written test (with free-answer questions and numerical exercises) and an oral test. The result is expressed with a mark out of thirty. The student must prove that he/she has acquired at least sufficient understanding of the fundamental theoretical knowledge, as well as the ability for empirical application.

b) Assessment method:

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(*) more answers possible
EXPECTED LEARNING OUTCOMES

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 workings 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 Security Council in the maintenance of peace and international security.

Applying knowledge and understanding

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.

Further expected learning outcomes:

• Making judgements: The student will acquire the attitude to apply critical and autonomous judgments to the topics studied and discussed during the course.

• Communication skills: The student will develop the ability to communicate clearly and exhaustively the knowledge acquired during the course also to non-expert, using appropriate legal language.

• Learning skills: The student will be able to update autonomously his/her knowledge and skills through scholarly articles, blogs and websites. The student attending the class is required to contribute to the discussion on the various topics raised in the course and to activities within study groups through a constant interaction between teacher and students.

CONTENTS

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
COURSE TITLE
INTERNATIONAL LAW OF SECURITY AND DIPLOMACY

Study programme
International Relations

LAUREA (MAGISTRALE)

A.Y. 2018-19

TEXTBOOKS


The following chapters shall be studied:

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

ASSESSMENT METHOD

Learning results to be verified:

The full knowledge and skills acquired during the course will be assessed through an oral examination, with a vote expressed in 30ths. During the exam 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 contents (above).

Assessment method:

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In case of a written exam, questions are:

- Multiple choices
- Open questions
- Numerical exercises

(*) more answers possible
COURSE TITLE
INTERNATIONAL POLITICAL THEORY

Study programme
International Relations LM-52 LAUREA (MAGISTRALE) A.Y. 2018-19

Teacher: PIETRO MAFFETTONE
skype: Pietro.maffettone1 e-mail: pietro.maffettone@unina.it

SSD SPS/01 CREDITS 06 Year of study (I, II) I Semester (I, II) II

EXPECTED LEARNING OUTCOMES

Knowledge and understanding
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

Applying knowledge and understanding
4) to enhance the technical, and qualitative research skills necessary to pursue research in political science and international relations by retrieving information from different sources; 5) to develop the ability to think critically and creatively and to argue coherently; 6) to enhance the ability to think independently, including problem-solving ability and the ability to discriminate and use judgement; 7) to further the ability to organise data, abstract meaning from information and share knowledge at an advanced level.

Further expected learning outcomes:
- Making judgements: The ability to make complex judgment about international political theory will be trained over the course of several in class discussions.
- Communication skills: Communication skills will also be developed by using debate formats and Q&A session during the lectures and seminars.
- Learning skills: The students will be exposed to a wide range of learning skills, including close text analysis, assessment of different kinds of media related to the material, and the development of excellent writing skills which will be explicitly trained during the classes.

CONTENTS
To 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; international toleration; the idea of a just war.

TEXTBOOKS

ASSESSMENT METHOD
a) Learning results to be verified: writing skills, reasoning skills, discussion and presentation skills.
b) Assessment method:
The exam will consist of Written and oral examination X Written examination Oral examination
In case of a written exam, questions are* Multiple choices Open questions X Numerical exercises
(*) more answers possible
COURSE TITLE
INTERNATIONAL RELATIONS: HISTORY AND CURRENT ISSUES

Study programme
International Relations

LAUREA (MAGISTRALE)

A.Y. 2018-19

Teacher: Settimio Stallone
☎ 081/2534077  e-mail: s.stallone@unina.it

SSD                      SPS 06                           CREDITS      8                                  Year of study (I, II)        II                              Semester (I, II)      II

EXPECTED LEARNING OUTCOMES

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

- knowing the origins, the history and the 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 in the new context following the end of the Bipolar System, from 1989 to 2001;
- using the History of International Relations to better understand the present International Political and Economic Scene, with particular reference to foreign policy of main world countries;
- 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.

Knowledge and understanding

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 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; homework; case studies; simulations; audiovisual aids; IT applications).

Applying knowledge and understanding

The student 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. 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.

Further expected learning outcomes:

- Making Judgements:
The tools of analysis 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 judgment developed by students will be considered as relevant in the final evaluation process.

- Communication Skills:
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 a 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.

- Learning Skills:
During the course the professor will guarantee to the students, respecting an innovative concept of didactic, 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 of them. 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.
CONTENTS

**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’**

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. Kruschev vs Kennedy: from Paris to Berlin; the Cuban Missile Crisis.

5. **NEW PROBLEMS FOR NEW WORLDS**

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; the “counter-offensive”: from Rambouillet to Bretton Woods; 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. Toward a new Détente? The SALT I-II. The 1979 Islamic revolution in Iran.

8. **THE END OF THE BIPOLAR SYSTEM**

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

**Main Topics:**


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

**Main Topics:**


**Part D) Current Issues of the Today’s System of International Relations**

**Some Countries:**


**Many challenges:**

COURSE TITLE
INTERNATIONAL RELATIONS: HISTORY AND CURRENT ISSUES

Study programme
International Relations

LM-52

LAUREA (MAGISTRALE)

A.Y. 2018-19

Suggested Textbooks


Further Digital Material – especially regarding the Parts C/D of the Course – will be distributed by the professor during the lessons or will be available in a cloud-based platform.

ASSESSMENT METHOD

Learning results to be verified:
In order to pass the exam, the student must demonstrate to have acquired at least basic knowledge of the contents (above). The full knowledge and skills acquired will be assessed through the redaction of a paper on a topic defined with the professor, followed by an oral examination on some matters discussed during the course. The final vote will be expressed out of thirty. Lesson attendance is strongly recommended. If a student can’t attend the course he’ll have to contact the professor in order to define an alternative program of study.

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(*) more answers possible
EXPECTED LEARNING OUTCOMES

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.

Knowledge and understanding

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.

Applying knowledge and understanding

To discuss the local and global dimension, during the course will be illustrated case-studies and comparative researches.

Further expected learning outcomes:

- **Making judgements:** 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.

- **Communication skills:** 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.

- **Learning skills:** 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.

CONTENTS

The course has it 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.
TEXTBOOKS

Other text will be indicate during the course

ASSESSMENT METHOD

a) Learning results to be verified:

The final evaluation will be based on the participation to the course lessons and in written and oral examination.

b) Assessment method:

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(*) more answers possible
EXPECTED LEARNING OUTCOMES

The course introduces students to the people, society, politics, and culture of Western Europe during the Middle Ages. Focusing primarily on Italy, but branching into most areas of Western Europe, it will explore some of the socio-political structures, mentalities, and events that contribute to our understanding of the medieval period.

At the end of the course the student will know:

• the basic heuristic and hermeneutic techniques necessary to analyze the medieval period;
• the conceptual tools and the most recent methodological perspectives on historical research.

Knowledge and understanding

The course aims to enhance participants’ knowledge and understanding of a period central to European history, and to challenge preconceptions about medieval life with fresh perspectives on the people and culture of Western Europe in the Middle Ages.

Applying knowledge and understanding

On successful completion of the course, students will have developed the capacity to:

1. critically discuss major social, political, economic, and cultural structures, and events shaping the Middle Ages;
2. evaluate and analyse different medieval sources and modern historiography.

Further expected learning outcomes:

• Making judgements: The provided knowledges and techniques will allow students to identify and assess evidence of social change and continuity throughout the medieval period.
• Communication skills: The student is stimulated to formulate logical arguments substantiated with historical evidence and to express ideas clearly in both written and oral modes of communication.
• Learning skills: The direct interaction between teacher and student as well as the activities within working-groups stimulate and favor the learning abilities related to the tools and the contents of the discipline.

CONTENTS

The module is divided into 8 lessons of three hours each. It is a reading-intensive course. More precisely, the course will consider the theme of Medieval Europe and the Myth of Nations.

“Europa” was a medieval political concept only to a very marginal degree. It was much more a geographical term. But since “Europe” is an important political entity for us today we want it to have distant – medieval, even antique – roots. So we are constructing medieval Europe as we have been constructing the medieval nations.

The lecture will explore the problematic notions of “medieval Europe” between medieval evidence and modern questions, and it will suggest possible constructive ways to describe modern Europe with regard to its medieval roots.

TEXTBOOKS


Further teaching material will be made available by the teacher.

ASSESSMENT METHOD

a) Learning results to be verified: An oral exam, with a vote expressed in 30ths, ascertains the knowledge, skills and abilities acquired by the students. The student has during the exam to answer three questions: the first is related to the major social, political, economic, and cultural structures, and events shaping the Middle Ages, the second to the basic
heuristic and hermeneutic techniques, and the third to modern historiography on Middles Ages. To pass the exam, student must demonstrate to have acquired at least sufficient knowledge of the methodological sources and tools for analyzing medieval history, application skills, language properties and adequate understanding of a period central to European history. Students, that attend the teaching lessons, can participate in a working-group about specific historical phenomena. The positive outcome of the final oral presentation and of the short report exonerates the student from the second and third question of the exam. In this case, the outcome of the exoneration will also contribute to the final vote in 30ths.

b) Assessment method:

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(*) more answers possible
EXPECTED LEARNING OUTCOMES

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 autonomously and to make critical analysis of the data necessary to analyze properly demographic and migratory issues. Through working-groups, the course allow the direct application of the studied methodological tools on specific demographic themes and selected macro-areas of the World.

Further expected learning outcomes:

• Making judgements: The provided techniques will allow students to define properly the measures of demographic phenomena and to acquire independent judgment on demographic and migratory causes, dynamics and their possible consequences.

• Communication skills: The student is stimulated to treat accurately the assumptions and formal developments of the studied methods and to acquire the appropriate English technical language of the discipline.

• Learning skills: The direct interaction between teacher and student as well as the activities within working-groups stimulate and favor the learning abilities related to the tools and the contents of the discipline.

CONTENTS

The course will in-depth introduce to analyze the main demographic issues, as well as to analyze the basic methods for measuring different demographic behaviors. The main topics of the course concern: 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. Seminar activity on demographic dynamics and international migrations in the countries of the former Soviet Union.

TEXTBOOKS


• 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.
COURSE TITLE
POPULATION DYNAMICS AND INTERNATIONAL MIGRATION

Study programme
International Relations

LM-52

LAUREA (MAGISTRALE)

A.Y. 2018-19

ASSESSMENT METHOD

a) **Learning results to be verified:** An oral exam, with a vote expressed in 30ths, ascertains the knowledge, skills and abilities acquired by the students. The student has during the 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 of one working-group about the evolution of specific demographic phenomena in selected macro-areas of the World. The positive outcome of the final oral presentation and of the short report exonerates the student from the second question of the exam. In this case, the outcome of the exoneration will also contribute to the final vote in 30ths.

b) **Assessment method:**

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<td>Numerical exercises</td>
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(*) more answers possible
EXPECTED LEARNING OUTCOMES

Knowledge and understanding

The students will become familiar with the International Official Statistics and their sources, and with the main concept of statistical data analysis.

Applying knowledge and understanding

The students will be able to extract data from the official statistics data sources, to manipulate them with excel, to compute basic statistics and estimate some basic statistical models.

Further expected learning outcomes:

- **Making judgements**: Decide which is the best data source related to the problem and the most adequate statistical techniques for the analysis.

- **Communication skills**: Students will present their results through a written report and an oral presentation.

- **Learning skills**: They will be able to search for additional data sources and to understand more complex statistical methods.

CONTENTS


Data manipulation and data analysis with Excel.

TEXTBOOKS


ASSESSMENT METHOD

a) **Learning results to be verified**: Practical test with excel. Report on topics that requires statistical analysis of data coming from International Data Sources. Oral presentation and discussion of the report.
b) Assessment method:

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(*) more answers possible
EXPECTED LEARNING OUTCOMES

Knowledge and understanding
The aim of the course is to present the way in which the international economic relations affect the economic conditions of the countries in the perspective of Sen’s approach to the development: human development theory.

Applying knowledge and understanding
The student has to become able to understand why import and export and international flow of capital can have a positive or negative influences on the evolution of wellbeing conditions of a countries. Furthermore she/he has to become able to understand the effect of different policies on international trade and development.

Further expected learning outcomes:

- Making judgments: The student will be able to evaluate the economic situation of the countries both on the aspects of level of wellbeing of their population and on the effects of their openness.
- Communication skills: The student will be able to use the professional economic language.
- Learning skills: The student will be able to understand in a precise way the meaning of economic literature and of reports both on the development and on international trade.

CONTENTS

The course is divided un three parties:
1) The presentation of Sen’s Theory of Human Development: idea of the development as freedom, the categories of capability and functioning, the debate on the list of capabilities, the relationship between human development and economic growth, the human development index and the others indexes.
2) The presentations of the fundamental concepts of international trade and international monetary relations. The analysis of the impact of them on the macroeconomic performance. An introduction to international division of the labour.
3) The deepening of specific development problems chosen by the students.

TEXTBOOKS

Handouts provided by the teacher.

ASSESSMENT METHOD

a) Learning results to be verified: interview and presentation of a paper. The exam will consist both of interview on parties 1 and 2 of the program and of power point presentation of a written paper on part 3 of the program.

b) Assessment method:

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