

# Local Development

## Book of Syllabus



University of Padova

Department of Historical and Geographic Sciences and the  
Ancient World

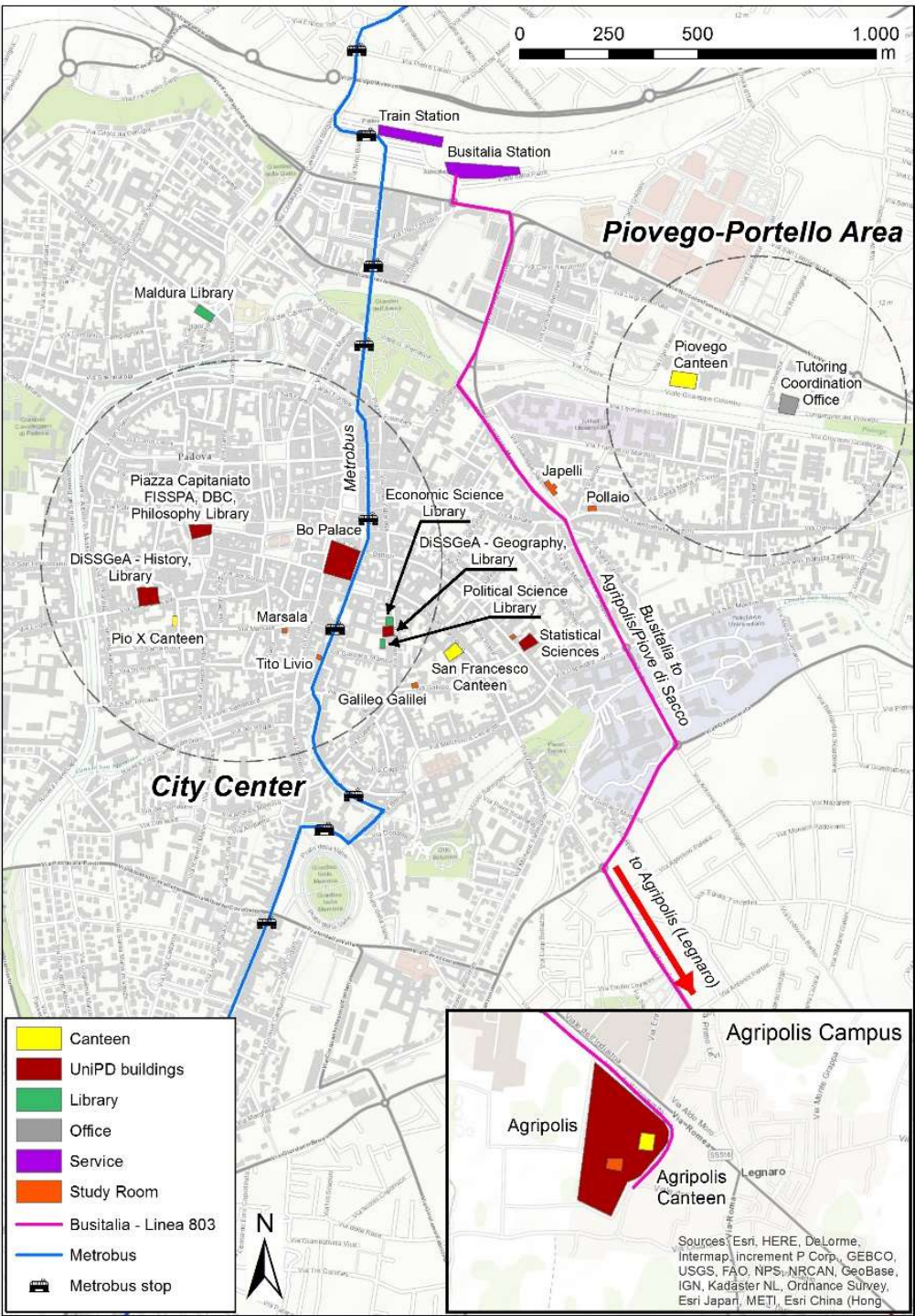
A.Y. 2021-2022

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This version: August 13<sup>th</sup>, 2021

# PADOVA MAP & INFORMATION



## USEFUL ADDRESSES

### Geography section

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

### History section

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

### 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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phone: 049 8274071

Global Engagement Office – Admissions and Welcome Unit

Enrolment procedures for International students

[international.admission@unipd.it](mailto:international.admission@unipd.it)

SAOS Office

Immigration procedures (visa, residence permit)

[saos@unipd.it](mailto:saos@unipd.it)

Students' Secretary – School of Human Sciences

Enrolment procedures for Italian students, course passages, credits

[scienzeumane.studenti@unipd.it](mailto:scienzeumane.studenti@unipd.it)

Didactic Secretary DISSGEA

Administrative procedures (study plan, registration of exams, thesis)

[didattica.dissgea@unipd.it](mailto:didattica.dissgea@unipd.it)

Student Services Office

Taxes, scholarships and various facilities

[benefici.studenti@unipd.it](mailto:benefici.studenti@unipd.it)

All the information you may need is in this booklet or in the Moodle page of the course. Check it out before contacting any of the address above!

## USEFUL INFORMATION

## CLASSES PERIODS

First semester: 27<sup>th</sup> September 2021 – 15<sup>th</sup> January 2022

Second semester: 28<sup>th</sup> February 2022 – 11<sup>th</sup> June 2022

## EXAMS SESSIONS

Winter session: 17<sup>th</sup> January-26<sup>th</sup> February 2022

Summer session: 14<sup>th</sup> June-23<sup>rd</sup> July 2022

Autumn session: 22<sup>nd</sup> August-24<sup>th</sup> September 2022

## SUSPENSION OF TEACHING ACTIVITIES

Christmas Holidays: 23<sup>rd</sup> December 2021 - 7<sup>th</sup> January 2022

Easter Holidays: 15<sup>th</sup>-19<sup>th</sup> April 2022

Giustiniana celebration: 3<sup>rd</sup> June 2022

Patron Saint (Sant'Antonio): 13<sup>th</sup> June 2022

Summer Holidays: 1<sup>st</sup> August-15<sup>th</sup> August 2022

## MOODLE PLATFORM

In the Moodle platform (<https://elearning.unipd.it/scienzeumane/>) you can find all the general information about Local Development Master course as well as course programs, teaching materials, case studies, exercises, reference texts, articles, for all the courses. You will receive the credentials at the time of enrolment, together with the email address and the credentials for Uniweb (on-line portal for students).

## STUDY PLAN

A study plan is a detailed overview of activities to be completed in order to achieve your degree. We suggest you to fill in the study plan at the beginning of the academic year (starting from the end of October) in order to be able to register for exams: it can then be modified until you submit the registration for final thesis discussion.

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

The rules could be found in the Moodle platform.



## MOBILITY EXCHANGES

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.

For more information: <https://www.unipd.it/en/erasmus-studies-out>

SEMP - Swiss European Mobility Programme is the programme allowing student mobility to Switzerland.

For more information: <https://www.unipd.it/sempr>

The new Ulisse Programme enables students to spend a study, a thesis research or an internship period abroad at partner Universities from non EU countries in Europe, Americas, Asia, Australia.

For more information: <https://www.unipd.it/en/ulisse>

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](mailto: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	<a href="https://www.kuleuven.be">https://www.kuleuven.be</a>
Université Catholique de Louvain B - LOUVAIN01	031 - Social and behavioural sciences	QUATRIDA Daria	2	6	French B1	<a href="https://uclouvain.be/fr/index.html">https://uclouvain.be/fr/index.html</a>  PSAD: ECOLE DES SCIENCES POLITIQUES ET SOCIALES <a href="https://uclouvain.be/fr/facultes/espo/psad">https://uclouvain.be/fr/facultes/espo/psad</a>

### FRANCE

UNIVERSITY	AREA	RESPONSIBLE	GRANTS	MONTHS	LANG*	LINK
<b>Université Pantheon-Sorbonne, Paris I</b> F - PARIS001	0532 - Earth sciences	<b>QUATRIDA Daria</b>	2	9	French B2	<a href="http://www.univ-paris1.fr">http://www.univ-paris1.fr</a>
<b>Université Paul Valéry Montpellier 3</b> F - MONTPELO3	031 - Social and behavioural sciences	<b>QUATRIDA Daria</b>	2	6	French B1	<a href="https://www.univ-montp3.fr/fr/erasmus">https://www.univ-montp3.fr/fr/erasmus</a> UFR 4 – AES DEPARTMENT <a href="https://ufr4.www.univ-montp3.fr/fr/administration-économique-et-sociale">https://ufr4.www.univ-montp3.fr/fr/administration-économique-et-sociale</a>
<b>Université de Poitiers</b> Faculté de Sciences économiques F - POITIER01	031 - Social and behavioural sciences	<b>QUATRIDA Daria</b>	2	6	French B1 English B1	<a href="http://sceco.univ-poitiers.fr/international/venir-etudier-a-poitiers/studying-in-poitiers-710451.kjsp?RH=1295359756143">http://sceco.univ-poitiers.fr/international/venir-etudier-a-poitiers/studying-in-poitiers-710451.kjsp?RH=1295359756143</a>

#### NETHERLANDS

UNIVERSITY	AREA	RESPONSIBLE	GRANTS	MONTHS	LANG*	LINK
<b>Rijksuniversiteit Groningen</b> NL - GRONING01	031 - Social and behavioural sciences	<b>RABBIONI Chiara</b>	2	5	English B2	<a href="https://www.rug.nl/masters/behavioural-and-social-sciences-research/">https://www.rug.nl/masters/behavioural-and-social-sciences-research/</a>

#### PORTUGAL

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

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

#### SPAIN

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

>> NEW DESTINATIONS 2021/2022 <<

#### ESTONIA



UNIVERSITY	AREA	RESPONSIBLE	GRANTS	MONTHS	LANG*	LINK
<b>Eesti Kunstiakadeemia</b> Faculty of Architecture EE - TALLIN01	022 - Humanities	<b>RABBIOSI Chiara</b>	1 (+2)***	12	English B1	<b>MASTER IN URBAN STUDIES****</b> <a href="https://www.artun.ee/en/curricula/urban-studies/">https://www.artun.ee/en/curricula/urban-studies/</a>

\*\*\* 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
<b>Helsingin Yliopisto</b> Faculty of Geosciences and Geography SF - HELSINK01	0532 - Earth sciences	<b>RABBIOSI Chiara</b>	1*****	6	English B1	<a href="https://www.helsinki.fi/en/admissions/how-to-apply/exchange-studies">https://www.helsinki.fi/en/admissions/how-to-apply/exchange-studies</a>  <b>FACULTY OF GEOSCIENCES AND GEOGRAPHY</b>  <a href="https://www.helsinki.fi/en/faculty-of-science/faculty/geosciences-and-geography">https://www.helsinki.fi/en/faculty-of-science/faculty/geosciences-and-geography</a>

\*\*\*\*\*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 2021/22

## FIRST SEMESTER

	ETCS	HOURS	LECTURERS
TERRITORIAL STRATEGIC APPROCHES FOR LOCAL DEVELOPMENT	6	42	CELETTI D.
TERRITORIAL GOVERNANCE AND PUBLIC POLICIES	6	42	DOMORENOK E.
GEOGRAPHY FOR LOCAL DEVELOPMENT: THEORY AND PRACTICE (Integrated course):			
GEOGRAPHICAL SPACE: CONCEPT, TOOLS AND PRACTICE (mod. A)	6	42	QUATRIDA D.
GIS: MAPPING AND ANALYSIS (mod. B)	9	81	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.
SOCIAL RESEARCH METHODOLOGY	6	42	BASSOLI M.
LOCAL DEMOCRACY	6	42	NESTI G. DOMORENOK E.

## SECOND SEMESTER

	ETCS	HOURS	LECTURERS
SOCIAL DYNAMICS IN LOCAL DEVELOPMENT	6	42	OSTI G.
PROJECT PLANNING AND QUANTITATIVE METHODS (Integrated course):			
STATISTICAL METHODS FOR LOCAL DEVELOPMENT (mod. A)	9	72	CASTIGLIONI M. GIRALDO A.
ESSENTIALS OF PROJECT PLANNING AND EVALUATION (mod. B)	6	42	POZZA A.

1 course at choice between:

	ETCS	HOURS	LECTURERS
CIRCULAR ECONOMICS AND LOCAL DEVELOPMENT	6	42	GAMBAROTTO F.
TECHNOLOGICAL INNOVATION AND URBAN DEVELOPMENT: THEORETICAL APPROACHES AND CASE STUDIES	6	42	GUALERZI D.

An elective course of 9 ETCS could be chosen between all the courses provided by Master 's University of Padova courses. More information will be provided during the Kick-off seminar and in the Moodle platform.

## SECOND YEAR COURSES – cohort 2020/21

### FIRST SEMESTER

	ETCS	HOURS	LECTURERS
TRANSFORMATIVE LEARNING, PARTICIPATION AND GROUP DYNAMICS	6	42	SURIAN A.
SPACE, PLACE AND MOBILITY	6	42	RABBIOSI C.
SPACE, CITIES AND DEVELOPMENT	6	42	FAVA F.
MICROFINANCE FOR SOCIAL CHANGE	6	42	LANZAVECCHIA A. DE MARCHI M.

## GEOGRAPHY FOR LOCAL DEVELOPMENT: THEORY AND PRACTICE (INTEGRATED COURSE, MODULE A)

## GEOGRAPHICAL SPACE: CONCEPTS, TOOLS AND PRACTICE

*DARIA QUATRIDA*

First Year – Semester 1

ECTS: 6

Duration: 42 (22 frontal classes, 20 workshop hours)

Office hours: under appointment

Classes venue: In presence and on-line

### CONTACTS:

phone: 0498274098

email: [daria.quatridda@unipd.it](mailto:daria.quatridda@unipd.it)

### Course Description

The integrated course GEOGRAPHY FOR LOCAL DEVELOPMENT: THEORY AND PRACTICE is composed by two modules: “Geographical space: concepts, tools and practice” (module A) and “GIS: mapping and analysis” (module B). This course is module A.

Space has long been the concerns of human geography, bound up with a strong sense of the importance of place. Space matters; distance and place distinction matter: location is a critical position of objects and perception of objects and their location which influence behaviour and interventions.

Geographical Space offers an introduction to what it means to think geographically in a world that is changing in ways that bring to the fore questions of space, nature and place.

In short it invites to explore our “geographical imagination” (Said, 1978; Massey 2005) looking at the relationship between society and its spatial organization, between society and nature, and between the interdependence and unique character of places.

### 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 to:

- understand the importance of the different conceptualizations, representations and interpretations of the geographic space;
- to apply the theoretical approaches to geographic space to development projects (cases study investigated during classes and, if possible, through fieldwork) analyzing their challenges and problems from multiple points of view.

## Contents

The course will alternate lectures and workshops (ONLY FOR STUDENTS ATTENDING THE COURSE IN PRESENCE) on different case studies to connect and integrate theories and practices of space analysis and local development outcomes.

Lectures will provide a general introduction to theoretical issues and challenges associated with the definition of space & territory (Lefebvre, 1974; Harvey, 2006; Raffestin 1988; Brenner & Elden, 2008, 2009).

We focus here primarily on a definition of space, a key concept in human geography and a starting point to approach a spatial analysis. The reference point is the analytical framework of the space proposed by Harvey (2006), based on Lefebvre's study (1974) of 'the production of space'. "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. 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. We will further examine how the concepts of space & territory have developed and changed, drawing attention to the disputed nature of geographical knowledge.

The 'theoretical' approach is integrated by a 'practical' one (workshops will be proposed) to connect 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 study cases focusing on "narratives" of space and nature in order to understand how [and why] a certain type of project already appears when describing space/nature (the power of discourse) in a certain manner (Dematteis, 1995). 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.

## Course Material

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

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

## Assessment criteria

- 1) Completeness of acquired knowledge
- 2) Appropriateness of disciplinary terminology in both written and oral contexts
- 3) Competence in mastering a theoretical and practical approach (workshop activities) to geographical space

## Assessment

ATTENDING students: submission of an individual Report (3500 words max.) concerning issues arising from a case study analyzed through the theoretical framework. The Report should include: theoretical and geographic context, theoretical framework, method used, results, comments.

NON-attending students: submission of an individual essay. The topic of the individual essay should be agreed with the course instructor in advance and be coherent with the content of the course.

The FINAL GRADE of the integrated course GEOGRAPHY FOR LOCAL DEVELOPMENT: THEORY AND PRACTICE will be the WEIGHTED AVERAGE among the grades obtained in the 2 modules.

## Bibliography

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.

Bertoncin M., Pase A., Quatrada D., & Turrini S. (2019), "At the junction between state, nature and capital: Irrigation mega-projects in Sudan", *Geoforum*, 106, 24-37.

Jessop, B., Brenner, N. & Jones, M. (2008) "Theorizing socio-spatial relations", *Environment and Planning D*, 26, pp. 389-401.

Elden, S. (2010) "Land, terrain, territory", *Progress in Human Geography*, 34, pp. 799-817.

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.

Sassen, S. (2008) "Neither global nor national: novel assemblages of territory, authority and rights", *Ethics & Global Politics*, 1.1-2, pp. 61-79.

Brenner, N. & Elden, S. (2009) "Henry Lefebvre on State, Space, Territory", *International Political Sociology*, 3, pp. 353-377.

Sidaway, J. D. (2007) "Spaces of Postdevelopment", *Progress in Human Geography*, 31, 3, pp. 345-361.

Sidaway, J. D. (2012) "Geographies of Development: New Maps, New Visions?", *The Professional Geographers*, 64.1, pp. 49-62.

Klauser, F. R. (2011) "Thinking through territoriality: introducing Claude Raffestin to Anglophone sociospatial theory", *Environment and Planning D*, 30, pp. 106-120.

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.

Rose, G. (1997) "Situating knowledges: positionality, reflexivities and other tactics", *Progress in Human Geography*, 21, 3, pp. 305-320.

# GEOGRAPHY FOR LOCAL DEVELOPMENT: THEORY AND PRACTICE (INTEGRATED COURSE, MODULE B)

## GIS: MAPPING AND ANALYSIS

*SILVIA E. PIOVAN*

First Year – Semester 1

ECTS: 9

Duration: 81 hours

Office hours: after class or under appointment

Classes venue: On-Line

### CONTACTS:

phone: 049 8274074

email: [silvia.piovan@unipd.it](mailto:silvia.piovan@unipd.it)

### Course Description

This course is the module B of the integrated course GEOGRAPHY FOR LOCAL DEVELOPMENT: THEORY AND PRACTICE.

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

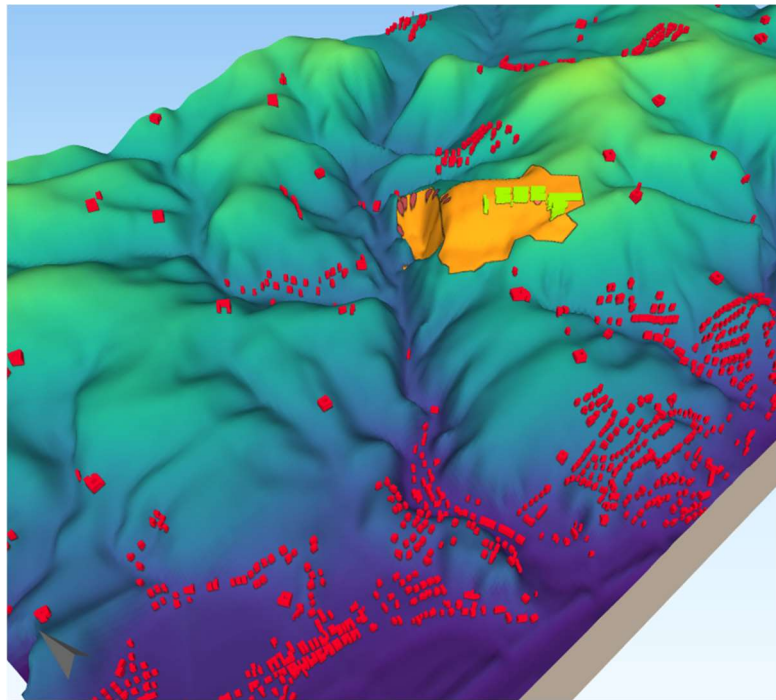
The course aims to give the basic knowledge in geographic information systems for their use in the management and the analysis of geographic data. Particular attention is dedicated to the geohistorical analysis of territory, environment and landscape (Fig. 1), for example in performing a diachronical 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 3D view of Mauthausen (Austria). In yellow, the area of the concentration camp. In the course students will learn how to create 3D models and perform 3D analysis (like slope, aspect and viewshed) based on this type of digital elevation models.**

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, network and viewshed 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).

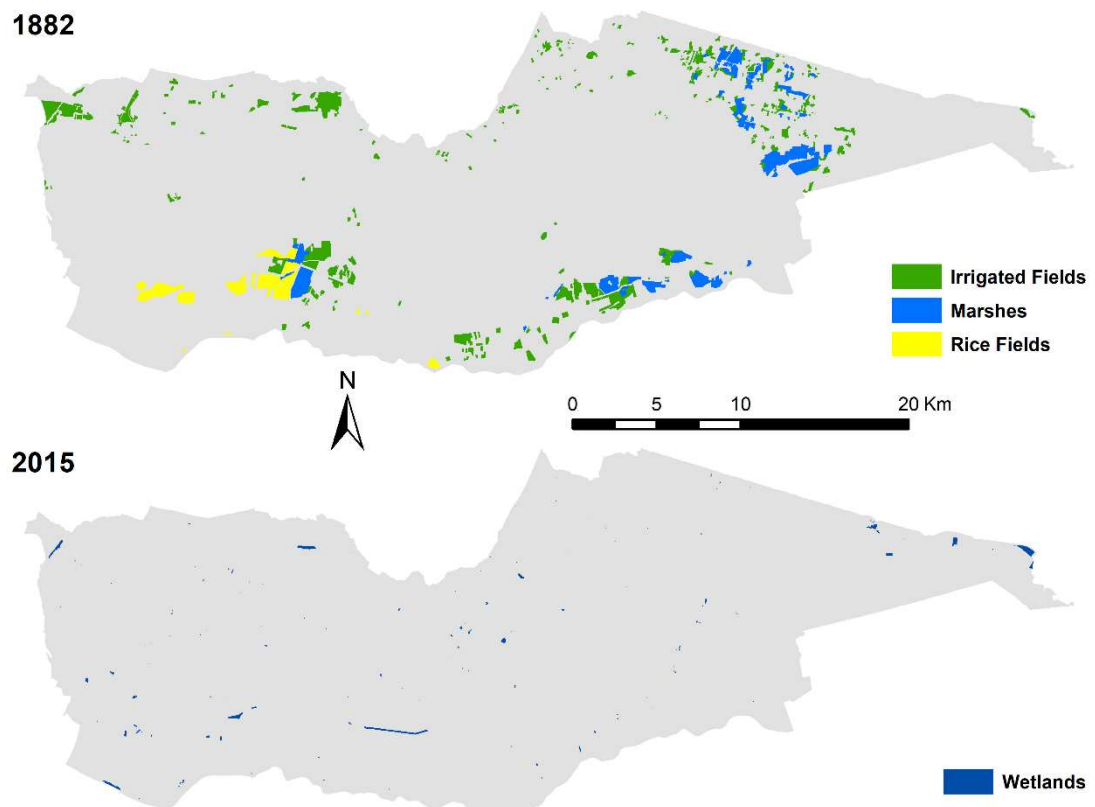


Figure 2. Example of map created with a GIS to show the comparison between 1882 and 2015 wetlands in the Bassa Padovana area (province of Padova). The loss of wetlands was due mostly because large reclamation projects.

## 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](mailto:silvia.piovan@unipd.it)

## Course Material

- Material provided in the Moodle platform (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) (50%) to deliver at the end of each GIS project treated during the lesson (the instructor will advise each time for the report delivery deadline). 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) Final oral exam during ordinary exam sessions (50%). The questions will cover all the bibliographic material assigned in the study and will include: 1 question about the use of coordinate systems, 3 questions on the other main topics treated during the module and 1 question about the projects.

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

### Non-attending students:

Final oral exam during ordinary exam sessions that will include:

1) 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.

2) Oral questions (50%) concerning all the bibliographic material assigned through the Moodle platform during the module (1 question about the use of coordinate systems, 3 questions on the other main topics treated during the module and 1 question about the projects).

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

The FINAL GRADE of the integrated course GEOGRAPHY FOR LOCAL DEVELOPMENT: THEORY AND PRACTICE will be the WEIGHTED AVERAGE among the grades obtained in the 2 modules.

# TERRITORIAL STRATEGIC APPROACHES FOR LOCAL DEVELOPMENT

**DAVID CELETTI**

First year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: In presence and on-line

CONTACTS:

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## Target skills and knowledge

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 course students will be able to:

- 1) Fully understand, critically analyse and clearly present the concepts and the literature discussed in the classroom;
- 2) Critically and comparative analyse development models and practices;
- 3) Question results of different approaches to development, relating them to specific times and spaces;
- 4) Prepare, and effectively present in the classroom a topic related to development issues freely chosen by the student.

## Course description

The course 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 16<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> 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 21<sup>st</sup> 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?

## Teaching Methodology

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

The course combines the following teaching methods and work forms:

- Front lecturing in order to give the students the analytical instruments and theoretical framework to understand development processes and link them in time and space;
- Discussion with peer, in order 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);
- Personal work on chosen topics approved by the teacher, presentation of it in the classroom and open discussion with peers, in order to strength the ability of data collection, analysis, synthesis, exposition, and discussion with peers;
- Fieldwork on case studies that will be presented to the students through an eye-witnessed experience. The field work aims give a concrete experience of development processes and problems, to introduce students to persons and association working on concrete projects, to unite theoretical and practical approaches.

All the slides and the eventual documents presented and discussed during the lectures, as well as that used during the fieldwork, will be placed in the Moodle platform.

## Examination

Students will take a written and oral exam. The exam consists in three questions.

ATTENDING STUDENTS will prepare the exam on the following material:

- a. Slides presented and discussed during the lectures and uploaded on the Moodle platform;
- b. Their own presentation (individual paper presented during the course);



c. One of the following articles freely chosen by the student itself:

1. David Celetti, Trends in a transition economy: Kazakhstan's monetary policy after independence (<https://doc-research.org/2019/06/trends-in-a-transition-economy-kazakhstans-monetary-policy-after-independence/>)
2. David Harvey, Neoliberalism as creative destruction ([http://cult320withallison.onmason.com/files/2014/12/Harvey\\_Creative-Destruction.pdf](http://cult320withallison.onmason.com/files/2014/12/Harvey_Creative-Destruction.pdf))
3. Vladimir Popov, Which economic model is more competitive? The West and the South after the Covid-19 pandemic (<https://doc-research.org/2020/09/which-economic-model-is-more-competitive-the-west-and-the-south-after-the-covid-19-pandemic/>)
4. Alexei Yurchak, Soviet Hegemony of Form: Everything was forever, until it was no more, Comparative Studies in Society and History, 45, 3, 2003, pp. 480-510 (uploaded on the Moodle platform)

NON ATTENDING STUDENTS will prepare the exam on the following material:

1. Vladimir Popov, Mixed fortunes. An Economic History of China, Russia and the West, Oxford, Oxford University Press, 2017.
2. David Celetti, Trends in a transition economy: Kazakhstan's monetary policy after independence (<https://doc-research.org/2019/06/trends-in-a-transition-economy-kazakhstans-monetary-policy-after-independence/>)
3. David Harvey, Neoliberalism as creative destruction ([http://cult320withallison.onmason.com/files/2014/12/Harvey\\_Creative-Destruction.pdf](http://cult320withallison.onmason.com/files/2014/12/Harvey_Creative-Destruction.pdf))
4. Gilbert Rist, Development as a Buzzword, "Development in Practice", 4-5, 2007, pp. 485-491 (uploaded in the Moodle platform)
5. Vladimir Popov (and others) The effect of rapid privatisation on mortality in mono-industrial towns in post-Soviet Russia: a retrospective cohort study, The Lancet Public Health, 2, 5, 2017 ([https://www.researchgate.net/publication/316041955\\_The\\_effect\\_of\\_rapid\\_privatisation\\_on\\_mortality\\_in\\_mono-industrial\\_towns\\_in\\_post-Soviet\\_Russia\\_a\\_retrospective\\_cohort\\_study](https://www.researchgate.net/publication/316041955_The_effect_of_rapid_privatisation_on_mortality_in_mono-industrial_towns_in_post-Soviet_Russia_a_retrospective_cohort_study)), 3, 2003, pp. 480-510 (uploaded on the Moodle platform)

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 independent, 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 course's topics, and to understand links and differences between development models in time and space;
- 3) Ability to question personally and independently development models and practices
- 4) Ability to expose synthetically and clearly

Students will receive a final grade determined by the weighted average of the evaluation of the presentation of their personal work, worth 30 per cent, and of the answers during the oral exam, worth 70 per cent.

### Additional notes on suggested reading

Along with the literature required to prepare for the exam, students can refer for PERSONAL FURTHER READING to the following sources WHICH ARE NOT PART OF THE EXAM:

- B. Atkinson, T. Piketty, eds. *Top Incomes: A Global Perspective*. Oxford University Press, Oxford, 2010
- G. Arrighi, *Adam Smith in Beijing. Lineages of the 21st century*, Verso, London, 2007
- A. Bihr, *La préhistoire du capital*, Cahiers Libres, Lausanne, 2006
- A. Bihr, *Le premier âge du capitalisme*, voll. 1-3, Syllepse, Paris, 2018-2019
- L. Boltanski, E. Chiapello, *Le nouvel esprit du capitalisme*, Paris, Gallimard, 1999.
- M.J. Calic (et alii) ed, *The Crisis of Socialist Modernity*, Vandenhoeck and Ruprecht, Göttingen, 2011
- D. Chakrabarty, *Provincializing Europe. Postcolonial Thought and Historical Difference*, Princeton, Princeton University Press, 2009
- L. Cordonnier, *En avant vers le monde d'avant*, *Le Monde Diplomatique*, Janvier 2021 (uploaded in the Moodle platform)
- A. Gunder Frank, *ReOrient. Global Economy in the Asian Age*, Los Angeles, University of California Press, 1998
- T. Piketty, *Capital in the Twenty-First Century*, Cambridge, MA: Belknap Press, 2014.
- T. Piketty, *Capital and Ideology*, Harvard University Press, 2020.
- G. Rist, *The History of Development from Western Origins to Global Faith*, London, Zed Books, 2003.
- V. Popov, ed, *When Life Expectancy is Falling: Mortality Crisis in Post-Communist Countries in a Global Context*, Nova Publisher, 2020
- V. Popov, K.S. Jomo, "Are Developing Countries Catching Up?", *Cambridge Journal of Economics*, 42 (2018), 33-46 (<http://pages.nes.ru/vpopov/>).
- V. Popov, *Transformational Recession*, in *The Oxford Handbook of the Russian Economy* (Oxford Handbooks). Ed. by Michael Alexeev and Shlomo Weber. Oxford University Press, 2013 (<http://pages.nes.ru/vpopov/>).
- V. Popov, *Can Uzbekistan Economy Retain Its High Growth Rate? Scenarios of Economic Development in 2015-30*. - PONARS Eurasia working paper, December 2014 (<http://pages.nes.ru/vpopov/>).
- V. Popov, *Russia: austerity and deficit reduction in historical and comparative perspective*. - "Cambridge Journal of Economics", Vol. 36, January 2012, pp. 313-334.
- V. Popov, *The Russian and Chinese Transition in a Wider Perspective*. - In "20 years of Transformation: Achievements, Problems and Perspectives", ed by Grzegorz W. Kolodko and Jacek Tomkiewicz. Nova publishers, 2011 (<http://pages.nes.ru/vpopov/>).
- P. Turchin, *Figuring out the past: 3495 vital statistics that explain world history*, Public Affairs, New York, 2020
- P. Turchin, S. Nefedov, *Secular cycles*, Princeton University Press, Princeton, 2009
- P. Turchin, *War, peace and war: the life cycles of Imperial nations*, Pi Press London, London, 2006

# TERRITORIAL GOVERNANCE AND PUBLIC POLICIES

*EKATERINA DOMORENOK*

First Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: In presence and on-line

CONTACTS:

email: [ekaterina.domorenok@unipd.it](mailto: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

policies. 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 the Moodle platform. 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

*GIORGIA NESTI, EKATERINA DOMORENOK*

First year – Semester 1

ECTS: 6

Duration: 45 hours

Office hours: after class

Classes venue: In presence and on-line

CONTACTS:

email: [giorgia.nesti@unipd.it](mailto:giorgia.nesti@unipd.it), [ekaterina.domorenok@unipd.it](mailto:ekaterina.domorenok@unipd.it)

## Course Description

The course provides students with the conceptual knowledge and analytical skills they need to understand local democracy and its transformations over time in the perspective of wider global processes. More specifically, the course will deal with the following topics:

- The process of administrative decentralization in comparative perspective
- Reforms and models of urban governance, the concept of ‘good governance’, and learning processes
- The different instruments of participatory democracy, their contribution to empower citizens and local communities in local policy-making; practical and normative implications for democratic legitimacy and local policies effectiveness
- Technologies and new models of ‘smart city’ as examples of urban policies and governance challenges

## Aims & Learning Outcomes

The course is aimed at explaining the role of local governments in the contemporary institutional systems, the decentralization processes occurred in the last decades, the concept of urban governance, challenges and democratic tensions that undermine local contexts, the policy tools adopted to cope with these challenges and tensions.

Students are expected to actively participate in discussion sessions and to read and discuss the list of readings in the Bibliography.

Students are also expected to prepare an exercise in small groups based on the collection, analysis and writing of an individual exercise that should be delivered to the instructor before the exams.

## Contents

Frontal lectures on the topics covered by the course will alternate with discussion sessions and a classroom exercise. Students are expected to actively participate in discussion sessions and to read and discuss the list of readings in the Bibliography.

Students are also expected to prepare an exercise in small groups based on the collection, analysis and writing of an individual exercise that should be delivered to the instructor before the exams.

## 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 the Moodle platform. 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 criteria:

Final written exam: 50%

Reading assignments and class participation: 20%

Individual exercise: 30%

## References

Devas N., Delay S., (2006) Local democracy and the challenges of decentralising the state: An international perspective, *Local Government Studies*, 32:5, pp. 677-695

Kersting N., Caulfield J., Nickson R.A., Olowu D., Wollmann H. (2009), *Good Local Governance. Local Government Reform in Global Perspective. An Introduction*, In N. Kersting et al. (eds) *Local Governance Reform in Global Perspective*, pp. 9-33

Loughlin J., Hendriks F., Lidström A. (2010), Introduction: Subnational Democracy in Europe: Changing Backgrounds and Theoretical Models, in Loughlin et al. (eds), *The Oxford Handbook of Local and Regional Democracies*, pp. 1-26

Morozov E., Bria F. (2018), *Rethinking the Smart City. Democratizing Urban Technology*, New York, Rosa Luxemburg Stiftung

Pierre J. (1999), Models of Urban Governance: The Institutional Dimension of Urban Politics, *Urban Affairs Review*, 34(3), pp. 372-396

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, pp. 11-22

van den Dool L., Gianoli A., Hendriks F., Schaap L. (2015), Introduction: Good Urban Governance: Challenges and Values, in van den Dool et al. (eds), *The Quest for Good Urban Governance*, pp. 11-28

van den Dool L., Schaap L. (2020), Learning Processes in an Urban Governance Context: A Theoretical Exploration, in van den Dool (ed. by), *Strategies for Urban Network Learning*, pp. 13-29.

# SOCIAL RESEARCH METHODOLOGY

**MATTEO BASSOLI**

First Year – Semester 1

ECTS: 6

Duration: 45 hours

Office hours: after class

Classes venue: In presence and on-line

CONTACTS:

email: [matteo.bassoli@unipd.it](mailto: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 presents 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 the Moodle platform. 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**

### **Main Text Book**

Nishishiba, Masami, Matthew Jones, and Mariah Kraner. 2014. *Research Methods and Statistics for Public and Nonprofit Administrators: A Practical Guide*. Los Angeles: SAGE.

### **Additional Compulsory readings:**

Bassoli, Matteo, and Lara Monticelli. 2018. 'What about the Welfare State? Exploring Precarious Youth Political Participation in the Age of Grievances'. *Acta Politica* 53(2): 204–30.

Berger, Roni. 2015. 'Now I See It, Now I Don't: Researcher's Position and Reflexivity in Qualitative Research'. *Qualitative Research* 15(2): 219–34.

Dershem, L., T. Dagargulia, L. Saganelidze, and S. Roels. 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.

Durst, Judit. 2013. "'It's Better to Be a Gypsy in Canada than Being a Hungarian in Hungary": The "New Wave" of Roma Migration.'" In *Roma Migration to and from Canada. The Czech, Hungarian and Slovak Case*, ed. Center for Policy Studies. Budapest, 203–48.

Ganga, Deianira, and Sam Scott. 2006. 'Cultural "Insiders" and the Issue of Positionality in Qualitative Migration Research: Moving "Across" and Moving "Along" Researcher-Participant Divides'. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* Vol 7: No 3 (2006): Qualitative Migration Research in Contemporary Europe.

Gay Y Blasco, Paloma, and Liria De La Cruz Hernández. 2012. 'Friendship, Anthropology: Friendship, Anthropology'. *Anthropology and Humanism* 37(1): 1–14.

Hafner-Burton, Emilie M., Miles Kahler, and Alexander H. Montgomery. 2009. 'Network Analysis for International Relations'. *International Organization* 63(03): 559.

Heather Tidrick. 2010. "'Gadžology" as Activism: What I Would Have Ethnography Do for East European Roma'. *Collaborative Anthropologies* 3(1): 121–31.

# PRINCIPLES OF ECONOMICS FOR LOCAL DEVELOPMENT

*MARCO RANGONE*

First Year – Semester 1

ECTS: 6

Duration: 42 hours lecture

Office hours: after class

Classes venue: In presence and on-line

CONTACTS:

phone: 0498274374

email: marco.rangone@unipd.it

## 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

Neva Goodwin, Jonathan M., Harris, Pratistha Joshi , Rajkarnikar, Brian, Roach, Tim B. Thornton, Essentials of Economics in Context. Routledge, 2020. *Paperback edition (ISBN 9780367245474)*

Conti, S; Giaccaria, P; Conti, Sergio, Local Development and Competitiveness. Dordrecht: Springer Netherlands, 2001. (*Paperback edition ISBN: 9789048156597*)

# STATISTICS FOR SOCIAL SCIENCE

*ANNA GIRALDO, MARIA CASTIGLIONI*

First Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: In presence and on-line

## CONTACTS:

phone: 0498274185 (Giraldo), 0498274171 (Castiglioni)

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## Course Description

In social sciences, Statistics is a very useful tool to understand reality. Even if you think you will never need to personally produce statistics of some kind, you will meet them by reading newspaper articles, books, magazines and reports. It could 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 women's involvement in economic activities, or how awareness of a given problem changes in relation to different awareness-raising campaign. Statistical methods can help to address these kinds of problems. To this extent, studying statistics it's not just learning complicated formulas but is primarily about understanding the data, discussing their quality and knowing how to use them to answer a research question. The aim of this course is to teach basic statistical tools, help to interpret the results with the final goal to understand the phenomenon under study.

## Aims & Learning Outcomes

The course is intended to introduce students to quantitative analysis. 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

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, graphical representation
2. Measure of central tendency
3. Measure of variability

4. Relationship between variables: contingency tables, conditional distribution, conditional means, scatter plot, independence and correlation, simple and multiple linear regression.

Inferential statistics:

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 individual homework will be assigned and evaluated. The grade of the homework 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, 2<sup>nd</sup> edition, download at [www.bookboon.com](http://www.bookboon.com).

Diez D.M., Barr C.D., Çetinkaya-Rundel M., (2015) OpenIntro Statistics, 3<sup>rd</sup> edition, download at [www.openintro.org/stat/textbook.php](http://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: In presence

CONTACTS:

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## 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. Dortrecht: 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 the Moodle platform.

## **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.

# TECHNOLOGICAL INNOVATION AND URBAN DEVELOPMENT: THEORETICAL APPROACHES AND CASE STUDIES

*DAVIDE GUALERZI*

First Year – Semester 2

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: In presence

CONTACTS:

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## Course Description

The course main focus is on Information and Communication technologies and the analysis of urban and regional development. In particular it will focus on:

- 1) Knowledge of the relationship between technological development and urban-regional development
- 2) The spatial effects of Information and Communication technologies
- 3) Trends of urban and regional development
- 4) Capacity to effectively comprehend the main issues involved in relation to the student's interests and the case studies examined in the course.
- 5) Skills concerning the writing and presentation of a final paper.

## Aims & Learning Outcomes

Will be evaluated:

- 1) the understanding of the relationship between digital technologies, industrialization, and urbanization.
- 2) the knowledge of the relationship between technological development and urban-regional development
- 3) the capacity to apply effectively economic concepts to research in the field in relation to case studies and students' interests.
- 4) in class the presentations on case studies
- 5) the final discussion of the research paper.

## Previous knowledge

Basic economics is recommended, but not indispensable

## Contents

- 1) The impact of Information and Communication Technologies on economic and spatial structures
- 2) Spatial effects of digital technologies
- 3) Trends of urban and regional development
- 4) Location, transport cost, agglomeration
- 5) Case studies and country specific issues (linked to students' papers and interests)

## Methodology

- 1) In class lectures and presentations.
- 2) Writing and discussing the final paper proposal.
- 3) guided research to write the final research paper

## Course Material

Readings and reading suggestions will be provided in class.

## Examination

Oral exam focused on the discussion of the final paper.

In class test on the materials of the first part of the course.

## References

McCann, Philip, Modern Urban and Regional Economics, Oxford: Oxford University Press, 2013 (selected chapters)

# SOCIAL DYNAMICS IN LOCAL DEVELOPMENT

*GIORGIO OSTI*

First Year – Semester 2

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: In presence

CONTACTS:

email: [g.osti@unipd.it](mailto:g.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 analysing general socio-economic situation of territories;
- Ability to critically analyse 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 the Moodle platform). 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

Paper drafting based on study materials provided by the teacher via the Moodle platform. 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 the Moodle platform. 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.

## PROJECT PLANNING AND QUANTITATIVE METHODS (INTEGRATED COURSE, MODULE A)

### STATISTICAL METHODS FOR LOCAL DEVELOPMENT

*MARIA CASTIGLIONI, ANNA GIRALDO*

First Year – Semester 2

ECTS: 9

Duration: 72 hours

Office hours: after class

Classes venue: In presence

#### CONTACTS:

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#### Course description

The integrated course PROJECT PLANNING AND QUANTITATIVE METHODS is composed by two modules: “Statistical Methods for Local Development” (module A) and “Essential of project planning and evaluation” (module B). Within module A, 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, on going 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).

## Aims & Learning Outcomes

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

- 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 and research designs to evaluate the impact of local developments programmes. This part of the course will be strictly related with Mod. B “Essential of project planning and evaluation”.

At the end of the course the students should be able to identify which data should be collected to analyse a local context and what is the best method to collect them, to produce simple statistical analysis able to answer a research question, 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
- Causal inference and counterfactuals
- Experimental and non-experimental design: Randomization, Difference-in-differences, Propensity score matching
- 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 analysis. 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 and assessment criteria



The examination mode is the same for attending and NON attending students. It is based on the evaluation of two reports, developed in groups, and an individual written exam. The reports are: i) an analysis of the data collected with the questionnaire and ii) an impact evaluation design, starting from the Concept Note elaborated in “Essential of project planning and evaluation”.

Each part will be evaluated with a grade between 0 and 11 points. The exam is passed only if all the parts receive a grade equal or higher than 6. The three parts have the same weight and the final grade will be the sum of the three assessments (total max 33 = 30 cum laude).

A bonus equal to 1 will be added to the final grade for students who took part in WGs and HWs

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.

The FINAL GRADE of the integrated course PROJECT PLANNING AND QUANTITATIVE METHODS will be the WEIGHTED AVERAGE among the grades obtained in the 2 modules.

## References

United Nations (2008), Designing Household Survey Samples: Practical Guidelines, Studies in Methods Series F No. 98, ST/ESA/STAT/SER.F/98, Department of Economic and Social Affairs, Statistics Division, New York

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

## PROJECT PLANNING AND QUANTITATIVE METHODS (INTEGRATED COURSE, MODULE B)

### ESSENTIALS OF PROJECT PLANNING AND EVALUATION

*ANDREA POZZA*

First Year – Semester 2

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: In presence

CONTACTS:

email: andrea.pozza@unipd.it

#### Course overview

This course is the module B of the integrated course PROJECT PLANNING AND QUANTITATIVE METHODS. The course will provide an overview on how to design a local development project, how to set up a monitoring system and, along with module A “Statistical methods for local development”, 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.

The FINAL GRADE of the integrated course PROJECT PLANNING AND QUANTITATIVE METHODS will be the WEIGHTED AVERAGE among the grades obtained in the 2 modules.

# TRANSFORMATIVE LEARNING, PARTICIPATION AND GROUP DYNAMICS

*ALESSIO SURIAN*

Second Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: In presence and on-line

CONTACTS:

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## Course Description

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 (Tufté & 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

Wates, N. (Ed.) (2000) The Community Planning Handbook. How people can shape their cities, towns and villages in any part of the world. Earthscan

# SPACE, PLACE AND MOBILITY

*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: In presence and on-line

CONTACTS:

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## Course contents

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 - technological, economic, political 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 entry requirements for the Master in Local Development and in Mobility Studies. 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

This course unit evaluation is based on ONGOING ASSESSMENT. This means that students will have to take part into a variety of activities that will provide assessment over the course of the unit, before a final exam.

The final evaluation will be based on:

\*6 ongoing activities

\*1 final written essay

\*1 final video (to match with the written essay)

The final mark will be based on the weighted average of the mark for the activities (weight 0,5) and of the mark for the final essay plus video (weight 1).

## Bibliography

During the course, the teacher will provide the class with reading and working materials via the Moodle platform. 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.

Ginette Verstraete, *Tracking Europe. Mobility, diaspora and the politics of location*. Durham & London: Duke University Press, 2010.

Sheller, Mimi, *Mobility justicethe politics of movement in an age of extremes*. 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.



# SPACE, CITIES AND DEVELOPMENT

*FERDINANDO FAVA*

Second year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: In presence and on-line

CONTACTS:

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Email: [ferdinando.fava@unipd.it](mailto:ferdinando.fava@unipd.it)

## Prerequisites

The program of the course, designed considering the objective of the Master in Local Development (i.e. providing an in-depth knowledge of the specific social, organizational, economic and institutional forms that substantiate local development processes in different territorial contexts), aims to introduce students and students in the disciplinary field of cultural anthropology and its methodologies, analyzing urban space through a de-essentializing and deconstructive gaze, its relationship with the forms of state power and with the multilevel dynamics of development. The aim of the course is therefore twofold: on the one hand, to raise awareness of cultural anthropology as a project of critical knowledge and, on the other, to initiate students, in view of their possible orientation to local and international cooperation, to a reflective approach in order to situate their professional practice in socio-political and spatial processes, within the contexts where this practice is practiced. After an initial introductory part, useful for circumscribing the main categories under study, some insights will then be developed in three areas of experience of the anthropological approach: urban anthropology, political anthropology and anthropology of development. More specifically, the lessons will lay the groundwork for the understanding of urban space in a "relational" way, of the socio-cultural nature of states, of rhetoric and practices of development.

## Target skills and knowledge

At the end of the course, students will be able to understand research practices, intellectual operations (theoretical mediations) and the knowledge produced (ethnographic monographs) within anthropology and some of its sub-disciplinary fields (urban anthropology, political anthropology and anthropology of development); they will be able to apply the deconstructive approach of the anthropological gaze; they will be able to assume a relativistic and inclusive posture; they will be able to orient themselves in anthropological knowledge in order to autonomously expand their analytical devices; they will be able to enhance their critical, epistemological and political reflexivity, at the heart of learning to learn about the anthropological gesture; they will know how to approach the concept of development in an analytical way, they will look at the space of the cities and at the institutions of the state,

considering not only the political and economic dimensions that underlie them, but also the social and cultural ones.

### Examination methods

Attending students: preparation of a final report (portfolio) along the course and its oral discussion. The final report and the oral discussion will respectively account for 80% and 20% of the final evaluation. Instructions for preparing the report will be given at the beginning and during the course.

Non-attending students will have to prepare four texts, to be agreed with the teacher. They will have to deliver four reading notes on the texts, plus a positional paper.

### Assessment criteria

The evaluation criteria with which the knowledge and skills acquired will be verified are:

- Relevance, completeness, accuracy, consistency and depth of the written paper (final report);
- Properties of anthropological language in oral discussion;
- Relevance and coherence of presentation in the oral discussion.

### Course contents

Section 1: Introduction to cultural anthropology.

1. Cultural anthropology today. Definition, disciplinary field, the perspective that characterizes it.
2. From the notion of culture to that of process: from its broad ethnographic sense to an essentializing category. The dynamic and procedural dimensions of social universes: links, representations, practices. The irreducibility of people, place and culture.
3. Anthropology of the contemporary: globalization, production and construction of the locality, cultures as market objects.
4. Making and writing ethnography.

Section 2: Space, city and development. History and definitions

1. Development from an anthropological perspective
2. The state as a socio-cultural construction
3. The spatial turn in anthropology. The contemporary re-signification of the concept of "spatiality", between daily life, practices and representations.
4. Birth and development of urban anthropology, from the Chicago school to mobilities studies.

Section 3: Ethnographic explorations of urban space, state and development

1. Where is the state located? Meetings with institutions
2. States at work: bureaucracy, corruption, power
3. The development state in the global South
4. Making cities. The anthropology of / from the margins by Michel Agier.
5. Brasilia. The city of planners.
6. Contemporary urban ethnographies.

### Planned learning activities and teaching methods

The course will make use of lectures, active learning, interactive lecturing, portfolio (final report). Students will be asked to actively participate in the lessons. The three sections will

alternate lectures and workshops (experiences of ethnographic descriptions, social planning, mapping, analysis of development projects), group work and debate, individual and group exercises and presentations of text articles; use of the Moodle platform.

### Additional notes about suggested reading

The bibliography of the course consists of a reader plus an additional text individually chosen by students. We recommend reading the essays before the lessons, according to the index. Other texts (essays, videos, newspaper articles) will be used during the course. Part of the reader can be modified according to the personal and professional interests of the students.

### Textbooks (and optional supplementary readings)

#### Section 1

1. Robbins, H., Cummings, M., McGarry, K. (2017), *Sociocultural Anthropology: A Problem-Based Approach*, Nelson Education, Toronto: chapter 1, 4, 6, 7 (Culture and meaning; Constructing realities; Constructing identities; Social hierarchies).
2. Gupta, A. and Ferguson, J., *Anthropological location*, University of California Press, Berkeley, chapter 1.
3. Appadurai, A. Modernity at large, Appadurai, A. (1996), *Modernity at Large: Cultural Dimensions of Globalization*, University of Minnesota Press, Minneapolis: chapter 3 (Global ethnoscares: Notes and Queries for a Transnational Anthropology).
4. DeWalt, B., DeWalt, K. (2011), *Participant observation: A guide for fieldworkers*, AltaMira Press, Lanham: chapter 1 (What is Participant Observation).
5. Aull Davis, C. (1999), *Reflexive Ethnography A guide to researching selves and others*, Routledge, London and New York: chapter 10, 11 (Formalizing Analysis; Writing Up, Concluding).

#### Section 2

1. Sharma, A., Gupta, A. (eds.) (2006), *The Anthropology of the State: A Reader*, Blackwell, Malden: Introduction: Rethinking Theories of the State in an Age of Globalization.
  - a. Thelen, T., Vetter, L., and von Benda-Beckmann, K. (2014), Introduction to Stategraphy: Toward a Relational Anthropology of the State, *Social Analysis*, 58(3): 1–19.
2. Taussig, M. (1992), Maleficium: State Fetishism, in M. Taussig, *The Nervous System*, Routledge, New York.
  - a. Taussig, M. (2013), Two Weeks in Palestine: My First Visit, *Critical Enquiry*. [https://criticalinquiry.uchicago.edu/two\\_weeks\\_in\\_palestine/#\\_ftn1](https://criticalinquiry.uchicago.edu/two_weeks_in_palestine/#_ftn1)
3. Jaffe, R., De Koning, A. (2016), *Introducing Urban Anthropology*, Routledge, London and New York: Introduction.

#### Section 3

1. Wilson, F. (2001), In the Name of the State? Schools and Teachers in an Andean Province, in T. Blom Hansen and F. Stepputat (eds.), *States of Imagination: Ethnographic Explorations of the Postcolonial State*, Duke University Press, Durham and London.
2. Mazouz, S. (2013), Profiling Job Seekers: The Counseling of Youths at an Employment Center, in D. Fassif (ed.), *At the Heart of the State: The Moral World of Institutions*, London: Pluto Press.
3. Blundo, G. (2014), Seeing like a State Agent: The Ethnography of Reform in Senegal's Forestry Services, in T. Bierschenk and J.P. Olivier de Sardan (eds.), *States at Work: Dynamics of African Bureaucracies*, Brill, Leiden/Boston.

4. Gupta, A. (1995), Blurred Boundaries: The Discourse of Corruption, the Culture of Politics, and the Imagined State, *American Ethnologist*, 22(2): 375-402.
5. Radcliff, S.A. (2001), Imagining the State as a Space: Territoriality and the Formation of the State in Ecuador, in T. Blom Hansen and F. Stepputat (eds.), *States of Imagination: Ethnographic Explorations of the Postcolonial State*, Duke University Press, Durham and London.
6. Matur, N. (2016), *Paper Tiger: Law, Bureaucracy and the Developmental State in Himalayan India*, Cambridge University Press, capitolo 2 (The State Life of Law).
7. Agier, M., Nice, R., & Wacquant, L. (2002), Between War and City: Towards an Urban Anthropology of Refugee Camps. *Ethnography*, 3(3), 317-341.
8. Holston, J. (1989), *The Modernist City: An Anthropological Critique of Brasilia*, University of Chicago Press, Chicago: 101-144 (chapter 4)

Additional books:

#### *Political anthropology*

- Pontiggia, S. (2021), *Revolutionary Tunisia: Inequality, Marginality, and Power*, Lexington Books, New York.
- Bierschenk, T. and Olivier de Sardan, J.P. (eds.) (2014), *States at Work: Dynamics of African Bureaucracies*, Brill, Leiden/Boston.
- Sharma, A., Gupta, A. (eds.) (2006), *The Anthropology of the State: A Reader*, Blackwell, Malden.
- Joseph, G.M. and Nugent D. (eds.) (1994), *Everyday Forms of State Formation: Revolution and the Negotiation of Rule in Modern Mexico*, Duke University Press, Durham.

#### *Urban anthropology*

- Bourgois, P. Schonberg, J. (2009), *Righteous Dopefiend*, University of California Press, Berkeley.
- Caldeira, T.P. (2001), *City of Walls: Crime, Segregation, and Citizenship in São Paulo*, University of California Press, Berkeley.
- De Boeck, F. (2013), *Kinshasa: Tales of the Invisible City*, Leuven University Press, Leuven.
- Holston, J. (1989), *The Modernist City: An Anthropological Critique of Brasilia*, University of Chicago Press, Chicago.
- Rabinow, P. (1995), *French Modern: Norms and Forms of Social Environment*, University of Chicago Press, Chicago.

#### *Anthropology of development*

- Ferguson, J. (1990), *The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho*, Cambridge University Press, Cambridge.
- Rist, G. (2014), *The History of Development: From Western Origins to Global Faith*, Zed books, London.
- Marc Edelman, M., Haugerud, A., eds. (2005), *The Anthropology of Development and Globalization. From Classical Political Economy to Contemporary Neoliberalism*, Blackwell publishing, Malden, Oxford and Carlton.
- Elyachar, J., (2005), *Markets of Dispossession: NGOs, Economic Development, and the State in Cairo*. Durham, Duke University Press.
- Shepherd, R. (2012), *Faith in Heritage: Displacement, Development, and religious Tourism in Contemporary China*, Left Coast Press.

# MICROFINANCE FOR SOCIAL CHANGE

*MASSIMO DE MARCHI, ALBERTO LANZAVECCHIA*

Second Year – Semester 1

ECTS: 6

Duration: 42 hours

Office hours: after class

Classes venue: In presence and on-line

## CONTACTS:

phone: 049 8275454 (De Marchi), 049 98274060 (Lanzavecchia)

email: massimo.de-marchi@unipd.it, alberto.lanzavecchia@unipd.it

## Course Description

The course is offered by the International Joint Master Degree on Sustainable Territorial development Climate Change Cooperation Diversity (STeDe-CCD). Some activities will be shared with students of STeDe-CCD and other will be specifically tailored for the students of LD.

In details activities for students of LD will be:

Unit A: Microfinance for social change (prof. Alberto Lanzavecchia) – 24 hours (together with students of STeDe-CCD) (in presence)

Unit B: Microfinance seminars (prof. Alberto Lanzavecchia), 12 hours (in presence)

Unit C: Alternatives to development and territorial practices of post development (prof. Massimo De Marchi) – 6 hours. International seminars on line (students will be informed by the professors on the lesson to be attended)

Critical development, alternative development, alternatives to development, post-development are a rich texture of reflections and practices challenging the menu of globalizing universalizing development theories and initiatives to propose a pluriverse of words and worlds.

The COVID pandemic arriving at the end of six decades of uneven development highlights the global predatory capitalism embodied in many development discourses consolidating social exclusion, resource extraction, environmental injustice and accumulation by dispossession.

The two Units on “Microfinance” presents the tool of microfinance – a market-based approach for leveraging community assets towards social and financial inclusion – and then discuss whether it can be the right one, if applied properly, to generate social and economic positive impacts.

Since given assets in a community is at the foundation of microfinance sustainability, the unit eventually discuss wherever climate change is negatively affecting community resources: how microfinance can foster community resilience?

The unit “Alternatives to development and territorial practices of post development” will focus on the long reflections and debates on alternatives to development taking into account two landmarks from the 1992 “Development Dictionary” of Wolfgang Sachs to the 2019 “Pluriverse: A Post Development Dictionary” (Kothari A., Salleh A., Escobar A., Federico F., Acosta A.).

The course will offer the possibility to deal with reflections and practices and to meet a network of scientists and activists working to build alternative futures.

## Aims & Learning Outcomes

To provide the students with the main theoretical and methodological elements to work independently in the debate and the construction of public policies on microfinance at the international level.

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

- To know the main theoretical elements and the scientific and the public debate on microfinance for social change and in territorial alternatives to development
- To formulate proposals for the construction of public policies and territorial projects involving microcredit actions
- To know some tools and methods to develop analysis to implement microcredit actions

## Contents

Unit A, B: Microfinance for social change

- Poverty and microfinance in a human rights perspective: from poverty to vulnerability, self-help (empowerment) and territorial challenges.
- Overview of microfinance: target markets and impact analysis, products and service of microfinance, microfinance institutions, loan and saving products, capital markets and investors in microfinance.
- Climate change and microfinance: adaptation and mitigation strategies driven by microfinance products.
- Case studies taken from around the world (SDG 2030 related)

Unit C: alternatives to development and territorial practices of post-development

- Developments and its crisis
- Pluriversal paths

## Teaching methodology and learning approaches

A participatory methodology will be used including seminars organized by the students, analysis of case studies, role play, interviews with actors. During the first lesson the professors will deliver the list of texts that will be discussed during the course. The participants will be responsible for coordinating some seminars.

## 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 educational activities. Students are recommended to register immediately at the start of the course on the Moodle platform.

Ledgerwood J., Earne J., Candace N. (eds.), (2013), The New Microfinance Handbook: A Financial System Perspective. Washington D.C.: World Bank

Kothari A., Salleh A., Escobar A., Federico F., Acosta A. (2019), Pluriverse: A Post-Development Dictionary, Tulika Books

### Examination

Students prepare a project work on microfinance for social change during the course with final discussion by oral examination on the paper prepared. 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 microfinance for social change
- Ability to formulate proposals for the construction of public policies and projects on microfinance

# THESIS AND INTERNSHIP

THESIS COORDINATOR: Prof. Anna Giraldo, [anna.giraldo@unipd.it](mailto:anna.giraldo@unipd.it)

INTERNSHIP COORDINATOR: Prof. Daria Quatrida, [daria.quatrida@unipd.it](mailto:daria.quatrida@unipd.it)

## 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 internship, kick-off seminar and language) at least 15 days prior to the start date of the graduation exam session.

The final examination consists in the discussion of an original dissertation elaborated by the student under the guidance of a supervisor. The thesis will be advisably based on the activity carried out during the traineeship. The dissertation must be written and discussed in English, under the guidance of a supervisor.

All lecturers of the courses can perform as a supervisor of your thesis; you can find their names in the list below. 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. Maria Castiglioni

Demography and Social Statistics

maria.castiglioni@unipd.it

### 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 (17<sup>th</sup>-21<sup>st</sup> 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 (Buchara 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

Geographer

massimo.de-marchi@unipd.it

## DOMAIN FOR THESIS RESEARCH:

I am the director of [Climate Justice Jean Monnet Centre of Excellence](#), the coordinator of research group on [Climate Change Territory Diversity](#) and the [Laboratory on GIScience and Drones for Good](#).

The interdisciplinary research of the Centre 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 Centre 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

ekaterina.domorenok@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 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. Ferdinando Fava

Anthropologist

[ferdinando.fava@unipd.it](mailto:ferdinando.fava@unipd.it)

#### DOMAIN FOR THESIS RESEARCH:

I am a cultural anthropologist and my research focuses on the social construction of urban marginality, the institutional and socio-economics dynamics that keep functioning, slums, villas miserias, afro-american ghettos, cités, periferie degradate as instantiation of a slippery rapport between space and violence at the different scale we can articulate it. Moreover, I keep reflecting on the epistemological foundations and challenge of the anthropological fieldwork, its ethics and its political effects.



## Prof. Francesca Gambarotto

Economic Policy and Local Development

[francesca.gambarotto@unipd.it](mailto:francesca.gambarotto@unipd.it)

### 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

[anna.giraldo@unipd.it](mailto:anna.giraldo@unipd.it)

#### 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. Alberto Lanzavecchia

Economics

alberto.lanzavecchia@unipd.it

### DOMAIN FOR THESIS RESEARCH:

I am honoured to work since December 2008 for the University of Padova as researcher in "Economics of Financial Intermediaries and Corporate Finance". I was Director of the Master in Asset Management and now Coordinator of the International Winter School "[Microfinance in Action](#)" in Nepal organized by the University Centre for Human Rights.

I believe that the duty of a researcher does not end either at the end of a lecture to students or in a publication in a prestigious magazine read only by "insiders", but continues towards the search for truth, through methodical doubt and tolerance of other people's ideas, and its dissemination to all citizens. This is the only way to contribute to the good and progress of society.

Themes of thesis research:

- Climate change, adaptation strategies and microfinance
- UNESCO MaB and community-based tourism: the role of microfinance
- Microfinance and local development: case studies



## 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](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](http://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](http://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

[g.osti@unipd.it](mailto:g.osti@unipd.it)

#### 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

andrea.pozza@unipd.it

### 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

silvia.piovan@unipd.it

### 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

daria.quatrida@unipd.it

### 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 a member of DiSSGeA's Centre for Advanced Studies Mobility&Humanities–MoHu and I am part of the research group in charge of the Digital Laboratory for Mobility Research–MobiLab (<https://www.mobilityandhumanities.it>)

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. 2021-2022, 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 deal 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

[alessio.surian@unipd.it](mailto:alessio.surian@unipd.it)

### 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.