

Local Development

Book of syllabus



University of Padova

Department of Historical and Geographic Sciences and the
Ancient World

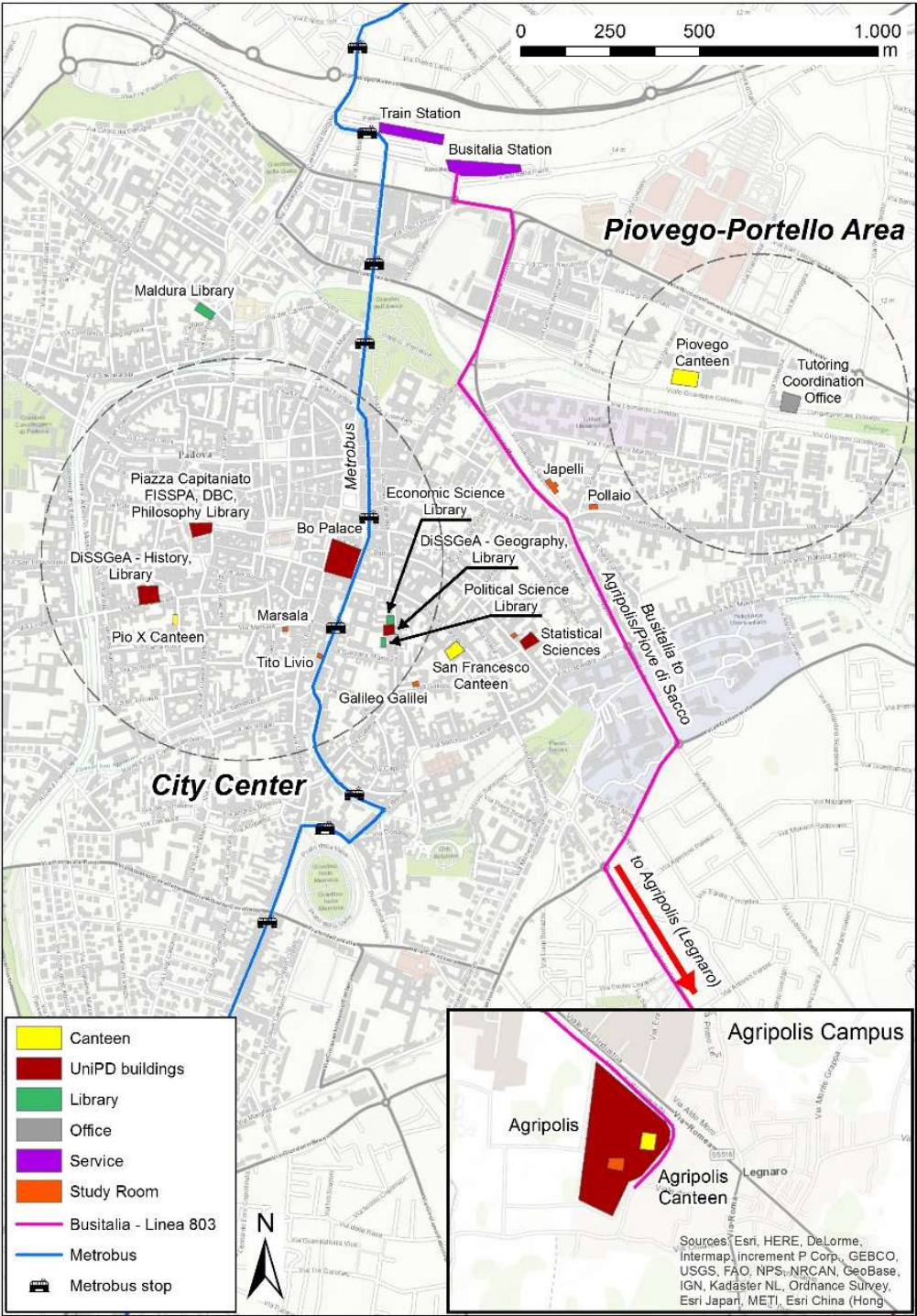
A.Y. 2020-2021

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This version: October 18th, 2020

PADOVA MAP & INFORMATION



USEFUL ADDRESSES

Geography section

Department of Historical and Geographic Sciences and the Ancient World | Via Del Santo 26

History section

Department of Historical and Geographic Sciences and the Ancient World | Via Del Vescovado 30

Department of Statistical Sciences

Via Cesare Battisti 241

Libraries

Biblioteca di Geografia | Via del Santo 26 (entrance Via del Santo 22)

Biblioteca di Scienze Economiche e Aziendali | Via del Santo 22

Biblioteca “Ettore Ancieri” di Scienze Politiche | Via del Santo 28

Biblioteca di Storia | Via del Vescovado 30

Biblioteca di Filosofia | Piazza Capitaniato 3

Biblioteca Maldura | Piazzetta Gianfranco Folena 1

Biblioteca di Scienze Statistiche | Via Cesare Battisti 241

Canteens

Mensa Piovego | Viale G. Colombo 1

Mensa Pio X | Via Bonporti 20

Study Rooms

Aula studio Galilei | Via G. Galilei 42

Aula studio Jappelli | Via Japelli 9

Aula studio Tito Livio | Galleria Tito Livio 7

Aula studio Marsala | Via Marsala 15

Aula studio Pollaio | Via Belzoni 7

USEFUL CONTACTS

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GIS technician (ArcGIS Licences)

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USEFUL INFORMATION

CLASSES PERIODS

First semester: 28th September 2020 – 16th January 2021

Second semester: 1st March 2021 – 12th June 2021

EXAMS SESSIONS

Winter session: 18th January-27th February 2021

Summer session: 14th June-17th July 2021

Autumn session: 23rd August-18th September 2021

SUSPENSION OF TEACHING ACTIVITIES

Christmas Holidays: 23rd December 2020 - 6th January 2021

Easter Holidays: 2nd-6th April 2021

Giustiniana celebration: 7th December 2020

Patron Saint (Sant'Antonio): 13rd June 2021

Summer Holidays: 2nd August-15th August 2021

STUDY PLAN

All students must compulsorily fill in the study plan by December, and in any case before the winter exam session. The study plan must be filled in to visualise the courses of the current year in the personal Uniweb profile, and to avoid problems with the registration to the exam lists.

From 21st of October to 30th of November 2020 it is possible to fill in online the study plan with automatic approval based on the information contained in Annex 2 for the academic year 2020/2021 available on the Moodle page of the master's degree.

The filling of the plan must be performed via Uniweb: Login → Teaching → Study plan.

ERASMUS + STUDY MOBILITY

Erasmus+ enables students to undertake a learning experience in another European country. The study period abroad may vary from the minimum of 3 months and the maximum of 12 months.

Participating students will receive an Erasmus+ EU grant during the period abroad.

At the end of the period abroad, the sending institution will give full academic recognition for activities completed during the mobility period, as agreed in the Learning Agreement, by using ECTS credits or an equivalent system. The mobility period will also be recorded in the Diploma Supplement.

Contact persons:

Erasmus office (School of Humanities, Social Sciences and Cultural Heritage)

Dr. Tanya Van Luyten: erasmus.scienzeumane@unipd.it

Partner Universities for Local Development students include:

BELGIUM

| UNIVERSITY | AREA | RESPONSIBLE | GRANTS | MONTHS | LANG* | LINK |
|---|---------------------------------------|------------------------|--------|--------|------------|---|
| Katholieke Universiteit Leuven Faculty of Science B - LEUVEN01 | 031 - Social and behavioural sciences | RABBIOSI Chiara | 2 | 6 | English B2 | https://www.kuleuven.be |
| Université Catholique de Louvain B - LOUVAIN01 | 031 - Social and behavioural sciences | QUATRIDA Daria | 2 | 6 | French B1 | https://uclouvain.be/fr/index.html PSAD: ECOLE DES SCIENCES POLITIQUES ET SOCIALES https://uclouvain.be/fr/facultes/espo/psad |

FRANCE

| UNIVERSITY | AREA | RESPONSIBLE | GRANTS | MONTHS | LANG* | LINK |
|--|---------------------------------------|-----------------------|--------|--------|-----------|--|
| Université Pantheon-Sorbonne, Paris I F - PARIS001 | 0532 - Earth sciences | QUATRIDA Daria | 2 | 9 | French B2 | http://www.univ-paris1.fr |
| Université Paul Valéry Montpellier 3 F - MONTPEL03 | 031 - Social and behavioural sciences | QUATRIDA Daria | 2 | 6 | French B1 | https://www.univ-montp3.fr/fr/erasmus UFR 4 – AES DEPARTMENT https://ufr4.www.univ-montp3.fr/fr/ |

| | | | | | | |
|---|---------------------------------------|-----------------------|---|---|-------------------------|---|
| | | | | | | administration-économique-et-sociale |
| Université de Poitiers Faculté de Sciences économiques F - POITIER01 | 031 - Social and behavioural sciences | QUATRIDA Daria | 2 | 6 | French B1 English B1 | http://sceco.univ-poitiers.fr/international/venir-etudier-a-poitiers/studying-in-poitiers-710451.kjsp?RH=1295359756143 |

NETHERLANDS

| UNIVERSITY | AREA | RESPONSIBLE | GRANTS | MONTHS | LANG* | LINK |
|--|---------------------------------------|------------------------|--------|--------|------------|---|
| Rijksuniversiteit Groningen NL - GRONING01 | 031 - Social and behavioural sciences | RABBIOSI Chiara | 2 | 5 | English B2 | https://www.rug.nl/masters/behavioural-and-social-sciences-research/ |

PORTUGAL

| UNIVERSITY | AREA | RESPONSIBLE | GRANTS | MONTHS | LANG* | LINK |
|--|-----------------------|----------------------|--------|--------|---------------|---|
| Universidade de Lisboa** Instituto de Geografia e Ordenamento do Território P - LISBOA109 | 0532 - Earth sciences | PIOVAN Silvia | 2 | 5 | Portuguese A2 | http://www.igot.ulisboa.pt/?lang=en |

** Students in "PROGETTAZIONE E GESTIONE DEL TURISMO" have the priority for this exchange

SPAIN

| UNIVERSITY | AREA | RESPONSIBLE | GRANTS | MONTHS | LANG* | LINK |
|--|---------------------------------------|----------------------|--------|--------|------------|---|
| Universidad de Salamanca Facultad de Psicología E - SALAMAN02 | 031 - Social and behavioural sciences | PIOVAN Silvia | 2 | 6 | English B1 | http://www.usal.es |

>> NEW DESTINATIONS 2021/2022 <<

ESTONIA

| UNIVERSITY | AREA | RESPONSIBLE | GRANTS | MONTHS | LANG* | LINK |
|---|------------------|------------------------|-----------|--------|------------|---|
| Eesti Kunstiakadeemia Faculty of Architecture | 022 - Humanities | RABBIOSI Chiara | 1 (+2)*** | 12 | English B1 | MASTER IN URBAN STUDIES**** https://www.artun.ee/en/curricula/urban-studies/ |

| | | | | | | |
|---------------|--|--|--|--|--|--|
| EE - TALLIN01 | | | | | | |
|---------------|--|--|--|--|--|--|

*** 1 place for students in “LOCAL DEVELOPMENT”, 2 places for students in “MOBILITY STUDIES” AND “SCIENZE PER IL PAESAGGIO” (1 each)

****This agreement applies also for exchanges in the Master of Urban Studies

FINLAND

| UNIVERSITY | AREA | RESPONSIBLE | GRANTS | MONTHS | LANG* | LINK |
|--|-----------------------|------------------------|--------|--------|------------|--|
| Helsingin Yliopisto Faculty of Geosciences and Geography SF - HELSINK01 | 0532 - Earth sciences | RABBIOSI Chiara | 1**** | 6 | English B1 | https://www.helsinki.fi/en/admissions/how-to-apply/exchange-studies FACULTY OF GEOSCIENCES AND GEOGRAPHY https://www.helsinki.fi/en/faculty-of-science/faculty/geosciences-and-geography |

*****Students in “SCIENZE PER IL PAESAGGIO” can also apply for this exchange

* Double check language requirements for the specific course unit you would like to attend, as some linguistic restrictions may apply to specific course units.

FIRST YEAR COURSES – cohort 2020/21

FIRST SEMESTER

| | ETCS | HOURS | LECTURERS |
|---|------|-------|-------------------------|
| TERRITORIAL STRATEGIC APPROCHES FOR LOCAL DEVELOPMENT | 6 | 42 | CELETTI D., QUATRIDA D. |
| TERRITORIAL GOVERNANCE AND PUBLIC POLICIES | 6 | 42 | DOMORENOK E. |
| GEOGRAPHY FOR LOCAL DEVELOPMENT: THEORY AND PRACTICE (Integrated course): | | | |
| GEOGRAPHICAL SPACE: THEORETICAL AND EMPIRICAL APPROACHES | 6 | 51 | BERTONCIN M. |
| GIS: MAPPING AND ANALYSIS | 9 | 72 | PIOVAN S. |

1 course at choice between:

| | ETCS | HOURS | LECTURERS |
|---|------|-------|----------------------------|
| PRINCIPLES OF ECONOMICS FOR LOCAL DEVELOPMENT | 6 | 42 | RANGONE M. |
| STATISTICS FOR SOCIAL SCIENCE | 6 | 42 | GIRALDO A., CASTIGLIONI M. |
| RESEARCH METHODOLOGY | 6 | 42 | BASSOLI M. |
| LOCAL DEMOCRACY | 6 | 42 | DOMORENOK E., NESTI G. |

SECOND SEMESTER

| | ETCS | HOURS | LECTURERS |
|--|------|-------|----------------------------|
| SOCIAL DYNAMICS IN LOCAL DEVELOPMENT | 6 | 42 | OSTI G. |
| CIRCULAR ECONOMICS AND LOCAL DEVELOPMENT | 6 | 42 | GAMBAROTTO F. |
| PROJECT PLANNING AND QUANTITATIVE METHODS (Integrated course): | | | |
| STATISTICAL METHODS FOR LOCAL DEVELOPMENT | 9 | 72 | CASTIGLIONI M., GIRALDO A. |
| ESSENTIALS OF PROJECT PLANNING AND EVALUATION | 6 | 42 | POZZA A. |

SECOND YEAR COURSES – cohort 2019/20

FIRST SEMESTER

| | ETCS | HOURS | LECTURERS |
|---|------|-------|---------------------------------|
| GROUP INTERACTION AND DYNAMICS (Integrated course): | | | |
| GROUP DYNAMICS AND TRANSFORMATIVE LEARNING | 6 | 42 | SURIAN A. |
| KNOWLEDGE, COMMUNICATION AND COMMUNITIES IN MOTION | 6 | 42 | RABBIOSI C. |
| ENVIRONMENTAL AND SOCIAL RESPONSIBILITY IN LOCAL DEVELOPMENT PROCESS | 6 | 42 | DE MARCHI M. |
| TERRITORIAL PRACTICES FOR LOCAL DEVELOPMENT (see: TERRITORIAL STRATEGIC APPROCHES FOR LOCAL DEVELOPMENT) | 6 | 42 | CELETTI D., QUATRIDA D. |
| HOW TO MEASURE THE IMPACT OF LOCAL DEVELOPMENT PROGRAMMES (see: STATISTICAL METHODS FOR LOCAL DEVELOPMENT) | 6 | 42 | GIRALDO A., CAS- TIGLIONI M. |

GEOGRAPHICAL SPACE: THEORETICAL AND PRACTICAL APPROACHES

(GEOGRAPHY FOR LOCAL DEVELOPMENT: THEORY AND PRACTICE, MOD. A)

MARINA BERTONCIN

First Year – Semester 1

ECTS: 6

Duration: 51 (35 frontal classes, 16 workshop hours)

Office hours: after class

Classes venue: online

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 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 (workshop 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.

Requirements

Basic Knowledge of Human Geography

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 (case studies and workshop).

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. The aim is to demonstrate how the theoretical knowledge is transformative when becoming “territorialized” knowledge. The students will receive several questions/issues related to case study focused on part three to reflect upon, and will be invited to discuss their results/answers.

The third part is mainly dedicated to the workshop. THIS IS ONLY FOR STUDENTS ATTENDING THE COURSE. This part focuses on a practical experience of space analysis: The case study of the workshop will be the Po Delta Land Reclamation Consortium.

The project is proposed as an experimental initiative in the educational field to the extent that it intends to connect and integrate, through the workshop, theories and practices of analysis and local development outcomes, within a specific disciplinary approach. The case is situated on a very local scale but it deals with “glocal” and global phenomena (place management, environmental and economic issues). Students will develop the local territorial development case analysis by comparing different actor procedures and dynamics as result of their interventions: territorialisation processes, territoriality dynamics, and proximity relations.

Learning activities and teaching methods

Several teaching methods and work forms are combined:

Part 1-2: lectures, presentation and discussion with peers. Lectures will not only raise analytical issues, they will also explore how the concretisation of theories in real world experience has come about, examine its implications, and enable us to comprehend how it facilitates understanding of local development processes.

Part 3: workshop, working group, presentation and discussion with peers and teacher; critical reflection on the chosen topic correlated with situation experienced. In this regard, let me point out that one credit will be entirely devoted to this practical approach (the workshop) that directly follows the lectures. These classes should not be skipped if students want to get involved in the workshop. This first-hand experience challenges students 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 generate personal responses to the course readings, lectures and discussions.

Lectures & workshop 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 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.

Course Material

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

Assessment criteria

- 1) Completeness of acquired knowledge
- 2) Appropriateness of disciplinary terminology in both written and oral contexts
- 3) Competence in mastering a theoretical approach to geographical space
- 4) Competence in applying different patterns and tools to analyse space (territorialisation, territoriality and proximity)
- 5) Competence in mastering a practical approach to geographical space: to conduct a space analysis within a real-world situation (workshop activity).

Assessment

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

Attending students

The final grade will be assessed as follows:

Attending students will be required to write a 1000-word brief, including a recap of the specific topics discussed in class; personal reflections on such topic; and a discursive evaluation of one's learning progresses.

1) 4 Topic briefs (1000-word each): 1- definition & development of the geographical space concept; 2- territorialisation process; 3- territoriality analysis; and 4-proximity dynamics (25%). Each brief will include: a recap of the specific topic (I part); lesson learnt from each topic (II part).

2) The in group workshop activity is worth 25% of the grade, with all team members receiving the same evaluation for the workshop. Each group will be given full responsibility for organising one in-class presentation on the workshop experience. The presentation will be assessed according to the following criteria: process: the ability to analyse academic arguments (planning, insight) 25%; content: comprehension of theoretical concepts (issue argumentation, results: discussion and interpretation) 50%; form: competence in communicating intellectual ideas 25%.

3) Final exam during the examination period: oral (closed book) (50%): questions encompass all the readings assigned and include: 4 essay questions on main topics; 1 question-comment on workshop activity.

The final grade will be the average of all assessments (Points 1-2-3).

Non-attending students

1) Final exam during the examination period: oral (closed book): questions encompass all the assigned readings and include 5 essay questions.

For details regarding a compulsory textbook and some reading choices, refer to reference section for non-attenders.

Bibliography

1- Lecture Notes

2- Selection of 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 WORKSHOP: 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) Bertoncin, 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.

Further Information

This 6 CFU course is divided into 5CFU (35 hours) of lectures and 1CFU (16 hours) of the workshop centred on the Po Delta case study.

References in PDF are available on moodle. Supplementary photocopies, which you will be responsible for in the exam, will be distributed/uploaded during classes.

GIS: MAPPING AND ANALYSIS

(GEOGRAPHY FOR LOCAL DEVELOPMENT: THEORY AND PRACTICE, MOD. B)

SILVIA E. PIOVAN

First Year – Semester 1

ECTS: 9

Duration: 72 hours

Office hours: after class or under appointment

Classes venue: online

CONTACTS:

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email: silvia.piovan@unipd.it

Course Description

This course is the MODULE B of the integrated course “Geography for Local Development: Theory and Practice” (the MODULE A “Geographical Space: Theoretical and Empirical Approaches” is held by Prof. Bertoincin).

GIS: Mapping and Analysis course is divided into the three main parts. The first part provides a short review of the basic elements of theoretical cartography and mapping techniques. The second part is focused on the theoretical part of a Geographic Information System (GIS), giving a broad view of the main GIScience concepts, GIS data, techniques methodologies and applications. The third part is dedicated to acquire and training in the practical skills of using GIS software. In this latter part, a GIS is applied to real case studies for creating and managing spatial data, creation of maps, and fundamental analysis of geographic data associated with territorial development, environmental issues and landscape studies.

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 rapid development of computer technology and science. Since that time, the availability of geographic data, software, and associated costs have continued to evolve. Geographic data can be created directly by the users, acquired by local institutions, downloaded from the web or used from online streaming services. State-of-the-art software to manage geographical data will be available in the course (ArcMap). Students attending the course will have the option of installing a student license of the ArcMap software on their laptop through the UniPD Esri (industry lead in GIS) license. Alternative software (free and open source, or simply free) can also be used (e.g. QGIS).

Aims and Learning Outcomes

The course aims to give the basic knowledge in geographic information systems for their use in the management and the analysis of geographic data. Particular attention is dedicated to the geohistorical analysis of territory, environment and landscape (Fig. 1), for example in performing a diachronical comparison of historic maps in urban and rural development and analysis of geospatial census data.

Students will practice how to create new data and acquire geographic and geohistorical data from external sources.

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

Students successfully completing the course will be aware of how to use modern and historical cartographic documents in GIS and how to manage a GIS project in all its main phases.

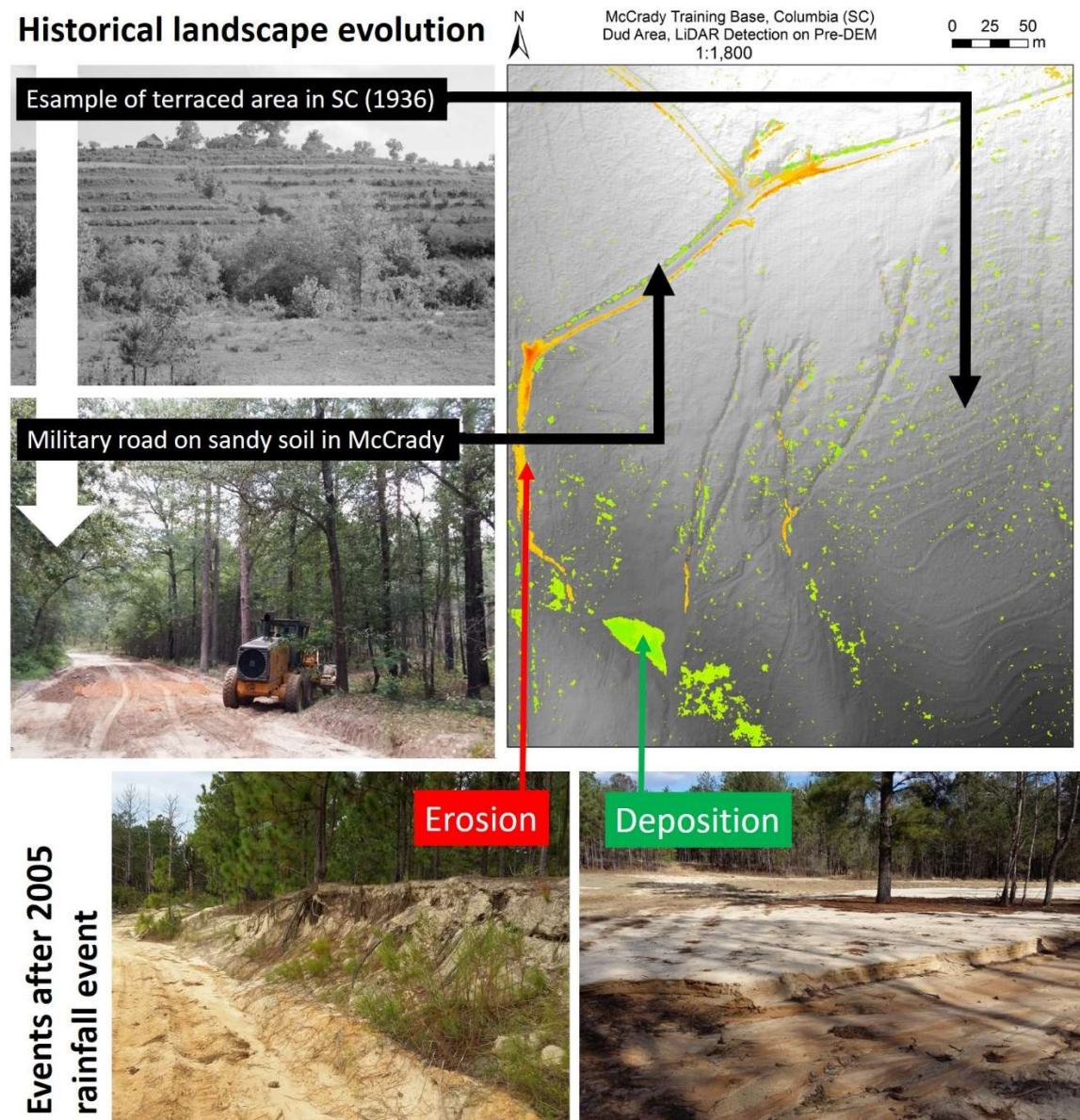


Figure 1. Example of interaction between field survey, analysis of historical photos, analysis of LiDAR digital surface model change detection and GIS in the multidisciplinary study of the effects of the October 2005 rainfall event in the McCrady Training Base (Columbia, South Carolina).

The specific aims of the course can be summarize as:

- Review the basic concepts of theoretical cartography
- Communicate the importance of cartography and GIS in the process of acquiring data for territorial, environmental and landscape analysis, mapping and visualization.
- 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/modern map/aerial image
- Download geospatial data from an online geoportal site
- Design a data structure for storing and representing geospatial data
- Create new GIS data
- Creation of cartographic products with appropriate symbolization
- Georeference raster data (historic maps, vertical photos)
- Conduct spatial and attribute queries
- Conduct fundamental analysis (statistical, spatial, introduction to multicriteria and network analysis, ...)
- Design and build an Esri Story Map

Contents

The course will be divided in three main parts that cover the following list of the topics.

FIRST PART (elements of theoretical cartography and mapping techniques)

- Definitions, purposes of the maps, the power of maps
- The role of maps in the geohistorical approach
- Size/shape of the Earth, datums, projections, coordinate systems, scale, conventional signs and symbols and practice on maps (e.g. calculus of coordinates).

SECOND PART (theoretical part of GIS)

- Introduction to GIS (definitions, importance in territorial, environmental and landscape studies)
- Elements of the Digital Earth
- Construction phases of a GIS project
- Data models (raster and vector)
- Selection and queries
- Georeferentiation techniques and transformations
- Geoprocessing operations and data management
- GIS analysis
- Introduction to Participatory GIS
- Introduction to Esri story maps

THIRD PART (practical activities)

- Structure and basics of ArcGIS/QGIS
- Add / import existing data, web-based maps services

- Digitize new features
- Creation of a map and use of symbology
- Performing selection and queries
- Georeferencing (historical maps, vertical photos, ...)
- Geoprocessing and data management tools (overlay, proximity, table management, export, field calculator,...)
- Spatial analysis, 3D analysis, network analysis,...
- Construction of an Esri Story Map

All parts of the course will use real applications of GIS in territorial, environmental and landscape studies and research, (both in Italian and international contexts).

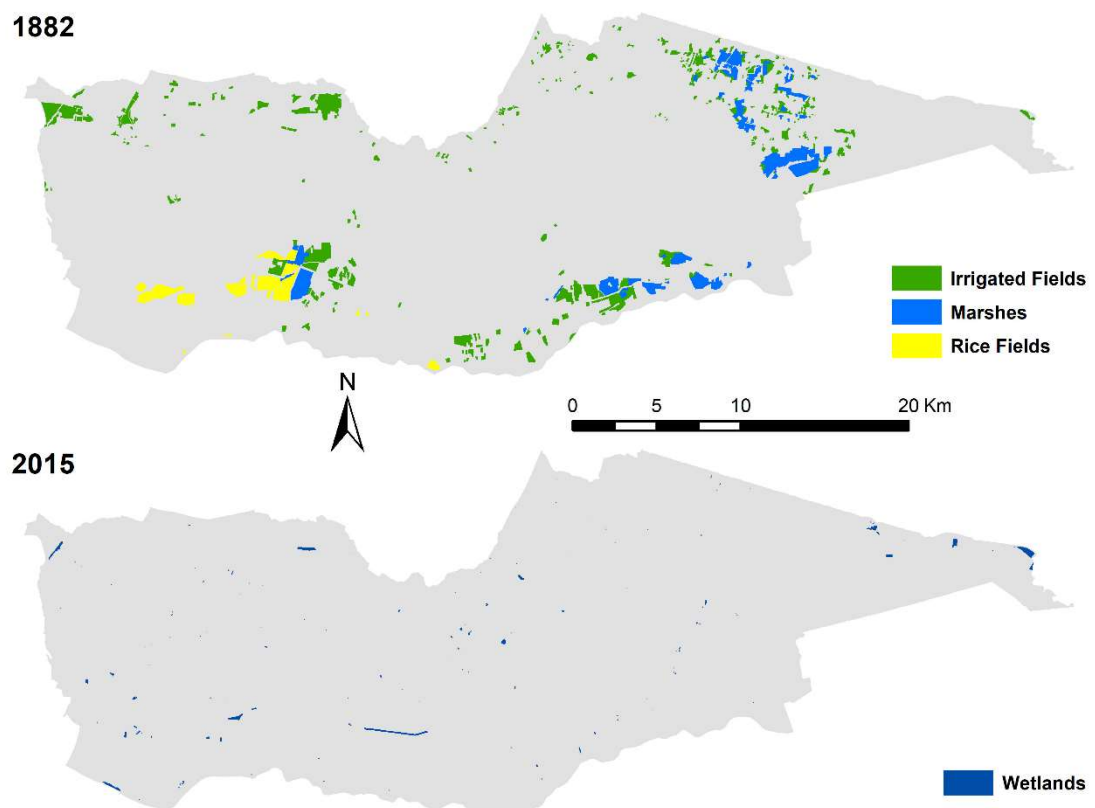


Figure 2. Example of map created with a GIS to show the comparison between 1882 and 2015 wetlands in the Bassa Padovana area (province of Padova). The loss of wetlands was due mostly because large reclamation projects.

Methodology

Two main 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

Practical activities will be conducted using 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).
- Piovan, S. E. (2020). Principles and Techniques of Cartography. In The Geohistorical Approach (pp. 39-88). Springer, Cham. <https://www.springer.com/gp/book/9783030424381>
- Piovan, S.E. (2020). Geographic Information Systems. In The Geohistorical Approach (pp. 119-170). Springer, Cham. <https://www.springer.com/gp/book/9783030424381>
- GIS Software. Students may choose to install the ArcGIS software (free UniPD licence during the course) and QGIS (free and open source) on their own laptop computers.

Examination

Attending students:

1. Reports (about 1000 words text and a GIS cartographic elaboration) (25%) to deliver at the end of each GIS project treated during the lesson. The text should include: theoretical and geographic context, GIS method used (data, processes,...), results, comments. During the module, 5-7 GIS projects will be discussed.
2. Workshop activities in groups of about 3 students (counts for 25% of the final grade of the module; the mark for the workshop activity will be the same for all members of the group). Each group will organize a GIS project on the various aspects of the workshop, declining it on one or more raster/vector processes. Each group will have to produce a report (1000 words and GIS a cartographic elaborate production).
3. Final oral exam during ordinary exam sessions (50%). The questions will cover all the bibliographic material assigned in the study and will include: 1 calculation of coordinates on IGM maps, 3 questions on the main topics treated during the module and 1 question about the workshop.

The final grade of the module will be calculated on the average of each evaluation (points 1-2-3).

Non-attending students:

Final oral exam during ordinary exam sessions that will include:

- The discussion of reports (1000 words each and GIS cartographic productions) (50%) on the different GIS projects treated during the module, sent to the teacher at least one

week before the oral exam. The text should include: theoretical and geographic context, GIS method, results, comments. During the module 5-7 GIS projects will be discussed.

- Oral questions (50%) concerning all the bibliographic material assigned through Moodle during the module (1 calculation of coordinates on IGM maps and 4 in-depth questions on the main topics).

The final grade for the module will be the average of all assessments (points 1-2).

THE FINAL GRADE OF THE INTEGRATED COURSE (Bertoncin and Piovan) WILL BE THE WEIGHTED AVERAGE AMONG THE GRADES OBTAINED IN THE 2 MODULES.

TERRITORIAL STRATEGIC APPROACHES FOR LOCAL DEVELOPMENT

DAVID CELETTI & DARIA QUATRIDA

First year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: online

CONTACTS:

Phone number: 0498274074 (Celetti), 0498274098 (Quatrída)

Email: david.celetti@unipd.it, daria.quatrída@unipd.it

Course description

The course of 6 ECTS (42 hours) is composed by 2 modules:

- **MODULE A (4 ECTS = 28 hours)**, taught by prof. David CELETTI, offers an introduction to the different development models and practices.
- **MODULE B (2 ECTS = 14 hours)**, taught by prof. Daria QUATRIDA, explores some key issues of research and fieldwork in development.

Aims and learning objectives

MODULE A: Students will acquire the knowledge necessary to understand and critically analyse the different development models and practices by placing them within a diachronic and comparative framework and relating them with their medium and long-term social effects.

At the end of the module A students will be able to:

- 1) Ability to fully understand, critically analyse and clearly present the concepts and the literature presented in the classroom and assigned as personal reading;
- 2) Ability to critical and comparative analysis of Local Development models and practices;
- 3) Ability to question results and develop independent thinking;
- 4) Ability to prepare, and effectively present in the classroom the chosen topic.

MODULE B: Students will acquire the knowledge necessary to understand and critically analyse the different stages of fieldwork (such as its preliminary conditions, its making and the final write-up of the research) and its implications in a development context, through a reflexive approach.

At the end of the module B 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.

Course description

MODULE A – PROF. CELETTI DAVID

The MODULE A addresses the issue of the impact of different development approaches and of their actual implementation (practices) on economies, societies, and territories. Emphasis is placed on the relation between economic and human development across the world; on the long term consequences of different development paths; on the potentialities of new economic models. The module is structured in two parts. The first one (part A) analyses development approaches and practices within a chronologic framework, whereas the second one (part B) goes deeper into chosen thematic aspects.

Part A:

1. *Monarchy, Mercantilism and the First Colonization*. Early state building, absolute monarchy, and the European 16th century military supremacy are among the factors that enabled the first colonization and the building of a globalized world under Western dominance. That, in turn, open the way to a vast flow of wealth concentration that contributed in consolidating Western hegemony, created global production models, set global trade networks, highlighted the tied links between economic power, military supremacy, international politics. Mercantilism, however, remained a tool of economic development besides Early Modern Europe, and, under the label of “neo-mercantilism”, still represent an option for enhancing national wealth.

2. *The Chinese Early Modern Economic Model: From Long Term Stability to Stagnation*. Until the mid 19th century China was the first economy of the world in terms of gross domestic production. It's development, however stable and enabling relatively high levels of welfare, was based on extensive use of resources, rather than on increasing labour productivity, which, in turn, determined a equilibrium and stagnation in terms of GDP per capita. From the mid 19th century until the late 1940s a deep crisis jeopardized Chinese economy and society. After the Revolution China gradually found again its way to growth, linking by this was the present to its ancient past.

3. *Liberalism: From Industrial Revolution to the Great War*. Liberalism as a ideology dominated Western politics and economics for over a century. It was linked with industrial expansion based on entrepreneurships. It gradually came into crisis when development relied ever more on large trusts, and State intervention, but also when consumption, and investment dynamics, speculation and financial instability determined ever greater shocks. Liberalism found needed reforms that, however, didn't manage to solve at their roots the inner contradiction of liberal capitalism.

4. *Central Planned Economy: the Soviet and the Chinese “Experiments” [1917-1989]*. CPE plaid a central role in starting the vast process of “catching up” that, during the 20th century, and ever more in the new millennium deeply questioned Western supremacy proposing a radically innovative economic and social system. The Soviet Union represented the first example of a non – Western country rapidly diminishing its distance from the leading economies in terms of GDP per capita. CPE, however, showed their limits by the end of the 1970s, requiring reforms and restructuring. At that moment two approaches to reforms opened the way to evident “mixed destinies”, China emerging as the new world economic power, whereas the Soviet Union collapsed.

5. *Keynesianism: Demand Side Economics, Social Development and Sustained Growth*. Keynesian demand side economics represented an answer that seemed in measure to overcome the structural limits of capitalism, insuring long term growth and general welfare. During the 1970s, however, they were more and more sharply criticised, and blamed as a main cause of feeble growth, inflation, and unemployment.

6. *Neoliberalism and Globalization: Western Economies, Transition Economies, and China.* Neoliberalism presented itself as an appealing solution, based both on ideological, economic, social motivations. The implementation of neoliberal policies created however unprecedented economic and financial crisis, wealth concentration flows, inequalities all around the world, without insuring expected growth rates.

7. *New Development Perspectives: Local Sustainable Development, Green Economy, Blue Economy, Circular Economy.* The limits of the main 20th centuries economic approaches (CPE, Keynesianism and Neoliberalism) as well as sharp environmental and social challenges opened the way to new development models, combining bottom – up frameworks with environmental-friendly practices. Are those models just adapting neo-liberal practices to ever more complex social challenges, or are they in measure to offer new perspective for sustainable development?

Part B:

1. *Currencies and Development: Yuan, Dollars, Euros in the 21st century Global Market.* Currencies are not just a mean of trade, and of displacement, in time and space, of value. They are also an economic tool, a mean of power, an instrument for setting and regulating international relations. This aspect appears in all its relevance when analysing developing countries exchange rate and foreign exchange reserve policies, and their relation with the dollar – an ever more challenged international currency – and its main concurrent, Yuan and Euros.

2. *Wealth Concentration, Inequality, and Development.* From the 1970s the world has experienced a tremendous trend of wealth concentration, both at local and global levels, the number of millionaires and their fortunes rising to unprecedented levels. Why it happened? What are its consequences on economies and societies? Why do some countries have more billionaires – and wealth concentration – than others? Is it possible to accelerate growth and reduce inequality within current economic approaches?

4. *Territories and Development. Why Geography still matters.* In a globalized economy territories are emerging as central actors, sustaining long term development. Taking as examples regional clusters, the case study shows how local and global can fruitfully cooperate, provided strong territorial institutions.

2. *Sanitary Crisis, Development, and Social Care.* The recent health crisis due to the worldwide spread of coronavirus deeply questioned the world economic order emerged by globalization, altering growth perspective, shattering whole sectors – as tourism or air transport -, changing everyday life of entire societies. It also highlighted sharp differences among social system, and, in general, the capacity of reaction of states and health systems. Is that a temporary, though dramatic, or long term impacting external shock?

MODULE B – PROF. QUATRIDA DARIA

The Module B (2 CFU Quatrída) 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.

Teaching Methodology

The course combines the following teaching methods and work forms, reinforcing by this way notions, concepts and tools.

Lectures

Front lecturing gives the students the analytical instruments and theoretical framework to understand development processes and link them in time and space;

Discussion and working group

Discussion with peer is meant to promote independent thinking, strengthen to ability to back and question one's interpretations, and promote the capacity of dialogue on the course's topics (every lecture will dedicate a space for free interaction between teacher and students on topics related to the course). Cooperative learning helps sharing resources, knowledge and skills, differences in cognitive styles. It enhances the ability to communicate. It contributes in promoting education, non competitive, highly responsible and collaborative environment.

Personal Work and Paper Discussion

Personal work on chosen topics approved by the teacher, presentation of it in the classroom and open discussion with peers, will give the students the possibility to strength the ability of data collection, analysis, synthesis, exposition, and discussion with peers;

Fieldwork

Fieldwork on two case studies (Venice as a tourism led development, and the recent evolution of Padua's industrial zone managed by Consorzio ZIP) will allow the students to experience an "on the field" eye witnessed analysis. It will give them a concrete vision of development processes and problems, introduce them to persons and association working on the field, unite theoretical and practical approaches.

All the documents presented and discussed during the lectures, as well as that used during the fieldwork, and, upon agreement with the students themselves, the paper presented during classes will be placed in the Moodle platform.

Examination

Students will receive a final grade for the course based on the two course modules: module A worth 70% and module B worth 30% of the course grade.

The examination modalities will be communicated at the beginning of the academic year.

Evaluation's criteria are:

- 1) Ability to fully understand, critically analyse and clearly present the concepts and the literature presented in the classroom and assigned as personal reading;
- 2) Ability to critical and comparative analysis of Local Development models and practices;
- 3) Ability to question results and develop independent thinking;
- 4) Ability to prepare, and effectively present in the classroom the chosen topic;

Evaluation's parameters are:

- 1) Knowledge and comprehension of the course's topics;
- 2) Ability to analyse and link course's topics;
- 3) Ability to question personally and independently development models and practices;
- 4) Ability to expose synthetically and clearly.

Textbooks

Rist, Gilbert; The history of development from western origins to global faith [translated by Patrick Camiller]. London: New York, Zed Books, 2014.

Popov, Vladimir, *Mixed fortunesan economic history of China, Russia, and the West*. New York [etc.]: Oxford University Press, 2014.

Popov, Vladimir; Dutkiewicz, Piotr, *Mapping a new world order the rest beyond the West*. Cheltenham: Northampton (MA), Edward Elgar, 2017.

Hammett, Daniel; Graham, Mark, *Research and fieldwork in development*. London: New York, Routledge, 2015.

TERRITORIAL GOVERNANCE AND PUBLIC POLICIES

EKATERINA DOMORENOK

First Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: online

CONTACTS:

email: ekaterina.domorenok@unipd.it

Course Description

The course explains how the concept of territorial governance has become increasingly important for public policies and through which instruments it has been implemented on the ground. The course allows students to acquire the theoretical knowledge and develop analytical skills needed to understand in what way the specific dimensions of territorial governance matter for public policies design and implementation, and to what extent the effectiveness of public policies can be improved through a place-based approach. In addition to presenting the main issues in the academic and political debates on the importance of territorial governance for development policies, a number of case studies will be analysed into depth in order to spell out the main practical and operational aspects underlying territorial reforms and policy change at the local level.

Aims & Learning Outcomes

The course provides students with the conceptual knowledge and analytical tools needed to understand and analyse policy-making processes at the local level. By adopting a territorial governance perspective and drawing on the global agenda for sustainable development, the course enables students to:

- Critically reflect on the challenges related to the implementation of the sustainable development goals at the local level.
- Appropriately use conceptual frameworks and practical insights that are relevant to understanding local public policies from the perspective of territorial governance.
- Identify and understand policy instruments that can be effectively implemented to tackle territorial development problems.
- Understand the specificities of a territorial governance approach, with particular regard to policies for sustainable development.

Contents

The course focuses on the main theoretical and practical approaches to territorial governance, illustrating how the concept has evolved over time, specifically with regard to development

polices. It first discusses the inherent characteristics of territorial governance, namely openness, inclusiveness, transparency, coordination and cooperation among actors, and then explores the concrete policy instruments and practices that have been promoted across different contexts in order to enhance territorial governance arrangements. Particular attention will be paid to the implementation of policies for sustainable development within the framework of the Agenda 2030.

The core topics dealt with by the course include the following:

- Policy process and policy cycle
- Policy actors and policy arenas
- Policy instruments and policy mix
- Territorial governance approach and policy networks
- Effectiveness, efficiency, responsiveness, legitimacy and accountability in public policy
- Public policies and governance for sustainable development: actors and strategies

Methodology

The course methodology combines lectures 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

The reference readings of the course will be available in Moodle. A list of additional readings for discussion sessions will be provided by the instructor at the beginning of the course.

Examination

The final evaluation will be based on the following components:

Final written exam – 50%

Individual essay – 50 %. The topic of the individual essay should be agreed with the course instructors in advance and be coherent with the content of the course.

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

- Davoudi S., Evans N., Governa, F., Santangelo M. (2008). Territorial governance in the making. Approaches, methodologies, practices. Boletín de la A.G.E. Nº 46
- Schmitt, P., Van Well L. (2016). Territorial Governance Across Europe. Pathways, practices and prospects. Routledge (Selected chapters).

LOCAL DEMOCRACY

EKATERINA DOMORENOK, GIORGIA NESTI

First Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: online

CONTACTS:

email: ekaterina.domorenok@unipd.it; giorgia.nesti@unipd.it

Course Description

The course analyses the transformations that local political institutions and communities have undergone over recent decades. In addition to introducing some key political concepts, including state, governance, legitimacy and accountability, the course analyses the different instruments of participatory democracy, illustrating how they contribute to empower citizens and local communities in local policy-making. Furthermore, the course explores how local governments are coping with democratic challenges and wicked problems through policy and governance innovations.

Aims & Learning Outcomes

The course provides students with the theoretical knowledge and analytical skills required to understand local democracy and its transformations over time in the perspective of wider global processes.

More specifically, it enables students to:

- Critically address a range of competing views about how to understand and tackle contemporary democratic challenges at the local level.
- Appropriately use conceptual frameworks and practical insights to build a convincing argument on a given political phenomenon.
- Unpack and analyse institutional and democratic challenges of territorial reforms (decentralization, devolution, inter-municipal cooperation, etc.) across different territorial contexts.
- Understand the functioning and pitfalls of various forms of participatory democracy at the local level.
- Identify and assess the relevance and impact of local policy and governance innovations in the perspective of the current academic and political debates on these issues.

Contents

The first teaching module introduces the theoretical framework and the main analytical approaches that are essential to understanding local democracy and its challenges across

different territorial contexts. Among others, it focuses on the issues concerning democratic representation, public participation, effectiveness and accountability in local policy-making. A variety of forms and instruments of participatory democracy will be analysed into depth, explaining their practical and normative implications for legitimacy and effectiveness of local public policies.

The second teaching module focuses on innovations in local governance. It introduces the concept of public innovation, its characteristics, drivers and barriers and describes some examples of innovation at the local level. Namely, it will analyse Living Labs as a tool to promote innovation and participation in local governance and presents some international experiences (organisation, methodologies and tools).

The course deals with the following topics:

- Political concepts: state, power, authority, democracy
- Democratic regimes and policy-making: legitimacy and accountability
- Government and governance
- Democratic innovations and public participation
- Globalisation and multilevel governance
- Territorial governance reforms: from decentralization to devolution
- Democratic innovations and participatory democracy
- New public governance and co-production

Methodology

The course methodology combines lectures 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

The reference readings of the course will be available in Moodle. A list of additional readings for discussion sessions will be provided by the instructors at the beginning of the course.

Examination

The final evaluation will be based on the following components:

Final written exam – 50%

Individual essay – 50 %. The topic of the individual essay should be agreed with the course instructors in advance and be coherent with the content of the course.

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

Schwab, Ch., Bouckaert G., Kuhlmann S. (2017). The Future of Local Government in Europe. Lessons from Research and Practice in 31 countries. Baden-Baden: Nomos.

Dekker R., Contreras J.F., Meijer A. (2019): The Living Lab as a Methodology for Public Administration Research: a Systematic Literature Review of its Applications in the Social Sciences, *International Journal of Public Administration*, DOI: 10.1080/01900692.2019.1668410

Nesti G. (2018) Co-production for innovation: the urban living lab experience , *Policy and Society*, 37:3, pp. 310-325

Sørensen E., Torfing J. (2011), Enhancing Collaborative Innovation in the Public Sector, *Administration & Society*, 43(8), pp. 842-868.

SOCIAL RESEARCH METHODOLOGY

MATTEO BASSOLI

First Year – Semester 1

ECTS: 6

Duration: 45 hours

Office hours:

Classes venue: online

CONTACTS:

email: matteo.bassoli@unipd.it

Course Description

This course will focus on social and political data analysis. The course gives an introduction to social research techniques both quantitative and qualitative. It will present the methods that are most commonly used in the social and political sciences. The objective is to provide an encompassing illustration of a wide range of techniques that researchers employ to gather and analyse data and the underlining logic. It will do so by providing the roots of the methods in the 'positivism' and the 'interpretivism' forge. Moreover, the course will put methods in the broader context of the overall research process, addressing topics like the consistency between the research puzzle and methods. The main important methods and techniques of data collection (and analysis) in social research will be addressed, giving students the possibility of gathering original data as well as analysing it.

Aims & Learning Outcomes

The main objective of the course is to provide students with a set of conceptual and methodological tools to understand political and social science research. By the end of the course students will be able to:

1. Use the relevant vocabulary of methodology and political research
2. Have a broad understanding of the techniques they can apply in their own research (e.g. degree thesis, master thesis)
3. Be aware of the main problems related to qualitative vs. quantitative research
4. Analyse with a comparative approach the various aspects of social and political research
5. Contextually demonstrate awareness and knowledge of the main methodological approaches to political and social science research and their contribution to the analysis of data, in particular (e.g. case study research, comparative research, process tracing, etc.).
6. Apply analytical skills in using theory and case studies to better understand contemporary politics and social phenomena
7. Demonstrate an enhanced capacity to act successfully (with reliability, commitment, integrity, etc.) in a working environment

8. Improve writing skills enhancing own chances of academic and professional success (i.e. do better in studies and achieve higher levels of satisfaction).
9. Improve oral skills and the capacity of team-working
10. Communicate their ideas in a well-organized, well-expressed manner appropriate to the discipline concerned.

Contents

This course will focus on social and political data analysis.

In the first part of the course, the two paradigms of 'positivism' and 'interpretivism' will be presented, from an ontological and an epistemological point of view.

Then, different aspects of the first approach will be presented: the issue of Causality and Experimentation, The Survey, some basic statistics and SNA.

In the second part, the most important qualitative techniques of data collection are addressed (interviews, document and text analysis, etc).

The seminar concludes with a session on the triangulation of different methods and ethical issues.

Methodology

The course will be based on active learning.

Therefore the lecture will be split in: lecturing, individual activity, group activity and discussion.

Assignments may consist in short problem sets with practical exercises (e.g. solve a practical methodological exercise related to your own research-for example writing the contact-letter for interviews- explain the results and discuss ideas with the rest of the class). The required length of each activity will vary and will be communicated each time by the instructor.

Course Material

Reference readings of the course may be found in Moodle. Additional readings will be suggested for group work and discussions. For those who do not have any knowledge of methodology, 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:

The assessment methods will take into consideration

- class participation
- knowledge
- writing capacities.

The grade breakdown is as follows:

- Class participation: 2 points (top-up of the final grade)
- Individual written assignment: 40%
- Final exam: 60%

For non attending students:

The assessment methods will take into consideration

- knowledge
- writing capacities.

The grade breakdown is as follows:

- Individual written assignment: 40%
- Final exam: 60%

The written assignment (paper) will have to be 3,500 words long.

Active participation will be assessed during class activities:

- Assignments will pertain to the readings and method for that week and, as a general rule, they will ask students to provide illustrations of how they might apply the principles of research design and various methods discussed that week to the political/social issue.
- Students will work individually as well as in a group and should come to class prepared to discuss and critique the assignments/readings for that seminar.
- Quizzes and peer evaluations will be constantly used and monitored

References

Bassoli, M., Monticelli, L., 2018. What about the welfare state? exploring precarious youth political participation in the age of grievances. *Acta Politica* 53, 204–230.

Borgatti, S.P., Molina, J.-L., 2005. Toward ethical guidelines for network research in organizations. *Social Networks* 27, 107–117.

Bryman, A., 2015. *Social Research Methods*, Fifth Edition, Oxford: OUP.

Dershem, L., Dagargulia, T., Saganelidze, L., Roels, S., 2011. *NGO Network Analysis Handbook: how to measure and map linkages between NGOs*. Save the Children. Tbilisi, Georgia. *NGO Network Analysis Handbook—Save the Children* 3, 3.

Gay Y Blasco, P., De La Cruz Hernández, L., 2012. Friendship, Anthropology: Friendship, Anthropology. *Anthropology and Humanism* 37, 1–14.

Durst Judit, "It's better to be a Gypsy in Canada than being a Hungarian in Hungary". The 'new wave' of Roma migration.

PRINCIPLES OF ECONOMICS FOR LOCAL DEVELOPMENT

MARCO RANGONE

First Year – Semester 1

ECTS: 6

Duration: 42 hours lecture

Office hours: after class

Classes venue: online and in presence (Check online timetable for the Room)

CONTACTS:

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Course description

The course is thought as an introduction to economic reasoning for understanding economic development at the local level. It is also intended to provide preliminary concepts to further economic courses. Previous economic studies may be helpful.

Aims and learning goals

Students are expected to learn

- the basic economic principles behind economic development processes
- to recognize the functioning of economic processes that affect well-being
- how to deal with socio-economic issues at the local level
- to understand how factors working at higher levels (regional, national, global) affect processes at the local level

Contents

The following subjects will be dealt with:

- local economic systems: introduction
- goals, spheres, phases of economic activity
- definition of markets; demand and supply interaction
- market “failures”: public goods and externalities
- the consumption society: rationality and action of economic actors
- production, costs, finance and the long term
- labour market principles and issues
- competition and power in economic processes

- at the root of socio-economic local development: entrepreneurship, linkages, networks, innovation
- the macro framework and its troubles: trade, growth, wealth, sustainability
- the state and the collective interest: policy, welfare, capital, taxation, debt
- environmental issues in local systems

Examination methods

Assessment will be obtained through:

- 1) a written exam on notions acquired during the course (30% of the final mark)
- 2) a short academic essay (2000 words) on a topic to be chosen among a list of suggested research questions (70% of the final mark).

Assessment criteria

Students will be awarded marks according to:

- 1) correctness of answers, in the written exam;
- 2) for the quality of the essay as to the writing (including expression, punctuation, grammar, syntax), the content (argument, analysis, structure) and the scholarship (awareness of scholarly approaches, use of primary and secondary texts, appropriate citation and referencing)

Textbooks

Texts will be suggested in due time by the appointed teacher

STATISTICS FOR SOCIAL SCIENCE

ANNA GIRALDO, MARIA CASTIGLIONI

First Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: online and in presence (Check online timetable for the Room)

CONTACTS:

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Course Description

Statistics is a very useful tool in all social sciences. Even if you think you will never need to personally calculate statistics, you will meet them by reading newspaper articles, books, magazines and reports. It will then be useful to know how statistics are produced and how to interpret them. In real life, everyone is different, and in social sciences statistics is often used to highlight differences between groups of people or places. For example, we could study adolescent conditions in a region, or women empowerment depending on different involvement of women in economic activities, or how awareness of a given problem changes in relation to different kinds of awareness-raising programs. Statistical methods can help to address these kinds of problems.

Many people think that statistics is an arid matter, characterized by mysterious symbols and complex calculations, too difficult to understand. Studying statistics is not just learning to do math calculations. It is primarily about understanding the data, discussing their quality and their ability to answer a research question, and knowing how to use them. The aim of this course is to teach basic statistical tools and give some intuition on how to interpret the results with the final goal to understand the phenomenon under study. The accent is not in learning formulas but to understand what formulas mean.

Aims & Learning Outcomes

The course is intended to introduce students to quantitative skills for undertaking analytical activities. It aims to give students:

1. some basic statistical tools to read quantitative information and understand statistical analyses;
2. an introduction to the problem of statistical inference on population quantities when the data are collected with a random sample.

At the end of the course the student will be able to know and use basic statistical tools to conduct simple statistical analyses, to know how to read and interpret them.

Contents

The course includes the following parts:

Introduction: importance of quantitative methods in social sciences and in particular in local development.

Population and samples: descriptive and inferential statistics.

Descriptive statistics:

1. Data matrix, type of variables, frequency tables
2. Graphical representation
3. Measure of central tendency
4. Measure of variability
5. Relation between variables: contingency tables, conditional distribution, conditional means, independence, scatter plot, covariance, correlation, simple and multiple linear model,

Statistical inference:

1. Probability, random variables, the Normal distribution
2. Inference from large samples, repeated sample principle, estimation
3. Confidence interval
4. Hypothesis testing (hints)

Methodology

Frontal lessons are combined with practical activities, through exercises, workgroups, and homework. Although attendance is not compulsory and study materials and references are offered to all students, participation to lessons and practical activities is very recommended.

Course materials

Slides from presentations and lectures

Manuals

All materials provided during the course will be made available in the moodle platform.

Examination

For attending students:

Written exam (closed book). During the lectures homework (in groups) will be assigned and evaluated. The overall grade of the homework will be from zero to three and it will be added to the grade of the written exam.

For non-attending students:

Written exam (closed book).

References

Martelli J., Greener S., (2015) An introduction to Business Research Method, 2nd edition, download at www.bookboon.com

Diez D.M., Barr C.D., Çetinkaya-Rundel M., (2015) OpenIntro Statistics, 3rd edition, download at www.openintro.org/stat/textbook.php

CIRCULAR ECONOMICS AND LOCAL DEVELOPMENT

FRANCESCA GAMBAROTTO

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:

phone: 0498274237

email: francesca.gambarotto@unipd.it

Prerequisites

Basic knowledge of economics.

Course units contents

- For a sustainable economy: the relationship between economic agency and climate change
- The mainstream approach to the environmental problem
- The transition from linear to sustainable market economy: the founders of ecological economics
- The systemic approach for a sustainable economy
- Circular economy as pathway to sustainability
- Production and consumption in the circular framework
- The role of institutions for circularity- Local development: fundamental concepts
- Circular economy to enhance local development
- The circular local development as challenge to globalization
- How to measure circularity

Aims & Learning Outcomes

Students are expected to:

- know how to define economic space and its relationship with the social and natural environment;
- map economic processes starting from the human agency (cooperation, competition) and the environmental boundary determined by the carrying capacity of the planet;
- know the basic theoretical approaches of ecological economics;
- distinguish linear from systemic economic process;
- design a sustainable development pathway for a local economy starting from circularity

Planned learning activities and teaching methods

Frontal teaching, with slides presentation.

During the course, additional readings will also be suggested.

For some specific topics, classroom discussion activities will be activated.

Workshop activities are also proposed.

The course material and classroom communications will be available on the course's Moodle page.

Textbooks (and optional supplementary readings)

Conti S. Giaccaria P., Local Development and Competitiveness. Dordrecht: Springer-Science+Business Media, 2001.

Slides presented in lectures

As a reference for the general economic principles, see: <https://core-econ.org/the-economy/?lang=en>

Journal and newspaper articles, slides and other documents will be placed on moodle.

Examination

The exam consists of an oral examination that will focus on the theoretical contents of the course and on the laboratory activity

Assessment criteria

The exam will focus on the handbook and on the material used during the course.

SOCIAL DYNAMICS IN LOCAL DEVELOPMENT

Giorgio Osti

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:

email: giorgio.osti@unipd.it

Course Description

The following topics will be discussed during the course:

- 1) socio-territorial scales, sociology of the border
- 2) patterns of local development
- 3) actors and networks in local development processes
- 4) Epistemological and methodological aspects of development policies with special attention to projects;
- 5) case studies on local development paths. Specifically, processes and projects examples of development will be drawn from:
 - work, nested markets, ethical finance;
 - nexus energy, water, food;
 - city-countryside interactions, mobility and reciprocity.

No special prerequisites are required, except for the availability of learn and discuss different and alternative scientific and methodological approaches to social reality. In any case, at the beginning of the course I will be asked each participants to submit their own educational profile, interests and future plans for application of the knowledge acquired in the Master Course. Moving from these information, the professor will indicate texts and problems useful for possible personalized deepening of case studies and social problems.

Aims & Learning Outcomes

- Acquisition of knowledge aimed at analyzing general socio-economic situation of territories;
- Ability to critically analyze and compare different local development models;
- Understanding the social role of different actors involved in local development networks;
- Understanding organizational dimensions and problems in local development contexts;
- Understanding methodological problems in the definition of the social situation of local development;

- Acquisition of knowledge aimed at self-reflection on the figure of the local development expert;
- Acquisition preliminary competences for drafting local development's projects in sociological perspective.

Planned learning activities and teaching methods

The teaching methodology consists of face-to-face lectures (if necessary, asynchronous video lessons with video's files loaded into the "materiali didattici" section of moodle). Working Groups on papers presented by students and study trips are foreseen (both to be defined). For all doubts and questions, students can write to the professor.

Examination methods

Written exercises; Paper drafting; Individual interviews (if necessary telematically by zoom, or email, mobile/whatsapp, skype). Two parallel paths for exam preparation: one based on a selection of 10 essays (first chapter is mandatory) from the book "Handbook on Development and Social Change", edited by G.H. Fagan and R. Munc (Elgar 2018), the other based on study materials provided by the teacher via moodle. The two paths are alternative.

A set of texts (that will serve as a consultation materials) will be uploaded in the "materiali didattici" section of moodle. Once the professor has acquired information about the educational profiles, future plans, and interests, of each students, texts of for personalized deepening of case studies and social problems will be uploaded.

Assessment criteria

Evaluation of the acquisition of the topics discussed during the lessons, and of the autonomous capacity of deepening the discussed or proposed issues; it is appreciated the ability to make connections or to evaluate in a sociological and self-reflective way your own past competences and future interests.

STATISTICAL METHODS FOR LOCAL DEVELOPMENT

(PROJECT PLANNING AND QUANTITATIVE METHODS, MOD.A)

MARIA CASTIGLIONI, ANNA GIRALDO

First Year – Semester 2

ECTS: 9

Duration: 72 hours

Office hours: after class

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

CONTACTS:

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

Course description

Within the integrated course “Project planning and quantitative methods” the tools to collect and analyse quantitative data – able to describe and understand the local context – and to design and evaluate local development programmes will be provided.

The need for reliable and up-to-date data emerges in every area of life but even more in local development where statistical information has a strategic role as an essential knowledge infrastructure for the design and definition of projects, programs and policies. Statistics is an indispensable tool for understanding and deciding: without reliable data it is not possible to plan and formulate interventions in the development sectors: "If we measure the wrong things we do the wrong things" (Joseph Stiglitz, Nobel Prize in Economics 2001). For measuring economic and social development, for assessing poverty levels, access to school education, the incidence of diseases, health conditions, women's rights, etc. it's necessary to have quality statistical data that guide the adoption of sustainable development programs and allow to evaluate the effectiveness of the actions taken.

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 fulfilment of objectives and to inform the policy makers and stakeholders.

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). A nontechnical introduction to impact evaluation will be the focus of the second part of the course. The contents of the lectures will be strictly related with Mod. B “Essential of project planning and evaluation”.

Aims & Learning Outcomes

The course is intended to introduce students to quantitative skills for undertaking analytical activities. It aims to introduce students to:

- data sources and indicators in order to understand how to use them to describe contexts and behaviours, and to analyse relations between events, interventions, and other different conditions;
- how to design a questionnaire and collect information in order to answer a research question in the field of social sciences and local development;
- basic statistical tools to evaluate the impact of local developments programmes.

The students should be able to identify which data should be collected to analyse a local context, what is the best method to collect it, to critically review reports on planned or implemented impact evaluation design of socio-economic programs and to produce simple impact evaluation design of local development programmes.

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 course "Statistics for social sciences".

Contents

Introduction

- Nods to qualitative/quantitative research. The contribution to knowledge from quantitative research
- From theoretical concepts to measurement and analysis
- Target population, units, variables and indicators
- Longitudinal and cross-sectional data; stock and flow data; retrospective and current information

How to get data

- Sources of data (census, administrative data, sample surveys)
- Population and samples; types of sampling schemes
- Sampling and non-sampling errors
- Collecting data with questionnaire; Questionnaire design; Non responses

Social indicators

- How to choose a social indicator, definition, the role of the research question

- Ratio and percentages
- Simple and complex indicators; the international context
- Examples of indicators (Population, Income, Economic inequalities, Poverty, Human development)

Impact Evaluation

- Evaluation and monitoring
- Introduction to impact evaluation; the concept of causal effect of a programme
- Preparing for an evaluation: theory of change and results chain
- Experimental and non-experimental design
- Causal inference and counterfactuals
- Randomization
- Difference-in-differences
- Propensity score matching
- Regression discontinuity design
- How to implement an impact evaluation
- Case study presentation

Practical sessions

- Introduction to the statistical software R
- Basic statistics using R
- Data analysis using real datasets

Methodology

Frontal lessons are combined with class discussions and practical activities, i.e. workgroups, homework and fieldwork. Work in small groups (three/four students) to produce short reports are conducted throughout the course. These reports will be written following specific rules provided by the instructors and will be presented to the class at the end of the course. The use of the statistical software R will help students to practice open-access software and make them produce and interpret basic statistics. Although attendance is not compulsory and study materials and references are offered to all students, participation to lessons and practical activities are very recommended.

Course Material

- Articles from scientific journals
- Slides from presentations and lectures
- Manuals
- Open-access statistical software R

All materials provided during the course will be made available in the moodle platform.

Examination

For attending students:

Evaluation of workgroups and homework and final written exam.

For non-attending students:

Written exam (closed book): questions about general topics, discussion of real practical examples, calculation and/or interpretation of statistical measures

The assessment of students will be based on the understanding of the handled topics, the acquisition of concepts and measures and skills to apply them.

References

Gertler P.J, Martinez S., Premand P., Rawlings L.B., Vermeersch C.M.J., (2016), Impact Evaluation in Practice, second edition, Washington DC: The World Bank

ESSENTIALS OF PROJECT PLANNING AND EVALUATION

(PROJECT PLANNING AND QUANTITATIVE METHODS, MOD.B)

ANDREA POZZA

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 overview

The course will provide an overview on how to design a local development project, how to set up a monitoring system and within the integrated course “Project planning and quantitative methods” also how to evaluate its results.

Aims & Learning Outcomes

Course Objective is to provide practical tools to the students in order to design local development interventions using the result based approach (RBA) and to set up a monitoring system capable to control and analyse the achievement of the planned objectives and the fulfilment of project beneficiary needs.

Contents

Introduction: organization, logistic, exams and teaching materials

Project planning of local development

The Project Cycle Management

Context Analysis, problem and objective trees, strategy selection

Logical Framework

Activities, resources, budget

Project design of a concept note

Annual and Multi-annual Work Plan

Monitoring of the external factors (Risk Assessment and Management Matrix)

Monitoring and Evaluation Matrix

Indicator Identity Sheet

Monitoring and Evaluation Manual
Indicator Analysis Sheet

Methodology

Theoretical lectures combined with numerous examples of evaluations of programs actually implemented. Discussions. Work groups. Lectures in the computer lab.

Course materials and requirements

The readings and pdf presentations will be available on the Moodle platform.

Examination Type

Project concerning the design of a technical document (project design and/or monitoring tool) and written exam with some questions to test the student's knowledge acquired during the course.

GROUP DYNAMICS AND TRANSFORMATIVE LEARNING

(GROUP INTERACTIONS AND DYNAMICS, MOD. A)

ALESSIO SURIAN

Second Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: online and in presence (Check online timetable for the Room)

CONTACTS:

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Course Description

The course is one of the two modules that compose, together with “Knowledge, communication and communities in motion” (Prof. Rabbiosi), the course GROUP INTERACTIONS AND DYNAMICS.

The course outlines key learning design dimensions in managing knowledge to implement territorial changes.

Within this perspective it addresses two main areas of work:

- cultural issues, with reference to The Three Dimensions of Learning (Illeris, 2002), i.e. the cognitive, the social and the emotional dimension;
- the participatory process and community work, with reference to handbooks such as Participatory Communication (Tufte & Mefalopulos, 2009).

By making use of classroom, outdoor and e-learning activities and resources, the course provides both theoretical and practical tools to frame the learning discourse in relation to the design of community actions that are based on participatory mapping, and planning approaches in relation to transformation and sustainability issues. Particular emphasis is given to analytical tools and to facilitation methodologies that help planners and trainers to understand and to implement group dynamic activities that are suitable to a range of decision making processes.

The cross-cultural dimension is also given particular attention in terms of intercultural communication theoretical and practical tools as well as of exposing participants to the core decolonial perspectives and analysis.

Aims

The course aims at enabling participants to develop key competences to support local communities in their territorial decision making process and to be able to communicate with a variety of stakeholders with an ability to bridge across cultural differences and different

disciplinary languages, highlighting the specific rationale underpinning territorial design knowledge in order to be able to address and to involve specialist and non-specialist audiences in effective ways.

Learning outcomes

The course specific learning outcomes relate to:

- Ability to identify sustainability contested issues and expanding boundaries.
- Ability to solve problems in a non-reductionist manner also when addressing complex real-life problems.
- Ability to think creatively and holistically and to make critical judgements.
- Ability to provide feed-back and to develop self-reflection (both personal and professional)
- Ability to identify, understand, evaluate and adopt values that are conducive to sustainability.
- Ability to approach conflicts and to bridge the gap between theory and practice, in promoting and facilitating participatory methodologies within sustainable and transformational territorial planning.
- Ability to participate creatively in interdisciplinary teams.
- Ability to initiate and manage change.

Contents

The course includes three main parts.

First part

In the first part of the course participants are introduced to knowledge management and to transformative learning key issues in relation to territorial design. This includes examples addressing collaborative and cooperative learning as well as conflict transformation methods.

Specific attention is given to cultural diversity and ways to improve sensibility and learning in cross-cultural settings.

Second part

In the second part of the course participants are encouraged to address group dynamics, in relation to learning and decision making issues and to identify specific participatory methods that are useful in facilitating territorial planning in a variety of context taking into account the ability to enhance bottom-up approaches.

Third part

The third part of the course encourages participants to identify adequate approaches and tools to address specific case studies that are relevant to their professional identities.

Methodology

The learning activities are based on transformative learning methods that encourage participants to experience educational tools and to share feed-back and reflection about it.

The use of the e-learning Moodle platform facilitates a blended learning approach in order to provide references to four key theory areas:

- the three learning dimensions (Illeris);
- transformative learning key issues (Freire, Taylor);
- socio-cultural perspectives (Gramsci, Vygotsky);
- collaborative knowledge management.

Practical classroom and outdoor activities include the use of:

- Cooperative Learning
- Self-managed interactive and small-group exercises
- Survey and inquiries
- Video-logs

The final part of the course encourages participants to draft a specific transformative learning approach concerning a local case study that implies attention for the community and participatory dimension.

Course Material

- Recent papers from scientific journals and books (made available through the Moodle platform);
- Presentation slides;
- Workshops handouts;
- Assignment guidelines.

Examination

The final exam is based on written examination (100%)

Students are requested to draft a case study that they address highlighting and elaborating on issues that are relevant in relation to the community and the participatory dimension.

Assessment criteria include:

- Consistency with course content and principles
- Ability to provide a rationale for and to structure community and participatory activities from a learning perspective
- Degree of critical thinking.

References

Tufte T., Mefalopulos P. (2009) Participatory Communication. A Practical Guide. Washington: World Bank

KNOWLEDGE, COMMUNICATION AND COMMUNITIES IN MOTION

(GROUP INTERACTIONS AND DYNAMICS, MOD. B)

CHIARA RABBIOSI

Second year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: will be announced through the teacher page on the website <https://didattica.unipd.it/>

Classes venue: online and in presence (Check online timetable for the Room)

CONTACTS:

Email: chiara.rabbiosi@unipd.it

Course contents

The course is one of the two modules that compose, together with “Group dynamics and transformative learning” (Prof. Surian), the course GROUP INTERACTIONS AND DYNAMICS.

The Module explores the theme of local development starting from the challenges posed by a numerical and qualitative increase in flows of information, people, imaginaries and ideas associated with different types of mobility, from structural migration to tourism.

Mobility is at the same time an empirical reality, a generic term, and an analytical paradigm developed in the Social Sciences and Humanities since the 2000s. The increase of mobility phenomena derives from the intensification of multiple processes – economic, political, technological and cultural – that interact in an unprecedented way in terms of their nature, speed and scale. Contemporary cities and regions are networks of machines, technologies, natural elements, ‘human’ and ‘non-human’ actors that cluster around interconnection nodes that favour flow and movement.

This course combines theory with a problem-based approach, moving from a human-geographic perspective on the study of mobility. During the class, some aspects of mobility will be questioned, such as: the reasons for movement, speed, rhythm, sensory aspects, frictions characterizing the movement of knowledge and communication, commodities and people in motion in contemporary societies. The analysis of these aspects will be used to reflect critically on the typical categories of the geography of local development – territory, territoriality, place, scale, community, sustainability – and how these categories are challenged by the parallel presence of both mobility and immobility networks.

The class will also focus on the most conflicting aspects that mark the relationship between space and society observed through a mobility perspective; conflicts often represented in common discourse through dichotomies or oppositional rigid categories – i.e. residents vs. migrants, residents vs. tourists, etc. During the Module, these categories will be deconstructed.

The Module will also include a methodological reflection based on so-called mobile methods.

Requirements

Knowledge, skills and competences equivalent to the overall learning outcomes of the first year of the study plan.

General awareness of the social and spatial implications of major contemporary mobility phenomena (structural migration, tourism, commuting etc.).

Learning outcomes

Knowledge, Communication and Communities in Motion is part of the larger Group Interaction and Dynamics course. Through its integration with the Module on Group Dynamics and Transformative Learning, students will be able to develop specific knowledge with reference to the relationship between space and society and the role that the mobility of objects, people and imaginaries play in it. The course supports knowledge-development through a critical and interdisciplinary approach.

Students will develop competences to face the most critical aspects of territorial development through those participatory and multicultural methodologies that can effectively support communication, planning and conflict management. By the end of the course, students are expected to be able to:

- identify the multiscalar and the networked character of local development in the context of radical globalization such as the contemporary one;
- master the multidimensionality of the concept of sustainability (economic, environmental, social, cultural, institutional, etc.);
- recognize different types of socio-spatial conflict;
- propose pro-active methodologies for its management (from the most structured to the most creative);
- critically reflect on their own role in the management of group dynamics in support of policy-making processes for territorial development.

Examination

Ongoing assessment consisting of oral or written paper reporting, small problem-based exercises, simulation of application of methods carried out in the classroom – up to 6 points (out of 30).

Final exam based on written examination (80%). Students will be demanded to draft a case study that they address by highlighting and elaborating on the different aspects raised in both Mod. A and Mod. B – up to 24 points (out of 30).

Bibliography

During the course, the teacher will provide the class with reading and working materials via Moodle. This material will include scientific papers from international journals, book chapters, policy-making documents, and multimedia in the form of Open Educational Resources.

The reference list includes:.

Cresswell, Tim, *On the Move : Mobility in the Modern Western World*. Abingdon, Oxon; New York: Taylor and Francis, 2012.

Sheller, Mimi, *Mobility justicethe politics of movement in an age of extremes*Mimi Sheller. London; Brooklyn (N.Y.): Verso, 2018.

Adey, Peter; Bissell, David; Hannam, Kevin; Merriman, Peter; Sheller, Mimi, Routledge Handbook of Mobilities. London, New York: Routledge, 2014.

Büscher, Monika; Büscher, Monika; Urry, John; Witchger, Katian, Mobile methods. Abingdon, Oxon; New York: Taylor & Francis, 2010.

ENVIRONMENTAL AND SOCIAL RESPONSIBILITY IN LOCAL DEVELOPMENT PROCESS

MASSIMO DE MARCHI

Second Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: Blended (on line and Complesso didattico di Biologia e Biomedicina "Fiore di Botta" Via del Pescarotto 8)

CONTACTS:

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Course Description

The course focuses on environmental evaluations as ex-ante evaluation processes in public decision making related with territories, ecosystems and societies.

Decisions can deal with physical interventions (projects) for example, constructions of facilities and infrastructures (bridges, waste treatment plants, motorways, railways, oil pipelines...), or regulatory interventions through program, plans, policies.

Environmental assessment applied to projects is called Environmental Impact Assessment (EIA), while the environmental assessment applied to plans and programs is called SEA (Strategic Environmental Assessment).

Project design based on solid environmental assessment processes can help to take better decision avoiding social-environmental conflicts and negative impacts on environment and social groups.

The Environmental assessment is a procedure that involves a “journey” for the construction of inclusive decisions taking into account technical-scientific, social and institutional issues.

Environmental assessment procedure includes, normally, the following steps:

- the preparation of the project/plan and the Environmental Assessment Study
- the provision of information (related to the project or plan and the evaluation)
- the participation of local actors
- the preparation of the administrative report collecting scientific and technical elements, the results of information and consultation processes, the advices of the involved administrations
- the discussion of the report by technical-scientific bodies or by committees with social representatives
- the decision by the competent authority.

Environmental assessment can represent a process for a better project design: “design with nature” (Ian McHarg, 1969) and a better participatory decision making.

Knowing environmental assessment allows to easily work as consultant and practitioner at international levels for NGO, public administrations, international agencies, private sectors, considering that the laws regulating EIA and SEA are very similar in many world jurisdictions.

Aims & Learning Outcomes

To provide the students with the basic theory and practice for conducting the principal procedures for environmental evaluations.

A student who has met the objective of the course will be able:

- To know Environmental Impact Assessment (EIA) and Strategic Impact Assessment (SEA) procedures
- To know the main legislative and regulatory dispositions at national and international levels (UE, UNECE, USA, Italian Legislation and some regional legislation)
- To handle the preparation of the Environmental Impact Statement under EIA procedure and Environmental Report under the SEA procedure
- To deal with the impact on biodiversity under Habitat Directive and the assessment of implications
- To manage tools for environmental assessment
- To manage tools for participation management under environmental evaluation procedures

Contents

- The role and need for evaluation
- Environmental Impact Assessment (EIA) and Strategic Environmental Assessment (SEA): regulations, procedures, case studies, European and International comparisons
- Art. 6 of Habitat directive and assessment of implications on Natura 2000 sites: procedures and case studies
- Social Impact Assessment and interaction with environmental assessment: key case studies
- Ecosystem services approach in environmental assessment
- GIS techniques and Multi Criteria Models for environmental assessments
- The management of participation inside environmental assessment procedures

Teaching methodology and learning approaches

A participatory methodology will be used including seminars organized by the students, analysis and discussion of case studies, seminars with expert and practitioners.

During the first lessons the teacher will deliver the list of texts that will be discussed during the course and the case studies for the working groups.

Key element of the learning approach is the organization in working groups for the analysis and discussion of real cases of environmental impact assessment.

Course material and references

Articles, case studies and different materials will be recommended during the course based on the students' language skills.

A Moodle educational platform will be activated to accompany the educational activities. Students are recommended to register immediately at the start of the course on the Moodle platform.

Greenberg M. R., The environmental impact statement after two generations: managing environmental power. --: Routledge, 2012

European Commission, Guidance on the preparation of the EIA Report (Directive 2011/92/EU as amended by 2014/52/EU). --: --, 2017.

Examination

Students work in group to analyse and discuss real case studies of environmental impact assessment about hot socio-environmental disruptive issues: mine operations, renewable energy, fossil fuels, road infrastructures, and other emergent issues.

Each group will prepare and discusses 3 oral presentations during course period:

- Project identification (end of October)
- Project-Environment interactions (II half of November)
- Final Presentation (End of course, December)

The assessment is completed by the preparation of the following outputs to be uploaded in moodle before the end of January:

- EIA case study Summary (project fiche, written, max 4 p with map)
- Case study Evaluation report (written, max 10 p.)
- Case study RIAM implementation (Rapid Impact Assessment Matrix)
- Case study GIS project

Evaluation criteria for the comprehensive assessment are:

- Active participation in lectures and in the moodle platform
- Knowledge of the main issues of the debate on environmental assessment
- Ability to formulate proposals for environmental evaluation of public policies and projects
- Ability to use tools for environmental assessment

TERRITORIAL PRACTICES FOR LOCAL DEVELOPMENT

DAVID CELETTI & DARIA QUATRIDA

Second Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: online

CONTACTS:

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See TERRITORIAL STRATEGIC APPROACHES FOR LOCAL DEVELOPMENT,
First year – Semester 1

HOW TO MEASURE THE IMPACT OF LOCAL DEVELOPMENT PROGRAMMES

ANNA GIRALDO, MARIA CASTIGLIONI

Second 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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See STATISTICAL METHODS FOR LOCAL DEVELOPMENT, First year – Semester 2

THESIS AND INTERNSHIP

THESIS COORDINATOR: Prof. Anna Giraldo, anna.giraldo@unipd.it

INTERNSHIP COORDINATOR: Prof. Daria Quatrida

General information

INTERNSHIP

The master includes an on-site internship (compulsory, minimum 200 hours), in Italy or abroad, in conjunction with relevant authorities and NGOs. The case study conducted during the internship will be the starting point for the graduation exam.

The goal of the internship is to train the student in local development issues in an institution, organization or private company. Furthermore it aims to encourage the practice of social & organizational skills, of a critical attitude and results-orientedness.

The student must have a basic knowledge in the area of local development or in a related research field connected to the topic of the internship. She/he has to be able to independently research, process and report scientific information.

THESIS

To graduate, students must have completed and registered all exams involved in their study plans (including work experiences, workshops, seminars, etc.) at least 15 days prior to the start date of the graduation exam session.

The final examination consists in the writing of an original dissertation under the guidance of a supervisor, normally a Faculty Professors, that shall be based on the student's internship. The dissertation shall be written and discussed in English.

All lecturers of the courses can perform as a supervisor of your thesis, you can find their names in the below list. **You are free to contact all of them and propose a personal subject.**

The rules of the thesis and internship fulfilment can be found on the Moodle platform (page "INTERNSHIP" and "THESIS")

LECTURERS LIST

Prof. Matteo Bassoli

Political Science, Policy Analysis & Research Methods

matteo.bassoli@unipd.it

DOMAIN FOR THESIS RESEARCH:

I am a political scientist and my research interests lie primarily in the domain of public policies. I have developed a solid research track with different methodological approaches. Within this perspective, I deal with the following topics:

- local ruling mapping,
- geo-referencing local policies,
- data imputation,
- survey creation,
- empirical research,
- social network analysis.

I encourage students to conduct empirical research based on their interest and the methodologies learnt during the course.



Prof. Marina Bertoncin

Social Geography

marina.bertoncin@unipd.it

DOMAIN FOR THESIS RESEARCH

I am a social geographer and my research specialises in spatial analysis. It is particularly concerned with actor-space relationships from both a theoretical and empirical landscape perspective as interpreted/defined by the modern and contemporary definition of space in social geography. Spatial structure orders relations between individual spatial forms (local patterns) and the whole of which they are a part (global patterns). The fruit of the actor planning on a space is the production of new space. My interest is to investigate the theoretical insights as well as the actors' experience, practice, and perception of these productions of space (in the real world) which structure the development of social life.

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

I welcome theses whose research aim is to investigate and interpret multifaceted and developing relations between actors and natural resources (land and water specifically) and the way in which they develop new territorial constructions and territorial development. Possible thesis topics and approaches (from both a theoretical and empirical perspective):

- Natural resources management and local development in the Sahelo-Sudanese Africa (irrigation projects, land grabbing and food sovereignty, farmers self-organization processes, traditional and modern livelihood systems);
- The hydraulic territorialisation in the Sahelo-Sudanese Africa (Lake Chad basin, Senegal, Mauritania, Burkina Faso, Mali, Niger, Cameroon, Chad, Nigeria, Soudan): space production; territorial sustainability; analysis of the - past and present - impact of large, medium and small-scale irrigation projects on the social development of the territories. Further investigation will be useful to enhance research activities;
- Natural resources management and local development in the Po Delta area; (territorial issues or projects, space and time conditions, ideological fields, actors - actors' politic, rationale, strategy, system of action - conflicts/constraints/possibilities/opportunities, power dynamics, territorial results: and the subsequent different outcomes according to different rationales);
- Grass-roots approaches to natural resources management for local development (rivers contracts, national strategy for inner areas, MAB program).



Prof. Maria Castiglioni

Demography and Social Statistics

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DOMAIN FOR THESIS RESEARCH:

- Population dynamics (and their components), on local and national scale. As example, fertility and reproductive health, infant mortality, family formation and dissolution, migration, ageing...
- Intergenerational exchanges (such as support, proximity, contacts...) among relatives within families.
- Problems related to quantitative measurement. Data collection (birth registration, use of administrative data, questionnaire...). Indicators (comparability, data quality, measure, meaning, interpretation...).
- Impact evaluation of intervention for social problems (with Anna Giraldo)



Prof. David Celetti

Economic and Social History
david.celetti@unipd.it

DOMAIN FOR THESIS RESEARCH:

My research interests are focused on Economic and Social History, with particular attention to the processes that sustained, or hampered, economic growth and social development. In particular I have tackled such issues as the role of pluri-activity in rural households:

- the causes and long term consequences of the social and national division of labour;
- the role of institution, technological transfer and labour organization in promoting economic growth;
- the paths of transition from agriculture to industry in Western European countries;
- the causes and modalities of transformation of planned into market oriented economies, with particular reference to the USSR and China;
- the coexistence in time and space of different development's structures;
- the potentialities of local sustainable development, of green and blue economy.

My researches have been developed within a diachronic (17th-21st centuries) and comparative framework juxtaposing broad economic reconstruction, with in depth analysis of representative case studies.

I have used a wide range of different sources, encompassing, along with traditional, printed documents, interviews, letters and diaries, cloths samples, rural, urban and industrial heritage.

My researches have been realised in Italy (Universities of Verona and Padova), Great Britain (University of Hertfordshire), Kazakhstan (University Al' Farabi, Almaty), Uzbekistan (Buchar State University), and China (University of Wuhan).

Within this research experience I welcome theses aiming to study development's related issues within an historical framework, both as general reconstruction of local, regional, national issues, and as in depths reconstruction of case studies (development's projects, businesses cases, life stories, ...).

Comparative approaches in time or space, works showing potential future impacts of current development projects (e.g. current local sustainable developments projects, or green – blue economy related initiatives), and works on transition regions (e.g. former USSR countries) or newly developed economies (e.g. China) are also highly appreciated.



Prof. Massimo De Marchi

massimo.de-marchi@unipd.it

DOMAIN FOR THESIS RESEARCH:

I am the coordinator of research group on [Climate Change Territory Diversity](#) and of the [Laboratory on GIScience and Drones for Good](#).

The interdisciplinary research group deals with climate change, territory and diversity in intertwined, comparative and multi-scale approach. The research approaches integrate GIS Science with qualitative and participatory methodologies, adopting a no-extractive perspective, empowerment and involvement of the actors who contribute to the research. The research support processes of active citizenship or the construction of public policies (environmental, territorial, cultural) in high conflictive contexts. The research support processes of active citizenship and the construction of public policies (environmental, territorial, cultural) in high conflictive contexts.

The GIScience and Drones for Good Laboratory (D4G) operates both in permanent form and in multiple itinerant forms linked to field activities between Padua and the Amazon and different territories of ecological and cultural diversity in which to apply geographic information technologies to activate participatory action research paths. The D4G laboratory is a member of the national LabGeoNet network of Italian geographic and scientific laboratories (<http://www.labgeonet.it>).

The research group and D4G laboratory deal with the following topics:

- Yasunization of Earth: transition from fossil fuel and unburnable carbon
- Amazon: territory and biodiversity
- Agroecology and territorial transitions
- Inclusive decision-making processes, participation, environmental conflicts and technologies: PGIS and PPGIS, Neogeographies and VGI (Voluntary Geographic Information)
- Evaluation for sustainable development
- Sustainable and community tourism
- Drones 4 Good: use of Unmanned Aerial systems for sustainability and empowerment
- GIScience and urban sustainability
- GIScience in climate justice
- GIScience and sustainability objectives to 2030



Prof. Ekaterina Domorenok

Political Science and Policy Analysis

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DOMAIN FOR THESIS RESEARCH:

I am a political scientist and my research interests lie primarily in the domain of public policies. I have developed a solid research and consultancy experience in such policy areas as territorial development, environmental protection, sustainable development and climate change in a multi-level perspective, with particular regard to the European context. Within this perspective, I deal with the following topics:

- policy and governance transformations at different territorial levels; the role of policy actors in institutional and policy change;
- decentralization and territorial governance reforms;
- policy innovation and learning;
- policy networks and polycentric policy regimes;
- sustainability governance and public participation.

I encourage students to conduct comparative research based on theoretical approaches introduced in my course 'Governance of Local Development' and drawing on their traineeship experience whenever possible. Examples of specific subjects:

- Urban Regeneration Policies as a Tool for Sustainable Development. A Qualitative Comparative Study of the Cases of Birmingham (UK) and Medellin (Colombia);
- Urban Climate Governance and Low Carbon City Strategies. The Case of Tehran-Iran;
- Unveiling the role of Ecosystems in building Urban Resilience to Climate Change. A comparative Analysis of the Ecosystem-Based Adaptation Measure in Belo Horizonte (Brasil) and Venice (Italy)
- Multilevel Governance and Territorial Cooperation. Opportunities for Local Authorities in the Euroregion Baltic.



Prof. Francesca Gambarotto

Economic Policy and Local Development

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DOMAIN FOR THESIS RESEARCH:

Examples of Thesis Topics:

- Local experiences for the development of a circular economy;
- The cognitive process of a local community for the application of the circularity principle;
- The coordination of local economic agents to develop local economic connections;
- The empirical analysis can be unfold with indexes or interviews. Quantitative and qualitative investigations are both welcome.



Prof. Anna Giraldo

Economic Statistics

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DOMAIN FOR THESIS RESEARCH:

I'm an applied statistician with research interests mainly concentrated on the social and economic aspects of the phenomenon. In particular I'm interested in the measurement of economic and social issues such as poverty and labour force participation. Other research interests are:

- students' career in higher education;
- effect of the economic crisis in family dynamics;
- data quality in sample survey;
- compensation for missing data ;
- data collection;
- impact evaluation of public or local development policies (from the design to the implementation and data collection) (with Maria Castiglioni).



Prof. Giorgia Nesti

Political Scientist

giorgia.nesti@unipd.it

DOMAIN FOR THESIS RESEARCH:

I'm a political scientist and my research interests focus primarily on public policy, local innovation, e-government, ICT policies and Gender studies. I'm the Scientific Director with Matteo Bassoli of 'URBES – Observatory on Urban Policies' at the Centre for Regional Studies 'Giorgio Lago' at the University of Padua (http://www.centrostudiregionali.unipd.it/?page_id=781).

I'm the Principal Investigator of the project POLBIS - The Politics and Policy of Basic Income Schemes: lessons from Italian and European cases (www.polbis.eu) co-funded by the Cariparo Foundation and of the project The Role of Urban Living Labs in the Innovation of Local Public Services (www.smartcitygovernance.eu) funded by the Department of Political Science, Law and International Studies @Unipd.

My specific topics of interests are:

- Innovation in cities
- Living labs
- Public sector innovations
- Democratic innovations
- Urban inequalities
- Participatory and multi-level decision-making
- European policies for social innovation and urban contexts.

Prof. Giorgio Osti

Sociologist

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DOMAIN FOR THESIS RESEARCH:

Development processes in fragile areas, the figure of the agricultural innovator, role of the Mountain Communities, consent and legitimization of natural parks, raise of the environmental crisis in modern societies, environmental associations, involvement of citizens in waste management, local energy co-provision systems, rivers and detention basins. Member of the Italian FP6-CITIZENS-2 Research group, 'A Cognitive Approach to Rural Sustainable Development: the dynamics of expert and lay knowledges' (CORASON, 2004-2006). Without interruption, coordinator or member of research units of the Research Programs of Relevant National Interest (PRIN), 2001-2018.



Prof. Andrea Pozza

Capacity Building and Monitoring/Evaluation Expert

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DOMAIN FOR THESIS RESEARCH:

I am a free-lance expert focus on setting up Monitoring and Evaluation system of organizations, project and policies in developing countries (mainly Africa and Asia). I started to work in the agricultural sector but presently I am involved in projects/policies covering different sectors (public health, tourism, vocational training, irrigation).

The M&E systems I design and/or improve are based on “Result Based Management”(RBM) approach which focuses mainly on effects of the project and changes made rather than on activities or events implemented. In other words, it assesses “changes that have occurred due to the intervention” rather than “achievements made by the project”. These systems are designed to stimulate maximum 'buy-in' from data generators and users within and outside the intervention. Thus project staff assume primary responsibility for its design, implementation, monitoring and review..

Possible thesis topics:

- use of SMART applications for data collection, aggregation and analysis of the indicators captured in project M&E systems;
- identification of natural resources and environmental indicators;
- design of M&E Manuals for project in developing countries;
- support the design of sampling activities to collect information about outcome indicators in developing projects.



Prof. Silvia E. Piovan

Geographer

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DOMAIN FOR THESIS RESEARCH:

I am a Geographer with a focus on the geohistorical evolution of the man-environmental relationships in the alluvial plains. My approach typically involves both local and regional scales of analysis. In particular, I am interested in the interaction between humans and waters with both theoretical and practical approaches that belong to disciplines as historical ecology, environmental history and military geography.

In the last few years I conducted research on:

- assessment of the impact on wetlands of new roads constructions and enlargements for the South Carolina Department of Transportation (USA);
- assessment of the impacts of a large rainfall induced flooding event (i.e. the 1000-year October 2015 meteorological event) on the topography and road network of the Army's McCrady Training Center (USA), with a particular attention to the geohistorical evolution of the land use (from agricultural terraced area to a military base);
- palaeohydrography of the Venetian alluvial plain (Italy).

I am currently conducting research on the following projects:

- the forest as a "refuge" (Nash, 1967) according to some particular meanings and key concepts (illegality-criminality, military and geo-politics, intellectual-recreational-educational, biodiversity) – as PRIN Project Unit Coordinator
- the creation and management of millponds in South Carolina in the last two centuries (USA)
- geohistorical investigation on the military paths of armies during the Civil War and their relationships with the environment (wetlands and weather) in South Carolina (USA)
- census and regulation of wetlands in the Venetian plain
- historical floods in the Southern Venetian plain

My research is often developed within a diachronical framework and uses a geohistorical approach that includes different methodologies such as analysis of historical maps, historical documents, diaries, (aerial) photos, newspapers, drawings, interviews, agricultural and marine reports, and field survey.

The collected data are processed in a geographical information system (GIS) platform that allows a comparative (multilayer), multiscale, analytical and georeferenced analysis.



Prof. Daria Quatrida

Social Geography

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DOMAIN FOR THESIS RESEARCH:

I am a social geographer interested in the ways societies relate to their space and deal with contemporary sustainability challenges. In particular, my research now focuses on the analysis of how irrigation schemes have transformed (since colonial times) and are transforming the wetlands spaces in Sahelian Africa as regards the consequences they created for social, economic and ecological sustainability.

Looking at power structures through the analytical tools of territorialisation and territoriality, I'm engaged in studying traditional and "modern" land tenure natural resource management, land and water grabbing debate and farmer-herder strategies in response to development policy. These issues revolve around the interaction between society and the environment and the social and political struggles arising out of such interaction.

I am also particularly interested in participatory tools for local sustainable development (e.g. Local Agenda 21 initiative both in Municipalities and schools, Italian Inner Area Strategy...) and active citizenship enhancement to building sustainable and empowered communities.

I welcome theses on these topics.



Prof. Chiara Rabbiosi

Human Geographer
chiara.rabbiosi@unipd.it

DOMAIN FOR THESIS RESEARCH:

I am a human geographer with a very interdisciplinary background, nurtured from a variety of perspectives coming from the Social Sciences and the Humanities. I am currently in charge of the Digital Laboratory for Mobility Research–Mobilab at the Department of Historical and Geographical Sciences and the Ancient World–DiSSGeA (<https://www.mobilityandhumanities.it/home/mobilab/>)

My main research areas include:

- Tourism and society: meanings, practices, policies, conflicts
- Consumer culture and space: shopping practices, shopping sites as public spaces, food, gender and consumption
- Cultural heritage: tangible, intangible, co-creation
- Embodied mobilities: walking, cycling, commuting
- Urban studies: urban regeneration, place branding
- Qualitative methods and creative methodologies: ethnographic experimentations, performing data

As for the a.y. 2020-2021, I am interested in supervising thesis on the following topics, methodologies or perspectives:

- Tourism mobilities I: Postpandemic tourism
- Tourism mobilities II: Cultural Europeanisation and tourism
- The environmental impact of digital consumption
- Mobile methodologies: walking methodologies in particular (but I am open to any)
- Gendered perspectives on any mobility issue
- Postcolonial/Decolonial perspectives on any mobility issue

Prof. Marco Rangone

Economic Policy and Local Development

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DOMAIN FOR THESIS RESEARCH:

My interest is the dynamics of local economic systems and their ability to sustain the social and economic wellness of the community living and working in them. The approach I use is a systemic approach that finds its roots in the works by economists and social scientists such as William Kapp, Albert Hirschmann, Francois Perroux, Gunnar Myrdal, Amartya Sen and – so far as the Italian tradition is concerned — Giorgio Fuà and Paolo Syslos Labini.

Dissertations that deals with the issue of local economic structure and change and the related issue of collective values and policies for development are welcomed.



Prof. Alessio Surian

Psychologist

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DOMAIN FOR THESIS RESEARCH:

I am a psychologist who specialises in social interaction and transformative learning. In relation to territorial planning I am interested in participatory approaches and methods to decision making process and in bottom-up / community engagement in co-constructing knowledge.

I have an activist and practitioner focus on social and circular economy, housing rights, intercultural and decolonial perspectives.

I am regularly collaborating with the Intercultural Cities network and with educational and housing rights policies in Argentina and Brasil.

Examples of specific topics:

- Participatory community planning;
- Knowledge management in territorial planning and policies;
- Collaborative economies' learning and teambuilding issues.