REGOLAMENTO DIDATTICO DEL CORSO DI LAUREA MAGISTRALE IN

INTERNATIONAL STUDIES – CLASSE LM-52

a.a.2024-2025

Il Corso di Laurea Magistrale in *International Studies* (classe LM-52 delle "Relazioni Internazionali"), in seguito denominato CdLM, è stato istituito nell'a.a. 2017-2018 in base al D.M. n. 270/2004 e attivato a partire dall'a.a. 2017-2018 nell'ambito dell'offerta formativa del Dipartimento di Scienze Politiche dell'Università Roma Tre, come versione in lingua inglese dell'omologo Corso di Laurea Magistrale *Relazioni Internazionali*, di stessa classe e appartenente allo stesso ordinamento didattico. Il presente Regolamento si pone a specificazione del *Regolamento Didattico* di Dipartimento e del *Regolamento Didattico* di Ateneo, a cui si rinvia per tutto quello che non è in esso previsto e, nel rispetto della normativa ministeriale (D.M. n. 270/2004, DD.MM.16 marzo 2007 di accompagnamento ai Decreti delle Classi, D.M. n. 544/2007 di definizione dei requisiti necessari per l'attivazione annuale dell'offerta formativa degli Atenei), stabilisce gli aspetti organizzativi, in conformità con il corrispondente ordinamento didattico, e la struttura didattica del Corso di Laurea Magistrale sulla base del seguente schema.

Data di approvazione del Regolamento: 16 aprile 2024

Struttura didattica responsabile: Dipartimento di Scienze Politiche

Indice

Il presente Regolamento disciplina gli aspetti organizzativi del CdLM. Il Regolamento è pubblicato sul sito *web* del Dipartimento.

Qualora cada di sabato o di giorno festivo, ogni scadenza presente nel Regolamento è da intendersi posticipata al primo giorno lavorativo successivo.

Art. 1.   Obiettivi formativi specifici del corso e descrizione del percorso formativo

1.1   Obiettivi formativi

Il CdLM è un biennio interamente in lingua inglese. Le principali aree di studio sono: Politica Internazionale, Relazioni Internazionali, Macroeconomia Internazionale, Diritto Internazionale dello Sviluppo, Storia della Politica Internazionale Contemporanea, Teoria dei Diritti Umani. Il CdLM offre la possibilità di studiare lingue come l'arabo, il russo e il cinese. Il progetto si avvale della collaborazione di docenti con decenni di esperienza nelle aree sopra indicate e numerose collaborazioni con istituti di ricerca e università straniere.

Appartiene alla stessa Classe del CdLM in *Relazioni Internazionali* già attivo dall'a.a. 2010-2011 e al CdLM in *Politiche per la Sicurezza Globale: Ambiente, Energia e Conflitti*, attivato nell'a.a. 2021-2022, entrambi in lingua italiana, ma presenta un'offerta del tutto innovativa per metodologia didattica e finalità formative. L'importanza di un approccio che presenti una forte coerenza fra profili in uscita e le relative funzioni e competenze e i risultati di apprendimento attesi è stata verificata con le parti interessate. Come già dimostrato dall'esperimento del percorso di laurea su cui si basa, è particolarmente attraente per studentesse e studenti italiani/e e stranieri/e, grazie al fatto di essere interamente in lingua inglese e all'impostazione della didattica. Si rivolge a coloro che intendono perseguire una carriera in organizzazioni internazionali e/o nella diplomazia e operatività italiana nel mondo.

1.2   Risultati di apprendimento

Il CdLM si concentra sulla formazione di giovani professioniste e professionisti nella diplomazia, nelle organizzazioni ed enti internazionali, nelle multinazionali e nelle organizzazioni attive nel settore della cooperazione e dello sviluppo. Interamente insegnato in lingua inglese e strutturato sulla base di un confronto continuo tanto con le docenti e i docenti universitari che con le esperte e gli esperti esterni. Il M.A. programme è fondato su un formato internazionale con una didattica innovativa, che offre alle studentesse e agli studenti l'approccio a metodi e tematiche fondamentali per la formazione in ambito internazionale. In particolare, le laureate e i laureati nel CdLM in *International Studies* avranno competenze in:

- Teoria e storia delle relazioni internazionali
- Teoria dei diritti umani e delle relazioni culturali;
- diritto internazionale nei settori dello sviluppo, del peacekeeping e della cooperazione;
- elementi essenziali dei modelli economici internazionali e dei processi di globalizzazione.

Inoltre, le studentesse e gli studenti acquisiscono completa padronanza della lingua inglese, in particolar modo mirata all'uso in ambito politico internazionale, e di un'altra lingua tra le più utilizzate in ambito internazionale, come spagnolo, francese, cinese o arabo.

Art. 2. Profilo professionale e sbocchi occupazionali e professionali previsti per le laureate e i laureati

Le laureate e i laureati del CdLM in *International Studies* potranno aspirare, una volta concluso il percorso formativo, a qualificate posizioni dirigenziali, con funzioni di elevata responsabilità in seno a organizzazioni internazionali, amministrazioni centrali (a partire dal Ministero degli Affari Esteri e della Cooperazione Internazionale) e periferiche dello Stato, enti pubblici, aziende pubbliche e private, nonché, in specifici ambiti delle relazioni internazionali (tutela dei diritti umani, peacekeeping, difesa dell'ambiente), presso organismi pubblici e privati, associazioni ed enti non governativi nazionali e internazionali.

Il profilo professionale tipo per le laureate e per i laureati in questa classe è quello della carriera diplomatica e della gestione in organizzazioni internazionali, in organizzazioni non governative, dello/a specialista e del/la consulente in direzioni strategiche e in uffici o studi delle grandi imprese private che operano in ambito internazionale agli uffici internazionali delle strutture pubbliche, sia a livello locale che nazionale. La funzione e gli incarichi ricoperti dalla laureata e dal laureato in *International Studies* in un contesto di lavoro tengono conto dell'approccio interdisciplinare e dall'approfondimento di più aree geo-politiche svolto nel corso del biennio, atti ad ampliare competenze e conoscenze che permettono di sviluppare capacità di comprensione e di abilità analitiche utili a risolvere problemi tipici dei contesti lavorativi in cui le laureate e i laureati magistrali si troveranno a operare in qualità di funzionari e di analisti politici. Di seguito si elencano le principali funzioni della figura professionale e l'elenco delle competenze associate alla funzione.
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Competenze associate alla funzione:

1. Conoscenza del sistema politico internazionale e della sua evoluzione;
2. Conoscenza dei contesti economici, sociali e storico-politici delle aree di operatività;
3. Capacità di analisi e di risoluzione di problemi nelle relazioni diplomatiche e politiche, anche in situazione di crisi;
4. Conoscenza dei principi fondamentali dei diritti umani;
5. Capacità di analisi e valutazione strategica in ambito internazionale.

Professioni:

1. Funzionario/a diplomatico/a;
2. Funzionario/a di ente pubblico o di organizzazione non governativa;
3. Funzionario/a di organizzazioni internazionali;
4. Analista di organizzazioni internazionali o di enti e imprese private;
5. Analisti di scienza politica e di relazioni internazionali;
6. Responsabile d'area in imprese private.

Sbocchi occupazionali:

Professioni di responsabilità in seno a organizzazioni internazionali, amministrazioni centrali (in primis il MAECI) e periferiche dello Stato, enti pubblici, aziende pubbliche e private, nonché, in specifici ambiti delle relazioni internazionali (tutela dei diritti umani, peacekeeping, difesa dell'ambiente), presso organismi pubblici e privati, associazioni ed enti non governativi nazionali e internazionali.

Art. 3. Conoscenze richieste per l'accesso e requisiti curriculari

L'ammissione al CdLM è condizionata al possesso dei requisiti curriculari e alla verifica delle conoscenze richieste per l'accesso, con modalità definite nel successivo art. 4.

Per essere ammessi/e al CdLM occorre essere in possesso di una laurea di primo livello, laurea specialistica/magistrale o laurea conseguita secondo l'ordinamento ante DM 509/99, o titolo estero ritenuto equivalente. In particolare, le studentesse e gli studenti dovranno essere in possesso dei seguenti requisiti d'accesso:

- un'adeguata preparazione personale: ovvero un'adeguata acquisizione di conoscenze e competenze nelle discipline di area storica, economico-giuridica, sociologica, linguistica-letteraria e delle relazioni internazionali. Tale preparazione è verificata dal Collegio Unico delle Lauree Magistrali (denominato in seguito CULM) attraverso la valutazione del *curriculum studiorum* delle candidate e dei candidati,

- il possesso di un titolo di laurea di I livello conseguito con un voto minimo pari a 101/110. Nel caso in cui, per titoli conseguiti all'estero, non sia previsto un voto di finale di laurea, si tiene conto della media dei voti conseguiti per gli esami sostenuti durante la carriera (GPA), che non dovrà essere inferiore a B, secondo la tabella di conversione riportata nel *Regolamento Carriera,* pubblicato nella sezione Regolamenti del sito di Ateneo;

- conoscenza certificata della lingua inglese di livello B2. La certificazione deve essere stata conseguita nel quadriennio precedente alla richiesta di valutazione della carriera pregressa;

- specifici requisiti curriculari, maturati con l'acquisizione dei seguenti crediti minimi per settore scientifico disciplinare:

In *ambito socio-politologico e antropologico*: nove CFU M-DEA Antropologia politica, SPS/01 Filosofia politica; SPS/04 Scienza politica SPS/07 Sociologia generale SPS/08 Sociologia dei processi culturali e comunicativi, SPS/09 Sociologia dei processi economici del lavoro, SPS/11 Sociologia dei fenomeni politici SPS/12 Sociologia giuridica.

In *ambito economico*: nove CFU M-GGR/02 Geografia economica e politica, SECS/P-01 Economia politica SECS/P-02 Politica economica SECS/P-03 Scienza delle finanze, SECS-P/04 Storia del pensiero economico, SECS-P/06 Economia applicata, SECS-P/07 Economia aziendale, SECS-P/12 Storia economica, SECS-S/01 Statistica, SECS-S/03 Statistica economica e SECS-S/04 Demografia;

In *ambito giuridico*: nove CFU IUS/01 Diritto privato, IUS/02 Diritto privato comparato, IUS/05 Diritto pubblico dell'economia, IUS/07 Diritto del lavoro, IUS/09 Diritto pubblico, IUS/10 Diritto amministrativo, IUS/13 Diritto internazionale, IUS/14 Diritto dell'Unione europea, IUS/19 Storia del diritto pubblico e IUS/21 Diritto pubblico comparato;

In *ambito linguistico*: diciotto CFU L-LIN/4 Lingua francese L-LIN/7 Lingua spagnola, L-LIN/12 Lingua inglese e L-LIN/14 Lingua tedesca o altra lingua europea o extraeuropea che non sia la madrelingua della candidata o del candidato. La certificazione deve essere stata conseguita nel quadriennio precedente alla richiesta di valutazione della carriera pregressa. I CFU di ambito linguistico devono essere stati acquisiti in almeno due lingue straniere, con almeno cinque CFU per una lingua.

La conoscenza della lingua inglese è prevista dai requisiti minimi, inoltre è necessario aver conseguito una seconda lingua tra quelle indicate d'ambito L-LIN e offerta dal Dipartimento di Scienze Politiche, o un'altra lingua europea o extraeuropea. In mancanza della seconda lingua certificata da esame universitario di lingua e/o letteratura, possono essere considerati validi ai fini della conoscenza di una seconda lingua straniera esami di altri SSD degli ambiti riconosciuti per la classe di laurea LM-52 e sostenuti in lingua straniera diversa dall'inglese. Il CULM può ritenere requisito minimo per l'accesso, in ultima analisi, anche una certificazione di lingua di livello B1 per francese, portoghese e spagnolo, mentre per tedesco e per tutte le altre lingue è sufficiente il livello A2, secondo il *Common European Framework of Reference for Languages* (CEFR) o sistema di valutazione equivalente. Eventuali certificazioni di lingua devono presentare una data precedente a quella in cui la studentessa o lo studente effettua la domanda di verifica requisiti curriculari prevista dal Bando rettorale per l'ammissione ai corsi di laurea magistrali pubblicato sul Portale dello Studente alla voce Carriera/Ammissione e immatricolazione e devono essere state conseguite nei quattro anni accademici precedenti a quello in cui la studentessa o lo studente effettua la già menzionata domanda.

In *ambito storico*: nove CFU L-OR/10 Storia dei Paesi islamici, L-OR/23 Storia dell'Asia orientale e sud-orientale, M-STO/02 Storia moderna, M-STO/03 Storia dell'Europa Orientale, M-STO/04 Storia contemporanea, SPS/05 Storia e istituzioni delle Americhe, SPS/06 Storia delle relazioni internazionali, SPS/13 Storia e istituzioni dell'Africa e SPS/14 Storia e istituzioni dell'Asia.

Art. 4.   Modalità di ammissione

L'ammissione al CdLM è soggetta alla valutazione dei requisiti e delle conoscenze per l'accesso indicati al precedente Art. 3. Le modalità di ammissione e immatricolazione sono indicate ogni anno da apposito Bando rettorale per l'ammissione ai corsi di laurea magistrali pubblicato sul Portale dello Studente alla voce Carriera/Ammissioni e immatricolazioni.

La domanda è esaminata da una Commissione valutatrice. Le conoscenze pregresse delle studentesse e degli studenti sono verificate attraverso l'esame del *curriculum studiorum* presentato al momento della candidatura, secondo quanto stabilito all'art. 3 di questo Regolamento.

In mancanza dei requisiti curriculari l'ammissione al CdLM è subordinata al recupero dei delle lacune formative, attraverso il sostenimento di singoli insegnamenti (relativi a corsi di laurea di I

livello) presso questo o altri Atenei italiani e stranieri, fino a un numero massimo di tre singoli insegnamenti. In caso di sostenimento di singoli insegnamenti, o anche corsi o test di lingua inglese, conseguiti presso altri Atenei, la relativa documentazione va allegata, o successivamente integrata, a cura della studentessa o dello studente alla già menzionata domanda di verifica requisiti curriculari. Nel caso di lacune formative in ambito linguistico è possibile fruire dei servizi attivati dal CLA.

Il CULM può prevedere integrazioni nel caso in cui la studentessa o lo studente abbia in carriera corsi di ambito disciplinare indicati nell'art. 3 di questo Regolamento, ma con un numero di crediti inferiore a quello minimo previsto. In caso di integrazione il numero minimo di CFU conseguiti dalla studentessa o dallo studente durante la carriera pregressa non deve essere inferiore ai sei CFU per ambito, a eccezione dell'ambito linguistico, per cui sono sufficienti cinque CFU per ognuna delle due lingue straniere studiate.

La valutazione della carriera pregressa della candidata o del candidato è considerata negativa e, di conseguenza, la candidata o il candidato non risulta idonea/o all'ammissione al CdLM, qualora le lacune formative richiedessero l'assegnazione di più di tre corsi singoli o in assenza di uno degli altri specifici requisiti richiesti.

Le studentesse e gli studenti hanno la possibilità di iscriversi in modalità part-time. Lo status di studentessa/studente part-time è disciplinato dal Regolamento Carriera, pubblicato nella sezione Regolamenti del Portale dello Studente.

Art. 5. Abbreviazioni di corso per trasferimento, passaggio, reintegro, riconoscimento di attività formative, conseguimento di un secondo titolo di studio

La domanda di passaggio da altro Corso di Laura Magistrale di Roma Tre, di trasferimento da altro Ateneo, di reintegro per decadenza o per rinuncia, o di abbreviazione di corso per riconoscimento di carriere e di attività pregresse deve essere presentata secondo le modalità e le tempistiche definite nel relativo bando rettorale, pubblicato sul Portale dello Studente alla voce Carriera/Ammissione e immatricolazioni.

La valutazione della carriera pregressa è effettuata da una apposita Commissione valutatrice, che applica, per ciascuna delle tipologie relative all'art. 5, i requisiti d'ammissione indicati all'art. 3 di questo Regolamento e il cui giudizio è, in seguito, portato all'approvazione dal CULM. Non possono essere riconosciute in alcun modo attività formative e certificazioni linguistiche utilizzate come titoli d'accesso.

Per l'ammissione al secondo anno sono richiesti quaranta CFU riconosciuti.

5.1   Passaggi e crediti riconoscibili

Sono ammessi passaggi al CdLM da altri Corsi di Laurea Magistrale del Dipartimento di Scienze Politiche, ovvero di altri Dipartimenti dell'Ateneo per tutti i due anni di corso. Sono riconosciuti

esclusivamente esami sostenuti in lingua inglese, fatta eccezione per l'esame di lingua straniera.

5.2   Trasferimenti e crediti riconoscibili

Sono ammessi trasferimenti al CdLM da Corsi di Laurea Magistrale di altri Atenei per tutti i due anni di corso. Sono riconosciuti esclusivamente esami sostenuti in lingua inglese, fatta eccezione per l'esame di lingua straniera.

Qualora il trasferimento sia da CdLM appartenenti alla medesima classe, la quota dei CFU relativi allo stesso SSD riconosciuti alla studentessa o allo studente non sarà inferiore al 50%.

5.3   Iscrizione al CdLM come secondo titolo

Alle studentesse e agli studenti già in possesso di una laurea magistrale biennale o magistrale a ciclo unico dell'ordinamento DM270, di una laurea specialistica ordinamento DM509, o di una laurea quadriennale ante DM 509/99, o, ancora, di titolo estero ritenuto equivalente, possono essere riconosciuti crediti formativi universitari per la carriera pregressa (D.M. n. 270/2004, art. 5, comma 5).

Non sono riconoscibili i crediti acquisiti per il conseguimento della laurea presentata quale titolo d'accesso al CdLM.

Sono riconoscibili i crediti formativi acquisiti nell'ambito di carriere pregresse in corsi di laurea magistrale a ciclo unico di durata quinquennale, sebbene il relativo titolo di studio sia presentato quale titolo d'accesso, purché conseguiti in lingua inglese, fatta eccezione per l'esame di lingua straniera, sulla base della congruenza culturale dei programmi degli insegnamenti superati assicurando sempre il riconoscimento del maggior numero possibile dei crediti già maturati, con esclusione dei crediti relativi ad attività formative riferibili al primo triennio di corso. Sono altresì riconoscibili i crediti formativi relativi a una carriera svolta nell'ambito dell'ordinamento ante D.M. n. 509/99, sebbene il relativo titolo di studio sia presentato quale titolo d'accesso, limitatamente alle attività formative ritenute equiparabili a quelle svolte in un corso di laurea magistrale biennale del vigente ordinamento, in seguito a una valutazione da effettuarsi a cura della competente Commissione didattica del Dipartimento. Non sono riconoscibili i crediti acquisiti per il conseguimento della laurea presentata quale titolo d'accesso al corso di studio.

5.4   Iscrizione con riconoscimento di attività formative

Le studentesse e gli studenti possono richiedere il riconoscimento di attività didattiche sostenute come singoli insegnamenti o nell'ambito di carriere presso università estere svolte successivamente al titolo triennale.

5.5   Reintegro a seguito di decadenza o di rinuncia

Le studentesse e gli studenti possono richiedere il riconoscimento di attività didattiche sostenute in carriere pregresse concluse per rinuncia e per decadenza.

Art. 6. Organizzazione della didattica

Il numero complessivo di esami di profitto previsti per il conseguimento del titolo di studio è dodici.

La didattica è strutturata secondo un calendario di lezioni su base semestrale (ottobre-dicembre e marzo-maggio). Le lezioni si svolgono di norma in presenza ma, per particolari e comprovate esigenze, possono essere svolte a distanza. Il CdLM possiede le professionalità, le capacità e le attrezzature per adeguare la propria didattica alle esigenze di contesto.

La studentessa o lo studente ottiene il riconoscimento dei crediti assegnati a seguito del superamento delle prove d'esame, nel caso degli insegnamenti, e dell'ottenimento di giudizi di idoneità per le altre attività formative previste. Gli esami e le verifiche del profitto possono svolgersi in forme differenziate, con prove scritte, orali, o pratiche, anche in considerazione del tipo di didattica utilizzata. Le modalità di svolgimento delle singole prove di esame sono indicate nel Regolamento Carriera, pubblicato nella sezione Regolamenti del Portale dello Studente.

Sono previste tre sessioni di esami: la sessione invernale, al termine del primo semestre di lezioni; la sessione estiva, al termine del secondo semestre di lezioni; la sessione autunnale, immediatamente precedente al primo semestre di lezioni.

In ottemperanza di quanto stabilito dal Regolamento Didattico di Ateneo, pubblicato nella sezione Regolamenti del Portale dello Studente, i cultori della materia possono essere nominati componenti di commissione d'esame, secondo quanto indicato nelle Disposizioni per l'attribuzione della qualifica di cultore, pubblicato sul sito del Dipartimento di Scienze Politiche.

I crediti formativi universitari (CFU) rappresentano l'unità di misura del lavoro di apprendimento richiesto alla studentessa o allo studente per l'espletamento di ogni attività formativa prescritta dall'ordinamento didattico del CdLM. A ciascun credito corrispondono globalmente venticinque ore di lavoro della studentessa o dello studente, comprensive tanto delle ore di lezione (esercitazioni, attività seminariali, ecc.), quanto delle ore di studio e di impegno che ogni studentessa od ogni studente svolge individualmente. Il rapporto standard tra il lavoro di natura didattica e quello individuale – nel contesto formativo tipico del CdLM in *International Studies* – è di sei a diciannove.

La corrispondenza tra i CFU assegnati e le ore di attività didattica per ciascuna attività formativa è pertanto la seguente:

un credito formativo per sei ore di lezione (o attività assimilate)

Le modalità organizzative per studentesse e studenti con disabilità, atleti/e, genitori/trici, studenti/esse sottoposti/e a misure restrittive della libertà personale, caregiver, lavoratori/trici full-time e part-time, nonché altre specifiche categorie, sono disciplinate dal dal Regolamento Carriera di Ateneo (Art. 38 "Principi generali" e Art. 39 "Tutela della partecipazione alla vita universitaria"), pubblicato nella sezione Regolamenti del Portale dello Studente.

Per le studentesse e gli studenti con disabilità e con DSA sono erogati numerosi servizi per consentire e agevolare la partecipazione alla vita universitaria, in riferimento alle specifiche esigenze di ognuno. Per ciascuna attività formativa e per lo svolgimento degli esami di profitto da parte di studentesse e di studenti con disabilità certificata e/o con disturbi specifici dell'apprendimento certificati, in adeguamento alla specifica situazione di disagio, come previsto dalle leggi n. 17/1999 e n. 170/2010 e successive modificazioni, sono adottate le necessarie misure dispensative e/o gli strumenti compensativi (Art. 14 "Esami di profitto" del Regolamento Carriera di Ateneo, pubblicato nella sezione Regolamenti del sito di Roma Tre). Per quanto definito, si fa riferimento al Vademecum di Ateneo per promuovere il processo di inclusione delle studentesse e degli studenti con disabilità e con DSA.

In ipotesi di emergenze sanitarie o di eventi di eccezionale gravità, che avessero effetti anche sullo svolgimento delle attività didattiche, qualsiasi disposizione di legge del Governo nazionale e/o degli organi competenti dell'Ateneo, che riguarderà le modalità di svolgimento della didattica, sarà resa immediatamente esecutiva anche nel CdLM disciplinato dal presente Regolamento. Di conseguenza, per tutti gli insegnamenti del CdLM saranno adottate le modalità di svolgimento della didattica, anche a distanza, utili a garantire il raggiungimento degli obiettivi formativi e, nel contempo, a tutelare la salute delle studentesse e degli studenti, nonché del personale universitario. Anche per eventuali attività di laboratorio e tirocini, saranno immediatamente attuate eventuali disposizioni che ne regolino modalità di svolgimento e durata. Per quanto non espressamente qui disciplinato si rinvia al Regolamento Carriera, pubblicato nella sezione Regolamenti del Portale dello Studente.

Art. 7.   Articolazione del percorso formativo

7.1   Attività formative

Il CdLM non prevede un'organizzazione cronologica dell'offerta, ma si concentra sulle aree tematiche, in modo di fornire a studenti/esse iscritti/e un percorso formativo chiaro e coerente. A questo fine si descrivono di seguito gli obiettivi da perseguire in relazione ai corsi presenti nell'offerta formativa complessiva. Oltre alla didattica frontale, il CdLM possiede le capacità e le attrezzature per svolgere didattica a distanza (e-learning) e offre una ampia selezione di attività extra-curriculari e integrative, quali:

- accertamento e potenziamento delle abilità informatiche;
- seminari e conferenze tenuti da *visiting professor* ed esperti esterni;
- workshop di orientamento al lavoro organizzati in collaborazione con consulenti di carriera e head hunter;
- attività esterne come soggiorni di studio presso Università straniere, in ragione di programmi europei, quali Socrates ed Erasmus, programmi internazionali, accordi di cooperazione e *summer school*;
- attività esterne come stage formativi presso imprese nazionali e multinazionali, enti e amministrazioni pubbliche locali, nazionali, comunitarie o internazionali, in relazione a specifici

obiettivi di formazione, anche in attuazione di specifici programmi, come l'Erasmus Placement.

Il CdLM prevede un totale di dodici attività formative curriculari, per corrispondenti dodici esami, a ciascuna di cui sono attribuiti sei o nove CFU, secondo la seguente articolazione:

(i) dieci attività formative appartengono al novero delle discipline caratterizzanti e di quelle affini e integrative; fra queste, otto attività formative sono obbligatorie (caratterizzanti) e le restanti due debbono essere scelte all'interno di altrettanti gruppi di attività formative (c.d. 'panieri'- affini);

(ii) due attività formative sono lasciate alla scelta libera delle studentesse e degli studenti. Al riguardo, le studentesse e gli studenti possono esercitare le seguenti opzioni: (a) individuare un ulteriore insegnamento curriculare in uno dei "panieri" previsti per il CdLM; (b) individuare un insegnamento da sei CFU in lingua inglese impartito in altri Dipartimenti dell'Ateneo, o di altri Atenei, o strutture convenzionate con il Dipartimento, sulla base di accordi di mutuazione stipulati.

La possibilità di fare istanza da parte dello/a studente/ssa per un piano di studio che contempli un'attività in sovrannumero è limitata alla frequenza e al sostenimento di esami. Il CULM ha facoltà di rifiutare tale istanza, se non ritiene le motivazioni addotte dallo/a studente/ssa valide.

Alle altre attività formative sono riservati sei CFU, mentre alla positiva discussione della tesi finale sono associati diciotto CFU.

7.2 Tipologia, collocazione curriculare e caratteristiche delle attività formative

Le attività formative si distinguono in attività formative caratterizzanti, affini o integrative, e a scelta dello studente.

- Le discipline caratterizzanti sono quelle che risultano indispensabili per definire i contenuti culturali che qualificano le figure professionali da costruire attraverso il CdLM.

- Le discipline affini o integrative offrono approfondimenti tematici e abilità specifiche, che sono finalizzati a precisi obiettivi formativi e a particolari profili del mercato del lavoro.

Le studentesse e gli studenti sono in corso o fuori corso.

Al fine di consentire alle studentesse e agli studenti di predisporre un curriculum formativo mirato ai loro interessi culturali e ai loro orientamenti professionali, nell'ambito del percorso curriculare come appena delineato, la studentessa o lo studente consegue complessivamente dodici CFU di attività formative a scelta, che la studentessa lo studente può individuare tra gli insegnamenti in lingua inglese impartiti nei CdLM del Dipartimento, mutuati da altri Dipartimenti o erogati dagli enti partner.

7.3   Elenco delle attività formative

Di ciascun insegnamento facente parte dell'offerta didattica complessiva del Dipartimento di Scienze Politiche di Roma Tre sono indicati in un apposito allegato (All. 1) tipologia (TAF), settori scientifico-disciplinari (SSD), CFU, ore di didattica frontale, obiettivi formativi, eventuali propedeuticità, modalità di svolgimento della didattica, modalità dell'esame di profitto.

Nel successivo allegato contenente l'*Elenco delle attività formative erogate* per il CdLM (All. 2), sono altresì indicati il semestre di erogazione e la tipologia di copertura, con i relativi nominativi delle titolari e dei titolari dei singoli corsi.

7.4   Elenco delle altre attività formative

Tutte le attività di cui si chiede la valutazione al CULM all'interno delle *altre attività formative* (pari a sei CFU) devono essere rigorosamente attinenti al percorso di studi prescelto e devono essere inerenti esclusivamente ai seguenti ambiti:

1)   conoscenze linguistiche;
2)   abilità informatiche e telematiche;
3)   tirocini curriculari (stage);
4)   formazione, workshop, aggiornamento ed esperienza professionale;
5)   attività formative integrative seminariali;

I crediti delle "Altre attività formative" non possono in ogni caso essere colmati con i crediti conseguiti in sede di esami di profitto, eccezion fatta per trasferimenti, passaggi, abbreviazioni di corso, reintegri per decadenza e per rinuncia.

Non potranno essere riconosciute in alcun modo attività formative e certificazioni linguistiche utilizzate come titoli d'accesso.

7.4.1 Conoscenze linguistiche

Riconoscimento di crediti linguistici

Il riconoscimento di crediti formativi, nelle ulteriori attività formative, avviene nella misura di tre CFU per la conoscenza di una lingua straniera di livello minimo:

•   B2+ per l'inglese
•   B2 per il francese, per il portoghese e per lo spagnolo
•   B1 per il tedesco e per tutte le altre lingue straniere

Il CULM si avvale anche del Centro Linguistico di Ateneo (CLA) per la verifica delle competenze linguistiche possedute e/o acquisite tramite strutture accreditate e riconosciute secondo quanto previsto dal CLA.

7.4.2 Abilità informatiche e telematiche

È possibile l'acquisizione di crediti, tra quelli riservati alle altre attività formative, con attività di laboratorio svolte in Dipartimento o presso altre strutture dell'Ateneo, o ancora enti di formazione esterni per l'apprendimento di abilità e per l'apprendimento di abilità e di competenze in campo informatico e telematico. Sono ritenuti validi soltanto attestati di erogati da enti esterni che presentino chiara indicazione delle ore totali svolte e del superamento di una prova finale e del livello di lingua conseguito. In nessun caso sono ritenute valide autocertificazioni da parte della studentessa o dello studente.

7.4.3 Tirocini curriculari (stage)

Per la partecipazione ad attività di stage, sia interne che esterne all'Ateneo, svolte presso enti pubblici o privati, in Italia o all'estero, possono essere riconosciuti tre CFU, per un minimo di 150 ore, fatta eccezione per specifici progetti attivati dall'Ateneo, per cui può essere previsto un monte ore diverso, ma non un numero di CFU differenti. Non sono riconosciuti crediti per stage svolti in assenza di specifico accordo stipulato tra Roma Tre e l'ente o azienda che ospita la/lo stagista. In caso eccezionale, previa approvazione ex ante del CULM, può essere assimilata allo stage l'attività di volontariato, sempre a condizione che le mansioni svolte siano coerenti con gli obiettivi formativi del CdLM.

Il riconoscimento dei crediti avviene in ogni caso previa apposita domanda da inoltrare tramite Portale dello Studente (Gomp). Prima dell'inizio dello stage la studentessa o lo studente deve inserire nel piano di studio la relativa voce. In nessun caso sono ritenuti validi per il riconoscimento crediti il patto formativo stipulato prima dell'inizio dello stage o eventuali autocertificazioni da parte della studentessa o dello studente del numero di ore o delle mansioni svolte. Non sono previsti ulteriori crediti formativi per stage nel piano di studio oltre i tre previsti da Regolamento.

7.4.4 Attività di formazione, workshop, aggiornamento ed esperienza professionale

È possibile l'acquisizione di crediti, tra quelli riservati alle "altre attività formative", per la partecipazione a workshop promossi dall'Ateneo o da enti partner o, ancora, a corsi di formazione e aggiornamento professionale coerenti con il percorso di studio. Tali attività devono essere svolte esclusivamente in lingua inglese e devono prevedere esercitazioni o una prova valutativa finale. Nel caso di studentesse o di studenti lavoratori/trici tali workshop non devono essere finalizzati a procedure interne di riqualificazione e/o di avanzamento nella carriera.

Le attività interne e/o in convenzione devono prevedere almeno sei ore di lezioni frontali per ogni credito riconosciuto, in questa tipologia di attività rientrano le soft skills svolte con enti convenzionati con il Dipartimento o con l'Ateneo. Le attività esterne devono prevedere almeno venticinque ore per ogni credito riconosciuto (in classe e/od online). In questa tipologia di attività rientrano le soft skills. Sono considerate valide soltanto certificazioni che presentino chiara indicazione delle ore totali svolte e di una verifica o esercitazione finale. In nessun caso sono ritenute

valide autocertificazioni da parte della studentessa o dello studente. In virtù di convenzioni con enti partner o specifiche iniziative di Dipartimento o di Ateneo, sono possibili forme di workshop o con un differente rapporto ore/crediti.

È possibile riconoscere l'esperienza professionale maturata dalle studentesse e dagli studenti iscritte/i al CdLM. Il CULM prevede il riconoscimento di CFU per tale categoria tra le ulteriori attività formative. Sono riconosciuti quattro CFU, in misura di un credito formativo per ogni anno di attività lavorativa debitamente certificata e svolta prevalentemente in lingua inglese.

7.4.5 Attività formative integrative seminariali

Le studentesse e gli studenti possono inserire nel piano di studio, tra le altre attività formative, i seminari tematici, disciplinari, interdisciplinari o multidisciplinari, tenuti da docenti del Dipartimento, anche in collaborazione con docenti esterne/i ed esperte/i nelle materie oggetto dei seminari stessi. I seminari tematici devono essere svolti in lingua inglese.

Ciascuna attività formativa sarà associata a uno dei seguenti ambiti:

- SPSL: Seminari nelle scienze politico-sociali, storiche, linguistiche;
- SEGS: Seminari nelle scienze economiche, giuridiche, statistiche

Nel corso della carriera possono essere sostenute non più di DUE attività seminariali all'interno di uno stesso ambito.

Le laureande e i laureandi della sessione di marzo, o di eventuali altre sedute straordinarie, non possono frequentare e sostenere seminari inseriti nell'offerta formativa dell'anno accademico successivo a quello in cui conseguono il titolo.

Per quanto qui non previsto si rimanda al Regolamento sulle Attività Formative Integrative Seminariali, pubblicato nella sezione Altre Attività Formative del sito di Dipartimento.

Art. 8.   Piano di studio

Il piano di studio è l'insieme delle attività didattiche che è necessario sostenere per raggiungere il numero di crediti previsti per il conseguimento del titolo finale. L'eventuale frequenza di attività didattiche in sovrannumero e l'ammissione ai relativi appelli di esame è consentita fino a un massimo di nove crediti complessivi, oltre tale soglia è consentita esclusivamente tramite l'iscrizione a singoli insegnamenti, come stabilito dal Regolamento Carriera, pubblicato nella sezione Regolamenti del Portale dello Studente. Tali attività didattiche non sono comprese nel piano di studio e non concorrono al calcolo dei crediti e della media per il conseguimento del titolo.

La mancata presentazione e relativa approvazione del piano di studio comportano l'impossibilità di prenotarsi agli esami, a esclusione delle attività didattiche obbligatorie.

Il piano di studio curriculare è sempre approvato automaticamente se la studentessa o lo

studente sceglie tra gli insegnamenti previsti nei panieri d'area e, per quanto riguarda le attività formative a scelta, opta per due insegnamenti previsti nell'offerta complessiva per i corsi magistrali del Dipartimento, o tra quelli mutuati da altri Dipartimenti dell'Ateneo o, ancora, tra quelli convenzionati e selezioni, infine, altre attività senza voto pre-approvate per il totale dei sei CFU previsti da questo Regolamento. In caso di libera scelta da parte della studentessa o dello studente, di uno o di entrambi gli insegnamenti, serve un'approvazione ex-ante da parte del CULM, che verifica la congruità degli obiettivi formativi del singolo insegnamento con quelli generali del CdLM. Vige la regola generale che obbliga di selezionare sempre insegnamenti in lingua inglese. Non è in nessun caso possibile selezionare un solo insegnamento da dodici CFU tra gli esami a scelta

La compilazione e la presentazione del piano di studio avvengono on line, accedendo alla propria area riservata. La studentessa o lo studente ha facoltà di conseguire un numero massimo di nove CFU in sovrannumero rispetto ai 120 CFU previsti dalla normativa, senza doversi iscrivere a corsi singoli. In questo caso la studentessa o lo studente deve inviare un'e-mail alla Segreteria del CULM motivando la scelta. Per i nove CFU in sovrannumero è previsto un piano differente da quello standard, che non può essere modificato dalla studentessa o dallo studente, se non per tornare a quello standard conforme alle regole di scelta previste dalla coorte di appartenenza. Il piano di studio con CFU in sovrannumero è previsto soltanto per insegnamenti a scelta e non per ulteriori attività formative e non è prevista la sostituzione di attività già verbalizzate con attività ancora da sostenere.

Gli insegnamenti a scelta e i relativi crediti in sovrannumero rispetto ai 120 CFU previsti dalla normativa non sono computati ai fini della carriera universitaria valutata per l'esame finale. Anche i CFU dei corsi singoli sostenuti per colmare le lacune formative prima dell'immatricolazione al CdLM sono considerati in sovrannumero e fuori carriera.

I piani di studio sono approvati in modo automatico quando rispettano le regole di scelta impostate. In caso di errata compilazione del piano di studio la studentessa o lo studente riceve comunicazione ufficiale da parte del CULM con la motivazione del rifiuto ed è invitata/o a compilare un nuovo piano che rispetti i parametri indicati al terzo comma di questo articolo.

Coloro che optano per il regime di part-time sottopongono il piano di studio scelto all'approvazione del CULM.

Art. 9.   Mobilità internazionale

Le studentesse e gli studenti assegnatari/e di borsa di mobilità internazionale devono predisporre un *learning agreement* da sottoporre obbligatoriamente all'approvazione del/la docente coordinatore/trice delegato/a per la mobilità internazionale prima della partenza. Il riconoscimento degli studi compiuti all'estero e dei relativi crediti, anche per eventuali tirocini, avviene in conformità con quanto stabilito dal Regolamento Carriera, pubblicato nella sezione Regolamenti del Portale dello Studente, e dai programmi di mobilità internazionale nell'ambito di cui le borse di studio sono assegnate.

All'arrivo a Roma Tre le studentesse e gli studenti in mobilità in ingresso presso il CdLM devono

sottoporre all'approvazione del/la docente coordinatore/trice delegato/a per la mobilità internazionale il *learning agreement* firmato dal/la referente accademico/a presso l'università di appartenenza.

Il *learning agreement*, approvato dalla coordinatrice o dal coordinatore Erasmus, comporta il riconoscimento dei crediti in esso contenuti e per essere valido deve essere firmato da: coordinatore/trice dell'Università ospitante, coordinatore/trice dell'Università di provenienza e dalla studentessa o dallo studente interessata/a.

Art. 10.   Caratteristiche della prova finale

La prova finale consiste nella discussione in lingua inglese della tesi di laurea, altresì redatta in lingua inglese, a cui sono attribuiti diciotto CFU. La tesi deve riflettere, sia nella struttura dell'elaborato (introduzione, articolazione in capitoli, conclusione) che nella sua veste formale (norme di edizione, indici, tabelle, grafici, figure, apparati di note, bibliografia), le conoscenze e le capacità di comprensione e di applicazione, i contributi originali alla ricerca (con riferimento alla letteratura scientifica di riferimento del tema prescelto nelle aree disciplinari di competenza del CdLM), le abilità comunicative e le capacità di apprendimento della candidata o del candidato.

Art. 11.   Modalità di svolgimento della prova finale

La richiesta di assegnazione della tesi si può effettuare entro la data di scadenza di presentazione della domanda di laurea. La materia della prova finale può essere scelta tra le discipline in cui si è sostenuto l'esame e quindi deve essere inserita nel piano di studio.

Responsabile didattico/a della materia è la relatrice o il relatore della prova finale, che può essere individuata/o dalla studentessa o dallo studente tra le o i docenti di ruolo e non dei Corsi di Laurea Magistrali del Dipartimento o di insegnamenti mutuati da altro Dipartimento, o, ancora, convalidati, in caso di passaggio, trasferimento o abbreviazione di carriera. La relatrice o il relatore è affiancata/o da una/o oppure più correlatrici o correlatori, individuati/e tra le o i docenti titolari di insegnamento nel CdLM o nell'Ateneo, oppure tra esperte/i e studiose/i che abbiano competenze specifiche in relazione agli obiettivi formativi dell'elaborato.

Insieme alla relatrice o al relatore e in accordo con la correlatrice o con il correlatore, la laureanda o il laureando è tenuta/o a concordare, con congruo anticipo rispetto alla richiesta ufficiale della domanda di laurea, il progetto, i tempi e le modalità di revisione dell'elaborato. Nell'organizzazione dei propri tempi di stesura, la laureanda o il laureando deve tenere conto anche dei tempi di lettura necessari ai/lle docenti (relatrice/relatore e correlatrice/correlatore) per esprimere il proprio parere e i consigli di revisione. Il relatore, poi, entro la data prevista nel calendario delle lauree di ogni appello, ha facoltà di approvare o no la tesi presentata.

Per presentare la domanda di conseguimento del titolo è necessario aver conseguito almeno ottantaquattro CFU. Le scadenze e le modalità di presentazione della domanda di conseguimento titolo sono pubblicate sul sito del Dipartimento alla voce Tesi ed esami di laurea e sul Portale dello

Studente, nella sezione Ammissione all'esame di laurea.

La prova finale per il conseguimento della laurea consiste nella redazione di una tesi redatta in lingua inglese e la sua successiva discussione orale in seduta pubblica, di fronte a una apposita Commissione nominata dalla Direttrice o dal Direttore di Dipartimento.

La prova finale si svolge in seduta pubblica di fronte a un'apposita commissione, che esprime la sua valutazione in centodecimi, tenendo conto della media ponderata conseguita negli esami del Corso e dei pareri espressi dalla relatrice o dal relatore e dalla correlatrice o dal correlatore sulla dissertazione presentata. La valutazione della prova finale prevede l'assegnazione della lode all'unanimità e la eventuale pubblicazione dei risultati originali della ricerca, ove considerati degni.

Nello specifico, ai fini del punteggio da attribuire a ogni singolo candidato, la commissione tiene conto in particolare dei seguenti criteri generali:

- fino a tre punti (sulla media certificata dei voti) per il buon impegno del candidato nello svolgimento del lavoro di tesi, in presenza di risultati privi di particolare merito;
- fino a sei punti (sulla media certificata dei voti) per il buon impegno del candidato nello svolgimento del lavoro di tesi, in presenza di risultati degni di merito fino a otto punti (sulla media certificata dei voti) in presenza di notevoli capacità critiche del candidato e di spunti di originalità del lavoro di tesi.

Il superamento, in via eccezionale, degli otto punti può essere concesso a tesi ritenute particolarmente meritevoli di essere segnalate secondo le procedure didattiche per la prova finale e l'esame di laurea del Dipartimento. Nei casi in cui venga raggiunto il punteggio di 110, la Commissione può all'unanimità conferire la lode.

Le scadenze e le modalità di presentazione della domanda di conseguimento titolo, nonché la composizione della Commissione, sono indicate e pubblicate sul sito di Dipartimento e sul Portale dello Studente.

In ipotesi di emergenza sanitaria o di altri eventi di eccezionale gravità, le modalità adottate per lo svolgimento della prova finale saranno attuate in base a specifiche disposizioni degli organi competenti dell'Ateneo.

Per quanto non espressamente qui disciplinato si rinvia alle Procedure didattiche per la prova finale e l'esame di laurea, pubblicate nella sezione Tesi ed esami di laurea del sito di Dipartimento, e a quanto pubblicato nella sezione Ammissione all'esame di laura sul del Portale dello Studente.

Art. 12.   Valutazione della qualità delle attività formative

Il processo di monitoraggio e valutazione dell'offerta formativa e della qualità della Didattica è svolto ai sensi del D.M. 987 del 12 dicembre 2016 dalla Commissione Paritetica Docenti-Studenti del Dipartimento di Scienze Politiche, dai Gruppi di Riesame dei Corsi di Laurea, dal/la Referente per le

indagini sulla soddisfazione delle studentesse e degli studenti del Dipartimento di Scienze Politiche, dal Responsabile per l'Assicurazione della Qualità del Dipartimento di Scienze Politiche. Tali organi provvedono alla redazione di specifici documenti che sono discussi in Consiglio di Dipartimento di Scienze Politiche.

La Commissione Paritetica Docenti-Studenti del Dipartimento di Scienze Politiche redige la Relazione Annuale, i gruppi di Riesame del CULM redigono i commenti alla Scheda di Monitoraggio Annuale (SMA), il Rapporto di Riesame Ciclico, il/la Referente per le indagini sulla soddisfazione delle studentesse e degli studenti del Dipartimento di Scienze Politiche redige una relazione sull'opinione delle studentesse e degli studenti.

La Coordinatrice o il Coordinatore del CULM supervisiona i processi di definizione e attuazione delle attività formative dei Corsi di Laurea Magistrali, coadiuvato dalle/dai tutor e dalle/dai referenti della Segreteria del CULM.

Il CULM si avvale di un'apposita commissione, a cui partecipano docenti, personale TAB, responsabile della qualità e almeno una/un rappresentante delle studentesse e degli studenti, per adempiere alle attività di monitoraggio e valutazione di tutte le attività connesse con l'offerta formativa erogata.

La verifica dell'efficacia e dell'efficienza delle attività formative, definite dall'ordinamento didattico del CdLM, è svolta annualmente rispettando il calendario di Ateneo relativo alle attività AVA.

Le attività di valutazione si avvalgono dei dati forniti dall'Ateneo e di dati raccolti su iniziativa del CULM. Il processo di autovalutazione è articolato in più fasi:

a)   valutazione diretta: le studentesse e gli studenti esprimono un giudizio sulla organizzazione e la metodologia didattica di ogni singolo insegnamento tramite appositi questionari;

b)   monitoraggio dei flussi studenteschi (numero di immatricolazioni, di abbandoni, di trasferimenti in ingresso e in uscita) attraverso i dati dell'Ufficio Statistico;

c)   monitoraggio dell'andamento del processo formativo (livello di superamento degli esami previsti nei diversi anni di corso, voto medio conseguito, ritardi registrati rispetto ai tempi preventivati dal percorso formativo) attraverso i dati dell'Ufficio Statistico;

d)   valutazione quantitativa e qualitativa dei risultati della formazione (numero dei laureati/e, durata complessiva degli studi, votazione finale conseguita) attraverso i dati dell'Ufficio Statistico;

e)   valutazione quantitativa e qualitativa delle attività di internazionalizzazione (studentesse e studenti con CFU conseguiti all'estero, studentesse e studenti con titolo di studio precedente conseguito all'estero) attraverso i dati dell'Ufficio Statistico;

f)   valutazione ex-post dell'esperienza universitaria attraverso indagini dirette alle laureate e ai laureati (indagine *alumni*) e promosse dal CULM;

g)   valutazione delle carriere professionali delle laureate e dei laureati attraverso i dati AlmaLaurea resi disponibili dall'Ufficio Statistico di Ateneo;

h)   valutazione dell'efficienza delle strutture e dei servizi di supporto all'attività formativa attraverso i dati provenienti dai questionari di Ateneo;

i)   pubblicizzazione dei risultati delle azioni di valutazione sul sito web del Dipartimento, nella sezione Didattica, alla voce Assicurazione della Qualità.

Il CULM rivede annualmente tutto il piano dell'azione formativa alla luce dei risultati della valutazione, anche partecipando alle procedure di autovalutazione, di valutazione e di accreditamento previste dalla normativa vigente.

Art. 13.   Altre fonti normative

Per quanto non espressamente qui disciplinato si rinvia al Regolamento Didattico di Ateno e al Regolamento Carriera, pubblicati nella sezione Regolamenti del Portale dello Studente.

Art. 14.   Efficacia

Le disposizioni del presente Regolamento si applicano a decorrere dall'a.a. 2024-2025 e rimangono in vigore per l'intero ciclo formativo (e per la relativa coorte studentesca) avviato a partire dal suddetto anno accademico. Tali disposizioni si applicano, inoltre, ai successivi anni accademici e relative coorti fino all'entrata in vigore di successive modifiche regolamentari.

Il Regolamento Didattico è riesaminato annualmente prima della definizione dell'offerta formativa. Le delibere adottate successivamente dal CULM hanno valore di revisione.

Gli allegati 1 e 2 richiamati nel presente Regolamento possono essere modificati da parte della struttura didattica competente, nell'ambito del processo annuale di programmazione didattica. I suddetti allegati sono resi pubblici anche mediante il sito di Universitaly.

Allegati

Allegato 1

Elenco delle attività formative previste per il Corso di Laurea Magistrale

Allegato 2

Elenco delle attività formative erogate per il Corso di Laurea Magistrale

Allegato 3

Guidelines in lingua inglese

DIDATTICA PROGRAMMATA 2024/2025

International Studies (LM-52)

Dipartimento: SCIENZE POLITICHE
Codice CdS: 118654
Codice SUA: 1603701
Area disciplinare: ScientificoTecnologica
Curricula previsti:
- Curriculum unico

CURRICULUM: Curriculum unico

Primo anno

Primo semestre

Denominazione *(Tipologia attività formativa (TAF) / Ambito disciplinare)*	SSD	CFU	Ore	Lingua
21810489 - INTERNATIONAL LAW AND DEVELOPMENT *TAF B - giuridico*	IUS/13	9	54	ENG
21810491 - INTERNATIONAL POLITICS *TAF B - politologico*	SPS/04	9	54	ENG
GRUPPO OPZIONALE INTERNSHIPS, LANGUAGE PROFICIENCY, SEMINARS, SOFTSKILLS, AND WORKSHOPS				
GRUPPO OPZIONALE ONE OF THE FOLLOWING LANGUAGE COURSES:				
21810512 - THE INTERNATIONAL SYSTEM AFTER THE END OF THE COLD WAR *TAF B - storico*	SPS/06	9	54	ENG
21810492 - THE UNITED STATES AND THE WORLD IN THE 20TH AND 21ST CENTURIES *TAF B - storico*	SPS/05	9	54	ENG
GRUPPO OPZIONALE TWO FREE-CHOICE ELECTIVES:				
GRUPPO OPZIONALE TWO OF THE FOLLOWING ELECTIVES:				

Secondo semestre

Denominazione *(Tipologia attività formativa (TAF) / Ambito disciplinare)*	SSD	CFU	Ore	Lingua
21810526 - FINAL THESIS *TAF E - Per la prova finale*		18	450	ENG
21810490 - INTERNATIONAL HISTORY OF PEACE *TAF B - storico*	M-STO/04	9	54	ENG
21810511 - INTERNATIONAL MACROECONOMICS *TAF B - economico*	SECS-P/01	9	54	ENG
GRUPPO OPZIONALE INTERNSHIPS, LANGUAGE PROFICIENCY, SEMINARS, SOFTSKILLS, AND WORKSHOPS				
GRUPPO OPZIONALE ONE OF THE FOLLOWING LANGUAGE COURSES:				
21810513 - THEORY OF HUMAN RIGHTS *TAF B - politologico*	SPS/01	9	54	ENG
GRUPPO OPZIONALE TWO FREE-CHOICE ELECTIVES:				
GRUPPO OPZIONALE TWO OF THE FOLLOWING ELECTIVES:				

GRUPPI OPZIONALI

GRUPPO OPZIONALE ONE OF THE FOLLOWING LANGUAGE COURSES:				
Denominazione *(Tipologia attività formativa (TAF) / Ambito disciplinare)*	**SSD**	**CFU**	**Ore**	**Lingua**
21810494 - FRENCH STUDIES *TAF B - linguistico*	L-LIN/04	9	54	fra
21810496 - GERMAN STUDIES *TAF B - linguistico*	L-LIN/14	9	54	deu
21810495 - HISPANIC STUDIES *TAF B - linguistico*	L-LIN/07	9	54	spa
21810493 - RUSSIAN STUDIES *TAF B - linguistico*	L-LIN/21	9	54	rus

GRUPPO OPZIONALE TWO OF THE FOLLOWING ELECTIVES:				
Denominazione *(Tipologia attività formativa (TAF) / Ambito disciplinare)*	**SSD**	**CFU**	**Ore**	**Lingua**
20710666 - EAST ASIAN HISTORY IN THE CONTEMPORARY WORLD *TAF C - Attività formative affini o integrative*	SPS/14	6	36	ENG
21810504 - EUROPEAN CONSTITUTIONAL LAW *TAF C - Attività formative affini o integrative*	IUS/08	6	36	ENG
21810500 - EVOLVING SECURITY IN THE POST 1945 WORLD *TAF C - Attività formative affini o integrative*	SPS/06	6	36	ENG
21810497 - GENDER AND POLITICAL THEORIES *TAF C - Attività formative affini o integrative*	SPS/02	6	36	ENG
21810505 - MULTICULTURAL AMERICAN LITERATURE *TAF C - Attività formative affini o integrative*	L-LIN/12	6	36	ENG
21810503 - SUSTAINABILITY, ECONOMIC DEVELOPMENT, AND TRANSPORT *TAF C - Attività formative affini o integrative*	SECS-P/06	6	36	ENG
21810421 - THE ROOTS OF GLOBALIZATION: EUROPEAN EXPANSION AND COLONIALISM *TAF C - Attività formative affini o integrative*	M-STO/02	6	36	ITA

GRUPPO OPZIONALE TWO FREE-CHOICE ELECTIVES:				
Denominazione *(Tipologia attività formativa (TAF) / Ambito disciplinare)*	**SSD**	**CFU**	**Ore**	**Lingua**
21810507 - ARABIC STUDIES *TAF D - A scelta dello studente*	L-OR/12	6	36	ara
21810508 - CHINESE STUDIES *TAF D - A scelta dello studente*	L-OR/21	6	36	chi
21810509 - GLOBAL ECONOMY AND LABOUR RIGHTS *TAF D - A scelta dello studente*	IUS/07	6	36	ENG
20710170 - HISTORY AND POLITICS OF MIDDLE EAST AND NORTH AFRICA *TAF D - A scelta dello studente*	SPS/13	6	36	ENG
21810693 - HISTORY OF MIGRATION *TAF D - A scelta dello studente*	M-STO/02	6	36	ENG
21810533 - REPRESENTATIVE INSTITUTIONS IN EUROPE: HISTORY AND THEORIES *TAF D - A scelta dello studente*	SPS/02	6	36	ENG
21810631 - THE EU IN GLOBAL ENVIRONMENTAL GOVERNANCE *TAF D - A scelta dello studente*	SPS/06	6	36	ENG

GRUPPO OPZIONALE INTERNSHIPS, LANGUAGE PROFICIENCY, SEMINARS, SOFTSKILLS, AND WORKSHOPS				
Denominazione *(Tipologia attività formativa (TAF) / Ambito disciplinare)*	**SSD**	**CFU**	**Ore**	**Lingua**
21810646 - ACADEMIC ENGLISH		3	18	ENG

GRUPPO OPZIONALE INTERNSHIPS, LANGUAGE PROFICIENCY, SEMINARS, SOFTSKILLS, AND WORKSHOPS				
Denominazione *(Tipologia attività formativa (TAF) / Ambito disciplinare)*	**SSD**	**CFU**	**Ore**	**Lingua**
TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro				
21810786 - ENGLISH PROFICIENCY - LEVEL B2+ *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	ENG
21810787 - FRENCH PROFICIENCY - LEVEL B2 *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	fre
21810789 - GERMAN PROFICIENCY - LEVEL B1 *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	ger
21810651 - INTERNSHIP *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	150	ENG
21810784 - MA SEMINAR IN ECONOMICS, LAW, AND STATISTICS I *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	ENG
21810785 - MA SEMINAR IN ECONOMICS, LAW, AND STATISTICS II *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	ENG
21810782 - MA SEMINAR IN POLITICAL, HISTORICAL, AND LINGUISTIC SCIENCES I *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	ENG
21810783 - MA SEMINAR IN POLITICAL, HISTORICAL, AND LINGUISTIC SCIENCES II *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	ENG
21810796 - OTHER FOREIGN LANGUAGE PROFICIENCY - LEVEL B1 *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	ENG
21810788 - PORTUGUESE PROFICIENCY - LEVEL B2 *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	por
21810773 - SOFT SKILLS *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	ENG
21810648 - SOFT SKILLS - PFL *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		1	6	ENG
21810647 - SOFT SKILLS -PFL *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		2	12	ENG
21810790 - SPANISH PROFICIENCY - LEVEL B2 *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	18	spa
21810878 - WORK EXPERIENCE *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		4	4000	ENG
21810698 - WORKSHOP *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		1	25	ITA
21810699 - WORKSHOP *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		2	50	ITA
21810655 - WORKSHOP - CIEE *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		6	36	ENG
21810656 - WORKSHOP - IES *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		6	36	ENG
21810684 - WORKSHOP IN ENGLISH *TAF F - Altre conoscenze utili per l'inserimento nel mondo del lavoro*		3	75	ENG

TIPOLOGIE ATTIVITA' FORMATIVE (TAF)

Sigla	Descrizione
A	Base
B	Caratterizzanti
C	Attività formative affini o integrative
D	A scelta studente
E	Prova Finale o Per la conoscenza di almeno una lingua straniera
F	Ulteriori attività formative (art.10, comma 5, lettera d)
R	Attività formative in ambiti disciplinari affini o integrativi a quelli di base e caratterizzanti, anche con riguardo alle culture di contesto e alla formazione interdisciplinare
S	Per stages e tirocini presso imprese, enti pubblici o privati, ordini professionali

OBIETTIVI FORMATIVI

21810646 - ACADEMIC ENGLISH

Italiano

This course is designed to help students improve their language skills for academic purposes: • Improve reading, writing, listening, and speaking skills for academic contexts. • Enhance comprehension of complex texts and effective note-taking. • Develop skills in structuring and writing academic essays. • Use academic vocabulary and grammar accurately. • Participate in academic discussions and deliver presentations. • Develop critical thinking and analytical skills for academic research. • Understand academic and cultural norms within a university setting.

Inglese

This course is designed to help students improve their language skills for academic purposes: • Improve reading, writing, listening, and speaking skills for academic contexts. • Enhance comprehension of complex texts and effective note-taking. • Develop skills in structuring and writing academic essays. • Use academic vocabulary and grammar accurately. • Participate in academic discussions and deliver presentations. • Develop critical thinking and analytical skills for academic research. • Understand academic and cultural norms within a university setting.

21810646 - ACADEMIC ENGLISH

Italiano

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Inglese

This course is designed to help students improve their language skills for academic purposes: • Improve reading, writing, listening, and speaking skills for academic contexts. • Enhance comprehension of complex texts and effective note-taking. • Develop skills in structuring and writing academic essays. • Use academic vocabulary and grammar accurately. • Participate in academic discussions and deliver presentations. • Develop critical thinking and analytical skills for academic research. • Understand academic and cultural norms within a university setting.

21810507 - ARABIC STUDIES

Italiano

The 1st yr Language and Translation course of Non-European language, comes under the core educational activities of the "Languages and cultures studies of the respective countries" of the bachelor's degree course in Languages and Cultural & Linguistic Mediation, specifically those activities aimed at providing effective operational competence at the levels established for the Non-European language as well as the theoretical knowledge of the foreign language main characteristics. The course aims at providing: the achievement of competencies equivalent to the A2 level - Common European Framework of Reference for Languages (CEFR) 2018 (https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989), for all skills through reception, production, interaction, written and spoken mediation activities as well as their related strategies. Introduction to metalinguistic reflection also at comparative level: structural and typological aspects, sociolinguistic aspects, introduction to the language of study history. Introduction to the knowledge and use of some lexicographic resources. Application of acquired knowledge to short texts. Expected learning results: students will be able to use their first foreign language at a level equivalent to A2 level - Common European Framework of Reference for Languages (CEFR) 2018 (https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989), they will be able to use the corresponding communicative strategies; they will be able to carry out metalinguistic reflection activities in a comparative perspective; they will learn and start using, at basic level, some lexicographic resources, for language study; they will apply acquired knowledge to the analysis of short texts in the language of study.

Inglese

The 1st yr Language and Translation course of Non-European language, comes under the core educational activities of the "Languages and cultures studies of the respective countries" of the bachelor's degree course in Languages and Cultural & Linguistic Mediation, specifically those activities aimed at providing effective operational competence at the levels established for the Non-European language as well as the theoretical knowledge of the foreign language main characteristics. The course aims at providing: the achievement of competencies equivalent to the A2 level - Common European Framework of Reference for Languages (CEFR) 2018 (https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989), for all skills through reception, production, interaction, written and spoken mediation activities as well as their related strategies. Introduction to metalinguistic reflection also at comparative level: structural and typological aspects, sociolinguistic aspects, introduction to the language of study history. Introduction to the knowledge and use of some lexicographic resources. Application of

acquired knowledge to short texts. Expected learning results: students will be able to use their first foreign language at a level equivalent to A2 level - Common European Framework of Reference for Languages (CEFR) 2018 (https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989), they will be able to use the corresponding communicative strategies; they will be able to carry out metalinguistic reflection activities in a comparative perspective; they will learn and start using, at basic level, some lexicographic resources, for language study; they will apply acquired knowledge to the analysis of short texts in the language of study.

21810508 - CHINESE STUDIES

Italiano

The 1st yr Language and Translation course of Non-European language, comes under the core educational activities of the "Languages and cultures studies of the respective countries" of the bachelor's degree course in Languages and Cultural & Linguistic Mediation, specifically those activities aimed at providing effective operational competence at the levels established for the Non-European language as well as the theoretical knowledge of the foreign language main characteristics. The course aims at providing: the achievement of competencies equivalent to the A2 level - Common European Framework of Reference for Languages (CEFR) 2018 (https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989), for all skills through reception, production, interaction, written and spoken mediation activities as well as their related strategies. Introduction to metalinguistic reflection also at comparative level: structural and typological aspects, sociolinguistic aspects, introduction to the language of study history. Introduction to the knowledge and use of some lexicographic resources. Application of acquired knowledge to short texts. Expected learning results: students will be able to use their first foreign language at a level equivalent to A2 level - Common European Framework of Reference for Languages (CEFR) 2018 (https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989), they will be able to use the corresponding communicative strategies; they will be able to carry out metalinguistic reflection activities in a comparative perspective; they will learn and start using, at basic level, some lexicographic resources, for language study; they will apply acquired knowledge to the analysis of short texts in the language of study.

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20710666 - EAST ASIAN HISTORY IN THE CONTEMPORARY WORLD

Italiano

By the end of this course, having completed the relevant readings and activities, students should be able to: 1. Analyse the historical development of international relations in East Asia since the mid XIX century, comparing and contrasting developments in East Asia's international politics in the Cold and post-Cold War periods (CLO 1). 2. Explain the linkages between global and regional security issues in the East Asian region (CLO 2). 3. Discuss the emergence, development, effectiveness and prospects of intra-regional institutions (CLO 3). 4. Assess the prospects for regional stability and cooperation (CLO 4)

Inglese

By the end of this course, having completed the relevant readings and activities, students should be able to: 1. Analyse the historical development of international relations in East Asia since the mid XIX century, comparing and contrasting developments in East Asia's international politics in the Cold and post-Cold War periods (CLO 1). 2. Explain the linkages between global and regional security issues in the East Asian region (CLO 2). 3. Discuss the emergence, development, effectiveness and prospects of intra-regional institutions (CLO 3). 4. Assess the prospects for regional stability and cooperation (CLO 4)

21810786 - ENGLISH PROFICIENCY - LEVEL B2+

Italiano

Learning objectives for English at the B2+ level typically focus on further developing and refining language skills in order to achieve a higher level of proficiency: • Enhance fluency in spoken and written English. • Improve listening, reading, and writing skills. • Develop critical thinking and analytical abilities. • Expand vocabulary and master grammar structures. • Increase cultural awareness of English-speaking countries. • Enhance communication skills through active participation in discussions. • Practice effective note-taking and summarizing in English. • Develop presentation and public speaking skills in English.

Inglese

Learning objectives for English at the B2+ level typically focus on further developing and refining language skills in order to achieve a higher level of proficiency: • Enhance fluency in spoken and written English. • Improve listening, reading, and writing skills. • Develop critical thinking and analytical abilities. • Expand vocabulary and master grammar structures. • Increase cultural awareness of English-speaking countries. • Enhance communication skills through active participation in discussions. • Practice effective note-taking and summarizing in English. • Develop presentation and public speaking skills in English.

21810786 - ENGLISH PROFICIENCY - LEVEL B2+

Italiano

Learning objectives for English at the B2+ level typically focus on further developing and refining language skills in order to achieve a higher level of proficiency: • Enhance fluency in spoken and written English. • Improve listening, reading, and writing skills. • Develop critical thinking and analytical abilities. • Expand vocabulary and master grammar structures. • Increase cultural awareness of English-speaking countries. • Enhance communication skills through active participation in discussions. • Practice effective note-taking and summarizing in English. • Develop presentation and public speaking skills in English.

Inglese

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21810504 - EUROPEAN CONSTITUTIONAL LAW

Italiano

The course provides the basics of European constitutional law through a review of supranational law sources and its functioning between national and European legal systems. Moreover, the course aims to open a debate on the basic structure of the EU form of government, on the functioning of European institutions, and on the protection of fundamental rights at supranational level.

Inglese

The course provides the basics of European constitutional law through a review of supranational law sources and its functioning between national and European legal systems. Moreover, the course aims to open a debate on the basic structure of the EU form of government, on the functioning of European institutions, and on the protection of fundamental rights at supranational level.

21810500 - EVOLVING SECURITY IN THE POST 1945 WORLD

Italiano

The course aims to define and elaborate on the concept of military security as it developed after the Second World War. The time span is determined by the ineluctable revolution that the discovery and use of nuclear weapons ushered both in terms of military doctrine and of power politics. Starting with a reflection on the reasons of the early failure of collective security, the course will first focus on the crucial hallmarks of security in a bipolar international system, making a clear distinction between States included in, and excluded from, a multilateral alliance. It will then take into consideration the major challenges posed to military security by newly emerging threats as the former was consolidating after the end of the Cold War.

Inglese

The course aims to define and elaborate on the concept of military security as it developed after the Second World War. The time span is determined by the ineluctable revolution that the discovery and use of nuclear weapons ushered both in terms of military doctrine and of power politics. Starting with a reflection on the reasons of the early failure of collective security, the course will first focus on the crucial hallmarks of security in a bipolar international system, making a clear distinction between States included in, and excluded from, a multilateral alliance. It will then take into

consideration the major challenges posed to military security by newly emerging threats as the former was consolidating after the end of the Cold War.

21810526 - FINAL THESIS

Italiano

Writing a final thesis at the university helps students achieve the following learning objectives: • In-depth knowledge: Develop expertise in their research area. • Research skills: Gain proficiency in conducting independent research and data analysis. • Problem-solving: Tackle complex research questions and develop problem-solving abilities. • Communication skills: Enhance written and oral communication skills. • Time management: Learn effective time management and organizational skills. • Independent learning: Foster autonomy and self-motivation. • Critical thinking: Enhance analytical and critical thinking abilities. • Ethical considerations: Understand and adhere to ethical guidelines in research. • Presentation and defense skills: Improve presentation and public speaking abilities. • Contribution to knowledge: Make a meaningful contribution to the field of study.

Inglese

Writing a final thesis at the university helps students achieve the following learning objectives: • In-depth knowledge: Develop expertise in their research area. • Research skills: Gain proficiency in conducting independent research and data analysis. • Problem-solving: Tackle complex research questions and develop problem-solving abilities. • Communication skills: Enhance written and oral communication skills. • Time management: Learn effective time management and organizational skills. • Independent learning: Foster autonomy and self-motivation. • Critical thinking: Enhance analytical and critical thinking abilities. • Ethical considerations: Understand and adhere to ethical guidelines in research. • Presentation and defense skills: Improve presentation and public speaking abilities. • Contribution to knowledge: Make a meaningful contribution to the field of study.

21810787 - FRENCH PROFICIENCY - LEVEL B2

Italiano

The learning objectives for a French B2 level are focused on developing the ability to communicate effectively in French in both written and spoken forms: • Understand and comprehend spoken French in various contexts, including conversations, news, and presentations. • Read and comprehend a wide range of texts, including articles, essays, and professional documents. • Speak fluently and participate in discussions, debates, and conversations on various topics. • Write coherent and well-structured texts, using appropriate vocabulary and grammar. • Expand vocabulary and use grammatical structures accurately. • Demonstrate cultural awareness and understanding of French-speaking countries. • Develop effective interaction strategies for communication. • Improve pronunciation and intonation for clearer and more natural speech. • Foster independent learning skills through self-directed practice and resources.

Inglese

The learning objectives for a French B2 level are focused on developing the ability to communicate effectively in French in both written and spoken forms: • Understand and comprehend spoken French in various contexts, including conversations, news, and presentations. • Read and comprehend a wide range of texts, including articles, essays, and professional documents. • Speak fluently and participate in discussions, debates, and conversations on various topics. • Write coherent and well-structured texts, using appropriate vocabulary and grammar. • Expand vocabulary and use grammatical structures accurately. • Demonstrate cultural awareness and understanding of French-speaking countries. • Develop effective interaction strategies for communication. • Improve pronunciation and intonation for clearer and more natural speech. • Foster independent learning skills through self-directed practice and resources.

21810787 - FRENCH PROFICIENCY - LEVEL B2

Italiano

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grammatical structures accurately. • Demonstrate cultural awareness and understanding of French-speaking countries. • Develop effective interaction strategies for communication. • Improve pronunciation and intonation for clearer and more natural speech. • Foster independent learning skills through self-directed practice and resources.

21810494 - FRENCH STUDIES

Italiano

The course is aimed at students with a level of linguistic competence at least equal to B1 and aims to study authors and texts belonging to the modern and contemporary French and Francophone literary field. In particular, the analysis of significant works in the original language will allow to develop the understanding and critical interpretation of aspects and dynamics concerning the politics, culture and society of France and the Francophone world from the 19th century to the present, also in reference with the technological changes that characterize the modern era. Another objective will be to provide the tools to develop an analysis methodology based on an interdisciplinary approach. Expected learning outcomes: students will deepen their language skills, with reference also to disciplinary lexicons, and will be able to decline their knowledge of French culture, its language and its literature in a multidisciplinary perspective.

Inglese

The course is aimed at students with a level of linguistic competence at least equal to B1 and aims to study authors and texts belonging to the modern and contemporary French and Francophone literary field. In particular, the analysis of significant works in the original language will allow to develop the understanding and critical interpretation of aspects and dynamics concerning the politics, culture and society of France and the Francophone world from the 19th century to the present, also in reference with the technological changes that characterize the modern era. Another objective will be to provide the tools to develop an analysis methodology based on an interdisciplinary approach. Expected learning outcomes: students will deepen their language skills, with reference also to disciplinary lexicons, and will be able to decline their knowledge of French culture, its language and its literature in a multidisciplinary perspective.

21810497 - GENDER AND POLITICAL THEORIES

Italiano

This course is based on a systematic analysis of the classic works and theories of antique, modern and contemporary political philosophy, through a gender perspective; i.e. those works and theories in which great thinkers have revealed their thoughts regarding the political and social life of women. The aim of the course is to fill a gap in our knowledge about the history of political thought and to comprehend the assumptions behind deeply rooted modes of thought that continue to affect women's lives in significant ways.

Inglese

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21810789 - GERMAN PROFICIENCY - LEVEL B1

Italiano

The B1 level in German corresponds to an intermediate level of proficiency according to the Common European Framework of Reference for Languages (CEFR). At the B1 level, learners are expected to have a solid foundation in the language and be able to communicate in a variety of everyday situations. The specific learning objectives for German B1 include: • Understand and respond to conversations, interviews, and announcements on familiar topics. • Read and comprehend moderately complex texts, such as news articles and simple literary works. • Engage in conversations, express opinions, and present information on various subjects. • Write personal letters, emails, and short texts about familiar topics and experiences. • Expand grammar knowledge and vocabulary to express ideas more accurately. • Develop cultural awareness of German-speaking societies and demonstrate cultural sensitivity in communication.

Inglese

The B1 level in German corresponds to an intermediate level of proficiency according to the Common European Framework of Reference for Languages (CEFR). At the B1 level, learners are expected to have a solid foundation in the language and be able to communicate in a variety of everyday situations. The specific learning objectives for German B1 include: • Understand and respond to conversations, interviews, and announcements on familiar topics. • Read and comprehend moderately complex texts, such as news articles and simple literary works. • Engage in conversations, express opinions, and present information on various subjects. • Write personal letters, emails, and short texts about familiar topics and experiences. • Expand grammar knowledge and vocabulary to express ideas more accurately. • Develop cultural awareness of German-speaking societies and demonstrate cultural sensitivity in communication.

21810789 - GERMAN PROFICIENCY - LEVEL B1

Italiano

The B1 level in German corresponds to an intermediate level of proficiency according to the Common European Framework of Reference for Languages (CEFR). At the B1 level, learners are expected to have a solid foundation in the language and be able to communicate in a variety of everyday situations. The specific learning objectives for German B1 include: • Understand and respond to conversations, interviews, and announcements on familiar topics. • Read and comprehend moderately complex texts, such as news articles and simple literary works. • Engage in conversations, express opinions, and present information on various subjects. • Write personal letters, emails, and short texts about familiar topics and experiences. • Expand grammar knowledge and vocabulary to express ideas more accurately. • Develop cultural awareness of German-speaking societies and demonstrate cultural sensitivity in communication.

Inglese

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21810496 - GERMAN STUDIES

Italiano

Ziel dieses Kurses ist es, die bereits von Studenten erworbenen Sprachkompetenzen durch die Vertiefung der politisch-kulturellen Erfahrungen im deutschsprachigen Raum zu perfektionieren. Es gliedert sich in einen sprachlichen Teil, der dem Erwerb sektoraler Lexika im politisch-juristischen und historisch-ökonomischen Bereich besondere Aufmerksamkeit widmet, und einen weiteren thematischen Teil, der dem deutschsprachigen Raum durch Texte und Dokumente unterschiedlicher Art aus Zeitungen, Sachbüchern, Filmen und Literatur gewidmet ist, wobei die Literatur als Modell für komplexe kulturelle Kommunikation, Ästhetik und Kritik dient.

Inglese

The Course, which is for students with a good overall understanding and practical knowledge of the German language, Level B1 (looking to improve specific grammar, written and spoken skills), will build on previously acquired listening, speaking, reading, and writing skills. They will further develop their political and cultural knowledge in German-speaking countries. The course is taught in German and is divided into a linguistic section, which pays particular attention to the acquisition of sectoral lexicons in the political-legal and historical-economic fields, and a thematic section, which is devoted to the German-speaking region through texts and documents of various kinds from newspapers, non-fiction books, films and literature, whereby literature serves as a model for complex cultural communication, aesthetics and criticism.

21810509 - GLOBAL ECONOMY AND LABOUR RIGHTS

Italiano

The course aims at developing the salient characteristics and trends in social and labour rights regulation, in the framework of global economy and sustainable development.

Inglese

The course aims at developing the salient characteristics and trends in social and labour rights regulation, in the framework of global economy and sustainable development.

21810495 - HISPANIC STUDIES

Italiano

The course aims to deepen the study of the Spanish language and culture. The aim is to develop communicative and socio-cultural competence through, fundamentally, the study of the Hispanic political world. The course is divided into two modules: Module I (Specialty Languages) concerns an in-depth study of sectoral languages (political, economic, legal, administrative and journalistic) from a communicative and cultural perspective; Module II (Political language) is focused on the study of political language and the critical analysis of political discourse. In this sense, the aim is to acquire the tools to decode political discourses, at a linguistic, rhetorical and cultural level to understand the meaning of political oratory, also deconstructing its ideological meaning, and of power through the use of the word. Finally, it is intended to develop a critical capacity for autonomous re-elaboration of the languages of politics.

Inglese

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20710170 - HISTORY AND POLITICS OF MIDDLE EAST AND NORTH AFRICA

Italiano

The course will address the evolution of Islamic political doctrine, with a focus on contemporary phenomena such as that of jihadism, salafism, political Islam, post-Islamism, and the relationship between oppositional Islamic parties and government across a range of settings. These themes will be analysed by looking at how local contexts, analysed through an historical lens, intersect with trans-regional phenomena triggered by the new media and migration.

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21810693 - HISTORY OF MIGRATION

Italiano

The aim of this module is to introduce students to the history of human migrations, from prehistory to the so-called "Refugee crisis" in 2015. Students will learn theories and concepts related to the history of migration and engage in historiographical debates on the topic. On completion of this module students will have developed a critical understanding of the different types of migration, its causes and its socio-economic consequences.

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21810490 - INTERNATIONAL HISTORY OF PEACE

Italiano

For centuries mankind has longed for peace and for peaceful solutions to conflicts, but only in the last centuries peace has been perceived as an achievable political aim: this way the idea of war abolition has become conceivable; associations devoted to peace (and pacifism as a sort of peace party) emerged, along with the development of international organizations aimed at banning war and promoting peace-keeping operations. The course gives a historical introduction to the peace issue as one of the nodal points in contemporary politics up to the beginning of the 21st Century. It is devoted to the international history of peace ideas, peace movements, and peace institutions.

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21810489 - INTERNATIONAL LAW AND DEVELOPMENT

Italiano

International Development Law is a strategic and operational tool for all involved institutional and non-institutional stakeholders on a global, regional and national level. For this reason the course deals mainly with the role and actions of States and international intergovernmental (political and financial IOs) and non-governmental (NGOs and national and multinational corporations) organizations working at the bilateral, multilateral and multi-bilateral level in order to frame policies, programs and projects as key components of the international development law, also introducing in-depth analysis over the international legal and strategic environmental/climate component as well as the humanitarian patterns

of development cooperation in pre-during-post conflict situations.

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21810511 - INTERNATIONAL MACROECONOMICS

Italiano

The course aims to provide a comprehensive background in macroeconomics, building on a mainstream macroeconomic model for the analysis of both business cycle and growth in closed and open economies. The analytical tools developed in the course allow students to understand questions at the core of the current economic and policy debates, from the unfolding of major economic crises, to cyclical fluctuations and the role of stabilization policies, to the challenges for growth.

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21810491 - INTERNATIONAL POLITICS

Italiano

This course aims to offer students a deeper knowledge of the main issues surrounding international politics, while also providing them with the tools necessary to analyze these issues. It introduces the main ideas, theories and concepts of international relations which have evolved during and since the end of the Cold War. To build on this core knowledge, key issues and themes in international politics are analyzed with a focus on patterns and phenomena which are characterizing the current international order and its transformation. Furthermore, students are encouraged to reflect independently on these theories by focusing on their own research for the mid-term paper on diverse geographic areas and periods of time.

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21810651 - INTERNSHIP

Italiano

During an internship experience, students: • Gain practical skills obtain professional experience. • Build a network. • Understand the industry. • Experience their personal growth. • Individuate the opportunities of placement in a specific professional role. • Orientate studies in the light of the work experience carried out. • Develop employer-valued skills such as team working, communications and attention to detail. • Confirm career goals. • Receive evaluation and feedback.

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21810784 - MA SEMINAR IN ECONOMICS, LAW, AND STATISTICS I

Italiano

Students engage in focused discussions and interactive learning. Seminars involve presentations, debates, critical analysis of texts, group projects, and research-based discussions. The aim is to foster critical thinking, collaborative learning, and deep exploration of the subject matter.

Inglese

Students engage in focused discussions and interactive learning. Seminars involve presentations, debates, critical analysis of texts, group projects, and research-based discussions. The aim is to foster critical thinking, collaborative learning, and deep exploration of the subject matter.

21810785 - MA SEMINAR IN ECONOMICS, LAW, AND STATISTICS II

Italiano

Students engage in focused discussions and interactive learning. Seminars involve presentations, debates, critical analysis of texts, group projects, and research-based discussions. The aim is to foster critical thinking, collaborative learning, and deep exploration of the subject matter.

Inglese

Students engage in focused discussions and interactive learning. Seminars involve presentations, debates, critical analysis of texts, group projects, and research-based discussions. The aim is to foster critical thinking, collaborative learning, and deep exploration of the subject matter.

21810782 - MA SEMINAR IN POLITICAL, HISTORICAL, AND LINGUISTIC SCIENCES I

Italiano

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Inglese

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21810783 - MA SEMINAR IN POLITICAL, HISTORICAL, AND LINGUISTIC SCIENCES II

Italiano

Students engage in focused discussions and interactive learning. Seminars involve presentations, debates, critical analysis of texts, group projects, and research-based discussions. The aim is to foster critical thinking, collaborative learning, and deep exploration of the subject matter.

Inglese

Students engage in focused discussions and interactive learning. Seminars involve presentations, debates, critical analysis of texts, group projects, and research-based discussions. The aim is to foster critical thinking, collaborative learning, and deep exploration of the subject matter.

21810505 - MULTICULTURAL AMERICAN LITERATURE

Italiano

The course offers an overview of multiethnic and multicultural literature through a selective examination of authors, trends and historical contexts related to the United States of America. The literary production examined in the course describes a complex cultural and social experience in which writers continuously negotiate their own identity within the communities they belong to and the United States at large, thus exploring linguistic, racial, generational, gender and economic issues in a socio-historical context that has often evolved at a dramatically fast pace.

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21810796 - OTHER FOREIGN LANGUAGE PROFICIENCY - LEVEL B1

Italiano

In a B1-level foreign language course, students learn to understand and communicate effectively in the language. They develop the ability to hold conversations on familiar topics, express opinions, and understand main ideas in written and spoken texts. Students also learn to write coherent paragraphs and participate in discussions, gaining a solid foundation in grammar, vocabulary, and pronunciation. Additionally, they acquire the skills to navigate everyday situations, such as ordering food, asking for directions, and discussing personal experiences. Overall, the course aims to enable students to function independently and confidently in the target language at an intermediate level.

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21810788 - PORTUGUESE PROFICIENCY - LEVEL B2

Italiano

Learning objectives for achieving a B2 level of proficiency in Portuguese include: • Expand vocabulary across various topics and utilize context clues. • Master grammar, including verb tenses, noun agreement, and sentence structure. • Improve reading comprehension skills for a variety of texts. • Enhance writing abilities with coherent and well-structured compositions. • Improve listening comprehension and develop strategies to handle different accents. • Communicate confidently and fluently in spoken Portuguese, focusing on pronunciation. • Gain cultural understanding of Portuguese-speaking countries. • Develop language usage skills for different contexts and audiences. • Self-correct and self-assess language skills. • Foster cultural sensitivity and intercultural communication skills.

Inglese

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21810533 - REPRESENTATIVE INSTITUTIONS IN EUROPE: HISTORY AND THEORIES

Italiano

The course aims to highlight political representation as one of the characterizing elements of European history, dealing, in particular, with the birth and the development of parliamentary institutions.

Inglese

The course aims to highlight political representation as one of the characterizing elements of European history, dealing, in particular, with the birth and the development of parliamentary institutions.

21810493 - RUSSIAN STUDIES

Italiano

The 1st yr Language and Translation course of Non-European language, comes under the core educational activities of the "Languages and cultures studies of the respective countries" of the bachelor's degree course in Languages and Cultural & Linguistic Mediation, specifically those activities aimed at providing effective operational competence at the levels established for the Non-European language as well as the theoretical knowledge of the foreign language main characteristics. The course aims at providing: the achievement of competencies equivalent to the A2 level - Common European Framework of Reference for Languages (CEFR) 2018 (https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989), for all skills through reception, production, interaction, written and spoken mediation activities as well as their related strategies. Introduction to metalinguistic reflection also at comparative level: structural and typological aspects, sociolinguistic aspects, introduction to the language of study history. Introduction to the knowledge and use of some lexicographic resources. Application of acquired knowledge to short texts. Expected learning results: students will be able to use their first foreign language at a level equivalent to A2 level - Common European Framework of Reference for Languages (CEFR) 2018 (https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989), they will be able to use the corresponding communicative strategies; they will be able to carry out metalinguistic reflection activities in a comparative perspective; they will learn and start using, at basic level, some lexicographic resources, for language study; they will apply acquired knowledge to the analysis of short texts in the language of study.

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21810773 - SOFT SKILLS

Italiano

Developing soft skills is crucial for university students as it helps them excel academically, enhance their employability, and succeed in their future careers. The soft skills programme focuses on developing essential non-technical skills like communication, leadership, teamwork, and problem-solving. It integrates these skills into the curriculum, offers dedicated courses and workshops, provides experiential learning opportunities, mentoring, and coaching. The program emphasizes assessment, feedback, and collaboration with career services to enhance students' employability. Continuous evaluation ensures improvement, and recognition is given through certificates or badges for accomplished soft skill development.

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21810648 - SOFT SKILLS - PFL

Italiano

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21810790 - SPANISH PROFICIENCY - LEVEL B2

Italiano

Learning Objectives for Spanish B2 (Intermediate Level): • Understand and extract main ideas from conversations, interviews, and written texts on familiar topics. • Engage in conversations and discussions, expressing opinions and supporting arguments. • Write coherent paragraphs and short essays, demonstrating accurate grammar and vocabulary usage. • Expand vocabulary and apply intermediate-level grammar structures effectively. • Develop cultural awareness of Spanish-speaking countries and compare cultural differences. • Take responsibility for independent learning, using resources and strategies to improve language proficiency.

Inglese

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21810503 - SUSTAINABILITY, ECONOMIC DEVELOPMENT, AND TRANSPORT

Italiano

This course focuses on the critical role transportation plays in economic, social, and environmental sustainability. In fact, transportation is global and fundamental to the economy and society, so effective action requires appropriate coordination both vertically, among different governance levels, and horizontally, among various stakeholders. The objective is to show what governments and stakeholders can do to effectively plan and implement a smart, green and efficient transport system, also through the illustration of case studies related to the definition and evaluation of transport policies.

Inglese

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21810631 - THE EU IN GLOBAL ENVIRONMENTAL GOVERNANCE

Italiano

The course aims at enhancing the students' knowledge and understanding of the roots and evolution of global environmental governance, as well as at providing them with the methodological tools to analyze them from an historical and political perspective. At the same time, the course investigates the role of the European Union in shaping global environmental governance and the implications of the international discourse on sustainable development in European politics, from the late 1960s to the present. Moving from the beginnings of the EC/EU environmental policy, the course deals with the evolving concepts of energy security and transition in Europe's debates, at the national, intergovernmental and supranational level; it analyses the rise of the European sustainability agenda, across different EC/EU policy areas; and focuses on the intersection between the United Nations' multilateral dimension of environmental governance and the EU's. Students will be engaged in studying the complexity of such challenges as climate change and the depletion of global commons with a view to their international politics consequences. They will also be provided with the analytical tools to understanding the development of multilateral and regional institutions, as well as governmental and non-governmental actors; and to assessing the EU's political and economic response to such challenges in the last few decades.

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21810512 - THE INTERNATIONAL SYSTEM AFTER THE END OF THE COLD WAR

Italiano

The recent history of the international system is undoubtedly marked by the end of bi-polarism, which has been regarded as the single most important event in the second half of the 20th century. This "transformational moment", however, is questioned by a number of historiographical approaches emphasizing the importance of long term trends to understand a number of current events. The course will investigate the evolution of international relations since the end of the cold war by comparing these explicative paradigms. On the one hand, it will look at some of the most distinctive features of the post Cold War era, inlcuding the crises of the 1990s, the emergence of the United States as a hegemonic power, and the consequences of the terrorist attacks of 9/11 and of the 2003 Iraq war on the American ability to preserve its supremacy. On the other, it will discuss different conceptual and chronological frameworks to present the evolution of the international system from more complex perspectives, by looking at long term phenomena such as the return of China to a great power role or the discontinuity introduced in the international system by the Neo-liberal approach since the 1970s.

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21810421 - THE ROOTS OF GLOBALIZATION: EUROPEAN EXPANSION AND COLONIALISM

Italiano

The course offers students the opportunity to understand the mechanisms that led to the origin of European colonial empires in the early modern age, their functions and how these empires contributed to the first forms of globalization of the early modern world.

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21810492 - THE UNITED STATES AND THE WORLD IN THE 20TH AND 21ST CENTURIES

Italiano

The 20th century has been labeled as "the American century," while the beginning of the 21st is identified as a time of decline for the United States. Is American governance still functioning within and what weight does the United States carry on a global level? The course provides an analysis of the emergence of the country as a world power throughout the 20th century, up to the presidency of Obama, within the framework of the new methodological approach of transnational history. The exceptionalist model no longer applies and American history is in need of revision. Students will therefore deal with the major issues of domestic policy while analyzing the new role the United States has come to play in the past few decades globally. The goal of the course is to provide students both with a general methodology for the study of the United States in a global sphere and an understanding of American politics and society in the past century.

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21810513 - THEORY OF HUMAN RIGHTS

Italiano

Not without difficulties, various attempts are made to turn human rights into an indispensable point of reference for the evaluation of both the moral and the juridical legitimacy of the global political and economic order. However, unresolved theoretical issues regarding the justification and conceptualization of human rights challenge our comprehension of the matter. The course belongs to the disciplinary domain of political philosophy. Its general purpose is twofold: on the one hand, it sheds light on the ongoing philosophical debates on the unresolved theoretical issues surrounding the notion of human rights; on the other hand, it provides knowledge of how contemporary political philosophy deals with human rights. In particular, the course seeks to secure understanding of the ties between human rights, social justice, and liberal-democracy through the "theory of recognition" by Axel Honneth and the critical revision of "political liberalism" by Alessandro Ferrara. During the course, students will be required to read texts, discuss their content, and develop personal opinions as a means to critically exercise their learning and communication skills.

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21810878 - WORK EXPERIENCE

Italiano

- Gain practical skills in the specific field of interest. - Develop problem-solving abilities and adaptability in a professional environment. - Enhance communication and interpersonal skills in the workplace. - Deepen understanding of the work sector and organizational dynamics. - Increase awareness of personal professional abilities and strengths.

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21810699 - WORKSHOP

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21810684 - WORKSHOP IN ENGLISH

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DIDATTICA EROGATA 2024/2025

International Studies (LM-52)

Dipartimento: SCIENZE POLITICHE
Codice CdS: 118654

INSEGNAMENTI

Primo semestre

21810507 - ARABIC STUDIES *(- L-OR/12 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 20710276 LINGUA ARABA 1 in Lingue e mediazione linguistico-culturale L-12 SOLIMANDO CRISTINA	36	A - Z

21810508 - CHINESE STUDIES *(- L-OR/21 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 20710275 LINGUA CINESE 1 in Lingue e mediazione linguistico-culturale L-12 ROMAGNOLI CHIARA	36	A - Z

20710666 - EAST ASIAN HISTORY IN THE CONTEMPORARY WORLD *(- SPS/14 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
FRATTOLILLO OLIVIERO	36	Carico didattico	A - Z

21810504 - EUROPEAN CONSTITUTIONAL LAW *(- IUS/08 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
SCARLATTI PAOLO	36	Carico didattico	

21810500 - EVOLVING SECURITY IN THE POST 1945 WORLD *(- SPS/06 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
GALA MARILENA	36	Carico didattico	A - Z

21810497 - GENDER AND POLITICAL THEORIES *(- SPS/02 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
MODUGNO ROBERTA ADELAIDE	36	Carico didattico	A - Z

21810489 - INTERNATIONAL LAW AND DEVELOPMENT *(- IUS/13 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
CARLETTI CRISTIANA	54	Carico didattico	A - Z

21810491 - INTERNATIONAL POLITICS *(- SPS/04 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
HUBER DANIELA VERENA	54	Carico didattico	A - Z

21810505 - MULTICULTURAL AMERICAN LITERATURE *(- L-LIN/12 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 21810392 CULTURE DEI PAESI DI LINGUA INGLESE in Politiche per la Sicurezza Globale: Ambiente, Energia e Conflitti LM-52 A - Z BECCE NICOLANGELO	36	A - Z

21810493 - RUSSIAN STUDIES *(- L-LIN/21 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico
Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 20706101 LINGUA E TRADUZIONE RUSSA 1 in Lingue e mediazione linguistico-culturale L-12 N0 BENIGNI VALENTINA	54	A - Z

21810512 - THE INTERNATIONAL SYSTEM AFTER THE END OF THE COLD WAR *(- SPS/06 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
NUTI LEOPOLDO	54	Carico didattico	A - Z

21810492 - THE UNITED STATES AND THE WORLD IN THE 20TH AND 21ST CENTURIES *(- SPS/05 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
FIORENTINO DANIELE	54	Carico didattico	A - Z

Secondo semestre

21810494 - FRENCH STUDIES *(- L-LIN/04 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico
Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 21810393 CULTURE DEI PAESI DI LINGUA FRANCESE in Relazioni internazionali LM-52 A - Z SPANDRI FRANCESCO	54	A - Z

21810496 - GERMAN STUDIES *(- L-LIN/14 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico
Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 21810395 CULTURE DEI PAESI DI LINGUA TEDESCA in Politiche per la Sicurezza Globale: Ambiente, Energia e Conflitti LM-52 A - Z	54	A - Z

21810509 - GLOBAL ECONOMY AND LABOUR RIGHTS *(- IUS/07 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 21210062 Global economy and labour rights in Economia dell'ambiente, lavoro e sviluppo sostenibile LM-56 GIOVANNONE MARIA	36	A - Z

21810495 - HISPANIC STUDIES *(- L-LIN/07 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico
Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 21810394 CULTURE DEI PAESI DI LINGUA SPAGNOLA in Politiche per la Sicurezza Globale: Ambiente, Energia e Conflitti LM-52 A - Z MESSINA FAJARDO LUISA ALLESITA	54	A - Z

21810693 - HISTORY OF MIGRATION *(- M-STO/02 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Mutuazioni:

Dettaglio	Ore	Canale
Mutuato da: 21810693 HISTORY OF MIGRATION in Relazioni internazionali LM-52 A - Z TRAMONTANA FELICITA	36	A - Z

21810490 - INTERNATIONAL HISTORY OF PEACE *(- M-STO/04 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
DI DONATO MICHELE	54	Carico didattico	A - Z

21810511 - INTERNATIONAL MACROECONOMICS *(- SECS-P/01 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
NATICCHIONI PAOLO	54	Carico didattico	A - Z

21810533 - REPRESENTATIVE INSTITUTIONS IN EUROPE: HISTORY AND THEORIES *(- SPS/02 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Docenti:

Nominativo	Ore	Tipo incarico	Canale
SILVESTRINI FLAVIO	36	Carico didattico	A - Z

21810503 - SUSTAINABILITY, ECONOMIC DEVELOPMENT, AND TRANSPORT *(- SECS-P/06 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico
Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 21810416 SUSTAINABILITY, ECONOMIC DEVELOPMENT. AND TRANSPORT in Politiche per la Sicurezza Globale: Ambiente, Energia e Conflitti LM-52 A - Z GATTA VALERIO	36	A - Z

21810631 - THE EU IN GLOBAL ENVIRONMENTAL GOVERNANCE *(- SPS/06 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico

Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 21810415 THE EU IN GLOBAL ENVIRONMENTAL GOVERNANCE in Politiche per la Sicurezza Globale: Ambiente, Energia e Conflitti LM-52 A - Z FASANARO LAURA	36	A - Z

21810421 - THE ROOTS OF GLOBALIZATION: EUROPEAN EXPANSION AND COLONIALISM *(- M-STO/02 - 6 CFU - 36 ore - ENG)*

Curricula: Curriculum unico

Mutuazioni:

Dettaglio	Ore	Canale
Mutuato da: 21810421 THE ROOTS OF GLOBALIZATION: EUROPEAN EXPANSION AND COLONIALISM in Politiche per la Sicurezza Globale: Ambiente, Energia e Conflitti LM-52 A - Z SEBASTIANI DAVID	36	A - Z

21810513 - THEORY OF HUMAN RIGHTS *(- SPS/01 - 9 CFU - 54 ore - ENG)*

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
MAIOLO FRANCESCO	54	Carico didattico	A - Z

INCARICHI DIDATTICI DEL CORSO DI LAUREA

Nominativo	Tot.Ore	Tipo incarico	Ore	Attivita didattica
CARLETTI CRISTIANA	54	Carico didattico	54	21810489 - INTERNATIONAL LAW AND DEVELOPMENT
DI DONATO MICHELE	54	Carico didattico	54	21810490 - INTERNATIONAL HISTORY OF PEACE
FIORENTINO DANIELE	54	Carico didattico	54	21810492 - THE UNITED STATES AND THE WORLD IN THE 20TH AND 21ST CENTURIES
FRATTOLILLO OLIVIERO	36	Carico didattico	36	20710666 - EAST ASIAN HISTORY IN THE CONTEMPORARY WORLD
GALA MARILENA	36	Carico didattico	36	21810500 - EVOLVING SECURITY IN THE POST 1945 WORLD
HUBER DANIELA VERENA	54	Carico didattico	54	21810491 - INTERNATIONAL POLITICS
MAIOLO FRANCESCO	54	Carico didattico	54	21810513 - THEORY OF HUMAN RIGHTS
MODUGNO ROBERTA ADELAIDE	36	Carico didattico	36	21810497 - GENDER AND POLITICAL THEORIES
NATICCHIONI PAOLO	54	Carico didattico	54	21810511 - INTERNATIONAL MACROECONOMICS
NUTI LEOPOLDO	54	Carico didattico	54	21810512 - THE INTERNATIONAL SYSTEM AFTER THE END OF THE COLD WAR
SCARLATTI PAOLO	36	Carico didattico	36	21810504 - EUROPEAN CONSTITUTIONAL LAW
SILVESTRINI FLAVIO	36	Carico didattico	36	21810533 - REPRESENTATIVE INSTITUTIONS IN EUROPE: HISTORY AND THEORIES
DOCENTE NON DEFINITO	0			
Totale ore	**558**			

CONTENUTI DIDATTICI

20710666 - EAST ASIAN HISTORY IN THE CONTEMPORARY WORLD

Canale:A - Z

Docente: FRATTOLILLO OLIVIERO

Italiano

Prerequisiti

Non sono richieste conoscenze specifiche pregresse.

Programma

CONTENUTI: PARTE PRIMA – Introduzione e descrizione del corso 1) Introduzione: l'Asia orientale come entità regionale (geopolitica e cultura) 2) Panoramica storica: l'ordine prebellico in Asia orientale (l'ordine sino-centrico e il particolarismo giapponese) 3) Il Giappone la Cina di fronte alla prima grande sfida con il mondo occidentale (la modernità) 4) Il Giappone la Cina di fronte alla seconda grande sfida con il mondo occidentale (la globalizzazione) 5) Revision 6) Mid-term. PARTE SECONDA 1) Sicurezza, identità e stabilità in Asia orientale 2) la Cina e l'alleanza nippo-americana - Il dilemma della sicurezza in Asia orientale 3) L'identità nazionale giapponese post-Guerra Fredda 4) Potere e interesse nazionale nell'Asia Pacifica 5) Revisione 6) Esame finale Gli studenti dovranno produrre un paper di circa 2.500 parole su un argomento di propria scelta, precedentemente concordato con il docente. Il corso è impartito in lingua inglese.

Testi

Letture richieste: 1) Makoto Iokibe, The Diplomatic History of Postwar Japan, Routledge 2010; 2) Rebecca E. Karl, China's Revolutions in the Modern World, Verso Books 2020; 3) Michael Yehuda, The International Politics of the Asia-Pacific (Fourth and Revised Edition), Routledge 2019; 4) Akihiro Iwashita, Yong-Chool Ha et al., Geo-Politics in Northeast Asia, Routledge 2022; 5) Oliviero Frattolillo, A Cultural History of Postwar Japan, Routledge 2023.

Bibliografia di riferimento

Letture richieste: 1) Makoto Iokibe, The Diplomatic History of Postwar Japan, Routledge 2010; 2) Rebecca E. Karl, China's Revolutions in the Modern World, Verso Books 2020; 3) Michael Yehuda, The International Politics of the Asia-Pacific (Fourth and Revised Edition), Routledge 2019; 4) Akihiro Iwashita, Yong-Chool Ha et al., Geo-Politics in Northeast Asia, Routledge 2022; 5) Oliviero Frattolillo, A Cultural History of Postwar Japan, Routledge 2023.

Modalità erogazione

Nel caso di un prolungamento dell'emergenza sanitaria da COVID-19 saranno recepite tutte le disposizioni che regolino le modalità di svolgimento delle attività didattiche e della valutazione degli studenti. In particolare si applicheranno le seguenti modalità: lezioni erogate a distanza tramite Moodle e Microsoft Teams, piattaforme tramite cui si svolgeranno anche gli esami orali.

Modalità di valutazione

Nel caso di un prolungamento dell'emergenza sanitaria da COVID-19 saranno recepite tutte le disposizioni che regolino le modalità di svolgimento delle attività didattiche e della valutazione degli studenti. In particolare si applicheranno le seguenti modalità: lezioni erogate a distanza tramite Moodle e Microsoft Teams, piattaforme tramite cui si svolgeranno anche gli esami orali.

English

Prerequisites

No previous skills required in order to join the class.

Programme

CONTENT: PART I – Introduction and description of the course 1) Introduction : East Asia as a regional entity (geopolitics and culture) 2) Historical overview : The pre-war order in East Asia (the Sino-centric order and the Japanese particularism) – Part I 3) Japan and China facing the first great challenge (Modernity) 4) Japan and China facing the second great challenge (Globalization) 5) Revision 6) Mid-term. PART II 1) Security, identity and stability in East Asia 2) China and the Japan-U.S. alliance - The security dilemma in East Asia 3) Ambiguous Japan: Japan's national identity at century's end 4) Power and purpose in Pacific East Asia 5) Revision 6) Final Exam Students are expected to write a 2.500 words, theoretically informed, research paper on a topic of their choice which has been previously discussed with the instructor. This course is taught in English.

Reference books

Required readings: 1) Makoto Iokibe, The Diplomatic History of Postwar Japan, Routledge 2010; 2) Rebecca E. Karl, China's Revolutions in the Modern World, Verso Books 2020; 3) Michael Yehuda, The International Politics of the Asia-Pacific (Fourth and Revised Edition), Routledge 2019; 4) Akihiro Iwashita, Yong-Chool Ha et al., Geo-Politics in Northeast Asia, Routledge 2022; 5) Oliviero Frattolillo, A Cultural History of Postwar Japan, Routledge 2023.

Reference bibliography

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Study modes

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Exam modes

21810504 - EUROPEAN CONSTITUTIONAL LAW

Docente: SCARLATTI PAOLO

Italiano

Prerequisiti

Non sono previsti particolari prerequisiti.

Programma

Parte I - Introduzione generale. Teoria della Costituzione europea e principi costituzionali dell'Unione - Idea di Costituzione e di diritto costituzionale europeo. Il processo costituente europeo - La tesi del deficit democratico europeo e la questione del "Demos europeo" - Le tappe dell'edificazione europea: da "Ventotene" a Lisbona - Il Trattato di Lisbona e la prospettiva del costituzionalismo multilivello. Il consolidamento del patrimonio costituzionale europeo e le tradizioni costituzionali comuni agli Stati membri - L'idea di cittadinanza europea, il modello di democrazia rappresentativa ed il sistema dei partiti politici europei. Parte II - Il Sistema delle Istituzioni dell'Unione e le fonti del diritto europee - La forma di governo europea: principi generali - Il Parlamento europeo ed il ruolo dei Parlamenti nazionali - La riforma del sistema consiliare - La Commissione europea, il Presidente della Commissione europea e l'Alto rappresentante dell'Unione per gli affari esteri e la politica di sicurezza - I principi in tema di fonti europee - Le procedure legislative europee - Diritto europeo e ordinamenti nazionali Parte III - La tutela europea dei diritti fondamentali - L'ordinamento giudiziario dell'Unione europea (Assetti e principi) - Le competenze giurisdizionali dell'Unione - La Carta dei diritti fondamentali dell'Unione europea e la Convenzione europea per la salvaguardia dei diritti umani - Diritti fondamentali europei e diritto interno

Testi

- Robert Schütze, European Constitutional law, Cambridge, Cambridge University Press, latest edition oppure - Allan Rosas, Lorna Armati, EU Constitutional Law. An Introduction, Hart Publishing, Oxford 2018. Ai fini della preparazione all'esame, è indispensabile la consultazione dei testi normativi fondamentali di riferimento (TUE, TFUE, Carta dei diritti fondamentale dell'Unione europea, Convenzione europea dei diritti dell'uomo, etc.)

Bibliografia di riferimento

- Hartley T.C., The foundations of European Union law. An introduction to the constitutional and administrative law of the European Union, Oxford University Press, Oxford 2014. - Repetto G. (Ed.), The constitutional relevance of the ECHR in domestic and European law, Intersentia, Cambridge 2013. - Bilancia P., The dynamics of the EU integration and the impact on the national constitutional law, Giuffré, Milano 2012. - von Bogdandy A., Bast J. (Eds), Principles of European constitutional law, Hart Publishing, Oxford 2009 (Second Edition). - Douglas-Scott S., Constitutional law of the European Union, Longman, Harlow 2002. - A. Buratti, Western constitutionalism. History, institutions, comparative law, Giappichelli, Torino 2019.

Modalità erogazione

La didattica prevede prevalentemente lezioni frontali finalizzate all'acquisizione dei fondamenti del diritto costituzionale europeo. Saranno altresì discussi casi pratici tramite l'analisi di diverse decisioni delle Corti europee. La frequenza delle lezioni per gli studenti di International Studies è obbligatoria. Non è prevista la fruizione asincrona delle lezioni.

Modalità di valutazione

Si prevede una valutazione intermedia, consistente in una presentazione orale, ed un esame finale orale teso a verificare le conoscenze apprese a conclusione del corso nonché le capacità critiche dello studente in relazione alle principali questioni di rilievo costituzionale ed ai molteplici fattori di incidenza sul rapporto tra ordinamenti. Riguardo i disturbi specifici dell'apprendimento (DSA), le mappe concettuali eventualmente ammesse, da trasmettersi al docente almeno dieci giorni prima della prova d'esame, dovranno essere rigorosamente costruite per parole-chiave ed essere in numero contenuto.

English

Prerequisites

Course without prerequisites.

Programme

Part I - General introduction. Theory of the European Constitution and constitutional principles of the Union - The idea of a European Constitution and European constitutional law. The European constituent process - The thesis of the European democratic deficit and the question of the "European Demos" - The stages of European integration: from "Ventotene" to Lisbon - The Lisbon Treaty in the light of multilevel constitutionalism. The strengthening of the European constitutional heritage and the constitutional traditions common to the Member States - European citizenship, European representative democracy and the European political party system. Part II - The institutional system of the Union and the sources of European law - The European form of government: general principles - The European Parliament and the role of national parliaments - The reform of the Council system - The European Commission, the President of the European Commission and the High Representative of the Union for Foreign Affairs and Security Policy - Principles relating to European sources - European legislative procedures - European law and national laws Part III - European protection of fundamental rights - The judicial system of the European Union (structure and principles) - The Union's jurisdictions - The Charter of Fundamental Rights of the European Union and the European Convention on Human Rights - European fundamental rights and domestic law

Reference books

- Robert Schütze, European Constitutional law, Cambridge, Cambridge University Press, latest edition or - Allan Rosas, Lorna Armati, EU Constitutional Law. An Introduction, Hart Publishing, Oxford 2018. - Relevant European legal Texts (TEU, TFEU, Charter of Fundamental Rights of the European Union, ECHR, etc.)

Reference bibliography

- Hartley T.C., The foundations of European Union law. An introduction to the constitutional and administrative law of the European

Union, Oxford University Press, Oxford 2014. - Repetto G. (Ed.), The constitutional relevance of the ECHR in domestic and European law, Intersentia, Cambridge 2013. - Bilancia P., The dynamics of the EU integration and the impact on the national constitutional law, Giuffré, Milano 2012. - von Bogdandy A., Bast J. (Eds), Principles of European constitutional law, Hart Publishing, Oxford 2009 (Second Edition). - Douglas-Scott S., Constitutional law of the European Union, Longman, Harlow 2002. - A. Buratti, Western constitutionalism. History, institutions, comparative law, Giappichelli, Torino 2019.

Study modes

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Exam modes

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21810500 - EVOLVING SECURITY IN THE POST 1945 WORLD

Canale: A - Z

Docente: GALA MARILENA

Italiano

Prerequisiti

Il corso richiede una buona conoscenza della storia delle relazioni internazionali a cominciare dalla seconda guerra mondiale e fino almeno alla prima decade degli anni 2000 e una conoscenza di base dei principali approcci alla teoria delle relazioni internazionali

Programma

Il corso si concentra sugli aspetti più importanti che la sicurezza ha assunto nel sistema internazionale dalla fine della seconda guerra mondiale. Nell'adottare un approccio storico, il corso intende offrire agli studenti una panoramica e una disamina di un processo che è insieme effetto e propulsore di un paradigma di azione politica. La fine della seconda guerra mondiale è stata selezionata come il punto di partenza dell'analisi soprattutto perché essa costituisce l'avvio dell'era degli studi sulla sicurezza negli Stati uniti e nel mondo occidentale. Il corso è impartito in lingua inglese.

Testi

Testi per l'esame: - Mary Kaldor and Iavor Rangelov (edited by), The Handbook of Global Security Policy, Wiley Blackwell, 2014 – excluding the following chapters: 4, 8, 9, 11, 12, 13, 15, 17, 19, 24, 26, 28. - Mark Mazower, Governing the World. The History of an Idea, Penguin Books, 2012 – pp. 191-342 (this is a required reading for students without a sound knowledge of the international history between world war II and the late 1970s) For the in-class discussions, students will have to read the following essays: - Daniel Abrahams, "From discourse to policy: US policy communities' perceptions of and approaches to climate change and security," Conflict, Security & Development, Vol. 19, No. 4, (2019): 323–345. - Fiona B. Adamson, "Crossing Borders: International Migration and National Security", International Security, 31: 1 (Summer 2006), pp. 165-199. - David A. Baldwin, "The Concept of Security", Review of International Studies, Vol. 23, n. 1, (January 1997), pp. 5-26. - Madeline Carr and F. Lesniewska, "Internet of Things, cybersecurity and governing wicked problems: learning from climate change governance," International Relations, Vol. 34, No. 3 (2020), pp. 391–412. - Excerpts of the Human Development Report 1994, Published for the United Nations Development Programme - Michael MccGwire, "Deterrence: The Problem- Not the Solution", International Affairs, Vol. 62, n. 1, (Winter, 1985-1986), pp. 55-70. - Nick Ritchie, "A hegemonic nuclear order: Understanding the Ban Treaty and the power politics of nuclear weapons," Contemporary Security Policy, Vol. 40, No. 4 (2019): pp. 409-434. - Uri Tor, "'Cumulative Deterrence' as a New Paradigm for Cyber Deterrence," Journal of Strategic Studies, Vol. 40, No. 1-2 (2017): pp. 92-117. - Michael C. Williams, "Words, Images, Enemies: Securitization and International Politics," International Studies Quarterly, Vol. 47, No. 4 (Dec. 2003), pp. 511-531. Testi consigliati: - Robert J. Art and Kenneth N. Waltz (edited by), The Use of Force. Military Power and International Politics, sixth edition, Rowman & Littlefield, 2004 - Madeline Carr, "Public-Private Partnerships in National Cybersecurity Strategies", International Affairs, 92: I (2016), pp. 43-62 - Andrew Cottey, Security in 21st Century Europe, second edition, Palgrave, 2013 - Christopher Daase, "National, Societal, and Human Security: On the Transformation of Political Language", Historical Social Research, Vol. 35, n. 4, (134), 2010, pp. 22-37 - Niall Ferguson, Charles S. Maier, Erez Manela, Daniel J. Sargent (editors), The Shock of the Global. The 1970s in Perspective, Belknap Press of Harvard University Press, 2010 - Avery Goldstein, "Discounting the Free Ride: Alliances and Security in the Postwar World", International Organization, Vol. 49, n. 1, (Winter 1995), pp. 39-71 - Hilde Haaland Kramer and Steve A. Yetiv, "The UN Security Council Response's to Terrorism: before and after September 11, 2001", Political Science Quarterly, 122: 3 (Fall 2007), pp. 409-432 - Henry Kissinger, Diplomacy, New York, Simon & Schuster, 1994 - Geir Lundestad (edited by), International Relations Since the End of the Cold War. New and Old Dimensions, Oxford University Press, 2013 - Voitech Mastny and Zhu Liqun (edited by), The Legacy of the Cold War. Perspectives on Security, Cooperation, and Conflict, Lexington Books, 2014 - Paul Rosenzweig, Cyber Warfare. How Conflicts in Cyberspace Are Challenging America and Changing the World, Praeger, 2013 - Jan Ruzicka, "Behind the veil of good intentions: power analysis of the nuclear non-proliferation regime," International Politics, Vol. 55 (2018): pp. 369–385 - Eric Taylor Woods, Robert Schertzer, Liah Greenfeld, Chris Hughes, Cynthia Miller-Idriss, "COVID-19, nationalism, and the politics of crisis: A scholarly exchange," Nations and Nationalism, Vol. 26 (2020), pp. 807-825 - Scott M. Thomas, "A Globalized God. Religion's Growing Influence in International Politics", Foreign Affairs, Vol 89, n. 6, Nov-Dec 2010, pp. 93-101 - David S. Yost, "NATO's Evolving Purposes and the Next Strategic Concept", International Affairs, 86:2 (March 2010), pp. 489-522.

Bibliografia di riferimento

Testi da definire

Modalità erogazione

Il corso prevede, oltre alle lezioni frontali, discussioni in classe sulle letture assegnate, presentazioni da parte degli studenti sulla base di brevi ricerche svolte, lezioni di ospiti esterni e proiezioni, quando possibile

Modalità di valutazione

La valutazione degli studenti sarà così formata: 25% partecipazione in classe; 25% esame scritto a metà corso; 20% presentazione in classe; 30% paper di ricerca

English

Prerequisites

Students need at least a basic knowledge of the International History between the II world War and the early 2000 and of the most important theoretical approaches to International Relations

Programme

The course focuses on the most important aspects that security has assumed in the international system since the end of the Second World War. In adopting a historical approach, it intends to offer the students a general survey and understanding of a process that becomes the effect and the producer of frames of political action. The end of the Second World War has been selected as the starting point of analysis, first because it marked the beginning of the era of security studies in the United States and the Western world. As field of studies security, studies developed after the failure of the attempt made at that time to establish an effective collective security within the United Nations. That failure coincided with the beginning of the nuclear era and the Cold War. To the time period of bipolar confrontation is devoted a good deal of the course with the related dynamics concerning nuclear deterrence and proliferation. Despite the end of the Cold War, the security discourse is still looming large in the contemporary international system, not only for the growing risk of nuclear proliferation, but also for the so-called securitization process concerning many international issues, like environment, migration and access to resources. The course, therefore, aims at helping the students historicize the notion of international security and familiarize with the main components of the contemporary international security agenda. First week: Course introduction; the evolution of the concept of security; the Second World War as a starting point of analysis; the gradual failure of collective security. Reading: Baldwin's article Second week: The beginning of the nuclear arms race; Eisenhower and nuclear deterrence; RAND and the central role of strategic studies Third week: Kennedy and a new strategic doctrine; the gradual setting up of a nuclear order; the importance of arms control for international security. Readings: McGwire's and Ritchie's articles Fourth week: The 1970s and the technological developments affecting the security discourse; Nuclear proliferation; European security and the importance of human rights; the evolution of security studies Fifth week: Arms control in the 1980s and the end of the Cold War; the emergence of human security; the post-Cold War era and its challenges to international security. Readings: chaps. 5, 16, 18 of The Handbook of global security policy and Excerpts of the Human Development Report 1994, Published for the United Nations Development Programme Sixth week: The securitization process; the importance of digital technology in the evolution of the security discourse; cyber-security and deterrence dynamics. Readings: chap. 10 of The Handbook of global security policy; M. Williams' article; article by Madeline Carr and F. Lesniewska; Tor's article. Please, note that between the first three weeks and the following last three weeks of the course there will be a week of break. Students of the second year, those who have an 8 credits course, will use the week of break for elaborating on some of the topics approached during the previous weeks.

Reference books

REQUIRED READINGS: - Mary Kaldor and Iavor Rangelov (edited by), The Handbook of Global Security Policy, Wiley Blackwell, 2014 – excluding the following chapters: 4, 8, 9, 11, 12, 13, 15, 17, 19, 24, 26, 28. - Mark Mazower, Governing the World. The History of an Idea, Penguin Books, 2012 – pp. 191-342 (this is a required reading for students without a sound knowledge of the international history between world war II and the late 1970s) For the in-class discussions, students will have to read the following essays: - Daniel Abrahams, "From discourse to policy: US policy communities' perceptions of and approaches to climate change and security," Conflict, Security & Development, Vol. 19, No. 4, (2019): 323–345. - Fiona B. Adamson, "Crossing Borders: International Migration and National Security", International Security, 31: 1 (Summer 2006), pp. 165-199. - David A. Baldwin, "The Concept of Security", Review of International Studies, Vol. 23, n. 1, (January 1997), pp. 5-26. - Madeline Carr and F. Lesniewska, "Internet of Things, cybersecurity and governing wicked problems: learning from climate change governance," International Relations, Vol. 34, No. 3 (2020), pp. 391–412. - Excerpts of the Human Development Report 1994, Published for the United Nations Development Programme - Michael MccGwire, "Deterrence: The Problem- Not the Solution", International Affairs, Vol. 62, n. 1, (Winter, 1985-1986), pp. 55-70. - Nick Ritchie, "A hegemonic nuclear order: Understanding the Ban Treaty and the power politics of nuclear weapons," Contemporary Security Policy, Vol. 40, No. 4 (2019): pp. 409-434. - Uri Tor, "'Cumulative Deterrence' as a New Paradigm for Cyber Deterrence," Journal of Strategic Studies, Vol. 40, No. 1-2 (2017): pp. 92-117. - Michael C. Williams, "Words, Images, Enemies: Securitization and International Politics," International Studies Quarterly, Vol. 47, No. 4 (Dec. 2003), pp. 511-531. Recommended Readings: - Robert J. Art and Kenneth N. Waltz (edited by), The Use of Force. Military Power and International Politics, sixth edition, Rowman & Littlefield, 2004 - Madeline Carr, "Public-Private Partnerships in National Cybersecurity Strategies", International Affairs, 92: I (2016), pp. 43-62 - Andrew Cottey, Security in 21st Century Europe, second edition, Palgrave, 2013 - Christopher Daase, "National, Societal, and Human Security: On the Transformation of Political Language", Historical Social Research, Vol. 35, n. 4, (134), 2010, pp. 22-37 - Niall Ferguson, Charles S. Maier, Erez Manela, Daniel J. Sargent (editors), The Shock of the Global. The 1970s in Perspective, Belknap Press of Harvard University Press, 2010 - Avery Goldstein, "Discounting the Free Ride: Alliances and Security in the Postwar World", International Organization, Vol. 49, n. 1, (Winter 1995), pp. 39-71 - Hilde Haaland Kramer and Steve A. Yetiv, "The UN Security Council Response's to Terrorism: before and after September 11, 2001", Political Science Quarterly, 122: 3 (Fall 2007), pp. 409-432 - Henry Kissinger, Diplomacy, New York, Simon & Schuster, 1994 - Geir Lundestad (edited by), International Relations Since the End of the Cold War. New and Old Dimensions, Oxford University Press, 2013 - Voitech Mastny and Zhu Liqun (edited by), The Legacy of the Cold War. Perspectives on Security, Cooperation, and Conflict, Lexington Books, 2014 - Paul Rosenzweig, Cyber Warfare. How Conflicts in Cyberspace Are Challenging America and Changing the World, Praeger, 2013 - Jan Ruzicka, "Behind the veil of good intentions: power analysis of the nuclear non-proliferation regime," International Politics, Vol. 55 (2018): pp. 369–385 - Eric Taylor Woods, Robert Schertzer, Liah Greenfeld, Chris Hughes, Cynthia Miller-Idriss, "COVID-19, nationalism, and the politics of crisis: A scholarly exchange," Nations and Nationalism, Vol. 26 (2020), pp. 807-825 - Scott M. Thomas, "A Globalized God. Religion's Growing Influence in International Politics", Foreign Affairs, Vol 89, n. 6, Nov-Dec 2010, pp. 93-101 - David S. Yost, "NATO's Evolving Purposes and the Next Strategic Concept", International Affairs, 86:2 (March 2010), pp. 489-522.

Reference bibliography

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Study modes

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Exam modes

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21810490 - INTERNATIONAL HISTORY OF PEACE

Canale: A - Z

Docente: DI DONATO MICHELE

Italiano

Prerequisiti

Nessun prerequisito particolare richiesto

Programma

Il corso è insegnato in inglese. Il programma include: 1. The concept of peace; 2. Peace and historical research; 3. Antiquity: Ancient Eastern Civilizations, War and peace in the Bible, Ancient Greece, Rome. The Christian Tradition; 4. The Middle Ages: Islam, Christianity and holy war; the 'just war' theory; 5. The refusal of war: Christian approaches; 6. The refusal of war in the age of absolute Monarchies; 7. Enlightenment and peace projects; Rousseau; Kant; Revolutionary war and the birth of the 'friends of peace'; 8. Conservatism, liberalism, radicalism, socialism and the peace issue; Moderates and radicals inside peace societies; 9. The age of militarism and pacifism (1870-1914); 10. The failure of peace and a new pacifism (1914-1918); 11. 'No More Wars' (1914-1931): Wilsonianism and the League of Nations; Gandhi and nonviolence; 12. Pacifism and Totalitarianism (1931-1945); 13. Peace and world federalism in the age of the Cold War; 14. Peace and Protest (1954-1978); 15. The Peacekeeping Years (1989-2001)

Testi

Testi obbligatori - David Cortright, Peace: A History of Movements and Ideas (Cambridge: Cambridge University Press, 2004). - Michael Howard, War and the Liberal Conscience (London: Temple Smith, 1978) (or any later edition). - Letture assegnate dal docente Testi per non frequentanti: • In English: 1. David Cortright, Peace: A History of Movements and Ideas (Cambridge: Cambridge University Press, 2004). 2. Michael Howard, War and the Liberal Conscience (London: Temple Smith, 1978) (or any later edition). 3. Un testo a scelta fra quelli consigliati (la lista sarà pubblicata su Moodle) 4. Un secondo testo a scelta fra quelli consigliati (la lista sarà pubblicata su Moodle)

Bibliografia di riferimento

La bibliografia ulteriore verrà presentata dal docente durante il corso e sarà disponibile su Moodle

Modalità erogazione

Testi da definire

Modalità di valutazione

Partecipazione (10%); Prova scritta intermedia (30%); Paper (30%); Esame scritto finale (30%)

English

Prerequisites

No prerequisites

Programme

For centuries humankind has desired peace and a peaceful resolution of conflicts; only in the last few centuries peace has been perceived as an attainable political objective. In this way, the idea of the abolition of war became conceivable, associations dedicated to peace arose (and pacifism was also considered as a kind of peace party) and international organisations were founded, with the aim of banning war and promoting peacekeeping operations. The course offers a historical introduction to the theme of peace as one of the focal points of contemporary politics until the beginning of the 21st century. It is dedicated to the international history of peace ideas, peace movements and peace institutions. The course aims to encourage students to think critically on the theme of war/peace in history, focusing on past centuries, but with an introduction to why, during Antiquity, the Middle Ages and the beginning of the modern age, the desire for peace and the rejection of war never became a political objective. By the end of the course, students will be able to better comprehend the main aspects of the peace/war debate and the importance and limitations of peace movements and peace institutions in the contemporary world. Furthermore, they will acquire an understanding of the main interpretations and methodologies proposed and used by scholars to analyze the history of peace. The course is taught in English. MAIN SUBJECTS: 1. The concept of peace; 2. Peace and historical research; 3. Antiquity: Ancient Eastern Civilizations, War and peace in the Bible, Ancient Greece, Rome. The Christian Tradition; 4. The Middle Ages: Islam, Christianity and holy war; the 'just war' theory; 5. The refusal of war: Christian approaches; 6. The refusal of war in the age of absolute Monarchies; 7. Enlightenment and peace projects; Rousseau; Kant; Revolutionary war and the birth of the 'friends of peace'; 8. Conservatism, liberalism, radicalism, socialism and the peace issue; Moderates and radicals inside peace societies; 9. The age of militarism and pacifism (1870-1914); 10. The failure of peace and a new pacifism (1914-1918); 11. 'No More Wars' (1914-1931): Wilsonianism and the League of Nations; Gandhi and nonviolence; 12. Pacifism and Totalitarianism (1931-1945); 13. Peace and world federalism in the age of the Cold War; 14. Peace and Protest (1954-1978); 15. The Peacekeeping Years (1989-2001)

Reference books

REQUIRED READINGS: - David Cortright, Peace: A History of Movements and Ideas (Cambridge: Cambridge University Press, 2004). - Michael Howard, War and the Liberal Conscience (London: Temple Smith, 1978) (or any later edition). - Assigned readings (on Moodle) REQUIRED WORK FOR NOT ATTENDING STUDENTS (ONLY FOR INTERNATIONAL RELATIONS STUDENTS) • In English: 1. David Cortright, Peace: A History of Movements and Ideas (Cambridge: Cambridge University Press, 2004). 2. Michael Howard, War and the Liberal Conscience (London: Temple Smith, 1978) (or any later edition). 3. One book chosen among the recommended readings (the list will be available on Moodle) 4. Another book chosen among the recommended readings (the list will be available on Moodle)

Reference bibliography

Further readings will be presented by the lecturer during the course. The list will be available on Moodle

Study modes

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Exam modes

21810489 - INTERNATIONAL LAW AND DEVELOPMENT

Canale: A - Z

Docente: CARLETTI CRISTIANA

Italiano

Prerequisiti

Il Corso si articola in due sezioni principali, in cui si dibatte sul concetto teorico del diritto allo sviluppo come diritto umano e si analizza la cooperazione internazionale allo sviluppo all'interno del sistema delle Nazioni Unite – anche per gli interventi ad impatto ambientale ed umanitario - e delle Organizzazioni internazionali - OI - che operano in campo economico, finanziario e commerciale. Saranno indagati anche i sistemi regionali e nazionali (ad esempio l'Unione Europea e il quadro italiano) e gli attori non istituzionali (ad esempio le ONG e le imprese private).

Programma

OBIETTIVI E ATTIVITÀ DI APPRENDIMENTO DEL CORSO: Gli studenti saranno in grado di: - Esaminare in modo approfondito i punti di vista più significativi riguardanti il quadro giuridico del diritto internazionale dello sviluppo nel passato e nel dibattito internazionale attuale, così come nella pratica internazionale, in particolare per quanto riguarda le OI. - Essere aggiornati sulle lezioni apprese e sulle buone pratiche in termini di sistemi internazionali di cooperazione allo sviluppo e sulle sfide connesse, in particolare in relazione al nuovo scenario dell'Agenda 2030 per lo sviluppo sostenibile (nella declinazione ambientale) e degli strumenti programmatici di intervento emergenziale/conflitto. - Avere una comprensione approfondita del ruolo cruciale svolto dagli attori istituzionali e non istituzionali nel quadro del diritto internazionale dello sviluppo. - Concentrarsi sulle questioni politiche, economiche, sociali, culturali ed ambientali contemporanee attraverso la consapevolezza del ruolo centrale, svolto in particolare dai BRICs e dai Paesi in via di sviluppo, grazie allo studio di documenti politici ad hoc. - Gli studenti svilupperanno un approccio metodologico d'indagine, grazie a una varietà di attività di apprendimento in classe, come questioni-base, presentazioni orali, compiti di scrittura, relazioni, casi di studio, relatori ospiti, in modo da avere una comprensione reale e tangibile di come le teorie della cooperazione internazionale allo sviluppo in generale sono messe in pratica da Stati, Organizzazioni Internazionali (OI), attori non istituzionali, quali le ONG, e altri attori chiave. CONTENUTO: PARTE I - Introduzione e descrizione del Corso; il quadro delle Nazioni Unite: la cooperazione internazionale allo sviluppo passata e futura Argomento: Basi preliminari della cooperazione internazionale allo sviluppo Quadro concettuale della cooperazione internazionale allo sviluppo Meccanismi e procedure operative Il diritto allo sviluppo e la cooperazione internazionale Argomento: Elementi chiave del diritto allo sviluppo Fattori sostenibili al centro del concetto di sviluppo umano: approccio teorico e pratico Attori internazionali: donatori e partner; OI; il ruolo delle Nazioni Unite nel quadro della cooperazione internazionale allo sviluppo (ivi incluse la componente ambientale ed emergenziale/conflitto) Dagli MDGs agli SDGs Avvicinamento alla scadenza del 2015 e oltre: la nuova era dell'Agenda per lo sviluppo post-2015/2030 PARTE II - La cooperazione allo sviluppo finanziaria e commerciale Argomento: La cooperazione internazionale per lo sviluppo finanziario e commerciale Il ruolo e l'azione del Gruppo della Banca Mondiale e i relativi meccanismi e modelli di cooperazione allo sviluppo La cooperazione finanziaria del Fondo monetario internazionale Argomento: Diritto commerciale e principi della cooperazione allo sviluppo Le basi dell'OMC: principi e regole per creare e condurre pratiche di cooperazione internazionale allo sviluppo Panoramica completa sugli attori e i modelli della cooperazione allo sviluppo finanziaria e commerciale internazionale PARTE III - La dimensione regionale, l'approccio non istituzionale della cooperazione internazionale allo sviluppo Argomento: La dimensione regionale della cooperazione allo sviluppo (comprensiva delle componenti ambientale/emergenziale-umanitaria) Caratteristiche storiche, giuridiche e pratiche del partenariato di sviluppo tra la CEE/UE e i Paesi africani e mediterranei Il ciclo del modello di sviluppo europeo: analisi e attuazione in una prospettiva comparativa Argomento: Gli attori non istituzionali della cooperazione internazionale allo sviluppo ONG: profilo privato, azione globale Il business e la cooperazione internazionale allo sviluppo: ripensare le modalità per le migliori azioni Responsabilità sociale d'impresa e tutela dei diritti umani nell'ottica della cooperazione allo sviluppo Il tema ambientale/climatico nei negoziati e nelle strategie internazionali cooperative multi-livello; focus sul diritto all'acqua PARTE IV - Casi di studio: Italia Argomento: Il quadro della cooperazione italiana allo sviluppo; casi di studio (ambiente; intervento umanitario) Lezioni dal passato per un nuovo quadro giuridico e istituzionale della cooperazione italiana allo sviluppo

Testi

Bibliografia: 1) UNDP, Human Development Annual Report 2010/2011/2013/2014/2015/2020/2021-2022 (http://hdr.undp.org/) - Global Sustainable Development Report 2016/2019/2023; 2022 Special Report on Human Security 2022 > libera scelta di uno dei Rapporti (in attesa della pubblicazione dell'edizione 2024) 2) Monografie: 2010, Rumu Sarkar, International Development Law. Rule of Law, Human Rights, and Global Finance, Oxford University Press, chapters 2 and 4, http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195398281101/acprof-9780195398281 3) Articoli (uno a scelta) proposti da una lista di riviste internazionali: www. sba.uniroma3.it, vedi il Syllabus (in relazione ai percorsi prescelti: la scelta dovrà essere effettuata con riferimento agli aspetti ambientali/umanitari) - in aggiornamento sulla base delle pubblicazioni in corso. Gli studenti sono obbligati a seguire uno dei seminari online (peso in ore 6) e ad elaborare un paper riassuntivo (max 3 pagine): https://hlpf.un.org/2023 https://hlpf.un.org/2023/vnr-labs / https://hlpf.un.org/2023/other-events (in aggiornamento sulla base del programma 2024)

Bibliografia di riferimento

Si prega di fare riferimento al Syllabus.

Modalità erogazione

Il corso è impartito in lingua inglese. METODO DI PRESENTAZIONE: Il corso si articola principalmente in lezioni, supportate da presentazioni ppt su tutti gli aspetti sostanziali che trattano il tema del diritto internazionale dello sviluppo. Queste lezioni saranno completate da letture in classe e discussioni sui documenti ufficiali internazionali adottati dalle OI e dai Paesi interessati, nonché dall'elaborazione e dalla presentazione di relazioni scritte sui meccanismi e i modelli di cooperazione pratica. Sarà inoltre prevista la partecipazione a conferenze, workshop tecnici ed eventi che si terranno a Roma e che saranno promossi da enti pubblici e privati (OI, Ministeri, centri di ricerca, università e società civile).

Modalità di valutazione

LAVORO RICHIESTO E FORMA DI VALUTAZIONE: - Frequenza e partecipazione alle lezioni (30%): la frequenza è verificata all'inizio

di ogni lezione; i commenti e le domande sono benvenuti durante le sessioni di classe, in quanto rivelano un reale interesse sull'argomento e la possibilità di essere coinvolti anche in un nuovo campo di studi. - Mid-Term Exam (15%): il mid-term exam si terrà online e sarà introdotto dalla formulazione dei quesiti da parte del docente; saggio scritto per valutare la comprensione analitica della prima parte (cioè gli elementi chiave del diritto allo sviluppo - Capitolo 4 del Libro). - Presentazione orale (20%): le presentazioni orali saranno programmate in modo tale da consentire allo studente di essere effettuate in relazione al calendario del Corso; in forma di discorso pubblico, per una valutazione positiva delle capacità razionali dello studente; sarà data priorità alla capacità di essere conciso e focalizzato sul tema scelto. IN ALTERNATIVA, tutti i materiali (non-papers ed elaborati scritti) predisposti durante il Corso su richiesta del docente saranno valutati in modo similare. - Esame orale finale (35%): comprensione analitica del materiale di lettura che dimostri le capacità comparative, il pensiero critico e la padronanza dei concetti chiave e della terminologia rilevanti per le questioni discusse in classe.

English

Prerequisites

The Course is developed into two main sections, debating on the theoretical concept of the right to development as a human right and analysing the international development cooperation within the United Nations system – encompassing actions in the environmental and humanitarian fields - as well as the international Organizations – IOs - working in the economic, financial and trade fields. Also the regional and national systems (e.g. the European Union and the Italian framework) and the non-state actors (e.g. NGOs and private business companies) will be investigated.

Programme

COURSE LEARNING OBJECTIVES AND ACTIVITIES: Students will be able to: • To comprehensively examine the most significant views regarding the legal framework of the international development law in the past and current international debate as well as in the international practice, in particular concerning IOs. • To be updated on lessons learned and good practices in terms of international development cooperation frameworks and related challenges, in particular in relation to the new 2030 Sustainable Development Agenda scenario (encompassing the environmental vision) and other programmatic and strategic documents concerning emergency/conflicts. • To have an in depth understanding of the crucial role played by institutional and non-state actors in the international development law framework. • To get focused on contemporary political, economic, social, cultural and environmental issues through the awareness of the pivotal role, played particularly by BRICs and Developing Countries, thanks to the study of ad hoc policy documents. • The students will develop an inquiring thinking, thanks to a variety of learning activities in class, such as essay questions, oral presentations, writing assignments, reports, case studies, guest speakers, so to have a real and tangible understanding of how international development cooperation theories at large are put into practice by States, International Organizations (IOs), non-state actors, such as NGO's, and other key players. CONTENT: PART I – Introduction and description of the Course; the UN framework: past vs. future international development cooperation Topic: Preliminary basics of the International development cooperation Conceptual framework of the International development cooperation Operational mechanisms and procedures The right to development and international cooperation Topic: Key-elements of the right to development Economic, sustainable and social factors at the core of the human development concept: theoretical and practical approach International actors: donors and partners; IOs; the role of the United Nations within the international cooperative framework From MDGs to SDGs (including environmental and emergency-humanitarian cooperation) Approaching to the 2015 time limit and beyond: the new era of the post-2015/2030 Development Agenda PART II – The financial/trade development cooperation Topic: The International financial and trade development cooperation The role and action of the World Bank Group and related development cooperation mechanisms and models The financial cooperation of the International Monetary Fund Topic: Trade Law and development cooperation principles The basics of WTO: principles and rules to create and perform International development cooperation practices Comprehensive overview about international financial and trade development cooperation actors and models PART III – The regional dimension, the non-institutional approach of the international development cooperation Topic: The regional dimension of the development cooperation (including environmental and emergency-humanitarian cooperation) Historical, legal and practical features of the development partnership between EEC/EU and the African and Mediterranean Countries The European development model cycle: analysis and implementation in a comparative perspective Topic: The non-state actors of the international development cooperation NGOs: private profile, global action The business and the International development cooperation: rethinking the way for best actions Corporate Social Responsibility and human rights protection in the view of development cooperation The environmental/climate issues in the international negotiations and multi-level cooperation strategies; focus on the right to water PART IV – Case studies: Italy Topic: The Italian development cooperation framework; case studies (environment/climate; humanitarian/emergency cooperation) Lessons from the past for a new legal and institutional framework of the Italian development cooperation

Reference books

REQUIRED READINGS: 1) UNDP, Human Development Annual Report 2010/2011/2013/2014/2015/2020/2021-2022 (http://hdr.undp.org/) - Global Sustainable Development Report 2016/2019/2023; 2022 Special Report on Human Security 2022 free choice of one Report (including the 2024 forthcoming edition) 2) 2010, Rumu Sarkar, International Development Law. Rule of Law, Human Rights, and Global Finance, Oxford University Press, chapters 2 and 4, http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195398281101/acprof-9780195398281 3) Articles listed by Journal/Review (one choice) free access to Journals/Reviews on www. sba.uniroma3.it (for the complete list, please refer to the Syllabus/website of Professor Carletti - gradually updated). Students should inform about their choice after the mid-term exam. Students are also required to attend to the following webinars for a total amount of 6 hours and to draft a summary of 3 pages maximum: https://hlpf.un.org/2023 https://hlpf.un.org/2023/vnr-labs / https://hlpf.un.org/2023/other-events (also including the forthcoming 2024 session)

Reference bibliography

Please refer to the Syllabus.

Study modes

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Exam modes

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21810491 - INTERNATIONAL POLITICS

Canale: A - Z

Docente: HUBER DANIELA VERENA

Italiano

Prerequisiti

Students who pursued their B.A. in a discipline diverse from Political Sciences and/or who have never taken a basic IR course are advised to prepare for the course with the following textbook: Cynthia Weber, 2013. "International Relations Theory: A Critical Introduction", Routledge. The book presents an entertaining introduction to dominant theories in IR using five familiar movies as a learning tool.

Programma

This course provides an in-depth study of fundamental dynamics in international politics. Following an introduction on the history and historiography of IR, the course gives an overview on the main theories of international relations: from realism, institutionalism, and liberalism, through the English school and constructivism, to critical, feminist, post-structuralist, and post-colonial theory. Other approaches to IR - International Political Economy (IPE, including from a green perspective) and Foreign Policy Analysis (FPA) - are also introduced. The theories are applied in class through methods of deep learning and reflected upon in two in-class debates. The first debate focuses on cooperation and competition in international politics; the second on dynamics in a multipolar and multiplex world. The internalization and applications of these theories is further supported through three modules. The first module on movies and international relations focuses on how films perform and influence our understanding of international politics. Students can choose among a list of movies to watch and write a short narrative analysis paper of two movies. The second module on methodologies in IR introduces key methodological approaches in the discipline and showcases their uses with examples of research. The third module on emerging topics in IR focuses on key topics in international politics analyzed through IR theories. The course is designed to accommodate both students for whom IR theories are new, as well as those who have already taken an IR course. In this respect, it combines frontal lectures on theories and approaches supported through manuals, didactic methodologies of deep learning used in class, as well as student presentations on key readings in IR which gives students the possibility to directly engage with paradigmatic readings and deepen their understanding of them.

Testi

7. Required textbooks: • Textbook 1: Dunne, Tim, Milya Kurki, and Steve Smith (eds), International Relations Theories. Discipline and Diversity. Oxford: Oxford University Press (4th edition, 2016) • Textbook 2: Georg Sørensen, Jørgen Møller, Robert Jackson (eds.), Introduction to International Relations: Theories and Approaches. Oxford: Oxford University Press (8th edition, 2021). 8. Bibliography: Aggestam, Karin, Annika Bergman Rosamond, and Annica Kronsell. 2019. "Theorising Feminist Foreign Policy." International Relations 33:1, 23–39. Capan, Zeynep Gulsah. 2017. "Decolonising International Relations?" Third World Quarterly, 38:1, 1–15. Cox, Robert. 1983. Gramsci, Hegemony and International Relations: An Essay in Method, Millennium, 12:2. Fraser, Nancy. 2007. "Re-Framing Justice in a Globalizing World." In (Mis)Recognition, Social Inequality and Social Justice. Krasner, Stephen D. 1982. "Structural causes and regime consequences: regimes as intervening variables", International Organization, 36:02, 185-205. Linklater, Andrew. 2010. "The English School Conception of International Society: Reflections on Western and non-Western Perspectives", Ritsumeikan Annual Review of International Studies, 9, 1-13. Malksoo, Maria. 2012. "The challenge of liminality for International Relations theory," Review of International Studies, 38:2. Manners, Ian. 2023. "Arrival of Normative Power in Planetary Politics." Journal of Common Market Studies. Moravcsik, Andrew. 1997. "Taking Preferences Seriously: A Liberal Theory of International Politics," International Organization 51:4, 513–53. Morgenthau, Hans. 1948. "Politics Among Nations: The Struggle for Power and Peace", McGraw-Hill, Chapter 1. Richter-Montpetit, Melanie. 2018. "Everything You Always Wanted to Know about Sex (in IR) But Were Afraid to Ask: The 'Queer Turn' in International Relations," Millennium 46:2, 220–40. Waltz, Kenneth M. 1979. "Theory of International Politics", Waveland Press, Chapters 5-6. Wendt, Alexander. 1992. "Anarchy is What States Make of It: the Social Construction of Power Politics" in International Organization, 46:2, pp. 391-425.

Bibliografia di riferimento

7. Required textbooks: • Textbook 1: Dunne, Tim, Milya Kurki, and Steve Smith (eds), International Relations Theories. Discipline and Diversity. Oxford: Oxford University Press (4th edition, 2016) • Textbook 2: Georg Sørensen, Jørgen Møller, Robert Jackson (eds.), Introduction to International Relations: Theories and Approaches. Oxford: Oxford University Press (8th edition, 2021). 8. Bibliography: Aggestam, Karin, Annika Bergman Rosamond, and Annica Kronsell. 2019. "Theorising Feminist Foreign Policy." International Relations 33:1, 23–39. Capan, Zeynep Gulsah. 2017. "Decolonising International Relations?" Third World Quarterly, 38:1, 1–15. Cox, Robert. 1983. Gramsci, Hegemony and International Relations: An Essay in Method, Millennium, 12:2. Fraser, Nancy. 2007. "Re-Framing Justice in a Globalizing World." In (Mis)Recognition, Social Inequality and Social Justice. Krasner, Stephen D. 1982. "Structural causes and regime consequences: regimes as intervening variables", International Organization, 36:02, 185-205. Linklater, Andrew. 2010. "The English School Conception of International Society: Reflections on Western and non-Western Perspectives", Ritsumeikan Annual Review of International Studies, 9, 1-13. Malksoo, Maria. 2012. "The challenge of liminality for International Relations theory," Review of International Studies, 38:2. Manners, Ian. 2023. "Arrival of Normative Power in Planetary Politics." Journal of Common Market Studies. Moravcsik, Andrew. 1997. "Taking Preferences Seriously: A Liberal Theory of International Politics," International Organization 51:4, 513–53. Morgenthau, Hans. 1948. "Politics Among Nations: The Struggle for Power and Peace", McGraw-Hill, Chapter 1. Richter-Montpetit, Melanie. 2018. "Everything You Always Wanted to Know about Sex (in IR) But Were Afraid to Ask: The 'Queer Turn' in International Relations," Millennium 46:2, 220–40. Waltz, Kenneth M. 1979. "Theory of International Politics", Waveland Press, Chapters 5-6. Wendt, Alexander. 1992. "Anarchy is What States Make of It: the Social Construction of Power Politics" in International Organization, 46:2, pp. 391-425.

Modalità erogazione

Testi da definire

Modalità di valutazione

Assessment for the course will be based upon: a) Class participation and debates (30%) b) Mid-term (15%) c) Group presentation (15%) d) Final research paper (40%) Grading criteria for each of these components are as follows: a) Class participation and debate: regular participation in class and an ability to critically analyze the required readings count for 15%, whilst the in-class debate counts for another 15%. Two debates will be organized, one for the MAIS and one for the Erasmus students (the first debate focuses on cooperation and competition in international politics; the second on dynamics in a multipolar and multiplex world). In the debates the ability to analyze key topics through IR theory will be assessed. b) The mid-term paper consists of a short narrative analysis paper of two movies on

international relations (see also separate handout with more detailed instructions including the list of proposed movies and the deadline of the mid-term paper). Grading here focuses on the ability to critically evaluate how films perform and influence our understanding of international politics. c) The group presentations focus on key works in the IR literature. Students should present the assigned article only (not the related book chapter in the manual). Presentations need to have a well-organized and clear structure, should introduce the author(s) of the article/book chapter, demonstrate an ability to summarize the argument and main ideas presented in the respective assigned reading, illustrate it with a case study of their choice, raise critical comments to the argument, and introduce related questions to be discussed in class. They also need to respect the given time constraints. d) The final research paper is graded according to the following criteria (see also separate handout with more detailed instructions, including also the deadlines of the final research paper): - Focus: Is there a clear purpose, research question, and argument which is then supported throughout the paper? - Originality: Does the paper have an original argument or approach? - Organization: Is the paper organized well in introduction, analytical sections and conclusions? Is the analytical section well organized in empirical and theoretical parts? - Research: Is the claim well supported through research of sufficient primary and secondary sources? Are the sources well integrated? - Content: Is the content well presented and argued? Are ideas detailed, well-developed and supported with specific evidence and facts, as well as examples and specific details? - Style: Is the paper written in an academic tone? Is it suited to the audience it aims to address? Is a coherent referencing style used? Grammar/spelling/syntax/punctuation?

English

Prerequisites

Students who pursued their B.A. in a discipline diverse from Political Sciences and/or who have never taken a basic IR course are advised to prepare for the course with the following textbook: Cynthia Weber, 2013. "International Relations Theory: A Critical Introduction", Routledge. The book presents an entertaining introduction to dominant theories in IR using five familiar movies as a learning tool.

Programme

This course provides an in-depth study of fundamental dynamics in international politics. Following an introduction on the history and historiography of IR, the course gives an overview on the main theories of international relations: from realism, institutionalism, and liberalism, through the English school and constructivism, to critical, feminist, post-structuralist, and post-colonial theory. Other approaches to IR - International Political Economy (IPE, including from a green perspective) and Foreign Policy Analysis (FPA) - are also introduced. The theories are applied in class through methods of deep learning and reflected upon in two in-class debates. The first debate focuses on cooperation and competition in international politics; the second on dynamics in a multipolar and multiplex world. The internalization and applications of these theories is further supported through three modules. The first module on movies and international relations focuses on how films perform and influence our understanding of international politics. Students can choose among a list of movies to watch and write a short narrative analysis paper of two movies. The second module on methodologies in IR introduces key methodological approaches in the discipline and showcases their uses with examples of research. The third module on emerging topics in IR focuses on key topics in international politics analyzed through IR theories. The course is designed to accommodate both students for whom IR theories are new, as well as those who have already taken an IR course. In this respect, it combines frontal lectures on theories and approaches supported through manuals, didactic methodologies of deep learning used in class, as well as student presentations on key readings in IR which gives students the possibility to directly engage with paradigmatic readings and deepen their understanding of them.

Reference books

7. Required textbooks: • Textbook 1: Dunne, Tim, Milya Kurki, and Steve Smith (eds), International Relations Theories. Discipline and Diversity. Oxford: Oxford University Press (4th edition, 2016) • Textbook 2: Georg Sørensen, Jørgen Møller, Robert Jackson (eds.), Introduction to International Relations: Theories and Approaches. Oxford: Oxford University Press (8th edition, 2021). 8. Bibliography: Aggestam, Karin, Annika Bergman Rosamond, and Annica Kronsell. 2019. "Theorising Feminist Foreign Policy." International Relations 33:1, 23–39. Capan, Zeynep Gulsah. 2017. "Decolonising International Relations?" Third World Quarterly, 38:1, 1–15. Cox, Robert. 1983. Gramsci, Hegemony and International Relations: An Essay in Method, Millennium, 12:2. Fraser, Nancy. 2007. "Re-Framing Justice in a Globalizing World." In (Mis)Recognition, Social Inequality and Social Justice. Krasner, Stephen D. 1982. "Structural causes and regime consequences: regimes as intervening variables", International Organization, 36:02, 185-205. Linklater, Andrew. 2010. "The English School Conception of International Society: Reflections on Western and non-Western Perspectives", Ritsumeikan Annual Review of International Studies, 9, 1-13. Malksoo, Maria. 2012. "The challenge of liminality for International Relations theory," Review of International Studies, 38:2. Manners, Ian. 2023. "Arrival of Normative Power in Planetary Politics." Journal of Common Market Studies. Moravcsik, Andrew. 1997. "Taking Preferences Seriously: A Liberal Theory of International Politics," International Organization 51:4, 513–53. Morgenthau, Hans. 1948. "Politics Among Nations: The Struggle for Power and Peace", McGraw-Hill, Chapter 1. Richter-Montpetit, Melanie. 2018. "Everything You Always Wanted to Know about Sex (in IR) But Were Afraid to Ask: The 'Queer Turn' in International Relations," Millennium 46:2, 220–40. Waltz, Kenneth M. 1979. "Theory of International Politics", Waveland Press, Chapters 5-6. Wendt, Alexander. 1992. "Anarchy is What States Make of It: the Social Construction of Power Politics" in International Organization, 46:2, pp. 391-425.

Reference bibliography

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Study modes

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Exam modes

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21810505 - MULTICULTURAL AMERICAN LITERATURE

Canale: A - Z

Docente: BECCE NICOLANGELO

Italiano

Prerequisiti

Non sono previsti particolari prerequisiti.

Programma

Il corso, suddiviso in due moduli (Modulo 1: Multicultural American Literature; Modulo 2: Asian American Writers) si concentra sulla discussione, da una prospettiva multietnica e multiculturale, delle questioni storiche, sociali, politiche ed economiche derivanti dalla lettura della selezione letteraria. Speciale attenzione sarà rivolta all'analisi dei testi letterari al fine di comprendere il rapporto intercorrente tra la letteratura americana e l'identità nazionale degli Stati Uniti d'America.

Testi

Alexie, Sherman. "This Is What It Means to Say Phoenix, Arizona", in The Lone Ranger and Tonto Fistfight in Heaven. New York: HarperPerennial, 1994, 59-75. Alvarez, Julia. "Snow", in How the Garcia Girls Lost Their Accents. New York: Bloomsbury, 2004 (1991), 86-87. Bui, Thi. The Best We Could Do. New York: Abrams ComicArts, 2017 (estratti). Cisneros, Sandra. The House on Mango Street, London: Vintage, 1991 (1984) (estratti). Danticat, Edwidge. "Children of the Sea" in Krik? Krak! New York: Soho Press, 1995, 3-25. Gillan, Maria Mazziotti. "Shame and Silence in My Work", in Mary Ann Vigilante Mannino and Justin Vitiello (a cura di) Breaking Open: Reflections on Italian American Women's Writing. West Lafayette (IN): Purdue University Press, 2003, 153-175. Hirahara, Naomi. "The Chirashi Covenant", in Los Angeles Noir 2. The Classics (ed. by Denise Hamilton). New York: Akashic Books, 2011, 144-156. Kingston, Maxine Hong. The Woman Warrior. Craydon (UK): Picador, 1977 (estratti). Morrison, Toni. "Recitatif", in Martin, Wendy (Ed.) The Art of the Short Story. Boston and New York: Houghton Mifflin, 2006, 1167-1181. Spiegelman, Art. The Complete Maus. Harmondsworth (UK): Penguin, 2003 (1996) (estratti). Tusiani, Joseph. Gente Mia (estratti), in Ethnicity. Selected Poems, New York: Bordighera Press, 2000, 1-6, 8-9. Yamamoto, Hisaye. "The Legend of Miss Sasagawara", in Seventeen Syllables and Other Stories. New Brunswick (NJ): Rutgers University Press, 2001, 20-33.

Bibliografia di riferimento

Amend, Allison. "Overview". In Hispanic-American Writers. New York: Chelsea House Publishers, 2010. 7-16. ---. "Sandra Cisneros". In Hispanic-American Writers. New York: Chelsea House Publishers, 2010. 63-4. Anonymous. "From Island". In Lin, Shirley Geok-lin. Asian American Literature. An Anthology. Lincolnwood (IL): NTC Publishing Group, 2000. 31-5. Benjamin, Shanna Greene. "The Space that Race Creates: An Interstitial Analysis of Toni Morrison's 'Recitatif'". Studies in American Fiction, 40, 1, 2013. 87-106. Cheung, King-Kok. "Introduction". In Yamamoto, Hisaye. Seventeen Syllables and Other Stories. New Brunswick (NJ) Rutgers University Press, 2001, IX-XXIII. Chute, Hillary. "Art Spiegelman". In Lauter, Paul, et al. (Eds.) The Heath Anthology of American Literature. Seventh Edition. Volume E. Boston: Cengage, 2014, 3765-7. Cisneros, Sandra. "Introduction". In The House on Mango Street. 25th Anniversary Edition. New York: Vintage, 2009. Coulombe, Joseph L. "Following the Tracks. History and Context of Native Writing." In Reading Native American Literature. New York: Routledge, 2011. 18-35. "Danticat, Edwidge". In Nelson, Emmanuel S., ed. Ethnic American Literature. Santa Barbara (CA): Greenwood, 2015. 169-71. Davis, Rocio G. "Introduction: Have Come, Are Here: Reading Filipino/a American Literature". MELUS, 29, 1, 2004. 5-18. ---. "Oral Narrative as Short Story Cycle: Forging Community in Edwidge Danticat's Krik? Krak!" MELUS, 26, 2, 2001. 65-81. Doherty, Thomas. "Art Spiegelman's Maus: Graphic Art and the Holocaust". American Literature, 68, 1, 1996. 69-84. Gardaphé, Fred. "We Weren't Always White: Race and Ethnicity in Italian American Literature". In Literature Interpretation Theory, 13, 2002. 185-99. Gardaphé, Fred L. "Italian American Literature and Culture". In Hendin, Josephine G. (Ed.) A Concise Companion to Postwar American Literature and Culture. Oxford: Blackwell, 2004, 299-322. Giordano, Paolo. "From Southern Italian Emigrant to Reluctant American. Joseph Tusiani's Gente Mia and Other Poems". In Tusiani, Joseph, Ethnicity. Selected Poems. New York: Bordighera Press, 2012, 73-86. Hatfield, Charles. "Conclusion: Toward the Habit of Questioning". In Alternative Comics. An Emerging Literature. Jackson (MS): University of Mississippi Press, 2005. 65-7. "Kingston, Maxine Hong". In Nelson, Emmanuel S., ed. Ethnic American Literature. Santa Barbara (CA): Greenwood, 2015. 284-9. Kim, Elaine H. "Japanese American Family and Community Portraits". In Asian American Literature. Philadelphia (PA): Temple University Press, 1982. 122-37. Miron, Layli Maria. "No Reclaimed Homeland: Thi Bui's Postcolonial Historiography". Inks: The Journal of the Comics Studies Society, 4, 1, 2020, 44-65. Nagel, James. "Sandra Cisneros's Cuentitos Latinos." In The Contemporary American Short-Story Cycle. The Ethnic Resonance of Genre. Baton Rouge (LA): Louisiana University Press, 2001. 104-27. Takaki, Ronald. A Different Mirror. A History of Multicultural America (Revised Edition). New York: Back Bay Books, 2008, 3-20, 447-50. Williams, Laura Anh. "Foodways and Subjectivity in Jhumpa Lahiri's Interpreter of Maladies". MELUS, 32, 4, 2007. 69-79. Wong, Sau-Ling Cynthia. "Autobiography as Guided Chinatown Tour? Maxine Hong Kingston's The Woman Warrior and the Chinese American Autobiographical Controversy". In Sau-Ling Cynthia Wong, ed. Maxine Hong Kingston's The Woman Warrior. A Casebook. New York: Oxford University Press, 1999. 29-53. Altri materiali di studio saranno forniti durante il corso.

Modalità erogazione

Testi da definire

Modalità di valutazione

La preparazione sarà valutata sia attraverso una Prova scritta che si tiene al termine del corso (basata su una serie di quesiti a risposta aperta) sia attraverso una Prova orale in inglese sul materiale trattato in classe.

English

Prerequisites

Course without prerequisites.

Programme

The course, divided in two modules (Module 1: Multicultural American Literature; Module 2: Asian American Writers) focuses on the discussion, from a multiethnic and multicultural perspective, of historical, social, political, and economic issues that arise from the reading of the literary selection. Special attention will be given to the analysis of literary texts in order to understand the relationship between American literature and the national identity of the United States of America.

Reference books

Alexie, Sherman. "This Is What It Means to Say Phoenix, Arizona", in The Lone Ranger and Tonto Fistfight in Heaven. New York: HarperPerennial, 1994, 59-75. Alvarez, Julia. "Snow", in How the Garcia Girls Lost Their Accents. New York: Bloomsbury, 2004 (1991), 86-87. Bui, Thi. The Best We Could Do. New York: Abrams ComicArts, 2017 (excerpts). Cisneros, Sandra. The House on Mango Street, London: Vintage, 1991 (1984) (excerpts). Danticat, Edwidge. "Children of the Sea" in Krik? Krak! New York: Soho Press, 1995, 3-25. Gillan, Maria Mazziotti. "Shame and Silence in My Work", in Mary Ann Vigilante Mannino and Justin Vitiello (Eds.) Breaking Open:

Reflections on Italian American Women's Writing. West Lafayette (IN): Purdue University Press, 2003, 153-175. Hirahara, Naomi. "The Chirashi Covenant", in Los Angeles Noir 2. The Classics (Ed. by Denise Hamilton). New York: Akashic Books, 2011, 144-156. Kingston, Maxine Hong. The Woman Warrior. Craydon (UK): Picador, 1977 (excerpts). Morrison, Toni. "Recitatif", in Martin, Wendy (Ed.) The Art of the Short Story. Boston and New York: Houghton Mifflin, 2006, 1167-1181. Spiegelman, Art. The Complete Maus. Harmondsworth (UK): Penguin, 2003 (1996) (excerpts). Tusiani, Joseph. Gente Mia (excerpts), in Ethnicity. Selected Poems, New York: Bordighera Press, 2000, 1-6, 8-9. Yamamoto, Hisaye. "The Legend of Miss Sasagawara", in Seventeen Syllables and Other Stories. New Brunswick (NJ): Rutgers University Press, 2001, 20-33.

Reference bibliography

Amend, Allison. "Overview". In Hispanic-American Writers. New York: Chelsea House Publishers, 2010. 7-16. ---. "Sandra Cisneros". In Hispanic-American Writers. New York: Chelsea House Publishers, 2010. 63-4. Anonymous. "From Island". In Lin, Shirley Geok-lin. Asian American Literature. An Anthology. Lincolnwood (IL): NTC Publishing Group, 2000. 31-5. Benjamin, Shanna Greene. "The Space that Race Creates: An Interstitial Analysis of Toni Morrison's 'Recitatif'". Studies in American Fiction, 40, 1, 2013. 87-106. Cheung, King-Kok. "Introduction". In Yamamoto, Hisaye. Seventeen Syllables and Other Stories. New Brunswick (NJ) Rutgers University Press, 2001, IX-XXIII. Chute, Hillary. "Art Spiegelman". In Lauter, Paul, et al. (Eds.) The Heath Anthology of American Literature. Seventh Edition. Volume E. Boston: Cengage, 2014, 3765-7. Cisneros, Sandra. "Introduction". In The House on Mango Street. 25th Anniversary Edition. New York: Vintage, 2009. Coulombe, Joseph L. "Following the Tracks. History and Context of Native Writing." In Reading Native American Literature. New York: Routledge, 2011. 18-35. "Danticat, Edwidge". In Nelson, Emmanuel S., ed. Ethnic American Literature. Santa Barbara (CA): Greenwood, 2015. 169-71. Davis, Rocio G. "Introduction: Have Come, Are Here: Reading Filipino/a American Literature". MELUS, 29, 1, 2004. 5-18. ---. "Oral Narrative as Short Story Cycle: Forging Community in Edwidge Danticat's Krik? Krak!" MELUS, 26, 2, 2001. 65-81. Doherty, Thomas. "Art Spiegelman's Maus: Graphic Art and the Holocaust". American Literature, 68, 1, 1996. 69-84. Gardaphé, Fred. "We Weren't Always White: Race and Ethnicity in Italian American Literature". In Literature Interpretation Theory, 13, 2002. 185-99. Gardaphé, Fred L. "Italian American Literature and Culture". In Hendin, Josephine G. (Ed.) A Concise Companion to Postwar American Literature and Culture. Oxford: Blackwell, 2004, 299-322. Giordano, Paolo. "From Southern Italian Emigrant to Reluctant American. Joseph Tusiani's Gente Mia and Other Poems". In Tusiani, Joseph, Ethnicity. Selected Poems. New York: Bordighera Press, 2012, 73-86. Hatfield, Charles. "Conclusion: Toward the Habit of Questioning". In Alternative Comics. An Emerging Literature. Jackson (MS): University of Mississippi Press, 2005. 65-7. "Kingston, Maxine Hong". In Nelson, Emmanuel S., ed. Ethnic American Literature. Santa Barbara (CA): Greenwood, 2015. 284-9. Kim, Elaine H. "Japanese American Family and Community Portraits". In Asian American Literature. Philadelphia (PA): Temple University Press, 1982. 122-37. Miron, Layli Maria. "No Reclaimed Homeland: Thi Bui's Postcolonial Historiography". Inks: The Journal of the Comics Studies Society, 4, 1, 2020, 44-65. Nagel, James. "Sandra Cisneros's Cuentitos Latinos." In The Contemporary American Short-Story Cycle. The Ethnic Resonance of Genre. Baton Rouge (LA): Louisiana University Press, 2001. 104-27. Takaki, Ronald. A Different Mirror. A History of Multicultural America (Revised Edition). New York: Back Bay Books, 2008, 3-20, 447-50. Williams, Laura Anh. "Foodways and Subjectivity in Jhumpa Lahiri's Interpreter of Maladies". MELUS, 32, 4, 2007. 69-79. Wong, Sau-Ling Cynthia. "Autobiography as Guided Chinatown Tour? Maxine Hong Kingston's The Woman Warrior and the Chinese American Autobiographical Controversy". In Sau-Ling Cynthia Wong, ed. Maxine Hong Kingston's The Woman Warrior. A Casebook. New York: Oxford University Press, 1999. 29-53. Other study materials will be provided during the course.

Study modes

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Exam modes

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21810533 - REPRESENTATIVE INSTITUTIONS IN EUROPE: HISTORY AND THEORIES

Canale: A - Z

Docente: SILVESTRINI FLAVIO

Italiano

Prerequisiti

Per seguire con profitto le lezioni e per preparare l'esame, sono necessarie adeguate conoscenze di storia politica moderna e contemporanea

Programma

I. Il prologo: le istituzioni rappresentative in Europa prima dello Stato La rappresentanza politica nel basso medioevo: il monarca, l'assemblea e il consenso politico: il Regno di Leon e i possedimenti della Corona d'Aragona; la rappresentanza in Inghilterra. I comuni in Italia e le istituzioni rappresentative: l'assemblea di liberi cittadini. La rappresentanza politica nella prima modernità. Letture in classe, passaggi da: Marsilius (1324), The defender of the peace An. (1340 ca.), Manner of Holding Parliament in England, H.G. Koenigsberger, Monarchies and Parliaments in Early Modern Europe. II. Il modello Westminster in Inghilterra e oltre Il parlamentarismo durante la guerra civile: il contrasto tra sovranità e rappresentanza. Il potere del parlamento: la supremazia del legislativo e il controllo dell'attività governativa. L'influsso sul modello americano: una possibile sintesi col presidenzialismo? Le riforme in epoca vittoriana. L'allargamento della rappresentanza politica: responsabilità e pubblicità. Letture in classe, passaggi da: H. Parker (1643), The oath of pacification, or, A forme of religious accomodation humbly proposed both to King and Parliament, Th. Hobbes (1679), Behemoth or The Long Parliament. E. Burke (1770), Thoughts on the Cause of the Present Discontent. Ch.J. Fox (1775), The Speeches of the Right Honourable Charles James Fox, in the House of Commons. A. Hamilton, J. Jay, J. Madison (1788), The Federalist Papers. J.S. Mill (1859), Thoughts on Parliamentary Reform. W. Bagehot (1867), The English Constitution. III. La proposta francese Parlamentarismo (e antiparlamentarismo) durante la Rivoluzione. Sovranità nazionale o popolare: il dibattito dopo la Rivoluzione. La restaurazione borbonica e il tema della deliberazione. La Seconda Repubblica e l'invenzione della "rappresentanza nazionale". Il lungo apprendistato di una democrazia parlamentare: la Terza Repubblica. Letture in classe, passaggi da: J.J. Rousseau (1762), The Social Contract. M.-J,-A.-N. de Condorcet, Political Writings. B. Constant (1815) Principles of Politics Applicable to All Governments. F. Guizot (1851), The History of the Origins of Representative Government in Europe. A. de Tocqueville (1835-1840), Democracy in America. IV. Il percorso verso il regime parlamentare in Italia La costruzione della Nazione e il contrasto della Rivoluzione: la rappresentanza politica prima del 1861. L'età liberale e i primi tentativi del parlamentarismo. Il dibattito democratico dopo la Seconda guerra mondiale. Letture in classe, passaggi da: Civilization and Democracy: The Salvemini Anthology of Cattaneo's Writings. G. Giolitti (1919), Speech at Dronero. G. Mosca (1933), The Ruling Class. V. Parlamentarismo in area tedesca Le riforme costituzionali del diciottesimo secolo. Ascesa e

declino del modello weimariano. (Ri)costruire il parlamento dopo il Nazismo. Letture in classe, passaggi da: G.W.F. Hegel (1820), The Philosophy of Right. M. Weber (1917), Parliament and Government in Germany under a New Political Order. H. Kelsen (1929), The essence and value of democracy. . J.A. Schumpeter (1942), Capitalism, Socialism and Democracy. H. Mommsen, The Rise and Fall of Weimar Democracy. VI. Culture dell'antiparlamentarismo nel XX secolo Trasversalità dell'antiparlamentarismo nella crisi dello Stato liberale. Le teorie socialiste della rappresentanza: Soviet o Parlamento? L'aggressione ai parlamenti liberali. La rappresentanza politica antidemocratica. Letture in classe, passaggi da: V.I. Lenin (1919), Should We Participate in Bourgeois Parliaments?. C. Schmitt (1923), The Crisis of Parliamentary Democracy. G. Gentile (1934), Origins and Doctrines of Fascism. A. Gramsci (1935), Notes 74 and 76 of Notebook 14, in The Prison Notebooks. VII. Questioni del parlamentarismo europeo Due direzioni di analisi storica: la relazione con le altre istituzioni europee; la relazione con i parlamenti nazionali. La rappresentanza dei governi e dei parlamenti europei (1952-1976). La rappresentanza degli europei (1976-1992). La rappresentanza dei cittadini europei (1992-2009). Il Parlamento Europeo dopo Lisbona (2009-). Rappresentanza, cittadinanza e democrazia oltre lo Stato. Letture in classe, passaggi da: A. Spinelli (1983), Towards the European Union. J. Habermas 2012), The crisis of European Union. A response. G. Morgan (2005), The Idea of a European Superstate: Public Justification and European Integration. P. Dann (2003), European Parliament and Executive Federalism. A. Follesdal, S. Hix, 2006. Why There is a Democratic Deficit in the EU.

Testi

1. Materiale didattico fornito durante le lezioni 2. Testi selezionati dal docente e discussi in classe

Bibliografia di riferimento

1. Ihalainen, P., Ilie, C., & Palonen, K. (Eds.). (2018). Parliament and Parliamentarism: A Comparative History of a European Concept. New York-Oxford: Berghahn Books (Part I and III) 2. Selinger, W. (2019). Parliamentarism: From Burke to Weber (Ideas in Context), Cambridge: Cambridge University Press

Modalità erogazione

Le lezioni si svolgeranno attraverso didattica frontale. Sarà privilegiata la partecipazione attiva degli studenti, anche con opportuni momenti di discussione sui temi affrontati. Per tale motivo, verrà consigliato l'affiancamento delle ore in aula con un percorso di studio a casa, in modo da costruire progressivamente la preparazione all'esame.

Modalità di valutazione

Per tutti gli studenti la valutazione avverrà attraverso un esame orale, volto a verificare le competenze acquisite: verranno valutate, in particolar modo, la maturità dell'esposizione, l'appropriatezza lessicale e e la capacità di far dialogare contesto storico-istituzionale ed elaborazioni teoriche degli autori. Nel corso dell'ultima settimana di lezioni, gli studenti devono svolgere una prova scritta di valutazione che contribuirà alla votazione finale.

English

Prerequisites

For a successful class attending and to prepare for the exam, adequate knowledge of modern and contemporary political history is required

Programme

I. The Premise: Representative institutions in Europe before the State Political representation in late middle ages: the monarch, the assembly and the function of political consent: Kingdom of Leon and the realms of Crown of Aragon; English representative government. The Italian communes and their representative institutions: the recognition of political will in a citizens' assembly. Representative experiences during the early modern period. Readings for in-class discussion, excerpts from: Marsilius (1324), The defender of the peace An. (1340 ca.), Manner of Holding Parliament in England, H.G. Koenigsberger, Monarchies and Parliaments in Early Modern Europe. II. The Westminster model in England and beyond Parliamentarism during the Civil War: the confrontation between sovereignity and representation.The powerful parliament: legislative supremacy, controlling the Government. English influence on American experience: the fusion with presidentialism? Parliament's reform during Victorian Age. Enriching political representation: responsibility and publicity. Readings for in-class discussion, excerpts from: H. Parker (1643), The oath of pacification, or, A forme of religious accomodation humbly proposed both to King and Parliament, Th. Hobbes (1679), Behemoth or The Long Parliament. E. Burke (1770), Thoughts on the Cause of the Present Discontent. Ch.J. Fox (1775), The Speeches of the Right Honourable Charles James Fox, in the House of Commons. A. Hamilton, J. Jay, J. Madison (1788), The Federalist Papers. J.S. Mill (1859), Thoughts on Parliamentary Reform. W. Bagehot (1867), The English Constitution. III. The French instance Parliamentarism (and antiparlamentarism) during the Revolution. National sovereignity or popular sovereignity: the debate after the Revolution. Bourbon restoration and the question of deliberation. The Second Republic and the invention of national representation.The long apprenticeship of parliamentary democracy: the Third Republic. Readings for in-class discussion, excerpts from: J.J. Rousseau (1762), The Social Contract. M.-J,-A.-N. de Condorcet, Political Writings. B. Constant (1815) Principles of Politics Applicable to All Governments. F. Guizot (1851), The History of the Origins of Representative Government in Europe. A. de Tocqueville (1835-1840), Democracy in America. IV. The Italian path towards Parliamentarism Nation building and/or Revolution countering: political representation before 1861. The liberal age and the introduction of parliamentarism. The democratic debate after World War II. Readings for in-class discussion, excerpts from: Civilization and Democracy: The Salvemini Anthology of Cattaneo's Writings. G. Giolitti (1919), Speech at Dronero. G. Mosca (1933), The Ruling Class. V. Parliamentarism in the Austrian-German area Constitutional experiences during the XIX century. "The (quick) rise and fall of Weimar" parliamentarism. (Re)constructing parliamentary democracy after Nazism. Readings for in-class discussion, excerpts from: G.W.F. Hegel (1820), The Philosophy of Right. M. Weber (1917), Parliament and Government in Germany under a New Political Order. H. Kelsen (1929), The essence and value of democracy. . J.A. Schumpeter (1942), Capitalism, Socialism and Democracy. H. Mommsen, The Rise and Fall of Weimar Democracy. VI. Cultures of antiparliamentarism in the XXth century the transversal culture of anti-parliamentarism in the crisis of the liberal State. Socialist theories of political representation: soviet or parliament? Liberal parliaments under attack. Political representation and totalitarism. Readings for in-class discussion, excerpts from: V.I. Lenin (1919), Should We Participate in Bourgeois Parliaments?. C. Schmitt (1923), The Crisis of Parliamentary Democracy. G. Gentile (1934), Origins and Doctrines of Fascism. A. Gramsci (1935), Notes 74 and 76 of Notebook 14, in The Prison Notebooks. Cultures of European Parliamentarism Two directions of historical analysis: the relation with other EU institutions; the relation with national parliaments. Representation of European governments and parliaments (1952-1976). Representation of Europeans (1976-1992). Representation of European citizens (1992-2009). The European Parliament after Lisbon (2009-). Representation, citizenship and democracy beyond borders in Europe. Readings for in-class discussion, excerpts from: A. Spinelli (1983), Towards the European Union. J. Habermas 2012), The crisis of European Union. A response. G. Morgan (2005), The Idea of a European Superstate: Public Justification and European Integration. P. Dann (2003), European Parliament and Executive Federalism. A. Follesdal, S. Hix, 2006. Why There is a

Democratic Deficit in the EU.

Reference books

1. Teaching resources provided by the teacher during the class 2. Selected readings for in-class discussion

Reference bibliography

1. Ihalainen, P., Ilie, C., & Palonen, K. (Eds.). (2018). Parliament and Parliamentarism: A Comparative History of a European Concept. New York-Oxford: Berghahn Books (Part I and III) 2. Selinger, W. (2019). Parliamentarism: From Burke to Weber (Ideas in Context), Cambridge: Cambridge University Press

Study modes

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Exam modes

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21810503 - SUSTAINABILITY, ECONOMIC DEVELOPMENT, AND TRANSPORT

Canale: A - Z

Docente: GATTA VALERIO

Italiano

Prerequisiti

Nessun prerequisito richiesto.

Programma

CONTENUTO PARTE I - TRASPORTI, AMBIENTE E SVILUPPO ECONOMICO Definizione di sostenibilità: legame tra trasporto, ambiente e sviluppo Preservare il trasporto resiliente ai cambiamenti climatici Ampie riforme su un percorso a basse emissioni di carbonio Questioni finanziarie per mitigazione e adattamento PARTE II - DISTRIBUZIONE URBANA DELLE MERCI E CAMBIO DEL COMPORTAMENTO Rilevanza del trasporto urbano delle merci per la sostenibilità Stakeholders coinvolti e loro ruolo Tipi di misure di intervento, soluzioni innovative e migliori pratiche Analisi comportamentale e pianificazione Il corso è impartito in lingua inglese.

Testi

Testi adottati: Block, R., Kopp, A., Limi, A. (2013). Turning the right corner : ensuring development through a low-carbon transport sector. Directions in development: environment and sustainable development. Washington DC; World Bank. Curtis C. (2020). Handbook of Sustainable Transport. Research Handbooks in Transport Studies series. Edward Elgar, USA. Marcucci E., Gatta V., Le Pira M. (2023). Handbook on City Logistics and Urban Freight. Edward Elgar, UK. Articoli in riviste scientifiche internazionali fornite durante il corso.

Bibliografia di riferimento

Letture raccomandate: Marcucci E, Gatta V, Valeri E, Stathopoulos A (2013). Urban freight transport modelling: an agent-specific approach. Franco Angeli, Milano.

Modalità erogazione

Le lezioni in aula sono interattive. L'attenzione è focalizzata sugli elementi chiave dei testi di riferimento, sulla base di un'adeguata contestualizzazione e tenuto conto delle difficoltà di interpretazione. Si farà anche riferimento alle principali questioni presenti nei dibattiti attuali attraverso esempi, casi di studio e comparazioni. Ogni lezione richiede la partecipazione attiva degli studenti. Il corso si avvarrà del contributo di uno o due docenti esperti del settore.

Modalità di valutazione

Il voto finale è il risultato delle seguenti componenti: (1) partecipazione durante le lezioni; (2) compiti durante le lezioni (presentazioni in classe basate su testi/articoli scientifici); (3) scrittura di un paper relativo ad un argomento specifico che verrà discusso durante l'appello.

English

Prerequisites

Course without prerequisites.

Programme

CONTENT PART I – TRANSPORT, ENVIRONMENT AND DEVELOPMENT Definition of sustainability: link between transport, environment and development Preserving resilient transport to climate change Wide reforms on a low-carbon path Financing issues for mitigation and adaptation PART II – URBAN FREIGHT AND BEHAVIOUR CHANGE Relevance of sustainable urban freight transport Stakeholders involved and their role Types of intervention measures, innovative solutions and best practices Behavioural analysis and planning This course is taught in English.

Reference books

Required readings: Block, R., Kopp, A., Limi, A. (2013). Turning the right corner : ensuring development through a low-carbon transport sector. Directions in development: environment and sustainable development. Washington DC; World Bank. Curtis C. (2020). Handbook of Sustainable Transport. Research Handbooks in Transport Studies series. Edward Elgar, USA. Marcucci E., Gatta V., Le Pira M. (2023). Handbook on City Logistics and Urban Freight. Edward Elgar, UK. Articles published in High-Quality Scientific Journals will be provided during the course.

Reference bibliography

Recommended readings: Marcucci E, Gatta V, Valeri E, Stathopoulos A (2013). Urban freight transport modelling: an agent-specific approach. Franco Angeli, Milano.

Study modes

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Exam modes

-

Master of Arts in *International Studies* (CL. 52 – D.M. 270/04)

The Master of Arts in *International Studies* (MAIS) is a two-year programme (120 ECTS) taught in English, which provides students the opportunity to study with an interdisciplinary approach and in an international environment. Our *International Studies* programme is conceived to offer students the necessary instruments of analysis and understanding of contemporary global dynamics. It focuses on the political, economic, and legal aspects of globalization, human rights, peace and conflict resolution, development, and environmental issues. This programme combines different disciplinary insights, including history, international relations, international law and organizations, macroeconomics, and financial regulation. It aims at providing students with the necessary epistemic tools to study and approach contemporary international challenges such as sustainability, nuclear proliferation, human security, migration, and gender issues.

Core courses are supplemented by a wide range of Departmental electives that allow students to develop expertise in their areas of interest. The programme is run by an academic community trained both in Italy and internationally whose research interests and collaboration ensure its members a significant degree of experience and contacts in Europe, Asia, Africa, and both North and South America. Their teaching fully benefits from such cultural and academic background. Likewise, students can amply profit from the many collaborations our department promotes with research institutes and foreign Universities.

Requirements and Admission

1. Academic requirements

Please, note that the minimum requirement for admission to any master's programme is a BA or BSc degree (or equivalent) with a satisfactory GPA (Grade Point Average) or final grade from a certified University or equivalent institution of higher learning. This means that students with an Italian BA must have a minimum comprehensive final grade of 101/110 by Italian academic standard. Students with a foreign degree must have a comprehensive and comparable final GPA not less than B, according to the conversion table contained in the University *Career Regulations*.

MAIS Specific Requirements:

1– basic knowledge in the following fields: economics, history, law, political science/sociology

2– Level B2 proficiency in English acquired over the last three years

Accepted tests:

- International English Language Testing System (IELTS);
- Test of English as a Foreign Language (TOEFL);
- Cambridge English Exam – Proficiency level (CPE), or Advanced level (CAE);
- The Test of English for International Communication (TOEIC);
- English Language Test at our Linguistic Centre (Centro Linguistico di Ateneo -CLA – Roma
- Linguaskill Cambridge English.

3 – All candidates must have knowledge of a second foreign language. Level B1 proficiency is required in French, Portuguese, or Spanish. For all other foreign languages level A2 is sufficient. Language certificates must be acquired over the last four years. In case of unavailability of an official document attesting the language level, students are required to test their proficiency at the Centro Linguistico di Ateneo (CLA. Linguistic Centre – Roma Tre University). Tests are available for the following foreign languages: English, French, German, Portuguese, and Spanish.

Please note that:

The Italian University System allows students who do not have an adequate background in one or more of the above-mentioned academic fields (see point 1 of MAIS specific requirements) to enroll in single courses for a maximum of 24 credits. Within the end of the Winter Semester, students must pass the exams of those courses, to confirm their admission to the MA programme.

For information regarding admission procedure, fee and, requested documents, please, read carefully the *Guidelines for Candidates with Foreign Qualifications,* which are available online at the following link: [Enrollment with a foreign qualification/Awarding of an Italian degree (equipollenza) - Portale dello Studente (uniroma3.it)](#).