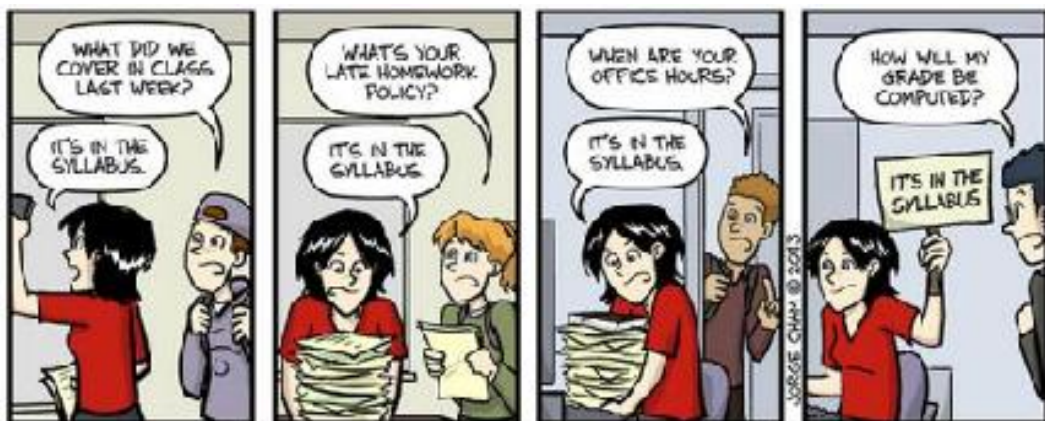


Local Development Book of Syllabus

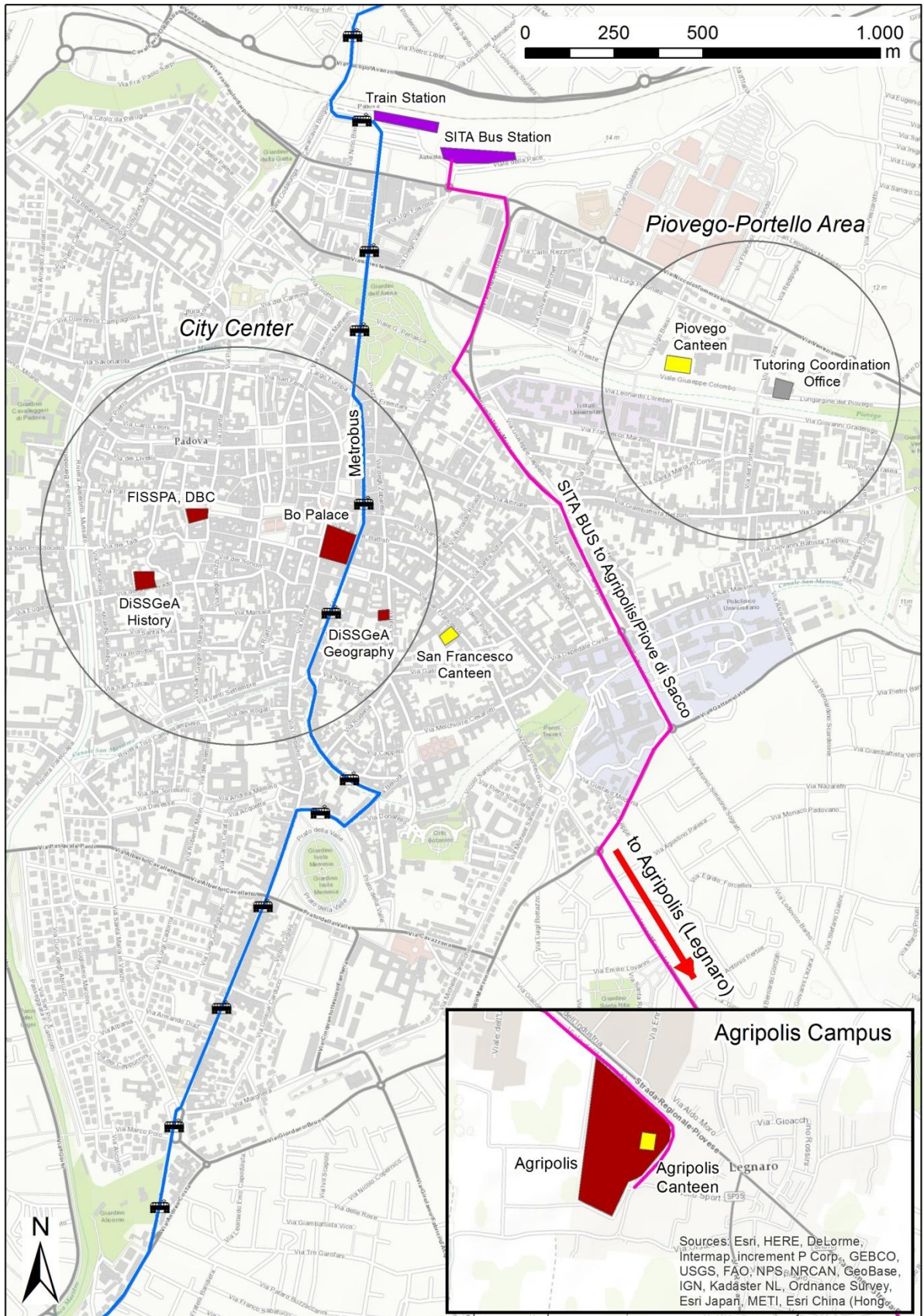


IT'S IN THE SYLLABUS

a.a. 2017-2018

Department of Historical Geographical and
the Antiquity World

Padova



Agripolis (Legnaro)



1. Edificio II stecca (dip. TESAF e dip. DAFNAE - Agronomia animali alimenti risorse naturali e ambiente, Aule)
2. Edificio II stecca (dip. DAFNAE - Agronomia animali alimenti risorse naturali e ambiente)
3. Edificio I stecca (dip. TESAF, dip. MAPS - Medicina animale, produzioni e salute e dip. BCA - Biomedicina comparata e alimentazione)
4. Edificio I stecca (dip. TESAF e dip. MAPS - Medicina animale, produzioni e salute, Aule)
5. Ospedale Veterinario Universitario Didattico
6. Ospedale Veterinario Universitario Didattico
7. Ospedale Veterinario Universitario Didattico
8. Edificio Pentagono (Aule), Biblioteca Pietro Arduino, Polo Multifunzionale di Agripolis
9. Veneto Agricoltura
10. Edificio Ca' Gialla
11. Ristorazione ESU (canteen)
12. Residenza Agripolis
13. Istituto Zooprofilattico Sperimentale delle Venezie
14. Azienda Agraria Sperimentale "Lucio Toniolo"
15. Impianti sportivi

(<http://www.tesaf.unipd.it/campus-di-agripolis>)

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Marina Bertoincin

Edgar Serrano

Sara Lucchetta

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Geographical Space: Theoretical and Practical Approaches

Local Development

MARINA BERTONCIN

First Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: Via del Santo, 26 (Check online timetable for the Room)

CONTACTS:

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Course Description

Geographical space provides the framework for a field of human action: distance and place distinction matter. Location is a critical position of objects and perception of objects and their location which influence behaviour and interventions. The spatial structure orders relations between individual spatial forms and the whole of which they are a part. Hence, when we talk about geographical space, it is essential to speak about local development patterns. Actually, 'space' might seem a relatively simple keyword in geography, but the idea of 'the production of space', which will be our focus, is definitely a more troubling concept. "Production of space" means defining experience-practice-measurement of space, how to represent space in relation to time, means, costs, and how space is felt and perceived__subjectively (relational perspective)(Lefebvre, 1974; Harvey, 2006). Other scholars have been busy developing other theorisations of the concept of space by focusing on comparing the concept of territory as a "a social production fruit of the actor planning on a space" (Raffestin, 1988) or as a "statecraft production" (Elden & Brenner, 2008, 2009), thus, deepening their significance (of the 2 concepts) for the conduct/development of both social and political life.

The course aims to provide a series of mappings of the theoretical and practical landscape created by the modern and contemporary interpretation of space in human geography. The 'theoretical' approach is integrated by a 'practical' one (different case studies and a residential seminar will be proposed) because its central concern is to expose students to the connections between theoretical insights of space and the way local development of the real world is structured by them.

A particular emphasis will be devoted to different useful analytical tools to conduct a space-territory research: territorialisation, territoriality, and proximity.

Aims & Learning Outcomes

The course's main objective is to provide insights into the problem of spatial analysis from a geographical point of view so that students will be able and competent to accomplish the following by the end of the course:

- Students will be able to understand the importance of different spatial definitions & key concepts as a basis for spatial analysis.
- Students will be able to analyse space by using different theoretical tools: territorialisation, territoriality and proximity.
- Students will be able to apply the studied theoretical spatial approaches/key issues/tools for a real world analysis.
- Students will familiarise themselves with the complexity of the actual practice in a territorial development context by focusing on local development interventions (context, content, process and policy). They will acquire insights into the effectiveness of territorial development strategies that are put into place; the manner in which development is intended, pursued and assessed; the problems that appear; the way they are solved; and the impact they have on the local communities.

Contents

The course contains 3 parts.

The first part treats the conceptual (concepts are classifiers – tools for making sense of the world) definition of space & territory (Lefebvre, 1974; Harvey, 2006; Raffestin 1988; Brenner & Elden, 2008, 2009), supplying a theoretical framework (justification and direction) with elements to understand, compare and contrast. We will further examine how these concepts have developed and changed (these are contested concepts).

The second part concentrates on patterns and tools for space analysis: the process of territorialisation, the analysis of territoriality, the proximity and distance relational system as theoretical tools to detect real world geographical dynamics. Taking into consideration the connections between actors - power - projects is the conceptual backbone that accompanies our analysis through the tools. Lectures and critical reflections (comparing and contrasting) will focus on 2 case studies (SCIP- Nigeria project, SEMRY - Cameroon project) concerned with the theme of the territorial impacts of irrigation development mega-projects. The aim is to demonstrate how the theoretical knowledge is transformative when becoming "local" knowledge. The students will receive several questions/issues from the project history and praxis to reflect upon, and will be invited to discuss their results/answers.

The third part is mainly dedicated to the fieldwork. THIS IS ONLY FOR STUDENTS ATTENDING THE COURSE. This part focuses on a practical experience of space analysis: the 3-day Residential Seminar. Students develop in a team a local territorial development case analysis by comparing different actor procedures of interventions: territorialisation processes, territoriality dynamics, and

proximity relations. The application area is the Po Delta. The case is situated on a very local scale but it deals with “glocal” and global phenomena (place management, environmental issues, such as pollution). The purpose of the residential seminar is to introduce students to the actor - power - project justification and direction (= frame) displayed in a multitude of selected experiences in a particular time/space setting. Students from Local Development will work in teams with students from Sustainable Territorial Development. Students will be required to apply on a practical level the studied analytical tools and to write their elaboration in a report.

Methodology

Several teaching methods and work forms are combined to provide students knowledge:

Part 1: lectures;

Part 2: lectures, desk research and presentation and discussion with peers;

Part 3: fieldwork, working groups, presentation and discussion with peers and staff; critical reflection on the topic related to the situation experienced (an individual paper).

Lectures will raise not only analytical issues but also a series of socio, economic and political issues. We will explore how the concretization of theories in real world experience has come about, examine its implications, and see how it helps us to understand local development processes. We will also consider their implications for the ways in which we represent other people and other places: in writing, in visual images and maps, and in numbers and statistics and through first hand territorial experience. None of these constructions are particularly “innocent”. Our concepts are fraught with power, and so too are our representations. These issues that run throughout the course will animate much of our discussion. In this regard, let me point out that I have devoted two credits entirely to the practical approach (Residential Seminar) that follow directly the lectures. These classes should not be skipped if students want to get involved in the Seminar. This first-hand experience challenges you to think about what is involved in putting geography into practice, to form a critical appreciation of the concepts that some geographers have studied, and to develop your own ideas in response to the course readings, lectures and discussions.

Course Material

- Recent articles from scientific journals and books, on moodle
- Slides from presentations and lectures, on moodle
- Info documents for workshops and assignment form for the report, on moodle

Examination

Final exam during the examination period: oral (closed book) & written. As regards the residential seminar, students will be requested to write an individual report. This report is marked in thirtieths and counts for 1/3 of the final mark. The report will be assessed according to the following criteria: Process - the ability to analyse academic arguments (planning, independence, insight) 25%;

Content - comprehension of theoretical concepts (introduction and problem statement, argumentation, results: discussion and interpretation, conclusion, coherence and logical composition, originality, depth) 50%;

Form - competence in communicating intellectual ideas (layout, tables/figures, language/spelling/style, size - within the given directive-) 25%.

References

1. Lecture Notes
2. Selection of articles
3. Selected articles

Attending students

Lecture Notes + 2 articles of your choice

Non- attending students

4 articles of your choice + Compulsory Textbook: Helling, L., Serrano, R. & Warren, D. (2005), "Linking Community Empowerment, Decentralized Governance and Public Service Provision through a Local Development Framework", *World Bank*, pp. 79.

Students attending classes but NOT THE SEMINAR

Lecture Notes + 4 articles of your choice

Selection of articles

1. Boshma, R. (2005) "Proximity and Innovation: A Critical Assessment", *Regional Studies*, 39.1, pp. 61-74.
2. Bertoincin, M. & A. Pase (2017) "Interpreting mega-development projects as territorial traps: the case of irrigation schemes on the shores of Lake Chad (Borno State, Nigeria)", *Geogr. Helv.*, 72, 243–254.
3. Granovetter M. S. (1973) "The strenght of the weak ties", *American Journal of Sociology*, 78, 6, 1360-1380.
4. Jessop, B., Brenner, N. & Jones, M. (2008) "Theorizing socio-spatial relations", *Environment and Planning D*, 26, pp. 389-401.
5. Jessop, B. (2001) "Institutional re(turns) and the strategic relational approach", *Environmental and Planning A*, 33, pp. 1213-1235.
6. Elden, S. (2010) "Land, terrain, territory", *Progress in Human Geography*, 34, pp. 799-817.
7. Sassen, S. (2008) "Neither global nor national: novel assemblages of territory, authority and rights", *Ethics & Global Politics*, 1.1-2, pp. 61-79.

8. Brenner, N. & Elden, S. (2009) "Henry Lefebvre on State, Space, Territory", *International Political Sociology*, 3, pp. 353-377.
9. Sidaway, J. D. (2007) "Spaces of Postdevelopment", *Progress in Human Geography*, 31, 3, pp. 345-361.
10. Sidaway, J. D. (2012) "Geographies of Development: New Maps, New Visions?", *The Professional Geographers*, 64.1, pp. 49-62.
11. Klauser, F. R. (2011) "Thinking through territoriality: introducing Claude Raffestin to Anglophone sociospatial theory", *Environment and Planning D*, 30, pp. 106-120.
12. Pike, A., Pose Rodriguez, A. & Tomaney, J. (2007) "What kind of local and regional development and for whom?", *Regional Studies*, 41,9, pp. 1253-1269.
13. Rose, G. (1997) "Situating knowledges: positionality, reflexivities and other tactics", *Progress in Human Geography*, 21, 3, pp. 305-320.
14. Torre, A. & Rallet, A. (2005) "Proximity and Localization", *Regional Studies*, 39.1, pp. 47-59.

Social Dynamics of Local Development

Local Development

MATTEO BORTOLINI

First Year – Semester 2

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: Via del Santo, 26 (Check online timetable for the Room)

CONTACTS:

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Course Description

The course will focus on different conceptions and practices of development as instantiated by the varying commitment of European countries and China in Africa. The main rationale behind the course is to understand the changing involvement of European and Chinese governmental and non-governmental actors in Africa from a host of different points of view: economic, political, social, and cultural. The idea is that of a “triangle” of sorts between Europe, China, and Africa where each pole influences the other two at different times and in different ways.

The course is both analytical and reflexive in scope. From an analytical point of view, we aim at building a rock-solid set of concepts for interpreting actual practices and social relationships. From a reflexive point of view, since students are studying to become experts in local development, the course is designed in order to encourage and foster reflexivity about one’s role, duties, and power.

Aims & Learning Outcomes

The course’s main objective is twofold: to provide students a basic conceptual toolbox for analyzing complex social situations and to provide students a more general meta-toolbox concerning communication, presentation, and groupwork abilities.

- Students will be able to understand the relationships between economic, cultural, and political factors in shaping the outcomes of human collective endeavors.
- Students will be able to conceptualize and analyse colonial and postcolonial political, economic, and cultural relationships via the use of basic and advanced sociological concepts.

- Students will be able to elaborate research materials, cast effective presentations, and organize in-class discussions.

Contents

The course is divided into two sections:

A first analytical-theoretical section, focused on discussing and building some consensus on basic notions (development, colonialism, post-colonialism, culture, expertise, power) and on working out viable analytical tools and a basic common frame to describe and understand European, Chinese, and African societies. During this first section we will also work on presentation and discussion skills.

During the second section, small groups of students will present and discuss a host of regional and historical case-studies on European/Chinese/African relations. The aim of the second section of the course is twofold: on the one hand, we'll present and discuss a host of different case studies in order to tackle and analyze the amazing complexity of international development economic, social, political, and cultural relations; on the other hand, we'll try to reflect upon ourselves as would-be agents of development, trying to link our professional perspectives with the cases at hand.

Methodology

Several teaching methods and work forms are combined to provide students knowledge:

Part 1: lectures and in-class discussion

Part 2: lectures, desk research and presentation and discussion with peers;

Course Material

- Recent articles from scientific journals and books will be uploaded on moodle in January 2018
- Info documents for workshops and assignment form for the report, will be uploaded on moodle before or after classes

Examination

The assessment of learning will differ for attending and non-attending students.

Attending students

Since the very beginning of our course, attending students will be divided into groups for in-class discussions and presentations. Their grades will be assessed as follows:

1. Weekly briefs (25%): attending students will be required to turn in a weekly 500-word brief, each including a recap of major themes discussed in class; personal reflections on such themes; a discursive evaluation of one's learning progresses during that week; an evaluation of class work according to a pre-defined table

2. Group work (25%, same mark for all members of each group): each group will be given full responsibility for organising 1 in-class presentation and 1 in-class discussion during one chosen week
3. Class participation and discussion sessions (15%)
4. Final written in-class exam (35%): Questions encompass all the readings assigned and include: 4 short-answer questions on main concepts; 1 essay question; 1 exercise in self-evaluation

Non-attending students

1. Two take-home papers (25% each): topics have to be arranged with the instructor during an individual face to face colloquium.
2. Final written in-class exam (50%): Questions encompass all the readings assigned and include: 4 short-answer questions on main concepts; 1 essay question; 1 exercise in self-evaluation

Territory and Local Development

Local Development

DAVID CELETTI, MARINA BERTONCIN, DARIA QUATRIDA

First Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: Via del Santo, 26 (Check online timetable for the Room)

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Quatrada Daria: Phone number: 0498274098 Email: daria.quatrada@unipd.it

Course Description

The Territory and Local Development course is designed to provide student with an ability to critically reflect on the potential and limitations of local development approach and practices.

The course is divided into two-part modules.

The first one is a seminar-based module offering a practical introduction to some fieldwork challenges linked to local development processes (1 CFU held by Daria Quatrada) and a 3-days field trip in the Po Delta (2 CFU held by prof. Marina Bertoncin) to examine examples of local development strategies in practice.

The second module (3 CFU held by David Celetti) analyses “development” and “development practices” as complex and multifaceted processes deeply moulding economies, societies, and cultures. After having analysed the main social and economic factors which have been framing in the long period world-wide distribution of wealth both at a global and local scale, the course will go deeper into two case studies taken from the Veneto’s experience, Trissino and Valstagna. Focusing on two spaces that have experienced such processes as the crisis of local rural models, mass migration, industrialization, and, recently, de-industrialization will allow us to analyse development models in practice, replacing them in their social, and economic context, but also linking them to the world economy within a diachronic and comparative framework.

Aims and Learning Objectives

- Students will be able to understand the inner dynamics that determine wealth distribution and development processes, as well as to assess the conditions that enabled – and enable – certain areas of the world to gain better access to wealth and social welfare.
- Students will be able to gain the analytical tools for analysing development processes working on two specific case studies, linking, within a single framework, economic, social, and cultural aspects. They will also gain awareness of the potentialities of multidisciplinary, diachronic and comparative models for explaining development processes and results.
- Students will be able to recognize and analyse the different stages of fieldwork (such as its preliminary conditions, its making and the final write-up of the research), through a reflexive approach.
- Students will familiarise themselves with the complexity of the actual practice in a territorial development context (i.e. the Po Delta case study) by focusing on local development interventions (context, content, process and policy). They will acquire insights into the effectiveness of territorial development strategies that are put into place; the manner in which development is intended, pursued and assessed; the problems that appear; the way they are solved; and the impact they have on the local communities.

Contents

The first module (1 CFU Quatrida + 2 CFU Bertocin) is organized in two parts.

Part I, in class, provides a practical introduction to theoretical issues and challenges associated with fieldwork. The module will cover the three main stages of fieldwork experience (the preparatory moment; the “being” in the field and the final write-up of the research) to stimulate a self-reflexive analysis and positioning. Students will be involved in the analysis and presentation (in groups) of a peculiar aspect of fieldwork for creating a final and shared gaze on its practical and social implications.

Part II is mainly dedicated to an experiential seminar in the Po Delta of Italy (Ca’ Vendramin, Porto Tolle, 9-11 November 2017) during which students will apply and learn the practical issues in the evolution and management of the territory. The case is situated on a very local scale but it deals with “glocal” and global phenomena (place management, environmental issues, such as pollution). The purpose of the residential seminar is to introduce students to the actor - power - project justification and direction (= frame) displayed in a multitude of selected experiences in a particular time/space setting. Students from Local Development will work in teams with students from Sustainable Territorial Development. Each team will develop research goals, plan a questionnaire instrument approach, and gather data by conducting interviews of stakeholders and other representatives of the Po Delta. Students will write the results of their research in a report (see examination guidelines).

The second module will focus primarily on a definition of development as a complex, diachronic and multifaceted issue, where history, economy, international relations, and local factors – as

culture, and material and immaterial resources – play an essential role as engine, or at contrary limits, of progress. After a theoretical introduction it will focus on two case studies taken from recent Italian history, that will show the importance, for understanding development processes and issues, of working within a multidisciplinary, diachronic and comparative model.

Methodology

Several teaching methods and work forms are combined to reinforce concepts in this course.

Lectures

Concepts in development and territorial development processes will be covered in the lectures.

Working group

Students will work in group in order to socialize and to compare knowledge and information, exchange views and opinions. The reference approach for the working groups setting is the cooperative learning that enhances the sharing of resources, knowledge and skills, differences in cognitive styles, the ability to communicate, and it contributes to the creation of an educational, non-competitive, highly responsible and collaborative environment.

Fieldwork Experience

Students will participate in the 3-day Po Delta Residential Seminar to learn first-hand the issues and perception/cognition of the stakeholders in the Delta. Engagement with these stakeholders will reveal and likely other, more recent issues of interest to the Delta communities.

Paper discussion

Papers focusing on the definition of development, development related experiences, and development policies will be given to the students, to be afterwards analysed and discussed together. Students are expected to actively participate to the discussion, bringing new ideas and interpretation. Innovative views and analysis will be highly appreciated.

Instructor Contact

Students may consult with the instructors for additional assistance on the course lecture topics or laboratory exercises by reaching out to the instructors during their office hours, through email, or other appropriately designated method.

Course Material

- Slides from presentations and lectures, on moodle
- Info documents for workshops and assignment form for the report, on moodle
- Recent articles from scientific journals and books, on moodle
- Compulsory books for non attending students (see examination guidelines)

Examination

Students will receive a final grade for the course based on the two course modules, each module worth 50% of the course grade.

Prof. Bertocin and Quatrida Module

Students attending classes (Part I) and the residential seminar (Part II) will be evaluated on a final individual report on the Po Delta Seminar. This report is marked in thirtieths and will be assessed according to the following criteria:

- Process - the ability to analyse academic arguments (planning, independence, insight) 25%;
- Content - comprehension of theoretical concepts (introduction and problem statement, argumentation, results: discussion and interpretation, conclusion, coherence and logical composition, originality, depth) 50%;
- Form - competence in communicating intellectual ideas (layout, tables/figures, language/spelling/style, size - within the given directive-) 25%.

Non- attending students will receive a grade based on a closed-book oral exam on the following texts:

1. Helling, L., Serrano, R. & Warren, D. (2005), "Linking Community Empowerment, Decentralized Governance and Public Service Provision through a Local Development Framework", World Bank, pp. 79.
2. Rose, G. (1997) "Situating knowledges: positionality, reflexivities and other tactics", *Progress in Human Geography*, 21, 3, pp. 305-320.

Prof. Celetti Module

Attending Students: will receive a grade based on a closed-book oral exam on slides, articles and written material given during the course.

Non attending students: will receive a grade based on a closed-book oral exam on one of the following texts:

1. Rist G., *The History of Development From Western Origins to Global Faith*, 3rd Edition, London: Zed Books, 2003
2. Ha-Joon Chang, *Kicking Away the Ladder - Development Strategy in Historical Perspective*. London: Anthem Press, 2002

Governance of Local Development

Local Development

EKATERINA DOMORENOK

First Year – Semester 1

ECTS: 9

Duration: 63 hours

Office hours: after class

Classes venue: Via del Santo, 26 (Check online timetable for the Room)

CONTACTS:

Email: ekaterina.domorenok@unipd.it

Course Description

The course illustrates transformations and discusses challenges that local political institutions and communities have experienced over recent decades.

After a brief introduction on theoretical and methodological issues relevant for understanding of local governance, the structure and functions of local government institutions will be presented in a comparative perspective, focusing on various forms of equilibrium existing between center and periphery in different political systems. Subsequently, transformations of local governance arenas will be analysed, paying particular attention to the changing role of market actors and civil society in policy-making, and the challenges that such a process has brought about in terms of legitimacy, accountability, effectiveness and transparency. The last part of the course will focus on policies for regional and local development in the perspective of sustainability, showing how local and global policy arenas have become progressively interconnected and in what way local institutions and processes matter for facing challenges of sustainable development, climate change and other burning policy issues. During the last part of the course students will be actively involved in group work and discussions on a number of suggested issues.

Aims & Learning Outcomes

The course aims to provide students with the main analytical and methodological tools needed to understand local policy-making dynamics in a multi-level governance perspective, with particular regards to development policies.

More specifically, it equips students with theoretical and practical knowledge on the following aspects:

- Main topics in the current academic and political debate on sustainable development and decentralisation
- Structure and functions of local governments in a comparative perspective
- Territorial governance reforms (decentralization, devolution, inter-municipal cooperation, etc.)
- Public policies and local policy-making
- Modes and channels of participation of private actors and civil society in local policy-making
- Approaches to development policies (top-down vs bottom up, place neutral vs place-based)
- Governance architecture of the international agenda for sustainable development and its implications for local politics and policies

Contents

The course deals with the following topics:

- Political concepts: state, power, authority, democracy
- Democratic regimes
- Legitimacy and accountability
- From government to governance
- Policy-making and policy process
- Policy actors and policy arenas
- Policy instruments and policy mix
- Democratic innovations and public participation
- Comparative Local Government
- Policy-making at local level in a multi-level perspective: institutions, actors, resources and processes
- Partnerships for development: the role of public and private actors
- Multilevel governance: pros and cons
- Territorial governance reforms: from decentralization to devolution
- Globalization and governance: multi-level and multi-actor perspective
- Evidences, challenges and characteristics of global governance

- The concept of sustainable development: origins and evolution
- Governance for sustainable development: actors, strategies, responsibilities
- Forms and evolution of environmental governance
- Climate change: international regimes and local strategies
- Development policies: place neutral vs place based approach
- The case of European Union policies for regional development
- Europe 2020: objectives and priorities for territorial development
- EU structural funds programming: principles and priorities
- Transnational and interregional networks: opportunities for local actors
- Smart specialisation and local strategies
- Research design and methodologies
- Case studies and discussion sessions on the aforementioned topics

Methodology

The course methodology combines lectures, seminars and discussion sessions with the purpose of equipping students with theoretical and practical knowledge, as well as analytical skill allowing them to think critically and develop the capacity to build and effectively present their arguments.

Course Material

Reference readings of the course may be found in Moodle or in printed version in the copy centre of the library (Via del Santo, 28). Additional readings will be suggested for group work and discussions. For those who do not have political science background, a folder with supporting basic reading is also available upon request.

Examination

The final evaluation will be based on the following components:

For attending students:

- Participation in discussion sessions – 40%
- Individual paper - 40%
- Final oral exam - 20%

For non attending students:

- Individual paper - 50%

- Final oral exam - 50%

The final evaluation takes into account the knowledge of theoretical concepts, analytical approaches and case studies dealt with during the lectures and discussion sessions. The capacity to develop autonomous research and build strong arguments are also considered.

References

Barca F., McCann Ph., Rodríguez-Pose A., The Case for Regional Development Intervention: Place-based Versus Place-Neutral Approaches. *Journal of Regional Science*: Volume 52, Issue 1, pp 134–152, 2012.

Denters, B. Rose, L. (eds), *Comparing Local Governance: Trends and Developments*. --: Palgrave Macmillan, 2005.Ch.1,3,6,10,14,15

Parés M., Martí J.B., Martí-Costa M., Does Participation Really Matter in Urban Regeneration Policies? Exploring Governance Networks in Catalonia (Spain). --: *Urban Affairs Review* 48(2), pp. 238–271, 2012.

Qi Y., Zhang L., Local Environmental Enforcement Constrained by Central–Local Relations in China. --: *Environmental Policy and Governance* 24, pp.204–215, 2014.

Valenzuela J.M., Climate Change Agenda at Subnational Level in Mexico: Policy coordination or policy competition. --: *Policy and Governance*, 24, pp. 188–203, 2014.

Anderson K.P., Ostrom E., Analyzing decentralized resource regimes from a polycentric perspective. --: *Policy Science*, 2008.

How to Measure the Impact of Local Development

Local Development

ANNA GIRALDO, MARIA CASTIGLIONI

First Year – Semester 2

ECTS: 9

Duration: 63 hours

Office hours: after class

Classes venue: Via del Santo, 26 (Check online timetable for the Room)

CONTACTS:

Phone numbers: 0498274171 (Castiglioni); 0498274185 (Giraldo)

Emails: maria.castiglioni@unipd.it; anna.giraldo@unipd.it

Course Description

Following the definition of the World Bank, evaluation is a “periodic, objective assessment of a planned, ongoing or completed project, program or policy. Evaluations are used selectively to answer specific questions related to design, implementation, and results. In contrast to continuous monitoring, they are carried out at discrete points in time and often seek an outside perspective from technical experts. Their design, method, and cost vary substantially depending on the type of question the evaluation is trying to answer”. The evaluation is thus a necessary step in the design and implementation of local development programs to determine the relevance and fulfillment of objectives and to inform the policy makers.

The above definition is quite a general one and translates in various evaluation approaches. The course concentrates on one particular aspect of the evaluation process and in particular on impact evaluation. For impact evaluation the key point is the concept of causal effect of a programme, hence, the main underlying conditions under which it is possible to claim causality will be examined. In particular to determine the final outcomes attributable to the program, i.e. the causal effect of a program on beneficiaries, it is necessary to estimate what the state of the beneficiaries would have been in the absence of the program (using a control or comparison group), compared to the observed state of beneficiaries (the treatment group).

The course will provide a nontechnical introduction to impact evaluation discussing: what to evaluate and why, how to evaluate and how to implement an impact evaluation. It will examine the conceptual framework, research design and statistical tools to evaluate the impact of local developments programmes. Various examples of impact evaluation of real development programmes will be examined.

Aims & Learning Outcomes

The course is intended to introduce students to basic statistical tools to evaluate the impact of local developments programmes. Preliminary knowledge on how to collect data and on how to summarize data in simple indicators will be provided. The students should be able to critically review reports on planned or implemented impact evaluation design of social / economic programs and to produce simple impact evaluation design of local development programs.

Previous knowledge

Basic statistical tools: population and sample; type of statistical variables; frequency distributions and their graphical representations; measures of location and spread; general concepts of regression and correlation; key ideas of statistical inference: estimation, confidence intervals and hypothesis testing. These concepts are acquired in the first year's course "How to measure local development".

Contents

Impact Evaluation

- Evaluation and monitoring;
- Introduction to impact evaluation;
- Experimental and non-experimental design;
- Evaluation strategies and data requirements: prospective vs. retrospective evaluation;
- Causal inference and counterfactuals;
- Random assignment; selection on observables; selection on unobservables;
- Experimental approach: Randomization;
- Difference-in-differences;
- Propensity score matching;
- Regression discontinuity design;
- How to implement an impact evaluation;
- Case study presentation

Data definition and data collection

- Target population, units, variables and indicators;
- Population and samples (hints);
- Types of sampling schemes;

- Sampling and non-sampling errors;
- Available data sources

Practical sessions

- Introduction to statistical software R
- Basic statistics using R
- Using real datasets: estimation of the average treatment effect on the Treated, difference-in-differences estimation, propensity score matching estimates

Methodology

Several teaching methods will be used in the course; theoretical lectures will be supplemented by with numerous examples of impact evaluations of programs actually implemented; works in groups and class discussions contribute to the lecturing. Practical sessions in the computer lab using open source software R will provide a practical counterpart of this course, allowing for an opportunity to apply different techniques and get acquainted with the interpretation of the results.

A work in small groups (three/four students) throughout the course, will be conducted for designing the impact evaluation of the project developed for the course “Project Planning and Evaluation”. This work will be presented at the end of the course and will be written following specific rules provided by the instructors.

Course Material

- Articles from scientific journals
- Slides from presentations and lectures
- Datasets from real impact evaluation studies
- Manuals
- All materials provided during the course will be made available in the moodle platform.
- Textbook: Gertler P.J, Martinez S., Premand P., Rawlings L.B., Vermeersch C.M.J., Impact Evaluation in Practice, second edition, Washington DC: The World Bank, 2016.

Examination

Examination type: project assigned during the course, presentation of the project and written exam during the examination period (closed book).

Assessment criteria: written examination (60%), project (40%).

Economic Processes in Local Development

Local Development

DAVIDE GUALERZI

GENERAL INFORMATION:

First Year – Semester 2

ECTS: 9

Duration: 63 hours

Office hours: after class

Classes venue: Via del Santo, 26 (Check online timetable for the Room)

CONTACTS:

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Email: davide.gualerzi@unipd.it

Course Description

This is a course on the basic principles and theories of Economics and Political Economy oriented to an understanding of local development. The main purpose is to highlight the local dimension of economic processes in the framework of economic development

The fundamentals of economic analysis such as the role of markets, price determination, competition, the theory of production, supply and demand functions are the theoretical background for the study of income and employment determination and the analytical framework for the study of the local dimension. This is introduced by an examination of the historical process by which the differentiation of space arises and spatial structures, beyond those determined by nature and geography, emerge. That can be linked to the rise of exchange, money, markets, and the establishment of urban settlements.

Other fundamental concepts for spatial analysis and location such as economies of scale and external economies are briefly examined to provide the necessary background for an understanding of the location of economic activities and local development processes.

Aims & Learning Outcomes

The course main objective is to provide a basic background in economics and political economy and show how economists have dealt with space, location, and agglomeration phenomena.

Students will be able to understand the role of economic processes in local development. More specifically the course prepares them to analyze local economic development phenomena and apply economic analysis to the analysis of geographical areas and territorial development.

Contents

The first part of the course deals with selected topics in microeconomics, macroeconomics and political economy. To discuss the local dimension the course focuses on three main approaches: the first one is that of Urban and Regional Economics, with its emphasis on location factors, and the search of optimum location choices for economic activities.

The second refers to the large literature on local development models. The course looks at local productive systems, with reference to the model of industrial districts and the variations along the path of the evolution of the local industry.

The third looks at the approach that studies the development of cities in the perspective of urban political economy, examining the theory behind it and the historical experience in different countries.

The course presents also a local development perspective centered on the interaction between local actors in the process of development. That helps to bring into focus the tensions between local development and the process of globalization, looking into the problems faced by local and regional governments.

To discuss the local dimension other topics are covered following case-studies and students' research and interests.

These topics include distinct but intertwined issues such as local labour markets, local industries, the interaction between local networks and supranational networks, the impact of technology and of local development projects. Patterns of diffusion of new technologies (digitalization) and their effects localities and industries are examined attempting to identify new phenomena of development at the local level.

Methodology

Lectures; in class presentations; case-studies analysis; in class discussion of students' research and interests.

Course Material

- -One major reference, one supplementary text.
- -Recent articles from scientific journals and books

Examination

Final oral examination based on a written paper.

Grade: Final exam (70%), mid-term exam (30%). Class participation will also be taken into account.

GIS for Local Development

Local Development

SILVIA E. PIOVAN

First Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: **LAB** (Check online timetable for the Room)

CONTACTS:

Phone number: 0498274290

Email: silvia.piovan@unipd.it

Course Description

The first lessons of the course will be dedicated to the acquisition of fundamental theoretical concepts of cartography and to the reading and interpretation of historical and modern maps with the goal to merge together the theoretical knowledge and the practical skills on this topic. The remainder of the course will be dedicated to geographic information systems (GIS), demonstrating how a GIS is used for creating and managing spatial data, creation of maps and fundamental analysis of geographic data associated with territorial development.

The origin of GIS can be set in the 1960s and 1970s in the context of land management, urban planning and geocoding with the support of a rapidly development of computer technology and science. Since that period, the availability of geographic data, software, and associated costs continue to evolve. Geographic data can be created directly by the users, acquired by local institutions, downloaded from the web or used from online services. Software that manage geographical data can be both commercial, free and open source, or simply free.

In the course students will have the option of installing a student license of the ArcMap software on their laptop/desktop (industry lead in GIS) through the UniPD ESRI license. Students will practice how to create new data and acquire geographic data from external sources. Lectures in this component will cover the basic knowledge of how the landscape, including the natural and cultural features, can be represented in a digital geographic form and manipulated for the purpose of map creation and analysis (see for example Figure 1).

Using modern geospatial databases, students will create cartographic and related visualizations of the territorial data, both in Italian and international context. Fundamental analysis will be used to illustrate how geospatial data can be queried and quantitatively evaluated to support decision making and problem solving issues in the territory.

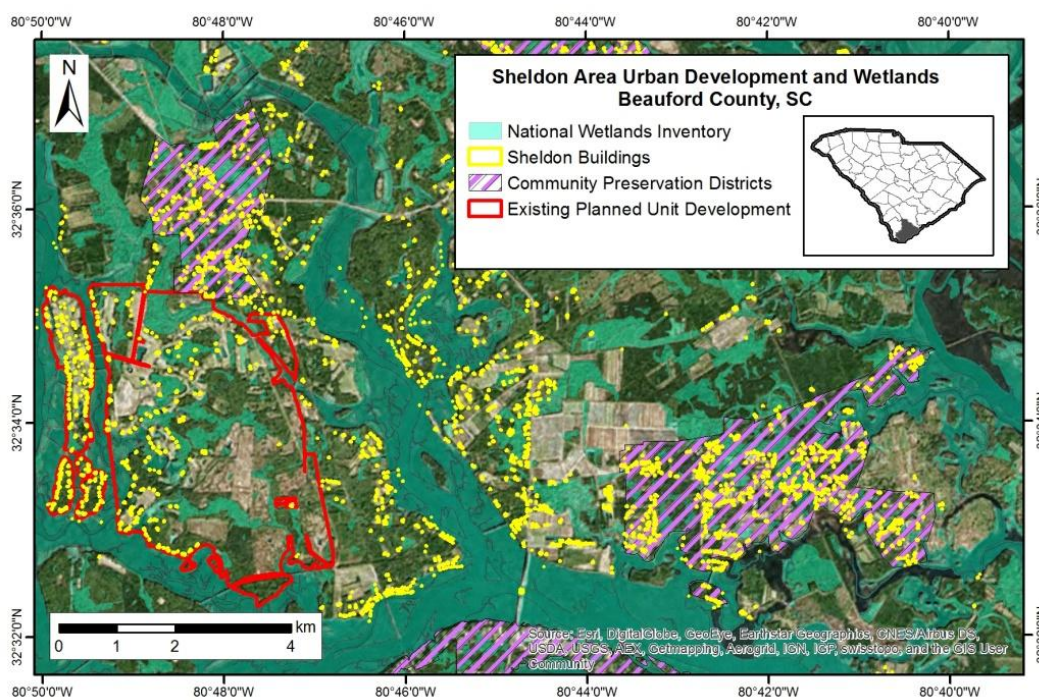


Figure 1. Example map created for the analysis and representation of geographic layers related to urban development in the Beaufort County (SC).

Aims and Learning Outcomes

The course aims to give the basic knowledge in cartography and Geographic Information Systems (GIS) for their use in the geo-historical analysis of the territory and its local development.

Students successfully completing the course will be able to read and interpret modern and historical cartographic documents, to find cartographic and documentary resources both online, in archives and institutions, and to manage a GIS project in all its main phases.

The specific aims of the course can be summarize in the following points:

- Communicate the importance of cartography and GIS both in the process of acquiring data for the territorial analysis and of territorial mapping and visualization.
- Give the basic knowledge of theoretical cartography
- Capability to read maps (topographic and thematic)
- Design the major steps in a GIS project workflow
- Appropriately select a map projection and coordinate system for a study area
- Collect geospatial data from an existing historic map/aerial image
- Download geospatial data from an online geoportal site
- Design a data structure for storing and representing geospatial data
- Creation of cartographic products with appropriate symbolization

- Conduct fundamental spatial queries and analysis

Contents

The course will be divided in four main parts: the first part will focus on elements of theoretical cartography and mapping techniques: definitions, purposes of the maps, the power of maps, shape of the Earth, datums, projections, coordinate systems, scale, conventional signs and symbols). The second part will be dedicated to the reading and interpretation of modern and ancient maps (both in italian and international contexts). The third part will focus on the theoretical part of GIS and will include an introduction to GIS (definitions, importance in territorial studies), the construction phases of a GIS project, data models (raster and vector), structure and basics of ArcGIS. The fourth part, that will include both theoretical contents and practical activities, will cover adding / importing existing data and web-based maps services, digitizing new features, creation of a map in ArcGIS and use of symbology, selection and queries, geo-referencing (historical maps, vertical photos, ...), simple geo-processing operations and analysis. All four parts will use real applications of cartography and GIS in territorial studies and research, with particular attention to local and participatory development (both in italian and international contexts)

Methodology

Two didactical methods (lectures and laboratory practice) will be used to educate and reinforce concepts in this course.

Lectures

Lectures will cover the theoretical concepts of both cartography and GIS concepts. Students are expected to download lecture notes prior to each lecture and participate in the discussions.

GIS Laboratory Practice

Lectures will be conducted in a laboratory room with modern GIS software. After most lectures students will practice implementation of the GIS principles to reinforce the learned concepts and facilitate the use of GIS in practical applications.

Instructor Contact

Students may consult with the instructor for additional assistance on the course lecture topics or laboratory exercises by reaching out to the instructors planning an appointment through email, or other appropriately designated method. Dr. Piovan's email is silvia.piovan@unipd.it

Course Material

- Material provided in Moodle (lecture notes in .pdf form, reference articles and book chapters).
- Suggested textbook:
 - Jensen J.R., Jensen R.R., *Introductory Geographic Information Systems*. USA: Pearson, 2013. Useful book to take into consideration for the study of the introductory GIS

- Shellito B.A., *Discovering GIS and ArcGIS*. Firenze: W.H. Freeman, 2015. Very good help to use beside the pdf of lessons in the study of GIS and ArcGIS
- GIS Software. Students may choose to install the ArcGIS software (for free during the course) on their own laptop computers.

Examination

Students will receive a final grade for the course based on two examinations:

- Two written tests during the lecture period (the tests will include both questionnaires and open questions) on the topics covered during the lessons (50%)
- Oral final exam (50%)

Project Planning and Evaluation

Local Development

ELENA PISANI

First Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: Agripolis (Check online timetable for the Room)

CONTACTS:

Phone number: 0498272704

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Course Description

A project is defined as a series of activities aimed at bringing about clearly specified objectives within a defined time-period and budget. A project also have clearly identified stakeholders, including the primary target group and the final beneficiaries, clearly defined coordination, management and financing arrangements, a monitoring and evaluation system (to support performance management) and an appropriate level of financing and economic analysis, which indicates that the project's benefits will exceed its costs (EC, 2004).

This course will provide you the bases for designing and implementing sustainable territorial and local development projects. You will understand how to analyse different stakeholders, problems and needs as well as strengths, weaknesses, opportunities and threats of a local community. You will understand how to formulate a project proposal based on project cycle methodologies applied in concrete cases and contexts and specifically referred to marginalised areas. In this way you will develop an original concept note of a project for enhancing sustainable local development in the realms of economic, social, environmental and intercultural governance. Elements of project monitoring and evaluation will be also presented.

Aims & Learning Outcomes

The goal of this course is to help you develop a proposal for a local development project for which you could seek for funding. The course is designed to enhance your knowledge and skills in planning, designing and evaluation of sustainable and local development projects. So, at the end of the course, you will be able to structure and present:

- The context analysis
- The problem and objective trees
- The logical framework of your project and the budget

- The monitoring and the evaluation plan

and to check for funding with the EU financing instruments and specifically with EuropeAid. (<https://ec.europa.eu/europeaid>)

Contents

There is one main goal in this course: to become competent in proposal writing. A project proposal is a document that you usually write in response to a Call for Proposal (CFP) published by a government, international agency or foundation. You will examine different CFPs in order to pull out the relevant information. You will work in small groups of three/four (depending on how many students will attend the course) to share feedbacks and ideas.

You will be covering the following contents:

- Course introduction, organization, teaching materials, web sites, examination and etc.
- Introduction to project planning
- Typologies of local development projects
- Project Cycle Management (PCM)
- Phases of the Project Cycle: Programming, Identification, Formulation, Implementation, Financing, and Evaluation
- Logical Framework Approach (LFA)
- LFA: the analysis phase (Stakeholders and problem analyses and selection of the strategy)
- LFA: the planning phase (Logical framework, Activities schedule, Resources schedule, Budget)
- EuropeAid Administrative Procedures (PRAG and PADOR)
- Introducing development evaluation
- Preparing effective development evaluation
- Designing and Conducting development evaluation

A typical session will be organised in an overview of a specific approach, method or tool and consequent application.

Methodology

Several teaching methods and work forms are combined to provide students different approaches to project planning and evaluation: lectures, at home assignments (project documents to be produced by the planning groups and uploaded on the Moodle platform within the defined deadlines), and practice (labs).

During the labs you will work with your mates analysing and discussing call for proposals, project documents, problems trees, and logical frameworks. During your proposal development (home assignments), the planning groups will develop a specific project proposal to be presented to the class at the end of the course. You will have to follow the specific indications on tasks to be realised and deadlines to be respected provided by the instructor. Selected project proposals will be used in the course “How to measure the impact of local Development” for designing the impact evaluation of the projects.

Course Materials and Requirements

The readings and power point presentations will be available on the Moodle platform. You don't have to buy any book. Participate actively during class discussions and activities. Attend all classes and complete the required readings before class.

Examination

Project proposal of the planning groups (40% of the final mark) and oral exam during the examination period (60% of the final mark).

References

European Commission (2004) Aid Delivery Methods. Volume 1. Project Cycle Management Guidelines. https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

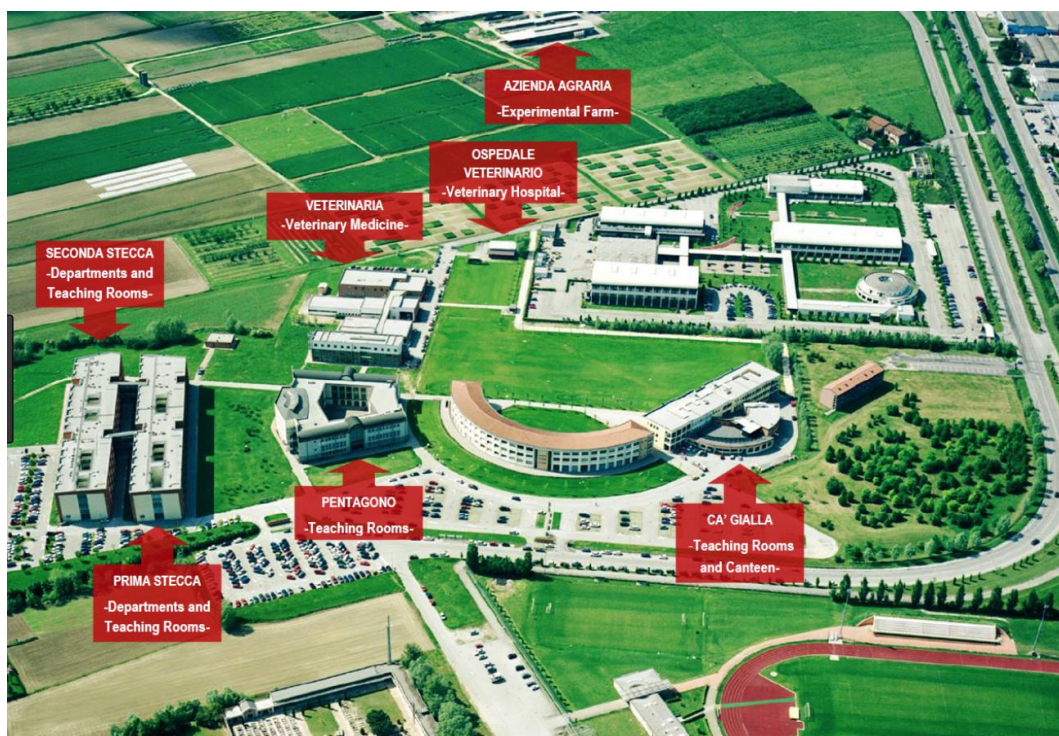


Figure 2. Xxxx

Economic policy and local development

Local Development

MARCO RANGONE

First Year – Semester 2

ECTS: 9

Duration: 63 hours

Office hours: after class

Classes venue: Via del Santo, 26 (Check online timetable for the Room)

CONTACTS:

Phone number: 0498274374

Email: marco.rangone@unipd.it

Prerequisites

A basic knowledge of social and economic facts, as they are learned by newspapers and magazines, websites and blogs, broadcasted programs.

Course Description

Economic life has become increasingly complex in the last thirty years, and so have the economic relationships between geographical spaces, the people living in there, the objects that occupy the space. Regulatory activity of these complex relationships, aiming at increasing well-being (as this is – or should be – the ultimate end of economic activity), is more difficult than ever both for strategic as well as more ordinary choices.

This course propose a view of economic system as open system, i.e. open to the interaction with the social system and the environment. Such viewpoint is crucial as the definition of goals and means requires that so many, often conflicting facets must be considered and kept under some control.

Study of disciplinary technical aspects will be continuously referred to the (social and environmental) sustainability conditions, showing the complexity of economic policy decision-making. Methodological and epistemological foundations of economics and economic policy will be discussed, while discussing relevant themes.

Aims & Learning Outcomes

The course aims at:

- Showing that economic systems, and especially market based ones, are social constructions negotiated among the various participating actors.
- Showing that the economic analysis of economic actions cannot overlook explicit evaluation of their goals and outcomes.

Using such an enhanced view of the economic field, I will highlight the historical and contextual roots, the distortions and nonlinear effects (e.g. non accounted costs, the creation and strengthening of inequality...) of market systems, as well as the value judgements implicit in the conventional view.

At the end of the course, students:

- Will have attained a technical terminology related to the subject
- Will have acquired the basic concepts of economic policy
- Will be able to understand and discuss critically the basic tenets of economic policy as well as its epistemological and methodological foundations, as expressed in a specialistic article or an expert intervention (as far as they don't require specific technical knowledge that may be only given in more advanced courses – e.g. econometric analysis, advanced modelling).

Contents

Part 1 - General (20h)

This part will deal with the basic relevant notions of an intermediate economics course (cost and benefits, opportunity costs, demand/supply/equilibrium price), assessing the theoretical and empirical requirements (property rights; information, knowledge and rationality; entry and exit options; transaction costs; entrepreneurship, risk attitude; technology and innovation) that allow individual and collective agents to exploit the advantages of a market-driven economic process.

- What is the economy (for): three basic questions
- The spheres of economic activity
- Institutions: money, infrastructures, social capital
- Introductory micro- and macro-economics for geography

Part 2 - Local economic policies for development (15h)

An introduction to systemic approaches to economic development in the footsteps of Hirschmann, Kapp, Myrdal, Perroux is provided, and used to assess local economic policy issues. By framing development this way, students will dwell critically into a) the conventional view of economic problems and b) the social construction of a public discourse around them.

- Theoretical general framework

- Cases

Part 3 - Themes (28h)

In this section, students will deal with a number of common local economic issues.

- The communitarian economy between growth and social sustainability
- Complementary currencies
- The economy as a socio-technical system
- Local economies as local labour systems
- The economic impact of (local) events and their legacy
- Water management in Ireland (rates + Shannon basin)
- Traffic (congestion, prices, car sharing, public transport and infrastructures; uber)
- The airification of cities (airbnb ecc.)

Methodology

As seen above, the course will be divided into three parts. The first two are dealt with through lectures, using slides, browsing the internet, using visual media. The third part will involve attending students in researching and debating the different themes.

For not attending students

Course Material

1. Goodwin N. et al., *Microeconomia. Organizzazioni sociali e conservazione delle risorse*. Bari: Zanichelli, 2008 or Goodwin N. et al., *Principles of economics*, Routledge (selected chapters) (NB: book price is very high).
2. Journal and newspaper articles, slides and other documents on moodle.

Examination

After first and second parts, a partial examination is carried on to assess that students understand and make good use of concepts, language and methods. These partial tests count for 25% each of the final mark. The third part is conceived as a workshop, and a further 20% is given based on student research, presentation and participation to debate. A final written brief essay (open books) based on original material is worth the remaining 30%.

Non attending student will go through a single written exam, made of two parts: the first, based on open questions requiring short answers, worth 70%; the second, a written brief essay with open books based on original material, is worth the remaining 30%.

Assessment criteria will regard:

- Knowledge of concepts
- Use of appropriate language to describe and analyse economic facts
- Understanding of economic relations, and their connection to the social and natural systems

Environmental and Social Responsibility in Local Development Process

Local Development

LAURA SECCO

First Year – Semester 1 (SteDe) / Second Year – Semester 1(LD)

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: Agripolis (Check online timetable for the Room)

CONTACTS:

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Course Description

Nowadays, we have to deal with several global environmental, economic and societal challenges: climate change, loss of biodiversity, water scarcity, pollution, migration flows, increase of population and urbanization, increase demand of land and energy, illegality, food security, financial and economic crises, unemployment, increase of poverty and inequities, and many others. Global dynamics affect local contexts, and possible solutions to global problems can be found at local level (*'think globally, act locally'* was a motto used by environmental movements since the Seventies-Eighties of the past Century). Local development processes can be based on very different approaches and instruments. What type of local development can be proposed and implemented in a certain territory and its communities depends on strategic choices, planning procedures and operational solutions that local developers are able to design, propose and implement in the area. Local developers have a high responsibility as each of their choice leads to different impacts (positive or negative) on both natural resources, social structures and more in general human well-being. Local developers can decide to adopt (or not) an approach that *responsible* towards the environment and the society. Whether to act ethically (or not) with respect to natural resources and people is a choice that local developer have to take into consideration.

Nature-based business, payments for ecosystem services and other market-based instruments to promote a responsible use of natural resources, participation, social innovation, private-public partnerships, networks of organisations are a few examples of instruments that can be used for promoting a responsible process of local development.

This course provides students with an overview of the main current environmental, economic and societal concerns worldwide, as well as information and knowledge on pros and cons of existing relevant policies and instruments that can be used to promote environmental and social responsibility in local development, with a focus on rural areas and urban-rural interactions.

Aims & Learning Outcomes

The course aims at strengthening knowledge skills and developing analytical capabilities in relation to a local development planning process based on the adoption of social and environmental responsibility approaches and instruments in rural areas.

In particular, at the end of the course, the student will be able:

- To recognize and critically consider the current environmental, economic and societal challenges
- To identify, understand and critically analyse the basic concepts, the main policies and the most effective and common instruments that are useful in contrasting – at local level - some of the key challenges; a particular attention will be given to the use and management of natural resources, as well as to the most challenging and modern social and environmental concerns in rural areas
- To acquire basic knowledge on the main market-based instruments (such as the third-party independent certification applied to natural resources) and regulatory-normative instruments (such as the international agreements on climate change and the policies and action plans of the European Union for improving law compliance in the forest sector, biodiversity protection and social dimensions in innovation within rural development processes)

Contents

The course focuses on the current main environmental, economic and societal challenges and on political and practical tools that can be used to contrast them by following an approach of environmental and social responsibility. Different types of actors (public entities, NGOs, private companies, social movements and individuals) can adopt this approach by means of different instruments. In particular, insights will be provided on: i) the most relevant environmental, economic and societal concerns affecting rural areas, included: climate change, deforestation, unsustainable and illegal logging, water scarcity and pollution, land grabbing, market globalization and their consequences, the (difficult) role of social dimensions in the innovation processes in rural development, and others; ii) basic concepts of multi-functionality of natural resources and Natural Capital, and the potential conflicts deriving from different demands expressed by different stakeholders on fragile areas; iii) key concepts to understand issues of governance and good governance of natural resources, included instruments to analyze, assess and implement network governance in rural areas; iv) basic concepts, policies, programs and operational instruments related to environmental and social responsibility in rural areas, included: environmental and forest certification, payments for ecosystem services, territorial marketing, rural development

programs, social innovation and nature-based business, public-private partnerships in rural development, protected areas and political ecology, international regulations against illegal logging, REDD+ projects (to reduce emissions from deforestation and forest degradation), plantations and others.

Different spatial/institutional/administrative scales will be considered, from the global to the regional and local ones. Various case studies located in Europe and other countries will be used to present more in detail the general concepts.

Teaching methodology and learning approaches

Several teaching methods and approaches are combined in the course to provide the expected learning outputs. They include: traditional frontal lectures; collaborative learning seminars (students – eventually by groups - will provide oral presentations on selected topics); role games (simulation of a negotiation process among stakeholders in a planning process related to the use and management of fragile lands and natural resources); open discussions on selected case studies and general concepts; classroom exercises; papers and other material readings; one-day field visit to a rural area (meeting and discussion with a local development agency). The teaching methods will be used in different combinations during the course, depending on the topic and week.

Course material

Various types of studying material (included e.g. published scientific papers, reports, books, web sites, video) will be suggested step by step, for each specific topic/lesson, by the teacher and provided on Moodle when possible. However, some recommended documents are the following:

- Millennium Ecosystem Assessment, last update (chapters and full reports available at <http://www.millenniumassessment.org/en/>).
- DESA (2008). Trends in Sustainable Development. United Nations, New York. Available at URL: <https://sustainabledevelopment.un.org/content/documents/30fullreport.pdf>
- OECD (2007). Innovative Rural Regions. OECD Rural Policy Conferences, Key Messages. Cáceres, Spain – March 2007. Available at URL: <https://www.oecd.org/cfe/regional-policy/Innovative-Rural-Regions.pdf>
- Biermann F., Siebenhüner B., Schreyögg A. (2009), International Organizations in Global Environmental Governance, London & New York, Routledge.
- Dietz, T., Stern, P. (eds). (2008). Public Participation in Environmental Assessment and Decision Making. Available at URL: <http://www.nap.edu/catalog/12434.html>

Examination

In order to pass the course, the student will have to pass an oral final examination based on open-ended questions and a discussion with the teacher on the topics discussed during the lessons and the other activities. A list of potential guiding questions is provided at the end of each topic/sub-

module, in a written form (i.e. included in the slides used during frontal lessons that will be made available in Moodle).

Not attending students are invited to meet the teacher before the exam.

The student's performance at the final examination will be evaluated on the basis of the following criteria:

1. Completeness - both with respect to each specific question and to the questions that will be posed by the teacher (to reply to less than 70% of questions is hardly enough to pass the exam, even if differences exist in the degree of complexity among questions and some are considered more relevant than others in terms of evaluation)
2. Technical correctness (both in the use of technical terms and in sentences formulation)
3. Clarity in formulation and logical sequence of concepts
4. Capacity to link concepts presented in different modules of the course and/or in other courses, and to use relevant examples, eventually based on personal experience

English correctness will also be considered, as far as eventual mistakes affect the concepts' understanding and clearness.

References

See course material.