

SOCIOLOGY OF CULTURAL AND COMMUNICATIVE PROCESSES

6 credits

Prof. Claudia Gina Hassan

Contents

The course is centered on a reflection on the relationship between the mass media, political communication and disinformation. The main fields of study of the discipline and the most important topics such as the network, power and political communication are addressed. Among the theories examined were those developed in the United States before and immediately after the war, the development of media studies and the study of electoral campaigns. The relationship between disinformation and democracy is analyzed from the point of view of context, history, cognitive biases and social networks

Educational goals

Knowledge of the main lines of research on mass media and on the web in relation to politics.

Knowledge of the information/disinformation and democracy nexus

Knowledge and understanding: At the end of the course the student will be able to understand the key themes of political communication and the online society. Particular critical competence with respect to the issue of disinformation

Ability to apply knowledge and understanding: The student will be able to collect, interpret and recognize data useful for the analysis of political communication, digital society and disinformation. .

Making judgements: At the end of the course, students will demonstrate an ability to scientifically criticize political communication and the digital society.

Communication skills: Will be able to possess the most suitable language for the analysis of mass communication and digital society.

Learning skills: The student will be able to present questions and problems on the main changes in the digital society and in political communication.

Didactic method

Traditional frontal or remote lessons provide a space for debate. The idea of network and network is a key point of the teaching methodology of the course. Alongside the traditional lessons, research groups are foreseen who will present an individual analytical paper for the exam. The theme related to current events will be indicated on the first day of class.

Specific content

Theme 1 The digital society: introductory concepts. The relationship between network and democracy is examined through the connections between new technologies and three strategic areas: education, politics and information/disinformation The digital divide and electronic democracy

Theme 2 Introduction to political communication. The three actors of political communication. The main theories and models.

Theme 3 Models and effects of media-politics interaction. Systemic effects and media effects

Theme 4 Political language. Main theories and models.

Theme 5 News Media and politics. Pre-modern, modern and post-modern electoral campaigns.

Theme 6 Transformation of political communication. Populism. Social networks. Disinformation and Democracy

Textbooks

Gianpietro Mazzoleni (edited by) Introduction to political communication, Bologna, Il Mulino. 2021

Claudia Hassan and Cesare Pinelli, (2022) Disinformation and democracy, Venice, Marsilio. (output)

Assessment

The exam will be carried out in oral form. An individual term paper of up to 12,000 characters is also required. Directions will be given in the classroom for attending students.

For non-attending students: Analyze one of the following forms of political communication of an Italian political leader of your choice: a speech, a facebook, twitter, instagram or other social page, a television intervention, a web page or an article.

Reception hours

Monday from 9.00 to 12.00. Please send an email to hassan@lettere.uniroma2 to make an appointment.

Online reception room The teams by appointment via email.

Building B of the Literature and Philosophy Macroarea. First floor room 39. Tel: 06-72595073

SOCIOLOGY OF POLITICAL PROCESSES

6 credits

Prof. Andrea Volterrani

Training contents and objectives

The course aims to address contemporary political phenomena by focusing on development processes and participatory processes in real and digital communities with particular reference to social, media and political practices of everyday life.

Didactic method

The course will be held in the second semester and foresees an active participation of the students during the course both in the use of the educational platforms of participation (Kyalo.edu) and of sharing (Google Drive) and in the realization of activities of anthropological exploration of community processes and politicians in real and digital communities with the related creation of a group moodboard.

Textbooks

Squillaci L., Volterrani A. (2021). The social development of communities. Bologna: Fausto Lupetti Publisher.

Sorice M. (2021). Participation disconnected. Carocci: Rome

Million A., Haid C. Castillo Unica I. and Baur N. (2022). Spatial transformations. Kaleidoscopic Perspectives on the refiguration of spaces. New York: Routledge.

Volterrani A. (2021). Communicate to prevent, Milan, Meltemi.

Assessment

For attending students (Students who: a- Attended at least 80% of the lessons; b) Actively contributed to the work of the drive groups):

The exam is divided into two parts.

Part 1. In this part each group will:

- Carry out a preparatory work (participant observation, interviews, non-standard interviews, focus groups, etc) to understand and "live" the chosen communities shared on the drive
- Create a concept that tells the community shared on drive
- Create the moodboard starting from the concept by sharing it on drive

Part 2. In this part each student will have to answer two questions on the reflections made on the Kyalo.edu platform and on some parts of the texts that will be shared in class

For non-attending students:

The exam will be oral and will focus on the proposed texts

Description of the methods and criteria for verifying learning

The exam evaluates the overall preparation of the student, the ability to integrate the knowledge of the different parts of the program, the consequentiality of reasoning, analytical ability and independent judgement. Furthermore, language property and expository clarity are evaluated, in compliance with the Dublin descriptors (1. Knowledge and understanding); 2. Ability to apply knowledge and understanding; 3. Making judgments 4. Learning skills 5: Communication skills.

The final grade will be related for 70% to the degree of knowledge and for 30% to the expressive ability (written and oral) and autonomous critical judgment demonstrated by the student.

The exam will be evaluated according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalizations and limited critical and judgment skills; the arguments are presented in an incoherent manner and with inappropriate language.

18-20: just sufficient knowledge and understanding of the topics, with possible generalizations and imperfections; sufficient ability to analyze synthesis and independent judgement, the arguments are frequently presented in an incoherent manner and with an inappropriate/technical language;

21-23: knowledge and understanding of surface topics; correct analysis and synthesis skills with sufficiently coherent logical argumentation and appropriate/technical language. 24-26: good knowledge and understanding of the topics; good analysis and synthesis skills with rigorously expressed arguments, but with a language that is not always appropriate/technical. 27-29: complete knowledge and understanding of the topics; remarkable skills of analysis and synthesis. Good autonomy of judgment. Arguments presented rigorously and with appropriate/technical language. 30-30L: excellent level of knowledge and in-depth understanding of the topics. Excellent skills of analysis, synthesis and independent judgement. Arguments expressed in an original way and with appropriate technical language.

Reception hours

By appointment by contacting via email andrea.volterrani@uniroma2.it

Legal path Compulsory exams

INTERNATIONAL LAW

9 credits

Prof. Fiammetta Borgia

Contents

The course deals with the main institutes of public international law, in order to understand the system of the international community in the articulation between subjects, sources, content of international rules, adaptation of state law to international law, illicit and its consequences. Particular attention is paid to the role of the United Nations in maintaining peace and protecting human rights.

Educational goals

The course aims to provide students with a basic knowledge of the structure and typical characteristics of the international legal system. At the end of the course students should be able to detect, understand, interpret and correctly apply the complexity of the international legal system and its differences with the internal legal systems, with specific regard to the subjects and sources of law, as well as to know the problems fundamentals of the contemporary international community and the impact of international law on the Italian legal system, questioning the concept of sovereignty and the limits set by international law; understand how disputes are resolved on an international level through the various mechanisms available; how state responsibility is established and what the ban on the use of force in international relations entails. Furthermore, thanks to classroom exercises and simulations, they should be able to grasp the relationship between theory and the current situation on the international scene, communicating their thoughts and conclusions on the matter in a clear and unambiguous way, having acquired a technical language juridical adequate to analyze and argue the problems related to the current global geopolitical changes.

Didactic method

Teaching will mainly be delivered in frontal lessons. Furthermore, for each theme, students will be required to make direct use of the sources used (treaties, documents and sentences), also through exercises and simulations of analysis of problems related to the contents of the course.

Students will also be involved in presentations, classroom debates and visits outside the University.

Specific content

Theme 1 The subjects of the international legal order.

Theme 2 The sources of international law

Theme 3 The relationship between international law and Italian domestic law

Theme 4 The violation of international norms, the consequences of the international offense and the solution of international disputes

Theme 5 The United Nations and the maintenance of international peace and security

Theme 6 Armed conflicts and disarmament

Theme 7 The individual and the international protection of human rights

Theme 8 State sovereignty: from the “classical” limits to the “new” limits. The treatment of foreign natural and legal persons The protection of state independence and international organizations in the legal system of foreign states

Theme 9 The law of the sea

Description of the methods and criteria for verifying learning

The exam evaluates the overall preparation of the student, the ability to integrate the knowledge of the different parts of the program, the consequentiality of reasoning, analytical ability and independent judgement. Furthermore, language property and expository clarity are evaluated, in compliance with the Dublin descriptors (1. Knowledge and understanding); 2. Ability to apply knowledge and understanding; 3. Making judgments 4. Learning skills 5: Communication skills.

The final grade will be related for 70% to the degree of knowledge and for 30% to the expressive ability (written and oral) and independent critical judgment demonstrated by the student.

The exam will be evaluated according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalizations and limited critical and judgment skills; the arguments are presented in an incoherent manner and with inappropriate language.

18-20: just sufficient knowledge and understanding of the topics, with possible generalizations and imperfections; sufficient ability to analyze synthesis and independent judgement, the arguments are frequently presented in an incoherent manner and with an inappropriate/technical language;

21-23: knowledge and understanding of surface topics; correct analysis and synthesis skills with sufficiently coherent logical argumentation and appropriate/technical language.

24-26: good knowledge and understanding of the topics;

27-29: complete knowledge and understanding of the topics; remarkable skills of analysis and synthesis. Good autonomy of judgment. Arguments presented rigorously and with appropriate/technical language.

30-30L: excellent level of knowledge and in-depth understanding of the topics. Excellent skills of analysis, synthesis and independent judgement. Arguments expressed in an original way and with appropriate technical language.

Assessment

There is an exemption (optional) and an exam.

The exemption will be in writing, with multiple and open answers, and will be held on a date to be indicated. It will cover themes 1, 2 and 3 of the programme. The vote of the exemption will count for 30% of the final vote.

The final exam will cover the rest of the program and will be oral. For students who have not taken or passed the exemption, or who decide not to use the grade obtained, the entire exam will be oral and will be held during the final exam.

Textbooks

NATALINO RONZITTI, International Law, Giappichelli publisher, VI edition, 2019, pp. 560 - ISBN 9788892120037

Reception hours

The teacher receives the students on Wednesdays, at the times indicated on the web didactics (updated for any changes). For any need or clarification, please contact flametta.borgia@uniroma2.it

Web teaching

<http://didatticaweb.uniroma2.it/docenti/curriculum/584-Fiammetta-Borgia>

COMPARATIVE PUBLIC LAW

9 credits

Prof. Andrea Buratti

Contents

The course examines the development of Western constitutionalism from the age of the bourgeois revolutions to the most recent trends of constitutionalism in the age of legal globalization.

The course starts from the identification of the characteristics of modern constitutionalism and the constitutional structures of liberal constitutionalism in North America and Europe; then analyzes the developments of twentieth-century constitutionalism, paying attention to the impact of democratization processes on nineteenth-century constitutional structures.

Particular attention will be devoted to post-war constitutionalism in Europe, also with reference to the parallel development of human rights and supranational cooperation processes.

Finally, the processes of expansion of constitutionalism beyond the borders of Western space will be analysed, focusing on the most significant contemporary national experiences in the panorama of contemporary democracies and on the most relevant problems for the culture of constitutionalism, such as the crisis of representative democracy, the dialogue between the Courts, the erosion of national sovereignty, the universalism of human rights.

Educational goals

The course pursues the following educational objectives: a) to spread the knowledge of public law and the ability to understand through juridical comparison and history; b) use of knowledge for the development of a comparative examination between legal systems, and for the historical contextualization of constitutional processes; c) development of communication skills; d) development of the ability to learn comparative constitutional law through the identification, selection and contextualization of foreign and international legal materials.

Didactic method

Teaching will be organized mainly in frontal mode.

During the lesson and in personal study, the teacher will submit documents, materials and case studies to the students, on which to carry out a preliminary preparation for the following lessons and on which to develop short papers to be discussed in the classroom or oral presentations, even in groups.

Classroom debate will be stimulated.

Specific content

Theme 1

The historical development of modern constitutionalism: ideal roots and contextualization of the genesis of constitutionalism in the environment of modern Europe.

Theme 2

Constitutionalism in the Season of Modern Revolutions. A) The English Revolution: Parliament and Common Law Courts, the contribution of Republicanism, the Glorious Revolution. B) The American Revolution: the roots of American constitutionalism, the colonial experience, Independence and the revolutionary decade; the Philadelphia Convention. The structure of the Federal Constitution of 1787; the presidential government, federalism; the federal Bill of Rights and the origins of the judicial review of legislation. C) The French Revolution: the contribution of the legal Enlightenment; Nation, law, representation; the Declaration of 1789; the revolutionary constitutions.

Theme 3

The opposing paths of nineteenth-century western constitutionalism. Liberal constitutionalism in Europe: rule of law and rule of law in the European constitutional arrangements; the parliamentary government. Constitutionalism in the United States of America up to the Civil War and Reconstruction.

Theme 4

Western constitutionalism facing the challenges of the democratization process: the Constitutions of the first post-war period in Europe: the Weimar Constitution and the development of second generation rights; the rationalization of parliamentary government; the centralized review of constitutional legitimacy; the advent of dictatorships.

Theme 5

Post-war constitutionalism in Anglo-Saxon countries: the evolution of American constitutionalism: the modern presidency and the jurisprudence on fundamental rights through the application of the 14th amendment. Constitutional developments in the Commonwealth area (Canada and New Zealand). The transformations of British constitutionalism: premiership, Human Rights Act, Constitutional Reform Act.

Theme 6

Post-war constitutionalism in European countries: the general characteristics of European constitutionalism and the trend towards an open constitutional state. The Constitutions of Italy, France and Germany.

Theme 7

The open constitutional state: the development of supranational cooperation and human rights. Human rights in international law: aspirations and limits of human rights universalism. The development of international cooperation on a regional scale. Recent problems in the international protection of human rights: International Criminal Justice.

Theme 8

The open constitutional state: the European constitutional area. The European Convention for the Protection of Human Rights and the process of European integration.

Theme 9

The development of constitutionalism beyond the borders of Western space. Constitutionalism in Latin America, Asia, Africa. The European Constitutions after the fall of dictatorships and communism. Problems and perspectives of global constitutionalism.

Textbooks

Di Giovine, Algostino, Longo, Mastromarino, Lessons of Comparative Constitutional Law, (in Italian) Mondadori, 2017. International and Italian students who want to prepare and take the exam in English may study: Buratti, Western Constitutionalism. History, Institutions, Comparative Law, Springer-Giappichelli, 2019.

Assessment

For attending students: Attending students will support various activities useful for the final evaluation (homework assignments, class reports, group work, intermediate evaluation tests), which will be held on a bi-weekly basis. Students who have participated in at least 80 of the mid-term evaluation activities will be considered attending students. At the end of the course, an oral exam on selected and agreed chapters and readings will complete the assessment.

For non-attending students: Oral exam on the entire programme.

In general, the exam evaluates the overall preparation of the student, the ability to integrate the knowledge of the different parts of the program, the consequentiality of reasoning, analytical ability and independent judgement. In addition, the property of language and expository clarity are evaluated, in compliance with the Dublin descriptors: 1. Knowledge and understanding; 2. Ability

to apply knowledge and understanding; 3. Making judgments; 4. Learning skills; 5: Communication skills.

The final grade will be related for 70% to the degree of knowledge and for 30% to the expressive ability (written and oral) and autonomous critical judgment demonstrated by the student.

The exam will be evaluated according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalizations and limited critical and judgment skills; the arguments are presented in an incoherent manner and with inappropriate language.

18-20: just sufficient knowledge and understanding of the topics, with possible generalizations and imperfections; sufficient ability to analyze synthesis and independent judgement, the arguments are frequently presented in an incoherent manner and with an inappropriate/technical language.

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24-26: good knowledge and understanding of the topics; good analysis and synthesis skills with rigorously expressed arguments, but with a language that is not always appropriate/technical.

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30-30L: excellent level of knowledge and in-depth understanding of the topics. Excellent skills of analysis, synthesis and independent judgement. Arguments expressed in an original way and with appropriate technical language.

Reception hours

The teacher receives students at the Department of Law (Via Krakow 50, Building D, third floor).

Office hours are published in the Faculty section of the Degree Course website.

Students can contact the teacher via the email burattiandrea@hotmail.com

CRIMINAL PROCEDURE LAW

10 credits

Prof. Carlo Bonzano

EDUCATIONAL GOALS

The course aims to provide an in-depth knowledge of the criminal procedure, caught in the constant link with the constitutional and conventional canons. Particular attention is paid to the examination of the subjects, the criminal probation regime and the fundamental junctions that characterize the evolution of the procedural sequence up to the irrevocable decision. The positive discipline will be examined in the light of systematic principles and the unavoidable jurisprudential evolution, in order to allow the acquisition of adequate exegetical and speculative skills.

CONTENTS

The lessons will focus on the study of procedural models and the impact of constitutional principles on the current structure of the criminal procedure.

In examining the so-called historical part of the procedure, the detailed treatment of each procedural subject, of the causes of invalidity of the documents, of the general principles on the evidence and of the structure of the procedure will assume particular importance.

In particular, the individual procedural phases will be analyzed and particular attention will be paid to the precautionary measures and to the judgment phase (with specific regard to the formation of the evidence), as well as to the decision, to the special procedures, to the appeals and to the *res judicata*.

TEACHING METHOD

The course is divided into frontal lessons and is aimed at guaranteeing the student the acquisition of the skills necessary also for the correct use of the legal vocabulary of the subject. Practical issues will also be addressed through the analysis of the main jurisprudential guidelines.

RECOMMENDED TEXTS

P. TONINI-C. CONTI, *Brief manual of criminal procedure*, Milan, Giuffrè, ult. Edition (in italian).

As a useful support tool for the study of the Manual, we recommend P. TONINI, *Guide to the study of the criminal process. Synoptic tables and acts*, Milan, Giuffrè, ult. Edition (in italian).

For the indispensable consultation of the reference legislation, we suggest the latest edition of the *Criminal Procedure Code coordinated with the complementary laws*, edited by L. KALB, Milan, Giuffrè.

Examination method: oral.

Office hours: Wednesday, 2-3 pm, Department of Law, building D, floor 2, room 14.

For contacts: carlo.bonzano@uniroma2.it

GEOPOLITICS AND ENVIRONMENTAL POLICY

10 credits

Prof. Alessandro Ricci

Contents

The course will have as its main object of study Geopolitics, its theories and the evolution that these have undergone up to the present day. The key concepts relating to the connection between political dynamics and the territory will be examined, considering the different facets - historical, energy, ethnic, military, environmental - which have characterized this relationship over time. In particular, indications will be provided relating to the first authors who highlighted the relevance of territorial aspects in the analysis of the exercise of power in the modern age (Machiavelli, Guicciardini, etc.), opening man's gaze to geography in the sense political, up to the theories that emerged between the 19th and 20th centuries and which represent the main backbone of Western geopolitical thought. There will be references to today's reality and to the most relevant geopolitical scenarios, from Middle Eastern issues to those relating to the former Soviet Union and the conflict in Ukraine, from migratory flows to the Islamic State and the geopolitical changes that have occurred due to the Covid-19 pandemic. Thus we will try to deepen the geopolitical horizon that has been determined since the end of the Cold War, understanding what is meant by globalization, and what interpretations have been given of it. Finally, the issues relating to environmental policy and the debate on the use of resources will be examined in the dynamics of global politics, analyzing which are the most relevant implications in terms of international politics in today's debate.

Educational goals

The course aims to analyze the conceptual foundations of Geopolitics and the historical evolution that has been determined by these, taking into consideration the issues relating to environmental policies in a global sense. The intention is thus to deepen the knowledge and understanding of students, providing them not only with the main interpretative keys of the topics addressed, by leveraging interactive teaching methods that involve the use of multimedia tools. It intends to give the useful and basic tools to be able to use the interpretative methods in a professional key, both for the analysis of geopolitical contexts and as a function of broader training objectives, above all thanks to the development of analytical understanding skills of critical and conflicting scenarios, taking into account of the different components that intervene in the relationship between geographical factors and the exercise of power. In this perspective, we will try to raise awareness of the students' ability to draw conclusions, especially through a method of working in the classroom of a dialogical nature and with a seminar and exercise type activity, especially in the last part of the course. In this way, there will also be the opportunity to test the communication skills of the students, starting from their ability to learn the basic notions of the course.

Didactic method

The course will be based on a multimodal and differentiated teaching method. In the first part of the course the use of traditional teaching is envisaged, of a frontal type but with the aid of IT and multimedia tools (videos, parts of films, interviews with authors studied, etc.), in an attempt to make as much effective as possible the communication and learning of the concepts addressed. There is also the possibility of hosting experts on specific topics in order to give students the opportunity to open up wider horizons of study and learning. In a final phase of the course, however, students will be asked to analyze individual case studies, with the elaboration of seminar activities in which debate will be encouraged, so as to refine the ability to learn, compare, oral communication and encourage dialogue and debate between the parties involved, especially useful

with a view to future job responsibilities and to help students better direct their educational path. Participation in conferences, debates and seminars organized during the reference period of the course will then be encouraged, with the aim of providing further training tools and knowledge of intra- and extra-university realities. Finally, if possible, the intention is to organize a visit outside the University to a place of particular interest for the studies undertaken (e.g. Palazzo Farnese in Caprarola or the Gallery of Geographical Maps in the Vatican Museums), to understand the relationships between cartographic representation and geopolitical dynamics of the modern age).

Specific content

Theme 1

The conceptual foundations of Geopolitics: the definitions of Geography and politics will be analyzed, to understand the nature and constitutive bases of the subject addressed, with references to the relevance of cartographic representation in the projections of power of States.

Recommended texts: E. Boria, M. Marconi, *Geopolitics from thought to action*, Rome, Argos, 2022 (10 chapters at will); C.S. Maier, *Inside the borders. Territory and power from 1500 to today*, Turin, Einaudi, 2019 / C. Schmitt, *State, Grande Spazio, Nomos*, Milan, Adelphi, 2015; C. Minca, L. Bialasiewicz, *Space and politics. Reflections of critical geography*, Padova, Cedam, 2004.

Theme 2

The state, the nation, the territory: the fundamental concepts of the interaction between the spatial dimension and power will be examined, in their historical and definitional evolution, with a particular mention of the affirmation of a geographical-political approach.

Recommended texts: M. Hardt, A. Negri, *Impero. The new order of globalization*, Milan, BUR, 2013 / A. Ricci, *The geography of uncertainty. Crisis of a model and its representation in the modern age*, Rome, Exòrma, 2017 / C. Galli, *Sovranità*, Bologna, Il Mulino, 2019 / M. Graziano, *Borders*, Bologna, Il Mulino, 2017.

Theme 3

The birth of Geopolitics in the modern age: the fundamental themes of political geography and geopolitics will be addressed, through an analysis of the authors (Machiavelli, Guicciardini, etc.) who imposed themselves in the public and political debate of the time and of the European and non-Europeans, which characterized the international political order established with the Peace of Westphalia.

Recommended texts: F. Salvatori, *The new world, the new worlds*, Rome, Universitalia, 2015 / A. Ricci, *The Prince: or rather the origins of political geography*, Rome, Universitalia, 2015.

Theme 4 The development of geopolitical theories in the contemporary age: the main authors who initiated the geopolitical discipline (Ratzel, Kjellen, Haushofer, Mackinder, Mahan, Massi) will be analysed, inserting them into the political and historical debate of the time.

Recommended text: P.M. Defarges, *Introduction to geopolitics*, Bologna, Il Mulino, 1994.

Theme 5 Globalization: the central theme at the basis of today's geopolitical issues will be addressed, a starting from the scenario that followed the fall of the Berlin Wall, analyzing the main theories (Ohmae, Fukuyama, Huntington) that emerged from that crucial historical moment. The transition from the bipolar to the post-bipolar world will then be analysed, addressing the main geopolitical issues of the time, in a global analysis of the international arrangement of interstate relations.

Recommended texts: M. Vegetti, *The invention of the globe*, Turin, Einaudi, 2017; A. Colombo, *The disunity of the world*, Milan, Feltrinelli, 2010; H. Kissinger, *World Order*, Milan, Mondadori, 2014.

Theme 6 The geopolitics of Covid-19: this session will examine the theme of the geography of the Coronavirus and how much it has had an impact in terms of globalization, international relations, border management and the power exercised over a territory .

Recommended texts: M. Foucault, Surveillance and punish. Birth of the prison, Einaudi, 2014; A. Ricci, Spaces of exception, Castelvecchi, Rome, 2021.

Theme 7

Capitalism, political geography and global approach: the relationship between capitalism and globalization will be addressed, examining the main theories in this area and the historical evolution of this relationship.

Recommended texts: A. Turco (edited by), Capital in the 21st century: the territory in question, «Italian Geographic Review», ISSN 0035-6697, Vol. 122, No. 4, 2015. / P. Harvey, Seventeen contradictions and the end of capitalism), Milan, Feltrinelli, 2014.

Theme 8 Current geopolitical scenarios: the analysis will focus on the main issues and the most important geopolitical scenarios today, with particular reference to the Ukrainian question and the renewed importance given to borders and identity issues.

The student can propose a text to the teacher.

Theme 9 The Islamic State: in the study of the most urgent geopolitical issues, a focus will be made on the Islamic State, on its global projection, on the ability to live beyond its territorial presence and on its propaganda and political self-representation.

Recommended text: A.M. Cossiga, The terror that wanted to become a state. Stories about Isis, Rome, EuriLink, 2015.

Theme 10

Environmental policies in global geopolitical dynamics: the global repercussions of the environmental question will be analysed, in a global approach to the theme, taking into consideration the historical evolution and the current international dimension and relations between states, with reference to youth movements, policies adopted by Trump and the EU.

Recommended texts: S. Pinna, The climatic change, Florence, Tab, 2019; S. Bozzato, Environment, Landscape and Tourism. Theories and cases, Rome, Universitalia, 2018. (in italian)

Textbooks

Texts for attending students

1. C. Cerreti, M. Marconi, P. Sellari, Spaces and powers. Political geography, economic geography, geopolitics, Laterza, Bologna, 2019, parts 1, 3, chap. 14, part 5 (pp. 1-106, 146-183, 261-307, 336-387). 2. A text chosen from among those indicated within the themes

Texts for non-attending students

1. C. Cerreti, M. Marconi, P. Sellari, Spaces and powers. Political geography, economic geography, geopolitics, Laterza, Bologna, 2019, parts 1, 3, chap. 14, part 5 (pp. 1-106, 146-183, 261-307, 336-387).

2. E. Boria, M. Marconi, Geopolitics from thought to action, Rome, Argos, 2022 (10 chapters at will)

3. A text chosen from among those indicated within the themes

Assessment

The assessment for attending students (those attending at least 70% of the attendance in the classroom are considered attending) will take place through a written exemption and a second oral

exemption which will consist in the preparation of a paper on a case study to be exhibited in the classroom in groups. It will be possible to register the vote with the final average (in this case, it will be necessary to register regularly for the appeal) or to refuse one or both votes and report them orally. Non-attending students will bring the program dedicated to them orally. Erasmus students will be given the opportunity to process the exemptions and submit the paper in English.

Reception hours

The reception takes place in room 39, IV floor, of the building B of Letters and Philosophy or on google meet, by appointment. It is advisable to agree on the day and time by sending an email to: alessandro.ricci@uniroma2.it.

Web teaching

http://didattica.uniroma2.it/docenti/curriculum/T_345629-Alessandro-Ricci

<http://www.lettere.uniroma2.it/it/ricercatori/ricci-alessandro>

INTERNATIONAL RELATIONS

9 credits

Prof. Claudio Corradetti

Contents

The course is aimed at introducing students to the analysis of the role of the various actors in the international arena and of the most significant liberal, realist, institutionalist and constructivist theories aimed at explaining international politics in the contemporary era. In particular, the theme of the profound transformations that have affected international politics will be addressed, the effects of globalization - economic and social - will be discussed with a focus on specific areas such as security, just war, cultural identity, multiculturalism, clash of civilizations, peace democratic etc. The first lessons will be dedicated to illustrating the actors (individuals, states, NGOs, regional and international institutions) who operate on an international level and explaining their relationships; attention will then be paid to the role of capitalism in international relations at the time of globalization. The course will conclude with an in-depth study of some case studies which will require active participation by the students.

Educational goals

The course aims to provide the cognitive and methodological tools related to the analysis of the role of the various actors in the international arena and of the most significant theories necessary to understand international politics in the contemporary era. The student will acquire a historical-conceptual perspective of these developments, addressing the legal and philosophical-political reflections that have contributed from time to time to the theory of international relations. At the end of the course, the student will be able to move independently with respect to the bibliography inherent to the theme of the course, as well as to manage the methodological tools related to the topics addressed.

Didactic method

Frontal teaching in the classroom with the possible use of power-point presentations. Students will be encouraged to discuss topical cases in the classroom, also with the presence of external experts. Within the course timetable, there are hours reserved for exercises which, in a dynamic way, will allow to deepen specific topics related to the topics covered in the course.

Specific content

Theme 1 Introductory Section; The Methods of the Study of International Relations.

Theme 2 The theories of international relations

! Realism

! Normativism

! Constructivism, etc.

Theme 3

International relations issues

! Democratic peace theory

! Political Transitions: Transitional Justice! The thesis of the clash of civilizations

! Just and unjust wars

! Capital and international relations

! The paths of energy policy

Theme 4 Case studies

! Ukraine 24 Feb.2022 -

! Post-election violence in Kenya! Minorities: autonomy and South Tyrol! Afghanistan 2001-2021

Textbooks

Attending students (with at least 75% of attendance)

Mazzei, Marchetti, Petito, Manual of international politics, Egea, Milan, 2010 K.Marx, Capital, Book I (any edition)

1 Attendance is checked on the basis of a signature sheet. The course will have a duration of 52 hours of frontal lessons (including 3 hours of exemption). The attendance threshold is therefore 36 hours of classroom presence - 18 lessons (to which are added the 3 hours of exemption).

For non-attending students, in addition to the texts above, the following text will be part of the exam programme:

S.Huntington, The clash of civilizations, Garzanti, 2010. Evaluation

Attending students will be able to choose to take the written exemption or the oral exam according to the indicated calendar. Non-attending students will only be able to take the oral exam. Please note that the vote of exemption does not prevent the candidate from appearing for the oral exam in the first useful session.

Erasmus students who do not have a command of the Italian language will have to agree on a program in English with the teacher. There is no written exemption in such cases.

Description of the methods and criteria for verifying learning

The exam evaluates the overall preparation of the student, the ability to integrate of the knowledge of the different parts of the program, the consequentiality of the reasoning, the analytical skills and independent judgement. In addition, the language property and the expository clarity, in adherence with the Dublin descriptors (1. Knowledge and ability to understanding (knowledge and understanding); 2. Ability to apply knowledge e applying knowledge and understanding; 3. Autonomy of judgment (making judgments); 4. Learning skills; 5: Communication skills (communication skills).

The final grade will be related for 70% to the degree of knowledge and for 30% to the expressive ability (written and oral) and independent critical judgment demonstrated by the student.

The exam will be evaluated according to the following criteria:

Unsuitable: Major deficiencies and/or inaccuracies in knowledge and understanding of subjects; limited capacity for analysis and synthesis, frequent generalizations and limited skills criticism and judgement; arguments are exposed inconsistently and with language inappropriate.

18-20: Knowledge and understanding of topics just enough, with possible generalizations and imperfections; ability to analyze synthesis and independent judgment sufficient, the

arguments are exposed in a frequently incoherent way and with little language appropriate/technical;

21-23: knowledge and understanding of surface topics; analysis and synthesis skills corrected with sufficiently coherent logical argument and appropriate/technical language.

24-26: good knowledge and understanding of the topics; good analytical and synthesis skills with arguments expressed rigorously, but with a language that is not always appropriate/technical.

27-29: complete knowledge and understanding of the topics; remarkable skills of analysis and synthesis.

Good autonomy of judgment. Arguments presented rigorously and with language appropriate/technical.

30-30L: excellent level of knowledge and in-depth understanding of the topics. Excellent skills analysis, synthesis and independent judgement. Arguments expressed in an original way and with appropriate technical language.

Reception hours

Reception will always take place after class.

The teacher can be contacted at the following email: Claudio.Corradetti@uniroma2.it

Web teaching: <https://didattica.uniroma2.it/docenti/curriculum/15029-Claudio-Corradetti>

Global History

ECTS 9

Prof. Enrico Acciai

General description:

Global History has come into its own as a scholarly enterprise at the beginning of the twenty-first century. Spurred by ongoing processes of globalization it flourishes as one of the most important developments in the discipline of history today. This course will introduce students to the literature on and practice of global history looking at the relation between Europe and the rest of the world, from the late eighteenth century to the beginning of the twenty first century. In this course, global entanglements and local specificities, interactions and hierarchies will be expressed in critical historical approaches. Moreover, global history will be investigated on defined objects and multiple scales (of object themselves, of time and space). The course will be divided into two main parts. After a week dedicated to the historiographical debates related to Global history, the main focuses of the classes will be on Actors and Spaces in a global scale. Students will be expected to write a short research paper on a topic in global history.

Learning Objectives:

The course aims to provide students with solid knowledge and the ability to navigate the dynamics of global history from the late nineteenth century to the present day. By the end of the course, students will have a good knowledge of political and institutional events in a transnational and global dimension; they will be able to think globally at the historical-political and institutional transformations. The teaching activity of this module aims to strengthen the following skills: Critical Thinking: Students will be developing their ability to critically analyze both historical and present events in a global perspective.

Reading: Students will become active readers that can articulate their own interpretations with an awareness and appreciation of multiple perspectives. Each lecture will include discussions designed to ensure that students have completed their assigned reading. These discussions will also foster a collaborative classroom environment where students collectively analyze the significance of historical developments.

Writing: Students will be able to offer complex and informed analyzes of historical documents. They will practice writing as a process of inquiry and engage other writers' ideas as they explore and develop their own voice as a writer. As shown below, over the course of the semester, students will complete a process-oriented writing assignment that emphasizes analysis over description.

Communication: Students will demonstrate the skills needed to participate in a dialogue that builds knowledge collaboratively, listening carefully and respectfully to others' viewpoints while articulating their own ideas and questions.

Teaching method:

The teacher will combine lectures with readings, films and discussions, and will analyze a variety of primary sources, such as novels, newspaper articles, documents, advertisements and documentaries. Students are asked to actively participate in discussions and are strongly encouraged to read the extra readings the teacher will suggest them on a weekly basis.

Contents:

Every week consists of 3 classes (2 hours each).

Week 1 Why global history? The historiographical debate, and beyond

Week 2 Actors. Migration and exile: the making of the modern global world

Week 3 Actors. Transnational War Volunteers as global actors in Modern Times

Week 4 Actors. Global resisters during WWII

Week 5 Mid-Term test and "How to write a research paper"?

Week 6 Spaces. Revolutions in global perspective

Week 7 Spaces. Transatlantic circulation of Ideas during the 20th Century

Week 8 Spaces. The Cold War in the Global South

Week 9 A global approach to our times and general conclusions of the course

Textbooks:

- Sebastian Conrad, *What is global history?* (Princeton, 2016)
 - Roland Wenzlhuemer, *Doing global history. An introduction in 6 concepts*, (London 2020)
- Students will also have to choose one book among the following list and to discuss it at the final oral exam (two books for non-attending students):
- Nir Arielli, *From Byron to bin Laden* (Princeton, 2018)
 - Federico Finchelstein, *From Fascism to Populism in History* (Oakland, 2017)
 - Robert Gildea and Ismee Tames, *Fighters across frontiers: transnational resistance in Europe, 1936-48*(Manchester, 2020)
 - Michael Goebel, *Anti-imperial metropolis: interwar Paris and the seeds of third world nationalism* (Cambridge, 2015)
 - David Motadel, *Revolutionary World. Global Upheaval in Modern Age* (Cambridge 2021)
 - Arne Odd Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge, 2005)

Description of the methods and criteria for verifying the learning:

The exam assesses, the student's overall preparation, the ability to combine knowledge about each part of the syllabus, the coherence of argumentation, the analytical ability and autonomy of judgment. In addition, the student's command of language and clarity of presentation are also assessed, in adherence with the Dublin descriptors (1.knowledge and understanding; 2. applying knowledge and understanding); 3 making judgements; 4.learning skills; 5: communication skills).

The final grade will be based 70% on student's depth of knowledge and 30% on the student's ability for expression (written and oral) and independent critical thinking.

The exam will be evaluated according to the following criteria:

Failed: major deficiencies and/or inaccuracies in the knowledge and the understanding of the subject matter; poor analytical and synthesizing skills, recurrent generalizations, limited critical and judgmental skills; the arguments are exposed inconsistently and with an inappropriate language.

18-20: Knowledge and understanding of barely adequate topics, with occasional generalizations and imperfections possible; sufficient capacity for analysis synthesis and autonomy of judgment, the arguments are frequently exposed in an incoherent manner and with inappropriate/technical language; 21-23: Fair knowledge and understanding of the subject; proper analysis and synthesis skills with sufficiently coherent logical argumentation and appropriate/technical language.

24-26: Moderate knowledge and understanding of the subjects; good analytical and synthesis skills with arguments expressed rigorously, but with language that is not always appropriate/technical.

27-29: Comprehensive knowledge and understanding of the subjects; remarkable analytical and synthesis skills. Good of autonomy. Topics expounded rigorously and with appropriate/technical language.

30-30L: Excellent level of in-depth knowledge and understanding of the subjects. Excellent skills of analysis, synthesis and independent judgment. Arguments expressed in an original way and with appropriate technical language.

Assessment methods:

Attending Students:

The assessment for this module is as follows

Summative:

Mid-term Test (30% of the final mark) Research Paper (50% of the final mark) Final Oral Exam (20% of the final mark)

Description:

A short-written examination composed of 6 open questions will be held in mid-term in order to understand how familiar the students have become with the arguments of the course. The questions

will be based on the lessons of the teacher and on the mandatory readings by Sebastian Conrad and Gareth Austin. Only students who attended 80% of the classes will be admitted to the mid-term tests. The time at students' disposals will be 45 minutes. Every single answer will be evaluated from 0 to 5, therefore the highest possible mark in each mid-term test will be 30/30. Student will pass the mid-term if he gets at least 18/30. Students who will succeed the mid-term test will be admitted to the final oral exam where they will be asked to discuss the second block of the course and the chosen book. The mid-term marks will be valid until September 2023 exams round. Students who failed the mid-term test will have to undergo a final oral examination on all the program and the chosen books.

A 2.500 to 3.000 words research paper (either in English or in Italian) will be submitted by the last week of the term.

Non-Attending Students:

The assessment for this module is as follows

Summative:

Final Oral Exam (100% of the final mark)

Description:

Non-attending students will have to undergo an oral examination on the general textbooks of the course and the two chosen books.

Office Hours

TBC

Contacts: enrico.acciai@uniroma2.it

Economic path Compulsory exams

Big Data

6 credits

Prof. Simone Borra

Contents

The increasingly pervasive multimedia in our lives and in our work and non-work processes has led to the birth of the so-called data-driven economy: an economy in which the use of data is central to business strategies and management, in the development of new products and services, in decision-making processes. Starting from this assumption, the Big Data Analytics course aims to give the student an overview of the technologies and architectures for the identification, extraction, management and analysis of large amounts of data. Furthermore, some statistical methodologies for multivariate analysis will be illustrated both in terms of dependence and association. The ultimate goal is to create in the learner an awareness of the phases which, starting from a question, lead the professional to answer it using the potential that derives from the availability of a large amount of data.

Educational goals

Knowledge and understanding

Students acquire knowledge related to the opportunities to identify a data source deriving from a multimedia economy. The methods of acquiring data starting from a problem to which you want to give an answer will be introduced. The successive phases of processing large amounts of data will be analysed, phases which lead to the choice of an analysis technique and to the associated statistical dataset.

Applying knowledge and understanding

The course is designed to contribute to the growing demand for graduates who find themselves operating in contexts where the information obtained from large masses of data guides decision-making processes. The student will acquire the appropriate terminology and an overview of the techniques and tools underlying the analysis of Big Data. It will then be shown how to use these techniques on real data through the use of statistical software.

Ability to draw conclusions (making judgements)

The student will learn to ask the right questions to read a study based on the analysis of large amounts of data and understand the robustness of the conclusions.

Communication skills

Big Data is increasingly a world made up of its own terminology, a set of tools and techniques, specific ways of writing reports. The student will be confronted with the need to indicate the source of the data, the associated privacy issues, the description of the analysis techniques used, the correct description of the results.

Didactic method

Frontal lessons with slides and with material distributed by the teacher for the analysis of use cases based on real studies. We will show the use of the statistical software R to apply the studied statistical techniques to real data.

Specific content

Theme 1 Introduction to the choice of model type

Theme 2 Storage, management, querying of large masses of data.

Theme 3 Elementary data collection phases and techniques. Privacy and security.

Theme 4 From Big Data to statistical dataset; Supervised learning methods

Theme 5 Multiple linear regression

Theme 6 Applications with R of the linear regression model
Theme 7 Logit Model
Theme 8 Applications with R of the Logit model; Methods of unsupervised learning
Theme 9 Cluster Analysis
Theme 10 Applications with R of Cluster Analysis
Theme 11 Principal component analysis
Theme 12 Applications with R of Principal Component Analysis

Assessment

The student will have to face an oral exam where he may be asked to carry out examples and demonstrations. During the course, optional group work will be carried out based on the application of multivariate statistical methods to real datasets. The evaluation of the group homework will be qualitative but will serve to formulate the final grade.

Description of the methods and criteria for verifying learning

The exam evaluates the overall preparation of the student, the ability to integrate the knowledge of the different parts of the program, the consequentiality of reasoning, analytical ability and independent judgement. Furthermore, language property and expository clarity are evaluated, in compliance with the Dublin descriptors (1. Knowledge and understanding); 2. Ability to apply knowledge and understanding; 3 Making judgments 4. Learning skills 5: Communication skills.

The final grade will be related for 70% to the degree of knowledge and for 30% to the expressive ability (written and oral) and independent critical judgment demonstrated by the student.

The exam will be evaluated according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalizations and limited critical and judgment skills; the arguments are presented in an incoherent manner and with inappropriate language.

18-20: just sufficient knowledge and understanding of the topics, with possible generalizations and imperfections; sufficient ability to analyze synthesis and independent judgement, the arguments are frequently presented in an incoherent manner and with an inappropriate/technical language;

21-23: knowledge and understanding of surface topics; correct analysis and synthesis skills with sufficiently coherent logical argumentation and appropriate/technical language.

24-26: good knowledge and understanding of the topics; good analysis and synthesis skills with rigorously expressed arguments, but with a language that is not always appropriate/technical. 27-29: complete knowledge and understanding of the topics; remarkable skills of analysis and synthesis. Good autonomy of judgment. Arguments presented rigorously and with appropriate/technical language.

30-30L: excellent level of knowledge and in-depth understanding of the topics. Excellent skills of analysis, synthesis and independent judgement. Arguments expressed in an original way and with appropriate technical language.

Textbooks

Material by the teacher. Real reports provided by the teacher.

Reception hours

Time and place of reception: to be defined. Teacher email: borra@uniroma2.it ;

Web teaching

Any web teaching pages will be communicated by the teacher.

International Economics 9 credits

Prof. Beniamino Quintieri

Contents

The course aims to introduce the student to the issues of international economics, highlighting the development of the main theories aimed at explaining the dynamics of the world economy. To help the student grasp the logic underlying the international economy, the course intends to offer a set of updated and analytically rigorous and at the same time understandable analyzes for the interpretation of the most relevant phenomena related to globalization processes

Educational goals

EDUCATIONAL GOALS:

Learning outcomes (Dublin descriptors): students will have to show familiarity with the main economic analysis tools, with the essential concepts to be able to understand the complexity of contemporary society, the main economic and political dynamics, they will also have to show that they have achieved the following skills, knowledge and competences

KNOWLEDGE AND UNDERSTANDING: students will have to acquire knowledge of the main theoretical tools to understand the reasons behind international trade as well as to analyze the dynamics of the foreign exchange market and the mechanisms that govern its equilibrium.

Didactic method

Frontal lessons are provided

Specific content

Theme 1 Trade in the global economy

Theme 2 International trade and technology: the Ricardian model

Theme 3 Gains and losses from trade in the specific factor model

Theme 4 Trade and resources: the Heckscher-Ohlin model

Theme 5 The international mobility of labor and capital

Theme 6 Increasing returns to scale and imperfect competition

Theme 7 The outsourcing of goods and services

Theme 8 Import tariffs and quotas in perfect competition

Theme 9 Export subsidies

Theme 10 The balance of payments

Theme 11 Exchange rate and competitiveness

Theme 12 Exchange rate and interest rates

Theme 13 The different exchange rate regimes

Theme 14 Theory of Optimum Currency Areas

Detailed program of the 1st module

Volume "International Economy 1 - Theories and policies of international trade", 11th edition

Chap 1

Chapter 2

Chap 3 excluding paragraph 3.5

Chap 4

Chap 5

Chap 6 excluding paragraph 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.3, appendix 6.A Chap 7

Chapter 8

Chapter 9 excluding the appendix

Chap 10 excluding 10.2, 10.4.1, appendix 10

Chap 12 excluding 12.2.2, 12.3

Chap 13

in addition the two downloadable handouts in the "Teaching material" section

Detailed program of the volume "International Economy 2 - International Monetary Economy", 11th edition

Chap. 2

Chap. 3

Chap. 4 except 4.5.2, 4.5.3, 4.6, 4.7

Chap. 5 excluding appendix

Chap. 6 excluding 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, appendices Chap. 10

Study materials, reference texts

international economy 1

Theories and policies of international trade - 11th edition Krugman P.L., Obstfeld M., Melitz M.

Pearson Publisher

international economy 2

International Monetary Economics - 11th edition Krugman P.L., Obstfeld M., Melitz M.

Pearson Publisher

Alternative texts:

International Economics Vol. 1 and 2 Dominick Salvatore

Zanichelli editor

Assessment

The exam is written and will contain a series of both open and closed questions, which will tend to ascertain the student's theoretical knowledge of the topics presented in class and argumentative ability. It will also be possible to carry out an optional oral test.

Reception hours

The office hours will be indicated at the beginning of the course.