



2013-2014 Course Guide



Scientific rationale

As we look at the impact of globalization on world and European politics, three areas of concern stand out. The first is the close interplay of politics, economy, and culture. The second is the increased importance of international regions to global and transnational affairs that fosters the engagement of state and non-state actors in policy-making processes at the world and region level. The third is the role of international institutions in the governance of the contemporary world.

These three domains, which are closely inter-linked, trigger off an increasing number of international public policies designed to solve the problems that globalization sets in the agenda like democracy building and consolidation, pollution, migration, human rights protection. In fact, the European Union is currently redefining its role in the world as well as its relations with the neighboring countries, especially the Mediterranean ones.

On this premise, the M.A. Degree in Global Politics and Euro-Mediterranean Relations offers an advanced training program to people eager to analyze how European and global institutions tackle the challenges set by the recent acceleration of the process of globalization, and the increased interdependence of societies, markets, and states.

The innovative characteristics of this Masters programme is the association of global politics, European governance, and Euro-Mediterranean relations. Focus is on global institutions, policies and issues, global justice, EU policy-making and governance, and key Mediterranean issues.

Course features

GLOPEM is a two-year full-time programme. The year is divided in two semesters. All courses are divided in modules and adopt a range of learning and teaching approaches from political science and theory, history and sociology as well as economics. Emphasis is on current issues and analytical methods. Seminars, held also by visiting scholars, are included in the programme. Training includes stages in non-academic organizations and institutions. Study periods in foreign academic institutions are encouraged. The successful completion of the two-year programme, that ends with a final exam on a written dissertation, qualifies the student for the award of the Magister Degree.

The GLOPEM Master Degree enables students to undertake jobs involving abilities of analysis, organization and management in institutions operating at the European and international level, like the European Union, IGOs and NGOs, international firms, state and regional governments, private interest associations, international cooperation missions, consultancy, information and communication services.



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Course Title: **WORLD INSTITUTIONS AND POLICIES**

Teacher: Fulvio Attinà attinaf@unict.it

Office hours: Tuesday 11,00 a.m. - 01,00 p.m.

Learning outcomes. Students will be able to analyze the structure of government and the policy-making process of the global political system as well as the main global policies of today upon the successful completion of the course.

Brief course description. This course examines the political institutions of the global system and the main traits of major global policies like the security, environment, and human rights policy. In the first module, the class analyzes the structure of government and the role of the main institutions of the world political system. In the second module, the class engages in the analysis of case studies to know how global policies are made.

Course content

Module 1: World political institutions

Module 2: Policy-making and world policies

Teaching method. The full interactive method of the course consists in the critical presentation of chapters selected from the reading list of each session, the student active participation in the class debates, and the writing of the final paper of approximately 6000 words.

Sample Readings. Attinà Fulvio (2011), *The global political system*, Palgrave. Buzan Barry and Little Richard (2000), *International systems in world history*, Oxford University Press. Modelski George, Tessaleno Devezas, and William R. Thompson, eds. (2008), *Globalization as evolutionary process. Modelling global change*, Routledge. Attinà Fulvio, ed. (2012), *The politics and policies of relief, aid and reconstruction. Contrasting approaches to disasters and emergencies*, Palgrave

Assessment method. Assessment of the student course performance is made from the student presentation and active participation in the class debates (50%) and the written discussion and final papers (50%).



Course Title: **MEDITERRANEAN POLITICS**

Teacher: Stefania Panebianco stefapnb@unict.it

Office hours: THU, FRI 10:30-12:30

Learning outcomes

Students will learn how to apply the analytical tools of Political Science to EuroMediterranean Relations. They will be able to understand regional patterns of cooperation, political territorial disputes, regional unbalances and authoritarian political trends.

Brief course description

In order to understand EuroMediterranean relations, this course investigates relations between regional and global actors (in particular EU, USA and Southern Mediterranean Countries) and explores the most relevant on-going processes in the Mediterranean area (EMP/UfP, ENP, NATO Mediterranean Dialogue, etc.). Crucial issues such as regional territorial disputes, the lack of democracy, security, terrorism, migration, energy security, maritime security, are at the core of the course.

Course contents

Module 1: Actors and processes in the Mediterranean area

Module 2: Crucial regional issues in the Mediterranean area (Security, including energy security and maritime security, lack of democracy, migration, terrorism, etc.)

Teaching methods

This course has a seminar format. Students are required to actively participate in the class debate. Module 1 relies upon lectures. It is conceived as a compulsory introduction to the course. Students must read all the related papers and comment them during the class discussion. Module 2 relies upon students' presentations. Students will illustrate with a ppt oral presentation the content of two readings selected from the reading list.

Sample Readings: Balfour Rosa (2009), *The Transformation of the Union for the Mediterranean*, in "Mediterranean Politics", Vol. 14, n. 1, pp. 99–105. Musu Costanza (2006), *NATO's Mediterranean Dialogue: More than an Empty Shell?*, in "Mediterranean Politics", vol. 11, n. 3, pp. 419-424. Panebianco



Stefania (2010a), *The EU and the Middle East*, in Bindi Federiga (ed), *The Foreign Policy of the European Union*, Brookings Institution Press, Washington D.C, 2010, pp. 183-196. Panebianco Stefania (2003), 'Introduction', and 'Conclusions', in Panebianco S. (ed), *A new Euro-Mediterranean Cultural Identity*, London, Frank Cass. Smith Karen E. (2005), *The outsiders: the European neighbourhood policy*, in "International Affairs", vol. 81, n. 4, pp. 757-773.

Assessment methods

Students' knowledge on Module 1 is assessed with a written test. Students are required to prepare an oral ppt presentation to illustrate two titles of the reading list on Module 2. Finally, students will have to write a paper of approximately 6000 words. The paper deals with a topic of Module 2 which was not covered by the power-point presentation. The paper has to be delivered at least two weeks before the exam-registration date. The final evaluation will take into account the evaluation of the written test on module 1; participation in the debate; the ppt presentation and the final written paper.

NB: Students who are not able to attend classes, have to pass the written test and then prepare one power-point presentation dealing with two of the readings suggested for Module 2.



Course Title. **GLOBAL HISTORY AND HISTORY OF NORTH AFRICA**

Modules 1 & 2: GLOBAL HISTORY

Teacher: Pinella Di Gregorio digregor@unict.it - <http://pinelladigregorio.wordpress.com/>

Office hours: Monday 11:00am – 1:00pm, and by appointment.

Learning outcomes

Students will learn the history of western society as part of a wider framework determined by the process of globalization, according to a historical perspective that strongly diverges from usual eurocentric approach.

Brief course description

The Global History is based on the analysis of the trans-regional connections between different societies. The Global History analyzes the combinations of economic, technological, sociocultural and political forces that transform local phenomena into global ones. The goal is to determine what is really new and what it's an acceleration of past experiences in the current developments of globalization process. The first part of the course focuses on the debate among the different methodological approaches of "Global History". The second part focuses on the discussion on the historical and ongoing aspects of globalization's process in Mediterranean area.

Course contents

Module 1: Global History: Methods, Themes, Approaches.

Module 2: History of Mediterranean Relations in the Global age.

Teaching method.

The course adopts a mixed teaching methods consisting of teacher's lectures and student presentations. Students are required to read and present to the class the assigned historical essays and summarize them in drafting papers.

Assessment methods

Assessment is based on the student's presentations and active participation in the class debates (50%) and the final written paper (50%).



Sample Readings:

- D. Chakrabarty, Provincializing Europe. Postcolonial Thought and Historical Difference, Princeton U.P. Princeton and Oxford, 2000.
- R. Robertson, Globalization: Three Waves of Globalization: A History of a Developing Global Consciousness, Zed Books LTD, London 2003.
- J. Osterhammel, N.P. Petersson, D. Geyer (eds) Globalization: A Short History, Princeton, Princeton U.P. 2005.
- B. Mazlish, The New Global History, Routledge New York 2006.
- P. S., Stearns Globalization in World History Routledge, London and New York, 2010

Modules 3 & 4: HISTORY OF NORTH AFRICA

Teacher: Daniela Melfa

Office hours: Tuesdays 10.30 am – 12.30 pm, and by appointment

Course hours and Schedule The course takes place in the first semester on Wednesdays (10-12) and Thursdays (12-14).

Learning outcomes

Students will be able to situate the history of North Africa in relation to European countries and its internal development.

Brief course description

The course focuses on the history of North Africa from the Ottoman period to independence. Studying the processes of modernisation, colonisation, nationalism, authoritarianism, Islamism, etc. will permit us to highlight continuities and discontinuities in historical development. The particular experience of each country will be taken into account, as well as the history of the wider Arab and Muslim world.

Course contents

Module 3: State and Nation building in North Africa



Module 4: Socio-political evolution in the contemporary period

Teaching methods

Lessons are organised around lectures and students' paper presentations. In order to facilitate class discussion, basic questions will be suggested every week for debate or written short texts. Articles, book excerpts, and online material will also be provided. Historical documents, newspapers, maps, film excerpts, photos and videos will be used during the lessons.

Sample Readings:

Naylor, Phillip C. (2009), *North Africa. A History from antiquity to the Present*, Austin: University of Texas Press, (chapters 5-6-7-8-9; the 'Introduction' is available online: <http://www.utexas.edu/utpress/excerpts/exnaynor.html#ex1>).

Addi, Lahouari (2011), 'Algeria'. In Lust, Ellen (ed.) (2011), *The Middle East*, Washington D.C.: CQ Press, 12th edition, pp. 371-386.

Masoud, Tarek (2011), 'Egypt'. In Lust, Ellen (ed.) (2011), *The Middle East*, Washington D.C.: CQ Press, 12th edition, pp. 387-410.

Martinez, Luis (2011) 'Lybia'. In Lust, Ellen (ed.) (2011), *The Middle East*, Washington D.C.: CQ Press, 12th edition, pp. 551-575

Maghraoui, Driss, Zerhouni, Saloua (2011), 'Morocco'. In Lust, Ellen (ed.) (2011), *The Middle East*, Washington D.C.: CQ Press, 12th edition, pp. 576-602

Coupe, Jeffrey A. (2011), 'Tunisia'. In Lust, Ellen (ed.) (2011), *The Middle East*, Washington D.C.: CQ Press, 12th edition, pp. 702-729.

Optional readings

Vatikiotis, P.J. (1991), *The History of Modern Egypt: from Muhammad Ali to Mubarak*, London: Weidenfeld and Nicolson [AA 6 124].

Vandewalle, D. (2006), *A History of Modern Libya*, Cambridge, New York: Cambridge University Press [AA 6 550].

Perkins, K. (2004), *A History of Modern Tunisia*, Cambridge: Cambridge University.

Ganiage, J. (1994), *Histoire contemporaine du Maghreb : de 1830 à nos jours*, Paris : Fayard, [AA 6 165].

Assessment methods

Assessment will be based on students' attendance, paper presentation, and participation in class debates. The final exam will also count towards overall assessment.



Course Title: **METHODOLOGY OF POLITICAL RESEARCH**

Teacher: Fulvio Attinà attinaf@unict.it

Office hours: Tu. 11,00 a.m. – 01,00 p.m.

Learning outcomes. The course makes the student familiar with the current debate on the methodology of political science and the problems of empirical analysis. The student will be able to write a research project proposal on completion of the course.

Brief course description. The first module examines the themes of political science methodology and instruments for research. In the second module, the class engages in the study of research design, and each student receives training on how to prepare the research proposal of her/his master dissertation.

Course content

Module 1: Knowledge and scientific research

Module 2: Research instruments and methods

Teaching method. The course adopts a mixed teaching method consisting of teacher's lectures and student presentation. In Module 2, the students learn how to write a research proposal in a workshop-like environment.

Sample Readings. Burnham Peter, Gilland Karin, Grant Wyn and Layton-Henry Zing (2004), *Research methods in politics*, Houndmills, Palgrave (bc.16.2115). Della Porta Donatella and Michael Keating (2008), *Approaches and methodologies in the social sciences, a pluralist perspective*, Cambridge, Cambridge University Press (LH-908). Pollock Philip H. (2009), *The essentials of political analysis*, Washington, CQPress (BE.1.233). Punch Keith F. (2006), *Developing effective research proposals*, London, Sage (MB.5.2057).

Assessment method. Assessment is based on the student's presentations and active participation in the class debates (50%) and the writing of the research proposal (50%).



Course Title: **ENGLISH LANGUAGE**

Teacher: Andrew Brayley

Office Hours: MO & FRI 10.00-12.00

Learning Outcomes: Students will be in a position to use a specialised vocabulary in the context of such fields as global and Mediterranean politics and European integration.

Brief Course Description: As far as the first module is concerned, the emphasis-as the title implies-will be on language so that the students will have the vocabulary that they need in order to understand, speak and write about politics, diplomacy and economics. The second module will also concentrate on language but in the context of preparing written papers.

At the same time emphasis will be laid on some important questions regarding the world situation or problems specific to the Euro-Mediterranean area.

Course Contents:

Module 1: The Language of Politics, Diplomacy and Economics

Module 2: Report Writing

Teaching Methods: The teacher will read some articles and then ask each student to read and comment on a passage so that the whole article will be discussed by the students.

Sample Readings: The reading passages will be taken from various periodicals such as "The Economist" and will be chosen for their relevance to the course.

Assessment Methods: Assessment will be based on two criteria: the student's mastery of the English language and the content of his/her discourse.



Course Title. **HUMAN RIGHTS: HISTORICAL AND THEORETICAL PERSPECTIVES**

Teachers: Giorgia Costanzo (Modules 1 & 2), Luigi Caranti (Modules 3 & 4)

Office hours:

Giorgia Costanzo: Mo. - We. 12:00 – 14:00. gcostanz@unict.it

Luigi Caranti Mo. – We. 12:00 – 14:00 lcaranti@gmail.com

Learning outcomes

Students will be able to analyze political power at the domestic and global level. In particular, they will be able to assess the contemporary issues of global politics from an historical, analytical and normative perspective, as well as to assess the ethical issues surrounding the process of globalization.

Brief course description:

The course will center on the ideas of human rights. The first part of the course highlights the roots of the contemporary notion of human rights along the milestones of modern political thought that led to the current philosophical conceptions, in a dialectical perspective which involves the natural law tradition as it developed in XVII and XVIII centuries and the positive law theories. Particular attention is also paid to the U.S. Declaration of Independence (1776) and to the French Declaration of Human and Civic Rights (1789) both inspired by the natural law conceived not as a specific code but as a universal method, applying to all men at all times and all places. The second part of the course focuses on the philosophical theory of human rights. Particular attention is paid to the different ways in which human rights have been interpreted. Our analysis ranges from the traditional view that links human rights to an alleged inherent dignity of human beings, to a prudential foundation that rests on the utility of human rights for avoiding political tragedies, to the more recent political view that reduces them to conditions of the legitimacy of institutions, most importantly of states. Practical questions such as the right to humanitarian intervention, what we owe to poor peoples, and the so called Asian and Islamic challenge to human rights are also considered. Special emphasis is placed on the philosophical foundations of human rights and on their relevance for contemporary world politics.

Course contents:

Module 1: Natural law and Natural Rights theories (History of the western natural law and natural rights theories: centuries XVII – XVIII)



Module 2: Human Rights: a Historical Approach (The transition from natural law and natural rights to human rights. From the American and French Revolutions up to the Universal declaration of Human Rights)

Module 3: Theories of justice: domestic and global (Domestic and Global Justice: An overview; Global Justice: Rawls and his critics; Human Rights: Introductory Remarks and Foundational Issues)

Module 4: Human Rights: the impact on global politics (Human rights as minima moralia. Critiques and Interpretations; The Asian and the Islamic Challenges to Human Rights; The Right to Intervention)

Teaching methods

The course presupposes active participation of students. Each student is required to select at least one text from the reading list and present it to the class. Classes will be run as seminars, namely it is expected that all students participate in the discussion of the material presented. Students are supposed to write a 10-15 page final paper on a topic relevant to the course.

Sample Readings:

B. Tierney, *The idea of Natural Rights: origins and persistence* in "Northern University Journal of International Human Rights", 2, 2 – 2012

L. Hunt, *The French Revolution and Human Rights: A Brief Documentary History* (Bedford, 1996)

H. Temperly, *The Making of the American Constitution in A Constitution for Europe – A comparative study of Federal Constitutions and Plans for the United States of Europe* (Lothian Foundation Press, 1991)

R. Tuck, *Natural Rights Theories : Their Origin and Development* (Cambridge, 1998)

J. Finnis, *Natural law and Natural Rights* (Oxford , 2011)

M. Ishay, *The History of Human Rights: from Ancient times to the globalization era* (University of California Press, 2008)

Most readings will be available as parts of a Course Reader to be purchased in local photocopy shops.

Assessment methods

Assessment will take place by looking at four aspects of students performance: 1) Participation in class, 2) Presentation, 3) Final paper, 4) Final exam. Grade Weights: Participation in class: 10%; Presentation: 20%; Final paper: 30%; Final exam: 40%



Course Title: **EU PUBLIC POLICIES**

Teachers: Francesca Longo (modules 1 & 2) and Fulvio Attinà (Modules 3 & 4)

Office hours:

Francesca Longo TUE 09-10 a.m. WED 12,00 a.m.-01,00 p.m

Fulvio Attinà TUE 12,00 a.m.-01,00 p.m.

Learning outcomes. The course makes the student able to deal with the EU policy-making process through the use of policy analysis knowledge and techniques.

Brief course description. This course examines how EU's policies are made and affect the member states. In the first module, students familiarize to concepts and techniques of public policy analysis. In the second module, the EU policy process is examined through the "policy cycle" method. In the third and fourth modules the build up of the European foreign and defense policies is analyzed and the relations of the European Union with the rest of the world are examined.

Course content

Module 1: Policy analysis applied to EU

Module 2: Policy processes in the EU

Module 3: European foreign policy

Module 4: European security and defence policy

Teaching method. Front lessons are combined with interactive seminars in the 1st and 2nd module. Students are required to prepare a review article of two chapters from the course reading list. The full interactive method is used in the 3rd and 4th module. Students are required to read and present to the class a chapter, write the two-page discussion paper and participate in the session debate. In addition, they have to write the final paper of approximately 6000 words.

Sample Readings. Princen S. (2009), *Agenda-setting in the European Union*, London, Palgrave Macmillan, Chapters I – II – VIII; Burkard Eberlein, Dieter Kerwer, (2004), "New Governance in the European Union: a theoretical perspective", in *Journal of Common Market Studies*, 42, n. 1 pp. 121-142. Peters B G (1994) 'Agenda-setting in the European Community', in *Journal of European Public Policy* 9-



26. Princen S and Rhinard M (2006) *'Crashing and creeping: agenda-setting dynamics in the European Union'*, in *Journal of European Public Policy*, 13 (7) 1119-1132. Jachtenfuchs M. (2001), *"The Governance approach to European Integration"*, in *Journal of Common Market Studies*, Vo. 39, n. 2 [245-264]; Jessop B, (2004), *Multilevel governance and Metagovernance*", in Bache I. and Flinders M., *Multilevel Governance*, Oxford, Oxford Univ. Press. Attinà Fulvio and Daniela Irrera, eds. (2010), *Multilateral security and ESDP operations*, Farnham, Ashgate. Biscop Sven and Andersson Jan Joel, eds. (2008), *The EU and the European Security Strategy*, London, Routledge (bc.16.2238). Keukeleire Stephan and MacNaughtan Jennifer (2008), *The foreign policy of the European Union*, Houndmills, Palgrave (bc.16.2261). Telò Mario, ed. (2009), *The European Union and global governance*, London, Routledge (bc.16.2284).

Assessment method. Assessment is based on the student's presentations and active participation in the class debates (50%) and the written papers (50%).



Course Title. **GLOBAL CIVIL SOCIETY**

Teacher: Daniela Irrera

Office hours: Mo., Tue., 11:00-12:00

Course hours: We 10:00-12:00; Thu 12:00-14:00

Learning outcomes

The course provides to postgraduate students a set of highly professional and advanced abilities to analyze the different typologies of civil society organizations, their identities and tools, the participation procedures used to access international and regional organizations as well as the main critics they move to global policy-making. It combines an ample theoretical overview with a dynamic analysis of the practical implications CSOs can produce on the main domains of global politics.

Brief course description

This course will examine the controversial role played by civil society on a global level. The purpose is twofold:

1. To describe the relations different organizations have established with their own members and supporters, namely the interests they represent and the legitimacy of their activities;
2. To analyze the relations they have developed with formal authorities – States and international governmental organizations – namely, the participation to global policy-making the access to politicization processes.

Additionally, the different kinds of organizations (structured, semi-structured and informal) will be discussed as well as the roles they are able to play on a global level on various topics. Even though a general overview will be provided, the course will have a special focus on peace and security studies, and will stress the practical implications of the roles played by Non Governmental Organizations and social movements in essential topics namely, democratization, human rights, environmental problems, humanitarian action, conflict transformation, natural disasters management.

Course contents

Module 1: *Civil society and global politics*

- a. *Theory and concepts*
- b. *Different structures, sectors and methodologies*



- c. *Relations with States*
- d. *Relations with international organizations*
- e. *Civil society and democracy*
- f. *Civil society and participation*
- g. *Civil society and political legitimacy*

Module 2: *NGOs and global politics*

- a. *NGOs: Relations with UN and EU*
- b. *NGOs, human rights and global justice*
- c. *NGOs and humanitarian action*
- d. *NGOs and natural disasters management*
- e. *Environmental NGOs*
- f. *Social movements: roles and aims*
- g. *Social movements and political power*
- h. *Social movement and economic power*

Teaching methods max 250 characters

The course will be taught in a tutorial group. Students are required to attend classes and actively participate (giving one presentation per module, based on the readings from the reading list, which will be assigned at the beginning of the course). Classes will be based on 15 minutes ppt presentations by the students, mini-lectures with slides by the course provider, the use of videos, working groups and practical exercises and most prominently group discussions around the readings. Packets of readings for each module, as well as additional material will be distributed in class.

Sample reading list:

Cakmat C. (2008), *Civil society actors in International law and world politics: definition, conceptual framework, problems*, <http://www.globalpolicy.org/ngos/intro/growing/2008/01civilintl.pdf>

Carothers T. (2000), 'Civil society', *Foreign policy*, vol. 117, pp. 18-29.

Clark A. (1995), 'Non-governmental organizations and their influence on international society', *Journal of international affairs*, vol. 48, no. 2, pp. 507-525.

Galtung J. (1987), 'A New Era for Nongovernmental Organizations in the UN?', *Transnational Associations*, no. 3, pp. 183-186.

Irrera D. (2010), *NGO's roles in the Humanitarian Interventions and Peace Support Operations in Multilateral security and ESDP operations*, Fulvio Attinà and Daniela Irrera (eds.), Ashgate, London, 2010.



Marchetti R. – Tocci N. (2009), 'Conflict society: understanding the role of civil society in conflict', *Global Change, Peace & Security*, vol. 21, no. 2, pp. 201-217.

Nettesheim M. (2004), *Decision-making in the EU: identity, efficiency, and democratic legitimacy*, in "Revue européenne de droit public", 16, 1.

Stone D. (2001), 'Think Tanks, Global Lesson-Drawing and Networking Social Policy Ideas', *Global Social Policy*, vol. 1, no. 3, pp. 338-360.

Assessment methods max 250 characters

Students are required to hand in a short paper (approximately 4,000 words) at least 15 days before the exam registration date. This should look at some of the arguments in the recommended readings – but the lists of recommended readings are meant as support for research purposes.

The final evaluation will be based on an assessment of participation (20%), individual presentations (30%) and the final paper (50%).



Course Title. **International Business**

Teacher: Prof. Grazia Santangelo

Office hours: MON-TUE 12:00 -13:00

Course hours: MON-TUE-WED: 08:00 – 10:00

Learning outcomes

After this course students are expected to have an understanding of the core concepts of International Business, and their application to international business strategy and organization. On completion of this module students will be able to understand:

- the underlying principles of firm internationalization,
- different theoretical perspectives on multinational enterprises (MNEs),
- strategic challenges MNEs face and strategic making by MNEs,
- how MNEs organize for sustained competitive advantage.

Brief course description

This course aims at providing students with a foundation in the theory and practice of international business. Specifically, the course will offer students an overview of different theoretical perspectives on MNEs, an understanding of the content and context of strategy and strategic decision making in MNEs and a comprehension of different organizational issues within MNEs.

Course contents

Module 1: Globalization and the Multinational Enterprise

- *Globalization,*
- *Foreign direct investments,*
- *Theories of foreign direct investment,*

Module 2: IB Strategy and the Organization of the Multinational Enterprise

- *IB Strategy,*
- *Organization of the Multinational Enterprises,*
- *IB Operations.*

Teaching methods

The course will be delivered by means of lectures and seminars organized around student case presentations and group discussions.



Reading list:

Textbook

- Peng, M. & Meyer, K. (2011): International Business, Cengage Learning.. (chapter 1, 2, 3, 4, 6, 9, 10, 11, 12, 13).

- IMPORTANT REMARK -

Students are required to have the textbook BEFORE the beginning of the course. To this end, the textbook can be purchased at Cengage Learning:

<http://edu.cengage.co.uk/catalogue/product.aspx?isbn=1408019566>,, online bookshops or, alternatively, arrangements can be made with local bookshops specialized in English books.

Assessment methods

Assessment will be by means of students case presentations (30%) and a written examination (70%).



Course Title: **COMPARATIVE POLITICAL ECONOMY AND SOCIAL POLICY**

Teacher: Arcidiacono Davide (Module 1); Consoli M. Teresa (Modules 2 & 4); Avola Maurizio (Module 3)

Office hours:

Arcidiacono Davide We. 9:00-12:00 / Fr. 16:00-18:00;

Consoli M. Teresa Monday 10.00 – 13.00 consoli@unict.it;

Avola Maurizio We. 12:00-14:00 / Th. 14,30-16,30

Learning outcomes

(Modules 1 & 3) Students will be able to analyze in a comparative perspective the different systems of regulation of the economy in the contemporary capitalism using theories and methods of the sociological analysis.

(Modules 2 & 4) Students will be able to analyze in a comparative perspective the different uses of law in modern states and social policies by using theories and methods of the sociological analysis.

Brief course description

Modules 1 & 3 examine the principal features of the sociological analysis of economic phenomena and the main differences in the organization of the capitalist system between convergence and diversity. They also analyze in a comparative perspective the evolution of labour policies with particular attention to UE approach.

Modules 2 & 4 firstly introduce to goals of social policy and offers a theoretical basis for understanding social policy; progressively focus on different implementation and organization of social services and their delivery at the national and comparative level; finally, offer an overview of the research methods and evaluation issues of social policy and services.

Course contents

Module 1: Regulation systems and models of capitalism

Module 2: Rules and regulation in social policy

Module 3: Comparative analysis of labour policies

Module 4: Legal cultures and comparative social policy

Teaching methods



(Modules 1 & 3) The course is organized in preliminary lectures on general topics and seminar presentations involving each student on specific topics to deepen and discuss with the class.

(Modules 2 & 4) 12 lectures of 2 hours each and 3 seminars of 3 hours each in which students present group work and individual study and research on some chosen topics.

Sample Readings:

(Module 1) Crouch C., *Capitalist Diversity and Change*, Oxford, 2005, pp 1-45. Hall P.A., Soskice D. (eds.), *Varieties of Capitalism*, Oxford, 2001, pp 1-68. Trigilia C., *Economic Sociology*, Blackwell, 2002, pp. 1-35; 119-134; 237-255.

(Modules 2 & 4) Spicker P., *Social Policy. Themes and Approaches*, The Policy Press 2008, reprinted 2010. Pierson C. and Castles F. (eds) *The welfare state Reader* The Policy Press 2007, reprinted 2010. Luhmann N. *Law as a social system* Oxford University Press, 2004. Handler J.F. *Citizenship and workfare in united states and Western Europe. The paradox of inclusion*, Cambridge University Press, 2004. Gallie D. and Paugam S. *Welfare regime and the experience of the unemployment in Europe* Oxford University Press, 2002.

(Module 3) Hall P.A., Soskice D. (eds.), *Varieties of Capitalism*, Oxford, 2001, pp. 145-183. Hill. M., *Social policy in the modern world*, Blackwell, 2006, pp. 93-115. Muffels R. (ed.), *Flexibility and Employment Security in Europe*, Edward Elgar, 2008, pp. 3-29. Zeitlin J., Trubeck D. (eds.), *Governing Work and Welfare in a New Economy*, Oxford, 2003, pp. 33-55; 88-128.

Assessment methods

(Modules 1 & 3) Assessment will be based on seminar presentations and papers about specific topics and final exams.

(Modules 2 & 4) Students are expected to attend lectures and actively participate to class debate; seminars are occasions to study an argument in details through group and individual research and expose to class and teacher the work produced that has to be presented in power point or written form; finally, students are expected to choose one of the topic exposed in class and submit a written paper of about 2500 words one week before the exam.



Course Title. **ECONOMIC AND POLITICAL GEOGRAPHY**

Teacher: Luca Ruggiero

Office hours: WED 12:00 - 14:00 (lruggiero@unict.it to make an appointment).

Learning outcomes

Students will develop a good knowledge of the principal changes in political and economic systems that have occurred, and are continuing to occur, in developing and developed country contexts and appreciate the centrality of geography to understanding international development, economics and politics. The course will also enable students to engage with theoretical debates within critical geography and related social sciences.

Brief course description

The course offers a geographical perspective on globalization and provides an exploration of its spatial impacts. Particular emphasis will be given to the impacts of globalization on urban areas being the city the principal site through which globalization occurs. This is reflected in the various social, economic, and political changes that have not only added emphasis to dynamics of cities, but have also multiplied the contradictions and tensions underlying urban development. The class will also engage in debates regarding the challenges for the environment and the Third World created by globalizing processes.

Course contents

Module 1: Economic and Political Organization of Space

Module 2: Globalised Spaces

Teaching methods

Students are taught through lectures, seminars and class discussions. Students are exposed to various modes of inter-personal communications and collaborative teamwork. All students are expected to engage in class discussion.

Sample Readings: Warwick Murray. Geographies of Globalization. London: Routledge, 2006. Yuko Aoyama. Key Concepts in Economic Geography. London: Sage, 2010. Swapna Banerjee-Guha. Accumulation by Dispossession: Transformative Cities in the New Global Order. London: Sage, 2010



Neil Brenner and Roger Keil. *The Global City Reader*. London: Routledge, 2006. David Harvey. *The Condition of Postmodernity: An Enquiry into the Origin of Cultural Change*. Oxford: Blackwell, 1990. Frank Moulaert, Arantxa Rodríguez and Erik Swyngedouw. *The Globalized City: Economic Restructuring and Social Polarization in European Cities* / edited by. Oxford ; New York: Oxford University Press, 2003. Neil Brenner and Nick Theodore. *Spaces of Neoliberalism*. London: Blackwell, 2002. Saskia Sassen. *The Global City*. Princeton: Princeton University Press, 2001

Assessment methods

Assessment will be by course work, oral exams and submission of a written paper at the end of the course.