

DIDATTICA EROGATA 2026/2027

International Studies (LM-52 R)

Dipartimento: SCIENZE POLITICHE

Codice CdS: 118654

INSEGNAMENTI

Primo semestre

21830201 - ARABIC STUDIES (- STAA-01/L - 9 CFU - 63 ore - ARA)

Curricula: Curriculum unico

Mutuazioni:

Dettaglio	Ore	Canale
Frutto da: 20710276 LINGUA ARABA 1 in Lingue e mediazione linguistico-culturale L-12 R SOLIMANDO CRISTINA	63	

21830202 - CHINESE STUDIES (- ASIA-01/F - 9 CFU - 63 ore - CHI)

Curricula: Curriculum unico

Mutuazioni:

Dettaglio	Ore	Canale
Frutto da: 20710275 LINGUA CINESE 1 in Lingue e mediazione linguistico-culturale L-12 R ROMAGNOLI CHIARA	63	

21810891 - EAST ASIAN HISTORY IN THE CONTEMPORARY WORLD (- GSPS-04/D - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
FRATTOLILLO OLIVIERO	63	Carico didattico	

21830259 - ECONOMIC ANALYSIS OF INSTITUTIONS (- ECON-03/A - 9 CFU - 567 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
PADOVANO FABIO	63	Carico didattico	

21830191 - EVOLVING SECURITY IN THE POST 1945 WORLD (- GSPS-04/B - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
GALA MARILENA	63	Carico didattico	

21810898 - FRANCOPHONE STUDIES (- FRAN-01/B - 9 CFU - 567 ore - FRA)

Curricula: Curriculum unico

Mutuazioni:

Dettaglio	Ore	Canale
Frutto da: 21810393 CULTURE DEI PAESI DI LINGUA FRANCESE in Relazioni Internazionali e Sicurezza Globale LM-52 R A - Z TARQUINI VALENTINA	63	

21210236 - Game Theory (- ECON-01/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Mutuazioni:

Dettaglio	Ore	Canale
Mutuato da: 21210236 Game Theory in Scienze Economiche LM-56 R TIRELLI MARIO	60	

21830197 - GENDER AND POLITICAL THEORIES (- GSPS-03/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
MODUGNO ROBERTA ADELAIDE	63	Carico didattico	

21830204 - HISTORY AND INTERNATIONAL RELATIONS COURSE - CIEE (- GSPS-04/B - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
BOTTERO GIULIA	63	Carico didattico	

21830203 - HISTORY AND INTERNATIONAL RELATIONS COURSE - IES (- GSPS-04/B - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
DI GIUSTINO SIMONA	63	Carico didattico	

21810414 - HISTORY AND POLITICS OF ENERGY (- GSPS-04/B - 9 CFU - 567 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
FASANARO LAURA	21	Carico didattico	

Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 20710641 HISTORY AND POLITICS OF ENERGY in Strategie culturali per la cooperazione e lo sviluppo LM-81 R GARAVINI GIULIANO	42	

21810489 - INTERNATIONAL LAW AND DEVELOPMENT (- GIUR-09/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
CARLETTI CRISTIANA	63	Carico didattico	A - Z

21830194 - INTERNATIONAL POLITICS AND THE MIDDLE EAST (- GSPS-02/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
HUBER DANIELA VERENA	63	Carico didattico	

21210420 - International trade and Migration (- ECON-02/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Mutuaioni:

Dettaglio	Ore	Canale
Mutuato da: 21210420 International trade and Migration in Economia dell'ambiente, lavoro e sviluppo sostenibile LM-56 R NENCI SILVIA		

21810606 - MULTICULTURAL AMERICAN LITERATURE (- ANGL-01/C - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
BECCE NICOLANGELO	63	Carico didattico	

21830198 - REPRESENTATIVE INSTITUTIONS IN EUROPE: HISTORY AND THEORIES (- GSPS-03/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
SILVESTRINI FLAVIO	63	Carico didattico	

21810493 - RUSSIAN STUDIES (- SLAV-01/A - 9 CFU - 63 ore - RUS)

Curricula: Curriculum unico

Mutuaioni:

Dettaglio	Ore	Canale
Fruito da: 20706101 LINGUA E TRADUZIONE RUSSA 1 in Lingue e mediazione linguistico-culturale L-12 R NO BENIGNI VALENTINA	63	

21830200 - THE ROOTS OF GLOBALIZATION: EUROPEAN EXPANSION AND COLONIALISM (- HIST-02/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
Da assegnare	63	Bando	

21810492 - THE UNITED STATES AND THE WORLD IN THE 20TH AND 21ST CENTURIES (- GSPS-04/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
FIorentino DANIELE	63	Carico didattico	A - Z

Secondo semestre

21830196 - EUROPEAN AND COMPARATIVE ADMINISTRATIVE LAW (- GIUR-06/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
LORENZONI LIVIA	63	Carico didattico	

21810494 - FRENCH STUDIES (- FRAN-01/B - 9 CFU - 63 ore - FRA)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
SPANDRI FRANCESCO	63	Carico didattico	A - Z

21810496 - GERMAN STUDIES (- GERM-01/C - 9 CFU - 63 ore - DEU)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
Da assegnare	63	Bando	A - Z

21210062 - Global economy and labour rights (- GIUR-04/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Mutuazioni:

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

21810495 - HISPANIC STUDIES (- SPAN-01/C - 9 CFU - 63 ore - SPA)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
MESSINA FAJARDO LUISA ALLESITA	63	Carico didattico	A - Z

21830204 - HISTORY AND INTERNATIONAL RELATIONS COURSE - CIEE (- GSPS-04/B - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
BOTTERO GIULIA	63	Carico didattico	

21830203 - HISTORY AND INTERNATIONAL RELATIONS COURSE - IES (- GSPS-04/B - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
DI GIUSTINO SIMONA	63	Carico didattico	

21830214 - HISTORY AND POLITICS OF MIDDLE EAST AND NORTH AFRICA (- GSPS-04/C - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
VOLTERRA ALESSANDRO	21	Carico didattico	

Mutuazioni:

Dettaglio	Ore	Canale
Frutto da: 20710170 History and politics of the Middle East and North Africa in Strategie culturali per la cooperazione e lo sviluppo LM-81 R GERVASIO GENNARO	42	

21830061 - HISTORY OF MIGRATION (- HIST-02/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Mutuazioni:

Dettaglio	Ore	Canale
Mutuato da: 21830061 HISTORY OF MIGRATION in Relazioni Internazionali e Sicurezza Globale LM-52 R TRAMONTANA FELICITA	63	

21810490 - INTERNATIONAL HISTORY OF PEACE (- HIST-03/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
DI DONATO MICHELE	63	Carico didattico	

21830193 - INTERNATIONAL HISTORY OF THE ENVIRONMENT AND CLIMATE CHANGE (- GSPS-04/B - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 21830229 INTERNATIONAL HISTORY OF THE ENVIRONMENT AND CLIMATE CHANGE in Relazioni Internazionali e Sicurezza Globale LM-52 R FASANARO LAURA	63	

21810511 - INTERNATIONAL MACROECONOMICS (- ECON-01/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
VITTORI CLAUDIA	63	Carico didattico	

21810899 - LITERATURE AND MUSIC (- ANGL-01/C - 9 CFU - 567 ore - ENG)

Curricula: Curriculum unico

Mutuazioni:

Dettaglio	Ore	Canale
Fruito da: 21810392 CULTURE DEI PAESI DI LINGUA INGLESE in Relazioni Internazionali e Sicurezza Globale LM-52 R A - Z ELIA ADRIANO	63	

21830195 - SUSTAINABILITY, ECONOMIC DEVELOPMENT, AND TRANSPORT (- ECON-04/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
GATTA VALERIO	63	Carico didattico	

21810512 - THE INTERNATIONAL SYSTEM AFTER THE END OF THE COLD WAR (- GSPS-04/B - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
NUTI LEOPOLDO	63	Carico didattico	A - Z

21810513 - THEORY OF HUMAN RIGHTS (- GSPS-01/A - 9 CFU - 63 ore - ENG)

Curricula: Curriculum unico

Docenti:

Nominativo	Ore	Tipo incarico	Canale
MAIOLO FRANCESCO	63	Carico didattico	A - Z

INCARICHI DIDATTICI DEL CORSO DI LAUREA

Nominativo	Tot.Ore	Tipo incarico	Ore	Attività didattica
BECCE NICOLANGELO	63	Carico didattico	63	21810606 - MULTICULTURAL AMERICAN LITERATURE
BOTTERO GIULIA	63	Carico didattico	63	21830204 - HISTORY AND INTERNATIONAL RELATIONS COURSE - CIEE
CARLETTI CRISTIANA	63	Carico didattico	63	21810489 - INTERNATIONAL LAW AND DEVELOPMENT
DI DONATO MICHELE	63	Carico didattico	63	21810490 - INTERNATIONAL HISTORY OF PEACE
DI GIUSTINO SIMONA	63	Carico didattico	63	21830203 - HISTORY AND INTERNATIONAL RELATIONS COURSE - IES
FASANARO LAURA	21	Carico didattico	21	21810414 - HISTORY AND POLITICS OF ENERGY
FIorentino DANIELE	63	Carico didattico	63	21810492 - THE UNITED STATES AND THE WORLD IN THE 20TH AND 21ST CENTURIES
FRATTOLILLO OLIVIERO	63	Carico didattico	63	21810891 - EAST ASIAN HISTORY IN THE CONTEMPORARY WORLD
GALA MARILENA	63	Carico didattico	63	21830191 - EVOLVING SECURITY IN THE POST 1945 WORLD
GATTA VALERIO	63	Carico didattico	63	21830195 - SUSTAINABILITY, ECONOMIC DEVELOPMENT, AND TRANSPORT
HUBER DANIELA VERENA	63	Carico didattico	63	21830194 - INTERNATIONAL POLITICS AND THE MIDDLE EAST
LORENZONI LIVIA	63	Carico didattico	63	21830196 - EUROPEAN AND COMPARATIVE ADMINISTRATIVE LAW
MAIOLO FRANCESCO	63	Carico didattico	63	21810513 - THEORY OF HUMAN RIGHTS
MESSINA FAJARDO LUISA ALLESITA	63	Carico didattico	63	21810495 - HISPANIC STUDIES
MODUGNO ROBERTA ADELAIDE	63	Carico didattico	63	21830197 - GENDER AND POLITICAL THEORIES
NUTI LEOPOLDO	63	Carico didattico	63	21810512 - THE INTERNATIONAL SYSTEM AFTER THE END OF THE COLD WAR
PADOVANO FABIO	63	Carico didattico	63	21830259 - ECONOMIC ANALYSIS OF INSTITUTIONS
SILVESTRINI FLAVIO	63	Carico didattico	63	21830198 - REPRESENTATIVE INSTITUTIONS IN EUROPE: HISTORY AND THEORIES
SPANDRI FRANCESCO	63	Carico didattico	63	21810494 - FRENCH STUDIES
VITTORI CLAUDIA	63	Carico didattico	63	21810511 - INTERNATIONAL MACROECONOMICS
VOLTERRA ALESSANDRO	21	Carico didattico	21	21830214 - HISTORY AND POLITICS OF MIDDLE EAST AND NORTH AFRICA
DOCENTE NON DEFINITO	126	Bando	63	21810496 - GERMAN STUDIES
		Bando	63	21830200 - THE ROOTS OF GLOBALIZATION: EUROPEAN EXPANSION AND COLONIALISM
Totale ore	1365			

CONTENUTI DIDATTICI

21830201 - ARABIC STUDIES

Docente: SOLIMANDO CRISTINA

Italiano

Prerequisiti

Non sono richieste conoscenze preliminari.

Programma

Il corso introduce allo studio dell'arabo standard moderno, con l'obiettivo di sviluppare competenze di base nelle abilità di lettura, scrittura, ascolto e produzione orale. Nella prima parte del corso gli studenti acquisiranno la conoscenza dell'alfabeto arabo, imparando a riconoscere e scrivere i grafemi e a padroneggiarne la corretta pronuncia, insieme ai principali aspetti fonetici e fonologici. Parallelamente, verranno introdotte le strutture grammaticali fondamentali della lingua, inerenti sia alla sfera nominale sia a quella verbale. Dal punto di vista comunicativo, il corso fornirà il lessico e le funzioni linguistiche necessarie per gestire situazioni quotidiane elementari, come salutare, presentarsi, parlare della propria famiglia, descrivere persone e oggetti, esprimere il possesso, indicare riferirsi ad attività quotidiane. Le attività didattiche comprenderanno esercizi guidati di lettura e scrittura, ascolto di brevi dialoghi, produzione orale in contesti controllati e prime attività di comprensione e produzione scritta, con un'introduzione all'uso di strumenti lessicografici di base. Il corso includerà anche elementi utili a contestualizzare la lingua, offrendo una prima panoramica sul mondo arabo, sulle differenze tra lingua standard e varietà dialettali e su alcuni aspetti sociolinguistici.

Testi

Solimando C., Salem A., Imparare l'arabo ascoltando. Roma, Carocci Editore. Darghmouni S., Kalima. Corso di lingua araba, Milano, Hoepli. Ulteriori materiali didattici, esercitazioni e testi integrativi saranno forniti dal docente durante il corso.

Bibliografia di riferimento

Testi da definire

Modalità erogazione

L'insegnamento si svolge attraverso lezioni frontali, esercitazioni linguistiche e attività pratiche finalizzate allo sviluppo progressivo delle competenze di comprensione e produzione scritta e orale della lingua araba moderna standard. Le attività didattiche comprendono: introduzione e spiegazione delle principali strutture grammaticali e morfosintattiche della lingua araba; esercizi guidati di lettura, scrittura e vocalizzazione; esercitazioni di traduzione dall'arabo all'italiano e dall'italiano all'arabo; attività di comprensione orale svolte in laboratorio linguistico finalizzata alla verifica della comprensione orale attraverso attività di ascolto; una prova di conversazione di testi brevi; esercitazioni lessicali e grammaticali individuali e collettive. Durante il corso saranno utilizzati materiali didattici multimediali e supporti audio a integrazione dei testi adottati.

Modalità di valutazione

Prova di accertamento linguistico La prova di accertamento linguistico è finalizzata alla verifica delle competenze linguistiche di base acquisite durante il corso e si articola in più parti. La prova, della durata indicativa di 2 ore, può comprendere: esercizi di lettura e scrittura; esercizi grammaticali e morfosintattici; esercizi di vocalizzazione e trascrizione; completamento e trasformazione di frasi; comprensione di brevi testi; traduzione di frasi e testi brevi dall'arabo all'italiano e/o dall'italiano all'arabo; produzione scritta guidata; una prova in laboratorio linguistico finalizzata alla verifica della comprensione orale attraverso attività di ascolto; una prova di conversazione volta ad accertare la capacità di interazione elementare in lingua araba. La prova verifica: la conoscenza delle strutture grammaticali fondamentali; la correttezza ortografica e morfosintattica; la comprensione scritta e orale; l'acquisizione del lessico di base; la capacità di produzione scritta; la capacità di comprensione e interazione orale in lingua araba moderna standard. Il superamento della prova di accertamento linguistico costituisce condizione necessaria per accedere alla prova orale. Prova orale La prova orale consiste in un colloquio volto ad accertare: la conoscenza delle strutture linguistiche studiate; la capacità di analisi grammaticale e sintattica; la comprensione e traduzione dei testi affrontati durante il corso; la conoscenza degli aspetti culturali affrontati durante le lezioni. Durante il colloquio potranno essere richiesti: lettura, analisi e traduzione di brevi testi; spiegazione di strutture grammaticali; commento linguistico e lessicale dei testi studiati; esposizione di argomenti trattati durante il corso.

English

Prerequisites

No prior knowledge is required.

Programme

The course introduces the study of Modern Standard Arabic, with the aim of developing basic skills in reading, writing, listening, and speaking. In the first part of the course, students will acquire knowledge of the Arabic alphabet, learning to recognize and write graphemes and to master their correct pronunciation, together with the main phonetic and phonological features. At the same time, the fundamental grammatical structures of the language will be introduced, relating to both the nominal and verbal systems. From a communicative perspective, the course will provide the vocabulary and linguistic functions necessary to manage simple everyday situations, such as greeting, introducing oneself, talking about one's family, describing people and objects, expressing possession, and referring to daily activities. Teaching activities will include guided reading and writing exercises, listening to short dialogues, oral production in controlled contexts, and initial activities in written comprehension and production, along with an introduction to the use of basic lexicographic tools. The course will also include elements useful for contextualizing the language, offering an initial overview of the Arab world, the differences between the standard language and dialectal varieties, and some sociolinguistic aspects.

Reference books

Solimando C., Salem A., Imparare l'arabo ascoltando. Roma, Carocci Editore. Darghmouni S., Kalima. Corso di lingua araba, Milano, Hoepli. Additional teaching materials, exercises, and supplementary texts will be provided by the instructor during the course.

Reference bibliography

Study modes

The course consists of lectures, language practice sessions, and practical activities aimed at the progressive development of written and oral comprehension and production skills in Modern Standard Arabic. Teaching activities include: introduction and explanation of the main grammatical and morphosyntactic structures of the Arabic language; guided exercises in reading, writing, and vocalization; translation exercises from Arabic into Italian and from Italian into Arabic; listening comprehension activities carried out in the language laboratory through audio materials; guided conversation and oral interaction activities; linguistic analysis and commentary on short texts; individual and group vocabulary and grammar exercises. During the course, multimedia teaching materials and audio resources will be used in addition to the adopted textbooks.

Exam modes

21830202 - CHINESE STUDIES

Docente: ROMAGNOLI CHIARA

Italiano

Prerequisiti

Nessuno

Programma

Descrizione del sistema di scrittura cinese (significato e individuazione dei radicali), della fonologia e del sistema di trascrizione in pinyin; il sintagma nominale e verbale; caratteristiche e uso degli avverbi, delle preposizioni, delle congiunzioni e delle particelle più comuni del cinese moderno; i verbi ausiliari; i costituenti della frase cinese (caratteristiche e ordine); formulazione della frase interrogativa; i classificatori; i localizzatori.

Testi

Comunicare in cinese, vol. 1, F. Masini et al, Hoepli, 2021

Bibliografia di riferimento

Testi da definire

Modalità erogazione

Testi da definire

Modalità di valutazione

La preparazione verrà valutata con prove scritte e orali.

English

Prerequisites

None

Programme

Chinese writing system (meaning and identification of radicals), phonological system and pinyin transcription; nominal and verbal phrase; usage and features of the main adverbs, prepositions, conjunctions and particles; auxiliary verbs; Chinese sentence constituents (features and order); types of questions; classifiers; locative particles.

Reference books

Comunicare in cinese, vol. 1, F. Masini et al, Hoepli, 2021

Reference bibliography

Study modes

Exam modes

21810891 - EAST ASIAN HISTORY IN THE CONTEMPORARY WORLD

Docente: FRATTOLILLO OLIVIERO

Italiano

Prerequisiti

Programma

Testi da definire

Testi

Testi da definire

Bibliografia di riferimento

Testi da definire

Modalità erogazione

Testi da definire

Modalità di valutazione

Testi da definire

English

Prerequisites

Programme

-

Reference books

-

Reference bibliography

-

Study modes

-

Exam modes

-

21830196 - EUROPEAN AND COMPARATIVE ADMINISTRATIVE LAW

Docente: LORENZONI LIVIA

Italiano

Prerequisiti

nessuno

Programma

Diritti amministrativi nazionali nel contesto europeo e globale Ascesa e trasformazioni del diritto amministrativo in Europa Funzioni pubbliche, delegation, esternalizzazioni Paesi "a diritto amministrativo" e Paesi "a diritto comune" La Rule of Law e il diritto amministrativo in Gran Bretagna Il service public e il diritto amministrativo in Francia L'esecuzione degli atti amministrativi in Germania L'azione amministrativa e le sue regole nel diritto europeo Contenzioso amministrativo e tutela giurisdizionale: modelli comparati

Testi

Giulio Napolitano e Leonardo Parona, Comparative Administrative Law: An Introduction, 2025

Bibliografia di riferimento

Testi da definire

Modalità erogazione

Lezioni frontali, esercitazioni

Modalità di valutazione

esame orale

English

Prerequisites

none

Programme

National Administrative Rights in the European and Global Context Rise and Transformations of Administrative Law in Europe Public Functions, Delegation, Outsourcing "Administrative Law" Countries and "Common Law" Countries The Rule of Law and Administrative Law in Britain Service Public and Administrative Law in France The Enforcement of Administrative Acts in Germany Administrative Action and Its Rules in European Law Administrative Litigation and Judicial Protection: Comparative Models

Reference books

Giulio Napolitano e Leonardo Parona, Comparative Administrative Law: An Introduction, 2025

Reference bibliography

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Study modes

Lectures and seminars

Exam modes

-

21830191 - EVOLVING SECURITY IN THE POST 1945 WORLD

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 Ivo 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: 1 (2016), pp. 43-62 - Andrew Cottee, *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.

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 McGwire, "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: 1 (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 Lihou (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

Lectures, library work, critical in class discussion of the assigned readings, presentation, guest lectures and, when possible, projections

Exam modes

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21810898 - FRANCOPHONE STUDIES

Docente: TARQUINI VALENTINA

Italiano

Prerequisiti

Il livello richiesto corrisponde al livello soglia (B1 del QCER) come prerequisito di accesso al corso.

Programma

Il programma prevede una parte teorica sui concetti principali del campo intellettuale francofono con un'attenzione particolare rivolta a scrittori e attori politici dell'Africa subsahariana e della diaspora nonché a intellettuali del pensiero decoloniale. Una parte più concreta verterà sull'analisi discorsiva nel contesto transnazionale attraverso una selezione di testi autentici disponibili su Moodle e un caso studio. Tutti i brani affrontati a lezione costituiranno oggetto d'esame.

Testi

Libri di testo: - Bernard Mouralis, *Les contre-littératures*, Paris, Hermann, 2011 (capitoli indicati e disponibili su Moodle) ; - Elgas, *Les bon ressentiments. Essai sur le malaise post-colonial*, Riveneuve, 2023. Letture critiche e metodologiche (capitoli in programma, scaricabili su Moodle): - Georges Balandier, "La situation coloniale. Approche théorique", *Cahiers Internationaux de Sociologie*, vol. 11, 1951, pp. 44-79. - Aimé Césaire, *Discours sur le colonialisme* (1955) ; - Léopold S. Senghor, « Qu'est-ce que la négritude ? », *Etudes françaises*, vol. 3, n. 1, février 1967, pp. 3-20. - Cheikh Anta Diop, *Nations nègres et culture*, Paris, Présence Africaine, 2000 [1979], préface à l'édition de 1954. - Boubacar Boris Diop, "Le Sénégal entre Cheikh Anta Diop et Senghor" in *L'Afrique au-delà du miroir*,

Paris, Philippe Rey, 2007, pp. 89-134. - Dialogue entre Jean-Loup Amselle et Souleymane Bachir Diagne dans En quête d'Afrique(s). Universalisme et pensée décoloniale, Paris, Albin Michel, 2018, pp. 7-32, 41-85.

Bibliografia di riferimento

Testi da definire

Modalità erogazione

Il corso consiste in lezioni frontali in presenza in lingua francese finalizzate all'acquisizione delle conoscenze fondamentali per il conseguimento degli obiettivi formativi. Verrà fornito un metodo per la preparazione del proprio "exposé" che sarà valutato come prova in itinere.

Modalità di valutazione

L'esame di profitto consiste in una prova scritta in itinere e un "exposé" in lingua francese (entrambi previsti ma facoltativi) sugli argomenti del corso. In assenza di una delle prove intermedie (o entrambe), l'esame sarà completato (o affrontato interamente) in forma orale durante le sessioni ordinarie d'esame. MISURE PREVISTE PER STUDENTI CON DSA - 30% di tempo in più durante le prove scritte; - uso delle mappe concettuali ammesse per le prove orali (numero di mappe limitato a 10 in foglio A4), da sottoporre all'approvazione della docente 10 giorni prima dell'esame tramite il portale Roma Tre Inclusiva. MISURE PREVISTE PER STUDENTI CON DISABILITÀ Da concordare preventivamente con la docente in base alle specifiche esigenze (in caso di disabilità il tempo aggiuntivo per le prove scritte è pari al 50%). ATTENZIONE: Per poter usufruire di misure/strumenti e servizi, gli studenti con disabilità o con DSA devono necessariamente registrarsi sul portale Roma Tre Inclusiva.

English

Prerequisites

The required level corresponds to the threshold level (B1 of the CEFR) as a prerequisite for access to the course.

Programme

The program includes a theoretical part on the main concepts of the Francophone intellectual field, with particular attention given to writers and political actors from Sub-Saharan Africa and the diaspora, as well as to decolonial thought intellectuals. A more practical section will focus on discursive analysis in the transnational context through a selection of authentic texts available on Moodle and a case study. All the texts covered in class will be part of the exam.

Reference books

Textbooks: - Bernard Muralis, Les contre-littératures, Paris, Hermann, 2011 (capitoli indicati e disponibili su Moodle) ; - Elgas, Les bon ressentiments. Essai sur le malaise post-colonial, Riveneuve, 2023. Critical and methodological readings (chapters downloadable from Moodle): - Georges Balandier, "La situation coloniale. Approche théorique", Cahiers Internationaux de Sociologie, vol. 11, 1951, pp. 44-79. - Aimé Césaire, Discours sur le colonialisme (1955) ; - Léopold S. Senghor, « Qu'est-ce que la négritude ? », Etudes françaises, vol. 3, n. 1, février 1967, pp. 3-20. - Cheikh Anta Diop, Nations nègres et culture, Paris, Présence Africaine, 2000 [1979], préface à l'édition de 1954. - Boubacar Boris Diop, "Le Sénégal entre Cheikh Anta Diop et Senghor" in L'Afrique au-delà du miroir, Paris, Philippe Rey, 2007, pp. 89-134. - Dialogue entre Jean-Loup Amselle et Souleymane Bachir Diagne dans En quête d'Afrique(s). Universalisme et pensée décoloniale, Paris, Albin Michel, 2018, pp. 7-32, 41-85.

Reference bibliography

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Study modes

The course consists of face-to-face lessons in French aimed at the acquisition of fundamental knowledge for the achievement of the training objectives. A method will be provided for preparing one's "exposé" which will be evaluated as an ongoing test.

Exam modes

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21810494 - FRENCH STUDIES

Canale: A - Z

Docente: SPANDRI FRANCESCO

Italiano

Prerequisiti

Livello linguistico richiesto per la frequenza: B2.

Programma

Titolo: "Romanzo e dinamiche postcoloniali". L'analisi di due romanzi (Albert Camus, "L'Étranger", 1942 e Kamel Daoud, "Meursault, contre-enquête", 2013) permetterà di sviluppare una riflessione sull'Algeria coloniale e postcoloniale.

Testi

1) Albert Camus, "L'Étranger", Paris, Gallimard, coll. Folio, 1942 (o una qualsiasi altra edizione economica in lingua francese) 2) Maurice Blanchot, "Le mythe de Sisyphe", "Le roman de l'étranger", in "Faux pas", Paris, Gallimard, 1943, pp. 65-71 e 248-253 (materiale reperibile sulla piattaforma Moodle o presso copisteria Appunti, via Chiabrera 174) 3) Jean-Paul Sartre, "Explication de 'L'Étranger'", in "Situations I", Paris, Gallimard, 1947, 14 p. (materiale reperibile sulla piattaforma Moodle o presso copisteria Appunti, via Chiabrera 174) 4) Edward W. Said, "Camus et l'expérience impériale française", in "Culture et impérialisme", Paris, Fayard, 2000, pp. 248-268 (dispense reperibili sulla piattaforma Moodle o presso copisteria Appunti, via Chiabrera 174) 5) Kamel Daoud, "Meursault, contre-enquête", Arles, Actes Sud, 2014 (edizione economica) 6) Veronic Algeri, "Le vertige intertextuel. Une lecture de Kamel Daoud, 'Meursault, contre-enquête'", «Revue italienne d'études françaises» (on-line), n° 9, 2019, 12 p. (dispense reperibili anche sulla

piattaforma Moodle o presso copisteria Appunti, via Chiabrera 174) 7) Sandra Travers de Faultrier, "D'un procès à l'autre. À propos de 'Meursault, contre-enquête' (Kamel Daoud)", « Les Cahiers de la Justice » (on-line), n° 4, 2015, pp. 657-660 (dispense reperibili anche sulla piattaforma Moodle o presso copisteria Appunti, via Chiabrera 174) I romanzi di Camus e Daoud sono reperibili presso: Libreria Feltrinelli, via V. E. Orlando, 78/81 Roma.

Bibliografia di riferimento

Non è richiesta bibliografia aggiuntiva.

Modalità erogazione

Il corso consiste in lezioni in lingua francese finalizzate all'acquisizione delle conoscenze fondamentali per il conseguimento degli obiettivi formativi.

Modalità di valutazione

L'esame consiste in una valutazione in itinere (exposé in francese ad aprile + prova scritta in francese a maggio) o, in alternativa, in un esame orale in francese (sessioni ordinarie d'esame).

English

Prerequisites

Linguistic level required for attending the course: B2.

Programme

The course will focus on: "Novel and postcolonial dynamics". It will tackle these topics through the analysis of two novels: Albert Camus, "L'Étranger" (1942) and Kamel Daoud, "Meursault, contre-enquête" (2013).

Reference books

1) Albert Camus, "L'Étranger", Paris, Gallimard, coll. Folio, 1942 (or any other paperback French edition) 2) Maurice Blanchot, "Le mythe de Sisyphe", "Le roman de l'étranger", in "Faux pas", Paris, Gallimard, 1943, pp. 65-71 and 248-253 (available from Moodle platform or copy shop Appunti, via Chiabrera 174) 3) Jean-Paul Sartre, "Explication de 'L'Étranger'", in "Situations I", Paris, Gallimard, 1947, 14 p. (available from Moodle platform or copy shop Appunti, via Chiabrera 174) 4) Edward W. Said, "Camus et l'expérience impériale française", in "Culture et impérialisme", Paris, Fayard, 2000, pp. 248-268 (available from Moodle platform or copy shop Appunti, via Chiabrera 174) 5) Kamel Daoud, "Meursault, contre-enquête", Arles, Actes Sud, 2014 (paperback edition) 6) Veronic Algeri, "Le vertige intertextuel. Une lecture de Kamel Daoud, 'Meursault, contre-enquête'", «Revue italienne d'études françaises» (on-line), n° 9, 2019, 12 p. (available also from Moodle platform or copy shop Appunti, via Chiabrera 174) 7) Sandra Travers de Faultrier, "D'un procès à l'autre. À propos de 'Meursault, contre-enquête' (Kamel Daoud)", « Les Cahiers de la Justice » (on-line), n° 4, 2015, pp. 657-660 (available also from Moodle platform or copy shop Appunti, via Chiabrera 174) Camus's and Daoud's novels are available from: Feltrinelli Bookstore, Via V. E. Orlando, 78/81 Roma.

Reference bibliography

No additional readings is required.

Study modes

Lessons in French language.

Exam modes

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21830197 - GENDER AND POLITICAL THEORIES

Docente: MODUGNO ROBERTA ADELAIDE

Italiano

Prerequisites

Programma

Testi da definire

Testi

Testi da definire

Bibliografia di riferimento

Testi da definire

Modalità erogazione

Testi da definire

Modalità di valutazione

Testi da definire

English

Prerequisites

Programme

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Reference books

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Reference bibliography

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Study modes

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Exam modes

-
21810495 - HISPANIC STUDIES

Canale:A - Z

Docente: MESSINA FAJARDO LUISA ALLESITA

Italiano

Prerequisiti

Programma

Testi da definire

Testi

Testi da definire

Bibliografia di riferimento

Testi da definire

Modalità erogazione

Testi da definire

Modalità di valutazione

Testi da definire

English

Prerequisites

Programme

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Reference books

-
Reference bibliography

-
Study modes

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Exam modes

21810414 - HISTORY AND POLITICS OF ENERGY

Docente: GARAVINI GIULIANO

Italiano

Prerequisiti

None

Programma

AI FREQUENTANTI sarà distribuito dal docente ogni settimana il materiale di lettura. Vedere i TESTI per l'esame per i NON FREQUENTANTI.

Testi

Only for "non frequentanti" (4 texts) 1. Bruce Podobnik, "Global Energy Shifts. Fostering Sustainability in a Turbulent Age" 2. Adam Hanieh, "Crude Capitalism: Oil, Corporate Power, and the Making of the World Market" 3. Two among the following: - Brett

Christophers, "The Price is Wrong: Why Capitalism Won't Save the Planet" - Giuliano Garavini, "The Rise and Fall of OPEC in the 20th Century" - Stephen G. Gross, "Energy and Power: Germany in the Age of Oil, Atoms, and Climate Change" - Guy Laron, "Oil War" - Thea Riofrancos, "The Frontiers of Green Capitalism" - Jeronim, Perovic, "Fuel and Power"

Bibliografia di riferimento

See above

Modalità erogazione

Ogni lezione sarà seguita da discussione dei testi distribuiti dal docente in precedenza.

Modalità di valutazione

Per gli studenti FREQUENTANTI vi sarà una prova intermedia, una presentazione, e una prova finale Per i NON FREQUENTANTI è prevista solo una prova orale.

English

Prerequisites

None

Programme

The instructor will distribute reading materials to ATTENDING STUDENTS each week. See the TEXTS for the exam for NON-ATTENDING STUDENTS.

Reference books

Only for "non frequentanti" (4 texts) 1. Bruce Podobnik, "Global Energy Shifts. Fostering Sustainability in a Turbulent Age" 2. Adam Hanieh, "Crude Capitalism: Oil, Corporate Power, and the Making of the World Market" 3. Two among the following: - Brett Christophers, "The Price is Wrong: Why Capitalism Won't Save the Planet" - Giuliano Garavini, "The Rise and Fall of OPEC in the 20th Century" - Stephen G. Gross, "Energy and Power: Germany in the Age of Oil, Atoms, and Climate Change" - Guy Laron, "Oil War" - Thea Riofrancos, "The Frontiers of Green Capitalism" - Jeronim, Perovic, "Fuel and Power"

Reference bibliography

See above

Study modes

Each class will include the discussion of texts distributed beforehand by the teacher

Exam modes

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21830214 - HISTORY AND POLITICS OF MIDDLE EAST AND NORTH AFRICA

Docente: GERVASIO GENNARO

Italiano

Prerequisiti

A basic knowledge of the History of the Muslim Countries is preferable, but not compulsory.

Programma

Testi da definire

Testi

REQUIRED READINGS: R. Owen, State, Power and Politics in the Making of the Modern Middle East, Routledge: London & New York: 2004. J. Chalcraft, "The Arab Uprisings of 2011 in Historical Perspective" in The Oxford Handbook of Contemporary Middle-Eastern and North African History, 2016 (available as a pdf file on the course website). G. Achcar, "The Seasons after the Arab Spring", Le Monde Diplomatique, June 2019 (available as a pdf file on the course website). A. Shatz, "Israel's Descent", London Review of Books, June 2024,

https://www.lrb.co.uk/the-paper/v46/n12/adam-shatz/israel-s-descent?fbclid=IwZXh0bgNhZW0CMTEAAR2VDYTVkVwPI5eh_YeF-a_EywKtSNhn0KHJh as a pdf file on the course website) TWO of the following: G. Achcar, The People Want. A Radical Exploration of the Arab Uprising, London: Saqi, 2013. G. Achcar, Morbid Symptoms. Relapse in the Arab Uprisings, London: Saqi, 2016. L. Anceschi, G. Gervasio & A. Teti (eds), Informal Power in the Greater Middle East. Hidden Geographies, London: Routledge, 2014 & 2016. M. Aouragh & H. Hamouchene (eds), The Arab Uprisings. A Decade of Struggles, TNI & RLS, 2021, available online at: The Arab uprisings: A decade of struggles - Longreads A. Bayat, Revolution without Revolutionaries: Making Sense of the Arab Spring, Stanford: Stanford UP, 2017. A. Bayat, Revolutionary Life. The Everyday of the Arab Spring, Cambridge, MA: Harvard UP, 2021 F. Cavatorta & L. Storm (eds), Political Parties in the Arab World: Continuity and Change, Edinburgh: Edinburgh UP, 2018. S. Cook, False Dawn: Protest, Democracy, and Violence in the New Middle East, Oxford: Oxford UP, 2017. Corrao FM - Redaelli R (eds), States, Actors and Geopolitical Drivers in the Mediterranean. Perspectives on the New Centrality in a Changing Region, PalgraveMacMillan, 2021. F. A. Gerges, ISIS: A History, Princeton: Princeton UP, 2017. Sune Haugbolle and Mark LeVine (eds.), Altered States: The Remaking of the Political in the Arab World, London, Routledge, 2022. Marc Owen Jones, Digital Authoritarianism in the Middle East: Deception, Disinformation and Social Media, Hurst/Oxford University Press, 2022. A. Khalil (ed), Gender, Women and the Arab Spring, London & NY: Routledge, 2015. H. Kraetzschmar & P. Rivetti (eds), Islamists and the Politics of the Arab Uprisings: Governance, Pluralisation and Contentment, Edinburgh: Edinburgh UP, 2018. Mark LeVine, We'll Play till We Die: Journeys across a Decade of Revolutionary Music in the Muslim World, University of California Press, 2022. Shamiran Mako and Valentine M. Moghadam, After the Arab Uprisings: Progress and Stagnation in the Middle East and North Africa, Cambridge and New York: Cambridge University Press, 2021. R. Owen, The Rise and Fall of Arab Presidents for Life, Cambridge, MA: Harvard UP, 2014. J. Saab (ed.), A region in revolt: Mapping the recent uprisings in North Africa

and West Asia, Ottawa: Daraja Press, 2020. R. Stephan and Mounira M. Charrad (eds), *Women Rising: In and Beyond the Arab Spring*: New York, New York University Press, 2020. I. Szmolka (ed.), *Political Change in the Middle East and North Africa: After the Arab Spring*, Edinburgh, Edinburgh UP, 2017. Ch. Tripp, *The Power and the People: Paths of Resistance in the Middle East*, Cambridge: Cambridge UP, 2013. IMPORTANT! Students without any prior knowledge of the History of the MENA, must read one of the following textbooks: W. Cleveland & M. Bunton, *A History of the Modern Middle East*, Boulder: Westview Press, 2016, Betty Anderson, *A History of the Modern Middle East*, Stanford: Stanford UP, 2016.

Bibliografia di riferimento

Testi da definire

Modalità erogazione

The course examines the historical and political trajectory of the Middle East and North Africa from the Colonial Era until today. The students will be introduced to the debate on Orientalism, its role in the colonial era, and its relevance until today. A particular focus will be on the post-colonial era. Among the topics covered there will be: State formation, the role of ideologies (both secular and religious) in the shaping of the region, the intra-regional and international relations of the Region and the so-called 'Arab Spring'. Students are expected to actively participate to the course. (Corso tenuto in inglese)

Modalità di valutazione

(insegnamento tenuto in inglese) 1. FOR THOSE ATTENDING THE COURSE ("FREQUENTANTI") In-Class Presentation 33.3% Final Exam 66.6% IN-CLASS PRESENTATION: Attending Students students are asked to select a topic from those covered in the course (a full list will be circulated ASAP) and to make a short presentation (approximately 12/15 minutes) either in group or independently, to the class in an agreed slot (to be allocated ASAP) and to submit a short paper (one page maximum) summarising their presentation. 2. FOR THOSE NOT ATTENDING THE COURSE ("NON FREQUENTANTI") Research Essay 33.3% Final Exam 66.6% - RESEARCH ESSAY The students will freely choose one essay topic among the topics of the course and ask for lecturer's approval orally or via e-mail. Essay Guide: The Essay must be 2000 to 3000 words, excluding footnotes and bibliography. Essays with less or more words will be penalised. The essay will assess your ability to research the literature, form a thesis, analyse the available material and then present a coherent and compelling argument as a polished academic essay. Essays should refer to a range of material in addition to the required reading and be correctly and consistently referenced. Students are expected to do their own research. The basis of this additional material should be academic works ie: chapters in edited books or academic articles in recognised journals. Wikipedia, and similar web-based resources, are not acceptable sources for the essay. The Essay needs to be 1,5 or double spaced and possibly including in-text quotations (eg. Sadat, 1977: 200) and a final bibliography. Submission Instructions: Students must submit their papers in hard copy or via e-mail attachment at least one week before the date of the oral exam. Late submissions will not be allowed. FINAL EXAM: Oral Final Exams will be held in the Exam Sessions. Advice on what to expect will be given during classes by the Lecturer.

English

Prerequisites

A basic knowledge of the History of the Muslim Countries is preferable, but not compulsory.

Programme

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Reference books

REQUIRED READINGS: R. Owen, *State, Power and Politics in the Making of the Modern Middle East*, Routledge: London & New York: 2004. J. Chalcraft, "The Arab Uprisings of 2011 in Historical Perspective" in *The Oxford Handbook of Contemporary Middle-Eastern and North African History*, 2016 (available as a pdf file on the course website). G. Achcar, "The Seasons after the Arab Spring", *Le Monde Diplomatique*, June 2019 (available as a pdf file on the course website). A. Shatz, "Israel's Descent", *London Review of Books*, June 2024, https://www.lrb.co.uk/the-paper/v46/n12/adam-shatz/israel-s-descent?fbclid=IwZXh0bgNhZW0CMTEAR2VDYTkWvPI5eh_YeF-a_EywKtSNhn0KHJh as a pdf file on the course website) TWO of the following: G. Achcar, *The People Want. A Radical Exploration of the Arab Uprising*, London: Saqi, 2013. G. Achcar, *Morbid Symptoms. Relapse in the Arab Uprisings*, London: Saqi, 2016. L. Anceschi, G. Gervasio & A. Teti (eds), *Informal Power in the Greater Middle East. Hidden Geographies*, London: Routledge, 2014 & 2016. M. Aouragh & H. Hamouchene (eds), *The Arab Uprisings. A Decade of Struggles*, TNI & RLS, 2021, available online at: *The Arab uprisings: A decade of struggles - Longreads* A. Bayat, *Revolution without Revolutionaries: Making Sense of the Arab Spring*, Stanford: Stanford UP, 2017. A. Bayat, *Revolutionary Life. The Everyday of the Arab Spring*, Cambridge, MA: Harvard UP, 2021 F. Cavatorta & L. Storm (eds), *Political Parties in the Arab World: Continuity and Change*, Edinburgh: Edinburgh UP, 2018. S. Cook, *False Dawn: Protest, Democracy, and Violence in the New Middle East*, Oxford: Oxford UP, 2017. Corrao FM - Redaelli R (eds), *States, Actors and Geopolitical Drivers in the Mediterranean. Perspectives on the New Centrality in a Changing Region*, PalgraveMacMillan, 2021. F. A. Gerges, *ISIS: A History*, Princeton: Princeton UP, 2017. Sune Haugbolle and Mark LeVine (eds.), *Altered States: The Remaking of the Political in the Arab World*, London, Routledge, 2022. Marc Owen Jones, *Digital Authoritarianism in the Middle East: Deception, Disinformation and Social Media*, Hurst/Oxford University Press, 2022. A. Khalil (ed), *Gender, Women and the Arab Spring*, London & NY: Routledge, 2015. H. Kraetzschmar & P. Rivetti (eds), *Islamists and the Politics of the Arab Uprisings: Governance, Pluralisation and Contention*, Edinburgh: Edinburgh UP, 2018. Mark LeVine, *We'll Play till We Die: Journeys across a Decade of Revolutionary Music in the Muslim World*, University of California Press, 2022. Shamiran Mako and Valentine M. Moghadam, *After the Arab Uprisings: Progress and Stagnation in the Middle East and North Africa*, Cambridge and New York: Cambridge University Press, 2021. R. Owen, *The Rise and Fall of Arab Presidents for Life*, Cambridge, MA: Harvard UP, 2014. J. Saab (ed.), *A region in revolt: Mapping the recent uprisings in North Africa and West Asia*, Ottawa: Daraja Press, 2020. R. Stephan and Mounira M. Charrad (eds), *Women Rising: In and Beyond the Arab Spring*: New York, New York University Press, 2020. I. Szmolka (ed.), *Political Change in the Middle East and North Africa: After the Arab Spring*, Edinburgh, Edinburgh UP, 2017. Ch. Tripp, *The Power and the People: Paths of Resistance in the Middle East*, Cambridge: Cambridge UP, 2013. IMPORTANT! Students without any prior knowledge of the History of the MENA, must read one of the following textbooks: W. Cleveland & M. Bunton, *A History of the Modern Middle East*, Boulder: Westview Press, 2016, Betty Anderson, *A History of the Modern Middle East*, Stanford: Stanford UP, 2016.

Reference bibliography

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Study modes

The course examines the historical and political trajectory of the Middle East and North Africa from the Colonial Era until today. The students will be introduced to the debate on Orientalism, its role in the colonial era, and its relevance until today. A particular focus will be on the post-colonial era. Among the topics covered there will be: State formation, the role of ideologies (both secular and religious) in the shaping of the region, the intra-regional and international relations of the Region and the so-called 'Arab Spring'. Students are expected to actively participate to the course.

Exam modes

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21830061 - HISTORY OF MIGRATION

Docente: TRAMONTANA FELICITA

Italiano

Prerequisiti

Nessun prerequisito

Programma

Il corso prende in esame gli aspetti fondamentali della storia delle migrazioni concentrandosi principalmente in età moderna. Durante il corso verranno analizzati i caratteri strutturali della mobilità, i vari tipi di migrazione che si sono verificati nel corso della storia e dinamiche migratorie connesse ai processi di prima globalizzazione. Nel corso dei seminari, inoltre, partendo dall'analisi di casi specifici verranno affrontati temi più generali – come le differenze tra migrazioni forzate e volontarie e il rapporto tra migrazioni e processi coloniali – e verranno analizzate le politiche migratorie in una prospettiva diacronica, analizzando in particolare l'evoluzione storica del fenomeno, le sue cause politiche ed economiche.

Testi

All'inizio del corso verrà distribuito un syllabus con le letture settimanali assegnate.

Bibliografia di riferimento

Patrick Manning, Migration in World History, Routledge 2020

Modalità erogazione

Lezioni seminariali. Durante le lezioni verranno assegnate settimanalmente letture da discutere in aula.

Modalità di valutazione

La valutazione sarà basata per il 20% sulla qualità della partecipazione dello studente alle discussioni settimanali seminariali e sulla presentazione in classe di un tema scelto di concerto con il docente, per il 50% sulle prove in itinere, e per il 30% sull'esame finale

English

Prerequisites

None

Programme

The module examines the history of human migration, focusing on the early modern period. Students will learn about structural aspects of migration, different types of migration and migratory dynamics linked to globalisation processes. Departing from case studies students will critically engage with broader issues such as: the difference between forced and free migration, the relationship between migration and (de) colonisation processes. Part of the module will focus on migration across the Mediterranean in a diachronic perspective, addressing the political and economic causes of the phenomenon. 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.

Reference books

A reading list will be provided in week 1.

Reference bibliography

Patrick Manning, Migration in World History, Routledge 2020

Study modes

Participants are expected to attend classes, read recommended texts in private study and play an active part in seminars.

Exam modes

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21810490 - INTERNATIONAL HISTORY OF PEACE

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). - Letture assegnate dal docente (disponibili su Moodle) - Un terzo libro scelto dalla lista disponibile su Moodle Testi per non frequentanti: • In English: 1. David Cortright, Peace: A History of Movements and Ideas (Cambridge: Cambridge University Press, 2004). 2. Letture assegnate dal docente (disponibili su Moodle) 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

Lezioni frontali, uso di slides, immagini e filmati, discussioni in aula, lavoro di ricerca in biblioteca, Moodle

Modalità di valutazione

Partecipazione (10%); Prova scritta intermedia (30%); ; Esame scritto finale (30%); Prova orale (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). - Assigned readings (on Moodle) - A third monograph to be selected from a list that will be published 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. Assigned readings (on Moodle) 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

Lectures, projections, library work, research, critical in class discussion, Moodle.

Exam modes

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21830193 - INTERNATIONAL HISTORY OF THE ENVIRONMENT AND CLIMATE CHANGE

Docente: FASANARO LAURA

Italiano

Prerequisiti

Programma

Testi da definire

Testi

Testi da definire

Bibliografia di riferimento

Testi da definire

Modalità erogazione

Testi da definire

Modalità di valutazione

Testi da definire

English

Prerequisites

Programme

-

Reference books

-

Reference bibliography

-

Study modes

-

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

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 2016/2019/2023-2024/2025; 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/2025> > <https://hlpf.un.org/2025/vnr-labs> / <https://hlpf.un.org/2025/events>

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

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 2016/2019/2023-2024/2025; 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) 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/2025> > <https://hlpf.un.org/2025/vnr-labs> / <https://hlpf.un.org/2025/events>

Reference bibliography

Please refer to the Syllabus.

Study modes

The course is taught in English. METHOD OF PRESENTATION: The Course is articulated mainly into lectures, supported by ppt presentations on all the substantial aspects dealing with the topic of international development law. These lectures will be completed by class readings and discussions about the official international documents adopted by concerned IOs and Countries, as well as by the elaboration and presentation of written papers on practical cooperation mechanisms and models. Moreover the participation to conferences, technical workshops and events to be held in Rome and promoted by public and private entities (i.e. IOs, Ministries, research centres, academia and civil society) will be scheduled.

Exam modes

21830194 - INTERNATIONAL POLITICS AND THE MIDDLE EAST

Docente: HUBER DANIELA VERENA

Italiano

Prerequisiti

This course is at the M.A. level and as such assumes that students already have background knowledge in political science and/or Middle East studies. M.A. students who pursued their B.A. in disciplines diverse from Political Science and/or who have never taken a basic IR course are advised to prepare for the course with the following textbook which provides an easy entry point into the discipline: Dunne, Tim, Milya Kurki, and Steve Smith (eds), *International Relations Theories, Discipline and Diversity*. Oxford: Oxford University Press, 2016. Students who would like to prepare themselves for the course with an historical entry point to the region, are advised to read the following textbook which provides comprehensive historical and thematic overview: Cleveland, William L., and Martin Bunton. *A History of the Modern Middle East*. Routledge, 2025. Erasmus students who are at a B.A. level are advised to take the Erasmus friendly B.A. course "Relazioni Internazionali".

Programma

This course provides an in-depth study of international politics in the Middle East. Following an introduction on the historiography of International Relations (IR) and Middle East Studies (MES), the course provides a historical background on the fall of the Ottoman Empire and the imposition of the modern state system in the Middle East. The course then covers how the disciplines of IR and MES have dominantly interpreted international politics in the Middle East in three time periods: 1) The (Arab) Cold War with a realist perspective on alliance systems in the region, an English School perspective on the Middle East in international society, as well as an International Political Economy perspective. 2) The US unipolar moment with a focus on regional security complexes, constructivist perspectives on regional identity politics, critical theory on the US-led invasion of Iraq/war on terror, as well as liberal approaches/the international liberal order. 3) The (post-)Arab uprisings period with a study of the impact of domestic politics on international relations, neo-classical realist perspectives on evolving security dynamics, as well as feminist, poststructural, and postcolonial approaches to interpret international politics in the Middle East in a multiplex world. The course also features three in-depth study modules which will focus on a) energy and environmental politics in the Middle East, b) conflict and peacebuilding in the Middle East, as well as a c) methodology module to prepare the students to write their final research papers.

Testi

Textbook 1 (all chapters): Fawcett, Louise. *International Relations of the Middle East*. OUP Oxford, 2023 – Hardcopy available in our library Textbook 2 (chapters: 3, 6, 11, 12, 15): Bouris, Dimitris, Daniela Huber and Michelle Pace (eds). *The Routledge Handbook of EU Middle East Relations*. Routledge, 2022 – Chapters provided by professor upon request Textbook 3 (chapter 5, 15): Hinnebusch, Raymond and Jasmine Gani (eds). *The Routledge Handbook to the Middle East and North African State and States System*. Routledge, 2020 – E-copy available in our library

Bibliografia di riferimento

Amin, Samir. *Imperialism and Unequal Development*. Monthly Review Press, 1976. Anziska, Seth. *Preventing Palestine: A Political History from Camp David to Oslo*. Princeton University Press, 2018. Bajoghli, Narges. *How Sanctions Work: Iran and the Impact of Economic Warfare*. Stanford University Press, 2024. Barnett, Michael N. *Dialogues in Arab Politics: Negotiations in Regional Order*. Columbia University Press, 1998. Bayat, Asef. *Life as Politics: How Ordinary People Change the Middle East*. Stanford University Press, 2010. Bilgin, Pinar. *Regional Security in the Middle East: A Critical Perspective*. Routledge, 2019. Davis, Diana K., Edmund Burke III, Timothy Mitchell. *Environmental Imaginaries of the Middle East and North Africa*. Ohio University Press, 2011. Ehteshami, Anoushiravan, and Niv Horesh, eds. *How China's Rise is Changing the Middle East*. Routledge, 2019. Fakhoury, Tamirace, ed. *Refugee Governance in the Arab World: The International Refugee Regime and Global Politics*. I.B. Tauris, 2025. Hanieh, Adam. *Crude Capitalism: Oil, Corporate Power and the Making of the World Market*. Verso Books, 2025. Hashemi, Nader, and Danny Postel. *Sectarianization: Mapping the New Politics of the Middle East*. 1 edition. Oxford University Press, 2017. Imseis, Ardi. *The United Nations and the Question of Palestine: Rule by Law and the Structure of International Legal Subalternity*. Cambridge University Press, 2023. Jung, Dietrich. *Islamic Modernities in World Society: The Rise, Spread, and Fragmentation of a Hegemonic Idea*. Edinburgh Univ Pr, 2025. Kamel, Lorenzo. *The Middle East from Empire to Sealed Identities*. Edinburgh University Press, 2019. Mabon, Simon. *The Struggle for Supremacy in the Middle East: Saudi Arabia and Iran*. Cambridge University Press, 2023. Makdisi, Karim, and Vijay Prashad, eds. *Land of Blue Helmets: The United Nations and the Arab World*. First Edition. University of California Press, 2016. Makdisi, Ussama. *Age of Coexistence: The Ecumenical Frame and the Making of the Modern Arab World*. First edition. University of California Press, 2019. Mitchell, Timothy. *Carbon Democracy: Political Power in the Age of Oil*. Verso, 2013. Said, Edward W. *Culture and Imperialism*. Vintage Books, 1993. Sarto, Raffaella A. Del. *Borderlands: Europe and the Mediterranean Middle East*. Oxford University Press, 2021. Verhoeven, Harry. *Environmental Politics in the Middle East*. Oxford University Press, 2018. Walt, Stephen M. *The Origins of Alliances*. Cornell University Press, 2013.

Modalità erogazione

The course combines frontal lectures on theories, concepts, methodologies and approaches supported through manuals, didactic methodologies of deep learning used in class, as well as student presentations on key readings in IR and MES which gives students the possibility to directly engage with paradigmatic readings and deepen their understanding of them. Class discussions are a central component of the course and will focus on the analysis of key theoretical paradigms in IR and MES and their application to selected case studies. Students will be expected to do the required readings, keep abreast of current affairs, participate in class, and prepare a

group presentation, as well as a substantive final research paper.

Modalità di valutazione

Assessment for the course will be based upon: a) Class participation (20%) b) Group presentation (30%) c) Final research paper (50%) Grading criteria for each of these components are as follows: a) Class participation will be graded according to 1) regular participation in class debates and 2) an ability to critically analyze the required readings, as well as theories, concepts and themes introduced in class. b) The group presentations focus on key works in the IR literature. Students should present the assigned reading 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 text, demonstrate an ability to summarize the argument and main ideas presented in the respective assigned reading, illustrate it with a case study of 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. c) 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

This course is at the M.A. level and as such assumes that students already have background knowledge in political science and/or Middle East studies. M.A. students who pursued their B.A. in disciplines diverse from Political Science and/or who have never taken a basic IR course are advised to prepare for the course with the following textbook which provides an easy entry point into the discipline: Dunne, Tim, Milya Kurki, and Steve Smith (eds), *International Relations Theories. Discipline and Diversity*. Oxford: Oxford University Press, 2016. Students who would like to prepare themselves for the course with an historical entry point to the region, are advised to read the following textbook which provides comprehensive historical and thematic overview: Cleveland, William L., and Martin Bunton. *A History of the Modern Middle East*. Routledge, 2025. Erasmus students who are at a B.A. level are advised to take the Erasmus friendly B.A. course "Relazioni Internazionali".

Programme

This course provides an in-depth study of international politics in the Middle East. Following an introduction on the historiography of International Relations (IR) and Middle East Studies (MES), the course provides a historical background on the fall of the Ottoman Empire and the imposition of the modern state system in the Middle East. The course then covers how the disciplines of IR and MES have dominantly interpreted international politics in the Middle East in three time periods: 1) The (Arab) Cold War with a realist perspective on alliance systems in the region, an English School perspective on the Middle East in international society, as well as an International Political Economy perspective. 2) The US unipolar moment with a focus on regional security complexes, constructivist perspectives on regional identity politics, critical theory on the US-led invasion of Iraq/war on terror, as well as liberal approaches/the international liberal order. 3) The (post-)Arab uprisings period with a study of the impact of domestic politics on international relations, neo-classical realist perspectives on evolving security dynamics, as well as feminist, poststructuralist, and postcolonial approaches to interpret international politics in the Middle East in a multiplex world. The course also features three in-depth study modules which will focus on a) energy and environmental politics in the Middle East, b) conflict and peacebuilding in the Middle East, as well as a c) methodology module to prepare the students to write their final research papers.

Reference books

Textbook 1 (all chapters): Fawcett, Louise. *International Relations of the Middle East*. OUP Oxford, 2023 – Hardcopy available in our library Textbook 2 (chapters: 3, 6, 11, 12, 15): Bouris, Dimitris, Daniela Huber and Michelle Pace (eds). *The Routledge Handbook of EU Middle East Relations*. Routledge, 2022 – Chapters provided by professor upon request Textbook 3 (chapter 5, 15): Hinnebusch, Raymond and Jasmine Gani (eds). *The Routledge Handbook to the Middle East and North African State and States System*. Routledge, 2020 – E-copy available in our library

Reference bibliography

Amin, Samir. *Imperialism and Unequal Development*. Monthly Review Press, 1976. Anziska, Seth. *Preventing Palestine: A Political History from Camp David to Oslo*. Princeton University Press, 2018. Bajoghli, Narges. *How Sanctions Work: Iran and the Impact of Economic Warfare*. Stanford University Press, 2024. Barnett, Michael N. *Dialogues in Arab Politics: Negotiations in Regional Order*. Columbia University Press, 1998. Bayat, Asef. *Life as Politics: How Ordinary People Change the Middle East*. Stanford University Press, 2010. Bilgin, Pinar. *Regional Security in the Middle East: A Critical Perspective*. Routledge, 2019. Davis, Diana K., Edmund Burke III, Timothy Mitchell. *Environmental Imaginaries of the Middle East and North Africa*. Ohio University Press, 2011. Ehteshami, Anoushiravan, and Niv Horesh, eds. *How China's Rise is Changing the Middle East*. Routledge, 2019. Fakhoury, Tamirace, ed. *Refugee Governance in the Arab World: The International Refugee Regime and Global Politics*. I.B. Tauris, 2025. Hanieh, Adam. *Crude Capitalism: Oil, Corporate Power and the Making of the World Market*. Verso Books, 2025. Hashemi, Nader, and Danny Postel. *Sectarianization: Mapping the New Politics of the Middle East*. 1 edition. Oxford University Press, 2017. Imseis, Ardi. *The United Nations and the Question of Palestine: Rule by Law and the Structure of International Legal Subalternity*. Cambridge University Press, 2023. Jung, Dietrich. *Islamic Modernities in World Society: The Rise, Spread, and Fragmentation of a Hegemonic Idea*. Edinburgh Univ Pr, 2025. Kamel, Lorenzo. *The Middle East from Empire to Sealed Identities*. Edinburgh University Press, 2019. Mabon, Simon. *The Struggle for Supremacy in the Middle East: Saudi Arabia and Iran*. Cambridge University Press, 2023. Makdisi, Karim, and Vijay Prashad, eds. *Land of Blue Helmets: The United Nations and the Arab World*. First Edition. University of California Press, 2016. Makdisi, Ussama. *Age of Coexistence: The Ecumenical Frame and the Making of the Modern Arab World*. First edition. University of California Press, 2019. Mitchell, Timothy. *Carbon Democracy: Political Power in the Age of Oil*. Verso, 2013. Said, Edward W. *Culture and Imperialism*. Vintage Books, 1993. Sarto, Raffaella A. Del. *Borderlands: Europe and the Mediterranean Middle East*. Oxford University Press, 2021. Verhoeven, Harry. *Environmental Politics in the Middle East*. Oxford University Press, 2018. Walt, Stephen M. *The Origins of Alliances*. Cornell University Press, 2013.

Study modes

The course combines frontal lectures on theories, concepts, methodologies and approaches supported through manuals, didactic

methodologies of deep learning used in class, as well as student presentations on key readings in IR and MES which gives students the possibility to directly engage with paradigmatic readings and deepen their understanding of them. Class discussions are a central component of the course and will focus on the analysis of key theoretical paradigms in IR and MES and their application to selected case studies. Students will be expected to do the required readings, keep abreast of current affairs, participate in class, and prepare a group presentation, as well as a substantive final research paper.

Exam modes

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21810606 - MULTICULTURAL AMERICAN LITERATURE

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 multi-etnica 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 *Cuentos 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

Agli studenti è richiesto di leggere in anticipo i materiali oggetto delle lezioni e di essere preparati a partecipare alle discussioni in classe.

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.

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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

Students are expected to come to class having read all the assigned readings. In addition, they should be prepared to engage in in-class discussions.

Exam modes

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21830198 - REPRESENTATIVE INSTITUTIONS IN EUROPE: HISTORY AND THEORIES

Docente: SILVESTRI 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. Ihalaenen, 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 particolare modo, la maturità dell'esposizione, l'appropriatezza lessicale e la capacità di far dialogare contesto storico-istituzionale ed elaborazioni teoriche degli autori. A metà del corso, 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 sovereignty 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 sovereignty or popular sovereignty: 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. Parlamentarism 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 antiparlamentarism 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 totalitarianism. 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

Lessons will take place using frontal teaching. Active participation of students will be encouraged, even with appropriate times of discussion on the addressed topics. For this reason, it will be recommended to combine classroom hours with home study, in order to gradually improve exam preparation.

Exam modes

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21810493 - RUSSIAN STUDIES

Docente: BENIGNI VALENTINA

Italiano

Prerequisiti

Se non si ha alcuna conoscenza della lingua russa: seguire il corso 20706101 LINGUA E TRADUZIONE RUSSA 1 Se non si ha già conoscenza della lingua russa contattare la docente per definire il corso più adeguato al proprio livello

Programma

Testi da definire

Testi

Contattare la docente

Bibliografia di riferimento

Testi da definire

Modalità erogazione

Testi da definire

Modalità di valutazione

Testi da definire

English

Prerequisites

Programme

-

Reference books

-

Reference bibliography

-

Study modes

-

Exam modes

-

21830195 - SUSTAINABILITY, ECONOMIC DEVELOPMENT, AND TRANSPORT

Docente: GATTA VALERIO

Italiano

Prerequisiti

Programma

Testi da definire

Testi

Testi da definire

Bibliografia di riferimento

Testi da definire

Modalità erogazione

Testi da definire

Modalità di valutazione

Testi da definire

English

Prerequisites

Programme

-

Reference books

-

Reference bibliography

-

Study modes

-

Exam modes

-

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

Canale: A - Z

Docente: NUTI LEOPOLDO

Italiano

Prerequisiti

nessuno - è auspicabile una buona conoscenza di storia internazionale del ventesimo secolo

Programma

Il corso intende offrire una panoramica generale sull'evoluzione del sistema internazionale dalla fine della guerra fredda. Dopo aver discusso le principali interpretazioni storiche delle cause del crollo sovietico, la prima parte del corso si concentrerà sulle crisi degli anni Novanta (Iraq, Jugoslavia, Somalia e Ruanda), sui ripetuti fallimenti dell'ONU e sulla ricerca da parte di USA ed Europa di un nuovo paradigma di sicurezza internazionale. La seconda parte del corso esaminerà le conseguenze dell'11 settembre e della guerra al terrorismo, considerando il loro impatto a lungo termine sulla posizione egemonica degli Stati Uniti. Si discuterà anche del ruolo crescente di potenze emergenti come la Cina e l'India. Infine, la terza parte del corso analizzerà eventi recenti come i negoziati sul programma nucleare iraniano, le Primavere Arabe e le loro conseguenze, la paralisi della UE e le crisi in Ucraina e Siria. **CONTENUTO:** PARTE I - Introduzione, le controversie storiche e le principali caratteristiche dell'inizio dell'era del post-guerra fredda. Prima settimana: Introduzione e descrizione del corso. La ricerca di nuovi paradigmi interpretativi: la fine della guerra fredda o il trionfo della globalizzazione? Seconda settimana: L'ascesa dell'egemonia americana e la ricerca di una nuova Europa: la guerra del Kuwait e i negoziati di Maastricht. Settimane 3-4: Le crisi dei primi anni '90: Jugoslavia, Somalia e Ruanda. Il fallimento del multilateralismo assertivo e la ricerca di alternative. I modelli di sicurezza degli Stati Uniti e dell'UE in lotta tra loro. PARTE II: La guerra al terrore e l'ascesa di un sistema multipolare. Settimana 5: La deriva verso l'unilateralismo statunitense: la guerra del Kosovo e le sue implicazioni per la NATO e la sicurezza europea. L'evoluzione della politica estera russa. La proliferazione nucleare e il controllo degli armamenti dopo la fine della guerra fredda: la crisi nordcoreana, il contenimento dell'Iraq, e la rete di A.Q. Khan. **ESAME DI METÀ TRIMESTRE** Settimana 6: L'impatto dell'11 settembre, la guerra in Afghanistan e la crisi irachena del 2003. Settimana 7: L'ascesa di Cina e India e il suo impatto sul sistema internazionale. L'Asia tornerà al centro del sistema internazionale? PARTE III: E poi? Settimana 8: L'erosione

dell'egemonia americana? La crisi del Grande Medio Oriente, 2003-2010 e il pivot dell'amministrazione Obama sull'Asia. Il consolidamento dell'UE - e il suo stallo. Le primavere arabe e le loro conseguenze. I negoziati sul programma nucleare iraniano
Settimana 9 2014-2023: il disfacimento dell'ordine internazionale? Settimana 10 Seminario - Presentazioni in classe Settimana 11 Seminario - Presentazioni in classe Settimana 12 Seminario - Presentazioni in classe Settimana 13 Seminario - Presentazioni in classe

Testi

John W. Young and John Kent, *International Relations since 1945* (Oxford: Oxford University Press, 2020): 19:The Decline of the Cold War, 1985-9 Part VI The Post-Cold War World, 1990-2000 20:Europe and the Former Soviet Union 21:US Predominance and the Search for a Post-Cold War Order 22:Stability and Instability in the Less Developed World PART VII The Age of Instability and Conflict: Terror, Economic Chaos, and Political Change 2001-11 23:The 'War on Terror' and the War in Afghanistan 24:The War in Iraq 25:Economic Problems in the West and the Economic Rise of China in the East PART VIII The Age of Uncertainty: Chaos and Confusion in a Globalized World, 2011-18 26:Conflict and Chaos in the Middle East 27:Threats to the existing Global Order: Instability in the West 28:Threats to the Existing Global Order: Challenges from the East

Bibliografia di riferimento

Bracken, Paul, *The Second Nuclear Age. Strategy, Danger, and the New Power Politics* (London: St. Martin's, 2013), 336 pp. Brands, H. (2016). *The Making of the Unipolar Moment. U.S. Foreign Policy and the Rise of the Post-Cold War Order*. Ithaca, Cornell University Press. Dallaire, Romeo, *Shake Hands With the Devil: The Failure of Humanity in Rwanda* (Vintage Canada, 2004) Elisabeth C. Economy, *The Third Revolution: Xi Jinping and the New Chinese State* (Oxford: Oxford University press, 2018) Engel, J. *When the World Seemed New: George H.W. Bush and the End of the Cold War*. (New York, Houghton Mifflin Harcourt, 2017). Mark Galeotti, *Putins' Wars. From Chechnya to Ukraine*, (London: Osprey Publishing, 2022), pp. 401 Glaurdic', Josip, *The Hour of Europe: Western Powers and the Breakup of Yugoslavia*. (New Haven, Yale University press, 2011.) Haass, R. N. *War of Necessity, War of Choice. A Memoir of Two Iraq Wars*. (New York, Simon and Schuster, 2009). Hill, Fiona, and Gaddy, Clifford G., *Mr. Putin: Operative in the Kremlin*. (Washington, DC: Brookings Institution Press, 2013) Howorth, Jolyon *Security and Defence Policy in the European Union* (London: Palgrave/Macmillan, 2nd edition, 2014). Ingrao, C., and Thomas A. Emmert, eds. *Confronting the Yugoslav Controversies: A Scholars' Initiative*. (West Lafayette, IN, Purdue University Press.:2009). Leffler, Melvyn P., *Confronting Saddam Hussein: George W. Bush and the Invasion of Iraq* (Oxford/New York: Oxford University Press, 2023) 368 pp Malkasian, Carter. *The American War in Afghanistan: A History*. New York: Oxford University Press, 2021 McFaul, Michael, *From Cold War to Hot Peace: An American Ambassador in Putin's Russia*. (New York: Houghton Mifflin, 2018). Patman, Robert G., *Strategic Shortfall: The Somalia Syndrome and the March to 9/11* (New York: Praeger, 2010) Kenneth R. Rutherford, *Humanitarianism Under Fire: The US and UN Intervention in Somalia* (Sterling, VA: Kumarian Press/Stylus publishing, 2008) Sarotte, Mary Elise, *Not One Inch. America, Russia, and the Making of Post-Cold War Stalemate* (New Haven: Yale University Press, 2021) Spohr, Kristina, *Post Wall, Post Square: Rebuilding the World the World After 1989* (New Haven: Yale UP, 2020) Taubman, W. (2017). *Gorbachev. His Life and Times*. New York and London, W.W. Norton. Traub, James, *The Best Intentions: Kofi Annan and the UN in the Era of American World Power* (New York: Douglas & McIntyre, 2006) Zubok, Vladislav, *Collapse: The Fall of the Soviet Union*, (New Haven: Yale University Press, 2021) Whitlock, Craig. *The Afghanistan Papers: A Secret History of the War*. New York: Simon and Schuster, 2021.

Modalità erogazione

Lezioni, lavoro sulle fonti primarie, discussioni collegiali in classe delle letture assegnate, presentazioni di testi

Modalità di valutazione

Agli studenti viene chiesto 1) di partecipare attivamente alle discussioni in classe 2) di presentare una relazione orale su un libro a scelta e 3) di scrivere un saggio finale di ricerca su un argomento da concordare con il docente

English

Prerequisites

none - a general knowledge of the evolution of the international system in the 20th century is strongly recommended

Programme

The course intends to offer a general survey of the evolution of the international system since the end of the Cold War. After discussing the main historical interpretations of the causes of the Soviet collapse, the first part of the course will focus on the crises of the 1990s (Iraq, Yugoslavia, Somalia and Rwanda), the repeated failures of the UN, and the US and European search for a new international security paradigm. The second part of the course will look at the consequences of 9/11 as well as the war on terror, considering their long term impact on the hegemonic position of the US. It will also discuss the growing role of emerging powers such as China and India. Finally, the third part of the course looks at such events as the negotiations on the Iranian nuclear program, the Arab Springs and their consequences, the paralysis in the EU, and the crises in Ukraine and Syria. CONTENT: PART I – Introduction, historical controversies and the major features of the early post-cold war era. Week 1 Introduction and description of the course. The search for new interpretive paradigms: the end of the Cold War or the triumph of globalization ? Week 2 The rise of US hegemony and the search for a new Europe: the Kuwait war and the Maastricht negotiations Weeks 3-4 The crises of the early 1990s: Yugoslavia, Somalia and Ruanda. The failure of assertive multilateralism and the search for alternatives. Contending US and EU security models PART II The war on terror and the rise of a multipolar system Week 5 The drift towards US unilateralism: the Kosovo war and its implications for NATO and European security. The evolution of Russian foreign policy Nuclear proliferation and arms control after the end of the Cold War: the North Korean crisis, the containment of Iraq, and the A.Q. Khan network MIDTERM EXAM Week 6 The impact of 9/11, the war in Afghanistan and the 2003 Iraq crisis. Week 7 The rise of China and India and its impact on the international system. Will Asia return to the center of the international system? PART III What next? Week 8 The erosion of US hegemony? The crisis in the Greater Middle East, 2003-2010 and the Obama administration's pivot to Asia. The consolidation of the EU – and its stalemate. The Arab Springs and their aftermath. The Negotiations on the Iranian nuclear program Week 9 2014-2023: the unraveling of the post-cold war order? Week 10 Seminar – Class Presentations Week 11 Seminar -Class Presentations Week 12 Seminar -Class Presentations Week 13 Seminar -Class Presentations

Reference books

John W. Young and John Kent, *International Relations since 1945* (Oxford: Oxford University Press, 2020): 19:The Decline of the Cold War, 1985-9 Part VI The Post-Cold War World, 1990-2000 20:Europe and the Former Soviet Union 21:US Predominance and the Search for a Post-Cold War Order 22:Stability and Instability in the Less Developed World PART VII The Age of Instability and Conflict: Terror, Economic Chaos, and Political Change 2001-11 23:The 'War on Terror' and the War in Afghanistan 24:The War in Iraq 25:Economic Problems in the West and the Economic Rise of China in the East PART VIII The Age of Uncertainty: Chaos and

Confusion in a Globalized World, 2011-18 26:Conflict and Chaos in the Middle East 27:Threats to the existing Global Order: Instability in the West 28:Threats to the Existing Global Order: Challenges from the East

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Bracken, Paul, *The Second Nuclear Age. Strategy, Danger, and the New Power Politics* (London: St. Martin's, 2013), 336 pp. Brands, H. (2016). *The Making of the Unipolar Moment. U.S. Foreign Policy and the Rise of the Post-Cold War Order*. Ithaca, Cornell University Press. Dallaire, Romeo, *Shake Hands With the Devil: The Failure of Humanity in Rwanda* (Vintage Canada, 2004) Elisabeth C. Economy, *The Third Revolution: Xi Jinping and the New Chinese State* (Oxford: Oxford University press, 2018) Engel, J. *When the World Seemed New: George H.W. Bush and the End of the Cold War*. (New York, Houghton Mifflin Harcourt, 2017). Mark Galeotti, *Putins' Wars. From Chechnya to Ukraine*, (London: Osprey Publishing, 2022), pp. 401 Glaurdic', Josip, *The Hour of Europe: Western Powers and the Breakup of Yugoslavia*. (New Haven, Yale University press, 2011.) Haass, R. N. *War of Necessity, War of Choice. A Memoir of Two Iraq Wars*. (New York, Simon and Schuster, 2009). Hill, Fiona, and Gaddy, Clifford G., *Mr. Putin: Operative in the Kremlin*. (Washington, DC: Brookings Institution Press, 2013) Howorth, Jolyon *Security and Defence Policy in the European Union* (London: Palgrave/Macmillan, 2nd edition, 2014). Ingrao, C., and Thomas A. Emmert, eds. *Confronting the Yugoslav Controversies: A Scholars' Initiative*. (West Lafayette, IN, Purdue University Press.:2009). Leffler, Melvyn P., *Confronting Saddam Hussein: George W. Bush and the Invasion of Iraq* (Oxford/New York: Oxford University Press, 2023) 368 pp Malkasian, Carter. *The American War in Afghanistan: A History*. New York: Oxford University Press, 2021 McFaul, Michael, *From Cold War to Hot Peace: An American Ambassador in Putin's Russia*. (New York: Houghton Mifflin, 2018). Patman, Robert G., *Strategic Shortfall: The Somalia Syndrome and the March to 9/11* (New York: Praeger, 2010) Kenneth R. Rutherford, *Humanitarianism Under Fire: The US and UN Intervention in Somalia* (Sterling, VA: Kumarian Press/Stylus publishing, 2008) Sarotte, Mary Elise, *Not One Inch. America, Russia, and the Making of Post-Cold War Stalemate* (New Haven: Yale University Press, 2021) Spohr, Kristina, *Post Wall, Post Square: Rebuilding the World the World After 1989* (New Haven: Yale UP, 2020) Taubman, W. (2017). *Gorbachev. His Life and Times*. New York and London, W.W. Norton. Traub, James, *The Best Intentions: Kofi Annan and the UN in the Era of American World Power* (New York: Douglas & McIntyre, 2006) Zubok, Vladislav, *Collapse: The Fall of the Soviet Union*, (New Haven: Yale University Press, 2021) Whitlock, Craig. *The Afghanistan Papers: A Secret History of the War*. New York: Simon and Schuster, 2021.

Study modes

Lectures, projections, library and primary sources work, research hands on, critical in class discussion of the assigned readings, book presentation

Exam modes

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

Canale:A - Z

Docente: FIORENTINO DANIELE

Italiano

Prerequisiti

Livello B2 di inglese

Programma

The course aims at providing students with a critical thinking on the United States in the last hundred years and of the contemporary world as seen from the American perspective. International studies today entail a good understanding of American culture and history: both because of the nation's role worldwide and because the new methodologies in cultural and transnational studies developed in the United States, especially in the second half of the 20th century. Therefore, by the end of the course, students will be knowledgeable about the major aspects of U.S. history in the last 150 years both at the domestic and international level. Moreover, they will acquire an understanding of the major methodologies used by American scholars to study their country in transnational and international perspective. CONTENT: PART I – Introduction, methodologies and major issues. Weeks 1-2 Introduction and description of the course: methodological issues and new approaches to U.S. History. From exceptionalism to transnational history. The foundations of American democracy: the Constitution and its current value. Universal values and their domestic implementation. Understanding the United States political system: the government and its branches, parties and elections Weeks 3-4 The Americanisation of the world and American new transnationalism. The United States and the world: isolationism and internationalism in historical perspective. The American century: from the Spanish-American War to 9/11. World War I, the United States' rise to global power. Rooseveltian or Wilsonian century? The Progressive legacy: Reform and the role of the State in the age of empires and totalitarian states. American Soft Power and mass society. Booms, busts and reforms. The New Deal. Week 5 The 2024 elections, in-class analysis and discussion Mid-Term in the second week of November, and two days' recess PART II The United States' rise to world power Week 6 The coming of WWII and its immediate aftermath. Part of this week's classes will be dedicated to the discussion of the Mid-Term elections of Congress and its repercussion on American international positioning. The first decade of the Cold War: American domestic policy and economic transformation Week 7 Democracy, liberalism and the world. American civil rights and human rights in the world. From the struggle on civil rights to the students' revolts and Vietnam. Weeks 8 The crisis of the American model. The 1960s and 1970s. The end of the Cold War: what role for the United States? PART III A short American Century? Weeks 9-10 Reagan, the implosion of the Soviet Union and the new relations with Europe and Asia. A Post-Cold War World: The Unilateral Moment. The beginning of the 21st century and the new world's balance of power. 9/11, the Wars in Afghanistan and Iraq and the absence of an American Grand Design. The perils for democracy New challenges, renewed wars and the new interpretations of American history and its global role.

Testi

Preliminary and Introductory reading: Become familiar with the Pew Research Center, America's leading institute of polling, demographics and statistics. Learn more about the current United States' standing in the world. Students are expected to read this article by the second week of class. <https://www.pewresearch.org/global/2025/05/01/the-united-states-standing-in-the-world/> Robert W. Rydell and Rob Kroes, *Buffalo Bill in Bologna: The Americanization of the World, 1869-1922*, (Chicago: University of Chicago Press, 2005). Available online in the University Discovery Web pages. Daniel Rogers, "Improvising the New Deal" in Franklin D. Roosevelt: Road to the New Deal, 1882-1939, University of Illinois Press, 2015, pp. 131-157. Available online in the University Discovery Web pages. Wendy Wall, *The New Deal*, Oxford Research Encyclopaedia of American History, 2016. Open access in the Web One of the

following two volumes: Joshua Freeman, *American Empire: The Rise of a Global Power, the Democratic Revolution at Home, 1945-2000*, New York, Penguin, 2013. Salim Yaqub, *Winds of Hope, Storms of Discord. The United States since 1945*, Cambridge, Cambridge University Press, 2022. The Constitution of the United States of America. Any edition. You are expected to learn the basics of the American Institutional Establishment. Students are required to give a group presentation, which is part of the evaluation process, on one of the following essays: Jamille Bigio and Rachel Vogelstein, *Understanding Gender Equality in Foreign Policy: What the United States Can Do. A Policy Paper of the Council on Foreign Relations*, 2020. <https://www.cfr.org/report/understanding-gender-equality-foreign-policy> Jardina, Ashley, and Spencer Piston, *Trickle-down racism: Trump's effect on whites' racist dehumanizing attitudes*, "Current Research in Ecological and Social Psychology", Volume 5, 2023. Rachel Kleinfeld, *Polarization, Democracy, and Political Violence in the United States: What the Research Says*. Introduction, 2023. Carnegie Endowment for International Peace, pp. 1-13 + Lisa Nelson, "Extremism" in America: Biased Research, Bad Policy, "American Affairs," May 2024. Joseph R. Nye Jr., "What is a Moral Foreign Policy?" *Texas National Security Review*: Volume 3, Issue 1 (Winter 2019/2020). Open access + "A Roundtable on Joseph S. Nye, Jr. Do Morals Matter?: Presidents and Foreign Policy from FDR to Trump", *Passport: The SHAFR Review*, Sept. 2020, 13. Open access. Potenzano, R., Smorto G., *Abortion in the U.S. After Dobbs V. Jackson Women's Health Organization. A Comparative Perspective*, "Actualidad Jurídica Iberoamericana" N° 19, noviembre 2023, pp. 160-193. Richard Slotkin, "Thinking Mythologically: Black Hawk Down, the 'Platoon Movie,' and the War of Choice in Iraq," in *European Journal of American Studies*, 12, 2 (2017). Available online at: <https://journals.openedition.org/ejas/11873>. Graeme A. Thompson, "Applying Global History: Globalization, Geopolitics, and the U.S.-China Rivalry after Covid-19," *Journal of Applied History* (2021): 1-23. Introduction THE MOST PREDICTABLE, UNCONVENTIONAL PRESIDENCY Julian E. Zelizer, *The Presidency of Donald J. Trump: A First Historical Assessment*, Princeton: Princeton University Press, 2022, Introduction, pp.1-26

Bibliografia di riferimento

Amitav Acharya, *The End of the American World Order* (Polity Press, 2014). Bacevich, Andrew, *The New American Militarism: How Americans Are Seduced by War* (Oxford, New York: Oxford University Press, 2006). Belmonte, Laura, *Selling the American Way: U.S. Propaganda and the Cold War* (Philadelphia: University of Pennsylvania Press, 2008). Bender, Thomas, *A Nation among Nations: America's Place in the World* (New York: Hill and Wang, 2006). Borstelmann, Thomas *The Cold War and the Color Line* (Cambridge: Harvard University Press, 2003). Brooks, Stephen and William Wohlforth, *America Abroad: The US Global Role in the 21st Century*, (Oxford: Oxford University Press, 2016). de Grazia, Victoria, *Irresistible Empire: America's Advance Through Twentieth-Century Europe*, (Cambridge: Harvard University Press, 2005). Gerstle, Gary, *American Crucible: Race and Nationalism in the Twentieth Century* (Princeton University Press, 2001). _____. *The Rise and Fall of the Neoliberal Order: America and the World in the Free Market Era*, (Oxford-London, Oxford University Press, 2022). Hofstadter, Richard, *The Age of Reform* (New York: Vintage, 1955) (or any later edition). Hunt, Michael, *Ideology and U.S. Foreign Policy* (New Haven: Yale Univ. Press, 1987). Ikenberry, John *Liberal Leviathan: The Origins, Crisis and Transformation of the American World Order*, (Princeton University Press, 2011). Jackson Lears, T., *Rebirth of a Nation: The Making of Modern America* (New York: Harper Collins, 2010). Kennedy, David M., *Freedom from Fear: The American People in Depression and War, 1929- 1945* (Oxford History of the United States) (Oxford University Press, 2001). Joseph S. Nye, Jr. *Do Morals Matter?: Presidents and Foreign Policy from FDR to Trump* (New York-Oxford: Oxford University Press, 2020). Perlstein, Rick, *The Invisible Bridge: The Fall of Nixon and the Rise of Reagan* (New York: Simon & Schuster, 2015). Rodgers, Daniel, *Atlantic Crossings: Social Politics in a Progressive Age* (New York: Belknap, 2000).

Modalità erogazione

Testi da definire

Modalità di valutazione

Attendance and participation (20%); mid-term written test (25%); in class oral presentation (25%); final research work and oral discussion (30%). The mid-term consists of IDs and short essays based on the lectures, the first assigned book, and the articles indicated in the required readings section. The presentations and following class discussion concentrate on the essays indicated in the required readings section. Access to this material can be obtained either through the online subscriptions of our university or through the electronic resources available at the Centro Studi Americani. In the second week of class, the professor will explain how to prepare for the presentations, which will take place toward the end of the course. The final research work is a take home based on original documents relating to American history and politics. The professor will provide information and material after the mid-term. In the final part of the program, students will approach original documents in US Politics and history which will be discussed with the professor and/or with tutors at the time of the final exams that will be indicated by the department.

English

Prerequisites

B2 Level of English

Programme

The course aims at providing students with a critical thinking on the United States in the last hundred years and of the contemporary world as seen from the American perspective. International studies today entail a good understanding of American culture and history: both because of the nation's role worldwide and because the new methodologies in cultural and transnational studies developed in the United States, especially in the second half of the 20th century. Therefore, by the end of the course, students will be knowledgeable about the major aspects of U.S. history in the last 150 years both at the domestic and international level. Moreover, they will acquire an understanding of the major methodologies used by American scholars to study their country in transnational and international perspective. CONTENT: PART I – Introduction, methodologies and major issues. Weeks 1-2 Introduction and description of the course: methodological issues and new approaches to U.S. History. From exceptionalism to transnational history. The foundations of American democracy: the Constitution and its current value. Universal values and their domestic implementation. Understanding the United States political system: the government and its branches, parties and elections Weeks 3-4 The Americanisation of the world and American new transnationalism. The United States and the world: isolationism and internationalism in historical perspective. The American century: from the Spanish-American War to 9/11. World War I, the United States' rise to global power. Rooseveltian or Wilsonian century? The Progressive legacy: Reform and the role of the State in the age of empires and totalitarian states. American Soft Power and mass society. Booms, busts and reforms. The New Deal. Week 5 The 2024 elections, in-class analysis and discussion Mid-Term in the second week of November, and two days' recess PART II The United States' rise to world power Week 6 The coming of WWII and its immediate aftermath. Part of this week's classes will be dedicated to the discussion of the Mid-Term elections of Congress and its repercussion on American international positioning. The first decade of the Cold War: American domestic policy and economic transformation Week 7 Democracy, liberalism and the world. American civil rights and human rights in the world. From the struggle on civil rights to the students' revolts and Vietnam. Weeks 8 The crisis of the American model. The 1960s and 1970s. The end of the Cold

War: what role for the United States? PART III A short American Century? Weeks 9-10 Reagan, the implosion of the Soviet Union and the new relations with Europe and Asia. A Post-Cold War World: The Unilateral Moment. The beginning of the 21st century and the new world's balance of power. 9/11, the Wars in Afghanistan and Iraq and the absence of an American Grand Design. The perils for democracy New challenges, renewed wars and the new interpretations of American history and its global role.

Reference books

Preliminary and Introductory reading: Become familiar with the Pew Research Center, America's leading institute of polling, demographics and statistics. Learn more about the current United States' standing in the world. Students are expected to read this article by the second week of class. <https://www.pewresearch.org/global/2025/05/01/the-united-states-standing-in-the-world/> Robert W. Rydell and Rob Kroes, *Buffalo Bill in Bologna: The Americanization of the World, 1869-1922*, (Chicago: University of Chicago Press, 2005). Available online in the University Discovery Web pages. Daniel Rogers, "Improvising the New Deal" in Franklin D. Roosevelt: Road to the New Deal, 1882-1939, University of Illinois Press, 2015, pp. 131-157. Available online in the University Discovery Web pages. Wendy Wall, *The New Deal*, Oxford Research Encyclopaedia of American History, 2016. Open access in the Web One of the following two volumes: Joshua Freeman, *American Empire: The Rise of a Global Power, the Democratic Revolution at Home, 1945-2000*, New York, Penguin, 2013. Salim Yaqub, *Winds of Hope, Storms of Discord. The United States since 1945*, Cambridge, Cambridge University Press, 2022. *The Constitution of the United States of America*. Any edition. You are expected to learn the basics of the American Institutional Establishment Students are required to give a group presentation, which is part of the evaluation process, on one of the following essays: Jamille Bigio and Rachel Vogelstein, *Understanding Gender Equality in Foreign Policy: What the United States Can Do. A Policy Paper of the Council on Foreign Relations*. 2020. <https://www.cfr.org/report/understanding-gender-equality-foreign-policy> Jardina, Ashley, and Spencer Piston, *Trickle-down racism: Trump's effect on whites' racist dehumanizing attitudes*, "Current Research in Ecological and Social Psychology", Volume 5, 2023 Rachel Kleinfeld, *Polarization, Democracy, and Political Violence in the United States: What the Research Says*. Introduction, 2023 Carnegie Endowment for International Peace, pp. 1-13 + Lisa Nelson, "Extremism" in *America: Biased Research, Bad Policy*, "American Affairs," May 2024 Joseph R. Nye Jr., "What is a Moral Foreign Policy?" *Texas National Security Review: Volume 3, Issue 1* (Winter 2019/2020). Open access + "A Roundtable on Joseph S. Nye, Jr. Do Morals Matter?: Presidents and Foreign Policy from FDR to Trump", *Passport: The SHAFR Review*, Sept. 2020, 13. Open access Potenzano, R., Smorto G., *Abortion in the U.S. After Dobbs V. Jackson Women's Health Organization. A Comparative Perspective*, "Actualidad Jurídica Iberoamericana" N° 19, noviembre 2023, pp. 160-193 Richard Slotkin, "Thinking Mythologically: Black Hawk Down, the "Platoon Movie," and the War of Choice in Iraq," in *European Journal of American Studies*, 12, 2 (2017). Available online at: <https://journals.openedition.org/ejas/11873> Graeme A. Thompson, "Applying Global History: Globalization, Geopolitics, and the U.S.-China Rivalry after Covid-19," *Journal of Applied History* (2021): 1-23. Introduction *THE MOST PREDICTABLE, UNCONVENTIONAL PRESIDENCY* Julian E. Zelizer, *The Presidency of Donald J. Trump: A First Historical Assessment*, Princeton: Princeton University Press, 2022, Introduction, pp.1-26

Reference bibliography

Amitav Acharya, *The End of the American World Order* (Polity Press, 2014). Bacevich, Andrew, *The New American Militarism: How Americans Are Seduced by War* (Oxford, New York: Oxford University Press, 2006). Belmonte, Laura, *Selling the American Way: U.S. Propaganda and the Cold War* (Philadelphia: University of Pennsylvania Press, 2008). Bender, Thomas, *A Nation among Nations: America's Place in the World* (New York: Hill and Wang, 2006). Borstelmann, Thomas *The Cold War and the Color Line* (Cambridge: Harvard University Press, 2003). Brooks, Stephen and William Wohlforth, *America Abroad: The US Global Role in the 21st Century*, (Oxford: Oxford University Press, 2016). de Grazia, Victoria, *Irresistible Empire: America's Advance Through Twentieth-Century Europe*, (Cambridge: Harvard University Press, 2005). Gerstle, Gary, *American Crucible: Race and Nationalism in the Twentieth Century* (Princeton University Press, 2001). _____. *The Rise and Fall of the Neoliberal Order: America and the World in the Free Market Era*, (Oxford-London, Oxford University Press, 2022). Hofstadter, Richard, *The Age of Reform* (New York: Vintage, 1955) (or any later edition). Hunt, Michael, *Ideology and U.S. Foreign Policy* (New Haven: Yale Univ. Press, 1987). Ikenberry, John *Liberal Leviathan: The Origins, Crisis and Transformation of the American World Order*, (Princeton University Press, 2011) Jackson Lears, T., *Rebirth of a Nation: The Making of Modern America* (New York: Harper Collins, 2010). Kennedy, David M., *Freedom from Fear: The American People in Depression and War, 1929- 1945* (Oxford History of the United States) (Oxford University Press, 2001). Joseph S. Nye, Jr. *Do Morals Matter?: Presidents and Foreign Policy from FDR to Trump* (New York-Oxford: Oxford University Press, 2020). Perlstein, Rick, *The Invisible Bridge: The Fall of Nixon and the Rise of Reagan* (New York: Simon & Schuster, 2015). Rodgers, Daniel, *Atlantic Crossings: Social Politics in a Progressive Age* (New York: Belknap, 2000).

Study modes

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Exam modes

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21810513 - THEORY OF HUMAN RIGHTS

Canale:A - Z

Docente: MAIOLO FRANCESCO

Italiano

Prerequisiti

Il corso è impartito in lingua inglese e per avere accesso ad esso nessun prerequisito formale è previsto. Conoscenza degli elementi fondamentali della filosofia politica e sociale moderna e contemporanea acquisita attraverso i percorsi triennali di base oppure attraverso gli insegnamenti di base di ambito storico-politico.

Programma

CONTENUTO DEL PROGRAMMA - I diritti umani nella prospettiva filosofica: ontologia ed epistemologia nella teoria dei diritti umani - Relatività e problemi del concetto di "diritti umani" - I diritti umani come la condizione fondamentale per una "vita buona" - Libertà, giustizia come equità ed etica del discorso democratico: Rawls, Habermas e le sfide del libertarismo e della critica postmoderna e femminista - Concezioni di autonomia e vulnerabilità in Honneth - Il fondamento psicologico del godimento dei diritti fondamentali - Le radici hegeliane delle lotte per il riconoscimento: il "tessuto della giustizia" sociale e la grammatica morale dei conflitti sociali - Il diritto alla libertà e il fondamento sociale della vita etica democratica - Le ragioni dell'esistenza della libertà giuridica e morale e le loro

patologie, rispettivamente - La libertà sociale e i tre registri del "Noi" delle relazioni personali - Riconoscimento e libero mercato: la sfera del consumo, il mercato del lavoro e la sostenibilità ambientale - Democrazia e diritti fondamentali: la società aperta e il pluralismo

Testi

1) HONNETH, Axel, "Freedom's Right. The Social Foundations of Democratic Life", translated by J. Ganahl, Polity Press, Cambridge 2014 (ISBN-13: 978-0-7456-6943-4) 2) LIAO, Matthew S., "Human Rights as Fundamental Conditions for a Good Life" (2015) 3) GRIFFIN, James, "The Relativity and Ethno-centricity of Human Rights" (2008) 4) Appunti distribuiti in classe dal docente su John Rawls e Robert Nozick EXAM PROGRAMME FOR ERASMUS STUDENTS (9 ECTS) - 1) HONNETH, Axel, "Freedom's Right. The Social Foundations of Democratic Life", translated by J. Ganahl, Polity Press, Cambridge 2014 (ISBN-13: 978-0-7456-6943-4)[from page 1 to 255] 2) LIAO, Matthew S., "Human Rights as Fundamental Conditions for a Good Life" (2015) . 3) GRIFFIN, James, "The Relativity and Ethno-centricity of Human Rights" (2008) EXAM PROGRAMME FOR ERASMUS STUDENTS (6 ECTS) - 1) HONNETH, Axel, "Freedom's Right. The Social Foundations of Democratic Life", translated by J. Ganahl, Polity Press, Cambridge 2014 (ISBN-13: 978-0-7456-6943-4)[from page 1 to 176] 2) LIAO, Matthew S., "Human Rights as Fundamental Conditions for a Good Life" (2015) 3) GRIFFIN, James, "The Relativity and Ethno-centricity of Human Rights" (2008)

Bibliografia di riferimento

R. Cruft, S.M. Liao, and M. Renzo, "Philosophical Foundations of Human Rights", Oxford University Press, Oxford 2015 M.R. Ishay (ed.), "The Human Rights Reader", Routledge, New York-Abingdon 2007

Modalità erogazione

Fatta eccezione per gli studenti e studentesse Erasmus che dovessero palesare difficoltà nell'essere regolarmente in classe, le sessioni di didattica frontale sono di fondamentale importanza per acquisire il giusto metodo di analisi delle problematiche connesse alla teoria dei diritti umani che appartiene alla filosofia politica. Il metodo didattico usato è il cd. "Metodo Socratico": analisi dei testi in classe accompagnata da serie di domande e risposte collegando teoria e pratica.

Modalità di valutazione

Sono previste in totale tre prove: due scritte e una orale. Le due prove scritte si svolgeranno in classe. 1) La prima prova scritta (20% del voto finale) consiste in una serie di domande a risposta multipla e avrà ad oggetto i materiali indicati all'inizio del corso dal docente. 2) La seconda prova scritta (20% del voto finale) consiste in una serie di domande a risposta multipla e avrà ad oggetto i materiali indicati all'inizio del corso dal docente. 3) La terza prova consiste in un esame orale (60% del voto finale). I criteri sulla base dei quali si valuteranno tutte e tre le prove sono: 1) capacità descrittiva e defintoria; 2) capacità argomentativa; 3) capacità critica e valutativa.

English

Prerequisites

The course is offered in English. No special requirements or criteria are to be fulfilled to access to the course. However, a basic knowledge of political and social philosophy constitutes a positive asset apt to facilitate the comprehension of the complex issues examined throughout the course.

Programme

CONTENT OF THE PROGRAMME - Human rights in the philosophical perspective: ontology and epistemology in the theory of human rights - Problems and relativity of the concept of "human rights" - Human Rights as Fundamental Conditions for a Good Life - Freedom, justice as fairness and the ethics of democratic discourse: Rawls, Habermas and the challenges of libertarianism and the postmodern feminist critique - Conceptions of autonomy and vulnerability in Honneth - The psychological foundation of fundamental rights' fruition - The Hegelian roots of the struggles for recognition: the social "fabric of justice" and the moral grammar of social conflicts - The right to freedom and the social foundation of democratic ethical life - The reasons for the existence of legal and moral freedom and their pathologies respectively - Social freedom and the three registers of the 'We' of personal relationships - Recognition and and free market: the sphere of consumption, the labour market and environmental sustainability - Democracy and fundamental rights: the open society and pluralism

Reference books

1) HONNETH, Axel, "Freedom's Right. The Social Foundations of Democratic Life", translated by J. Ganahl, Polity Press, Cambridge 2014 (ISBN-13: 978-0-7456-6943-4) 2) LIAO, Matthew S., "Human Rights as Fundamental Conditions for a Good Life" (2015) 3) GRIFFIN, James, "The Relativity and Ethno-centricity of Human Rights" (2008) 4) Appunti distribuiti in classe dal docente su John Rawls e Robert Nozick EXAM PROGRAMME FOR ERASMUS STUDENTS (9 ECTS) - 1) HONNETH, Axel, "Freedom's Right. The Social Foundations of Democratic Life", translated by J. Ganahl, Polity Press, Cambridge 2014 (ISBN-13: 978-0-7456-6943-4)[from page 1 to 255] 2) LIAO, Matthew S., "Human Rights as Fundamental Conditions for a Good Life" (2015) . 3) GRIFFIN, James, "The Relativity and Ethno-centricity of Human Rights" (2008) EXAM PROGRAMME FOR ERASMUS STUDENTS (6 ECTS) - 1) HONNETH, Axel, "Freedom's Right. The Social Foundations of Democratic Life", translated by J. Ganahl, Polity Press, Cambridge 2014 (ISBN-13: 978-0-7456-6943-4)[from page 1 to 176] 2) LIAO, Matthew S., "Human Rights as Fundamental Conditions for a Good Life" (2015) 3) GRIFFIN, James, "The Relativity and Ethno-centricity of Human Rights" (2008)

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Study modes

With the exception of Erasmus students who may have overlapping didactic obligations, class participation is of crucial importance for the acquisition of the knowledge related to the field of theory of human rights, which is part of political philosophy. I class we will make use of the so-called "Socratic Method".

Exam modes

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