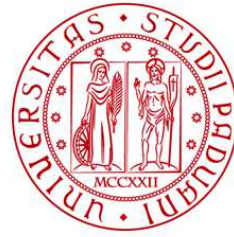


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# GALILEAN SCHOOL COURSE CATALOG

## CLASS OF SOCIAL SCIENCES

## ACADEMIC YEAR 2017-2018

# **FUNDAMENTALS AND METHODS IN LAW - I**

**Lecturer:** Paolo Moro, Full Professor of Philosophy of Law at the Department of Private Law and Critique of Law, University of Padua

**Subject:** Philosophy of Law (IUS/20)

**Period:** 2<sup>nd</sup> Semester, 20h

**Language:** English as medium for dialogue

## **Syllabus**

**Goals:** After having completed this course, the students are expected to be able to demonstrate:  
knowledge about explained and discussed contents;  
ability to independently present the results of critique reasoning;  
attitude to problem solving, role playing and cooperative learning.

**Contents:** In the seminars, the students are invited to discuss these topics:  
Digital Rhetoric  
Fair Play  
Hybrid Thinking and TechnoLaw

**Textbooks:** Suggested handouts during seminars

## FUNDAMENTALS AND METHODS IN LAW - II

### Title

Fundamentals and Methods in Law II – “Introduction to TecnoLaw”

### Lecturer

Claudio Sarra, Associate Professor of Philosophy of Law at the Department of Private Law and Critique of Law, University of Padua - claudio.sarra@unipd.it

### Subject

Philosophy of Law (IUS/20)

### Period

2nd. Semester, 10h

### Language

English as medium for dialogue

### Syllabus

#### Goals

After having completed this course, students are expected to have acquired:

- ✓ knowledge about explained and discussed contents;
- ✓ ability to independently present the results of personal research;
- ✓ attitude to cooperative learning and to critically assess the peculiarities of juridical knowledge construction.

#### Contents

In the seminars, the students are invited to discuss these topics in particular:

- ✓ the concept of “TecnoLaw”, with remarkable examples;
- ✓ the problem of “Datification” and its critical consequences for the building of a free fair society.

#### Textbooks

- Kennedy H., *Post, Mine, Repeat. Social Media Data Mining Becomes Ordinary*, McMillan, London 2016;
- O’Neal C., *Weapons of Math Destruction. How Big Data Increases Inequality and Threatens Democracy*, Crown, New York 2016

# **RELIGION AND POLITICS IN CONTEMPORARY SOCIETIES. A MULTI-LEVEL AND MULTIDIMENSIONAL APPROACH**

**Lecturer:** Matteo Bortolini, Associate Professor of Sociology, Department of Philosophy, Sociology, Education and Applied Psychology, University of Padua - [matteo.bortolini@unipd.it](mailto:matteo.bortolini@unipd.it)

**Subject:** Sociology (SPS/07)

**Period:** 1<sup>st</sup> Semester, 30 hours

**Language:** English

## **Goals and skills:**

1. Learn/Use basic sociological concepts regarding religion, politics, and fundamentalism
2. Be able to analyze complex situations
3. Craft sound social science arguments
4. Organize research materials
5. Develop group skills in multidisciplinary work
6. Organize a sound presentation
7. Organize effective discussions

## **Contents:**

The relationship between politics and religion is the subject of heated and partisan debates in contemporary societies. The combined processes of globalization, immigration, and individualization have led almost anywhere to the emergence of multicultural and pluralistic societies, where once-exotic religious beliefs, practices, and organizations have been the subject of political discussion, regulation, and discrimination. Counter to the once-taken-for-granted modernist and secularist belief of a “wall” separating religion and politics, the two are deeply intertwined in both the symbolic imagination and the institutional structure of all major Western and Eastern societies.

The course aims at understanding the complexities of the relationship between politics and religion from the points of view of a host of different disciplinary and theoretical perspectives. In fact, we will analyze our subject moving freely between three different analytical levels: “macro” State/church (i.e. constitutional) relationships; “meso” organizational relations (i.e. those between political parties or institutions, and religious groups); micro dynamics regarding individuals, their beliefs, and their political behavior.

The course is divided into two very distinct sections. During the first section we will build a common conceptual frame for describing and explaining the relations between religion and politics in modern and contemporary societies. We will survey a host of historical, philosophical, anthropological, and sociological works in order to extract some useful concepts and summarize some of the most important descriptive and normative theories pertaining to our field. During the second section of the course we will hold *ad hoc* seminars focusing on four case-studies: contemporary American evangelicalism, Hindu nationalism in India, Jewish fundamentalists in Israel, and Orthodox Christians in Russia. The two sections will also be different in their style of interaction: the instructor will lecture during the first section, and lead seminar discussions during the second section. The relationship between the two sections is not only chronological, it also has a pedagogical intention: through the first section of the course, the students will acquire the conceptual and historical skills that will enable them to critically read and discuss the texts proposed for the seminars.

**References:** A comprehensive coursepack will be distributed to students during the first lecture.

# PRINCIPLES OF MICROECONOMICS – I

**Lecturer:** Stefano Galavotti, Assistant Professor of Economics at the Department of Economics and Management, University of Padua - stefano.galavotti@unipd.it

**Subject:** Economics (SECS-P/01).

**Period:** 2<sup>nd</sup> semester, 15h.

**Language:** English.

## Syllabus

**Goals:** The course provides an introduction to Game Theory, both cooperative and non-cooperative. Students will be exposed to the basic solution concepts. Particular emphasis will be put on the logic underlying these concepts and on the behavioral assumptions behind them. The ultimate goal of the course is to make students able to recognize the strategic forces at play whenever decision makers interact with each other.

### Contents:

1. Cooperative Games (5 hours):
  - the core;
  - the Shapley value;
  - the nucleolus;
  - the Nash bargaining solution.
  
2. Non-Cooperative Games (10 hours):
  - dominance and iterated dominance;
  - rationalizability;
  - Nash equilibrium;
  - subgame perfect Nash equilibrium;
  - minmax and maxmin strategies;
  - non-equilibrium models (a glimpse).

### References:

- Osborne, M.J. – An introduction to game theory – Oxford University Press, 2003.
- Peters, H. – Game theory, a multi-leveled approach – Springer, 2008.



## **PRINCIPLES OF MICROECONOMICS – II**

**Lecturer:** Michele Moretto, Full Professor of Economics at the Department of Economics and Management, University of Padua - [michele.moretto@unipd.it](mailto:michele.moretto@unipd.it)

**Subject:** Economics (SECS-P/01)

**Period:** 2<sup>nd</sup> Semester, 15h.

**Language:** English

### **Syllabus**

#### **Goals:**

Introducing the basic concepts of utility theory under uncertainty and risk, and achieving the basic tools to recognize and quantify risks, and incorporate them into the economic decision-making process.

#### **Content:**

1. Utility Theory
  - a. The concept of utility
  - b. Consumer preferences
  - c. Consumer choice
  - d. Indifference curve analysis
2. Risk and Information
  - a. Lotteries and probabilities
  - b. Expected value
  - c. Definition and characterization of risk aversion
  - d. Risk premium and certainty equivalence
3. Introduction to Portfolio Theory
  - a. The value of information
  - b. Expected return and variance
  - c. Efficient frontier
  - d. A measure of risk: The Beta
  - e. The CAPM

Class lectures and suggested handouts during seminar.

## **EUROPEAN AND WORLD POLITICS**

**Lecturer:** *Paolo Graziano*, Professor of Political Science at the Department of Political Science, Law and International Studies, University of Padua - paoloroberto.graziano@unipd.it

**Subject:** Political Science (SPS/04)

**Period:** 1st. Semester, 30h

**Language:** English

### **Syllabus**

#### **Goals:**

The course provides the main analytical tools needed to understand the functioning of European and world politics and policy making.

#### **Contents:**

After a brief introduction on the relations and main differences between political science and international relations, in the first part the emphasis is on political science and public policy science theory and – more specifically – on the various phases of the policy process (such as formulation, adoption, implementation) and the role played by various political actors. The second part focuses on two specific areas of research: comparative welfare states and populism. The tools provided in the first part of the course are used in order to understand specific policy and political evolutions and changes over the past decades in various parts of the world (Europe, Latin America, Asia and Africa).

**References:** A comprehensive coursepack will be distributed to students during the course.

## **ARGUMENT AND INTERPRETATION IN LEGAL CULTURE**

**Lecturer:** Prof. Giuseppe Zaccaria - giuseppe.zaccaria@unipd.it

*Details will be available soon.*

## **ISSUES AND CASES IN PRIVATE LAW**

**Lecturer:** Marcello Maggiolo, full professor at the Department of Private Law and Critique of Law, University of Padua - maggiolo@giuri.unipd.it

**Subject:** Private Law (IUS/01)

**Period:** 2<sup>nd</sup> semester

**Language:** English/Italian

**Syllabus Goals:** Analysis of topics related to the study of private law and European private law.

**Contents:** the class will be induced to a discussion of issues and cases relevant to proposals of EU Directives

**Teaching method:** Class lectures and discussion

**Final exam:** Paper.

**References:** information will be provided during classes



# **PRINCIPLES OF MANAGEMENT I**

**Lecturer:** Andrea Furlan, Associate Professor of Business Management, Department of Economics and Business “Marco Fanno”, University of Padua - andrea.furlan@unipd.it

**Subject:** Management (SECS-P/08)

**Period:** 1<sup>st</sup> semester, 10h

**Language:** English

## **Syllabus**

**Module:** *Operations Management*

The module aims at providing students with the conceptual and operational tools to develop systematic thought about operations management both in manufacturing and service firms. Topics will include: introduction to operations management, operations strategy and performance, process analysis, lean production and just in time.

## **References**

Slack N., Brandon-Jones A., Johnston R. (SBJ), 2013, *Operations Management* (seventh Edition), Prentice-Hall; chapter 1-2-4-7-15.

## **PRINCIPLES OF MANAGEMENT II**

**Lecturer:** Eleonora Di Maria, Associate Professor of Business Management, Department of Economics and Business “Marco Fanno”, University of Padua - eleonora.dimaria@unipd.it

**Subject:** Management (SECS-P/08)

**Period:** 1<sup>st</sup> semester, 10h

**Language:** English

### **Syllabus**

#### **Goals:**

The course aims to provide knowledge of the fundamentals of marketing management and its implications in terms of firm's strategy. Students will acquire competence related to marketing strategies and marketing processes through interactive sessions and case studies. The course will explore marketing evolution trends related to the dynamics of the technological scenario.

#### **Contents:**

- Introduction to marketing and its evolution (paradigms)
- Firm's strategy and marketing strategies
- One-to-one marketing and relationship marketing
- Operational Marketing: the four Ps and the three Cs
- Consumer behavior and community management
- Web marketing

#### **References**

- Armstrong A., Hagel J. (1996), “The Real Value of On-line Communities”, Harvard Business Review, May-June.
- Marchi, G., Giachetti, C., & de Gennaro, P. (2011) “Extending lead-user theory to online brand communities: The case of the community Ducati”, Technovation, 31(8), 350–361.
- Peppers D., Rogers M., Dorf B. (1999) Is your company ready for one-to-one marketing?. Harvard Business Review, January-February.
- Prahalad, C. K. and Ramaswamy, V. (2003) The new frontier of experience innovation. MIT Sloan Management Review, 44, pp. 12-18.
- von Hippel, E. (1978) A customer-active paradigm for industrial product idea generation, Research Policy, 7, p. 240–266.

## **PRINCIPLES OF MANAGEMENT III**

**Lecturer:** Fiorenza Belussi Full Professor of Management, Department of Economics and Management, University of Padua - fiorenza.belussi@unipd.it

**Subject:** Management (SECS-P/08)

**Period:** 1<sup>st</sup> semester, 10h

**Language:** English

### **Syllabus**

#### **Goals:**

This course articulates the major topics of innovation management and the economic analysis of technical change. It intends to provide students with a solid understanding of theoretical models of innovation with a particular emphasis on the intellectual property rights as incentives for inventors and on the issue of sources of innovation (internal and external). This course will shed light on the business strategies based on the innovative activity such as patents, copyrights and trade secrecy. Topics studied in depth include: the role of innovation and of R&D, licensing and joint ventures, timing of innovation, open innovation, continuous product innovation, and networking innovation.

#### **Detailed Program:**

1. Basic Concepts
2. Models of endogenous and exogenous technological change: the Schumpeterian tradition
3. Sources and models of innovation
4. Types of innovation (radical, incremental, architectural)
5. R & D, patents, and public policies
6. The geography of innovative activity (networks and high-tech clusters)
7. The absorbing capability (the "second face" of R & D)
8. The timing of innovation (first mover vs. second-best)
9. The creation of knowledge sharing networks (from closed to open innovation models)
10. Knowledge management in firms

# **CONSTITUTIONAL DECISIONS AND DEMOCRATIC DEVELOPMENT: THE ITALIAN CASE**

**Lecturer:** Andrea Ambrosi, Senior Lecturer of Constitutional Law at the Department of Public, International and Community Law, University of Padua - andrea.ambrosi@unipd.it

**Subject:** Constitutional Law (IUS/08)

**Period:** 1st. Semester, 30 hours.

## **Syllabus:**

The course aims at illustrating the foundations of the Italian Constitutional legal system through an in-depth analysis of the Italian Constitutional Court case law, after 60 years of its institutional functioning.

The attention is particularly focused on the studying of fundamental rights and freedoms enshrined in the Constitutional Charter, the form of the constitutional government and its State legal form, the relationships existing between the domestic legal order and the international legal systems, along with the internal balances between the different levels of governance, on the one side, and the principle of national unity, on the other.

Each subject matter shall be explained from the concrete perspective, looking at the landmark cases rendered by the Italian Constitutional Court dealing with the many and sensitive kinds of constitutional debates and controversies which have characterized the institutional life of Italy through these last six decades.

The in-depth analysis of the case law is aimed at showing the decisive role and importance played by such an institution, whose judgments have certainly had a fundamental impact on the development of Italian domestic legal system and of the European legal system as well.

A particular attention shall be attributed to the concrete cases of legal life, as the quality of the legal interpretation of the texts is enhanced by its capability of solving real and factual situation problems.

**Language:** Italian.

**Cases and materials:** the cases and materials shall be those suggested and given to the students during seminars.

**Teaching method:** Class lectures and case-law analysis with the students.

**Final exam:** the forms of assessment shall be agreed upon by the teacher and the students during the seminars, taking into account the content of the seminars and the participation of students.



## PSYCHOLOGY OF DECISION

**Lecturers:** Prof. Rino Rumiati -rino.rumiati@unipd.it,  
Enrico Rubaltelli (Assistant Professor of Psychology at the Department of Developmental and Socialization Psychology, University of Padua) - enrico.rubaltelli@unipd.it.

**Subject:** Psychology (M-PSI/01)

**Period:** 2<sup>nd</sup> semester (30 hours)

**Language:** Italian

### Syllabus:

**Goals:** The class goal is to familiarize students with the main theories and concepts in the field of judgment and decision-making. In addition, the goal is to show how psychology can complement other fields and help to understand human behavior when people are making economic or health care as well as how they perceive risk.

### Program:

- Normative and descriptive models of decision-making with demonstrations of the violation of rational assumptions (7 hours)
- Risk perception (4 hours)
- Medical decision making (4 hours)
- Heuristics and emotions in decision-making (4 hours)
- Behavioral finance (4 hours)
- Consumer choice (4 hours)
- Decision abilities under conditions of scarcity and poverty (3 hours)

### References:

Italian edition: Kahneman, D. (2013). *Pensieri Lenti e Veloci*. Milano: Mondadori.

English edition: Kahneman, D. (2011). *Thinking Fast & Slow*. New York: Turtle Books.

# MACROECONOMICS DYNAMICS AND GLOBAL VALUE CHAINS



## Module 1: Macroeconomic Dynamics

**Lecturer:** Alessia Campolmi, Associate Professor of Economics at the Department of Economics, University of Verona - [alessia.campolmi@univr.it](mailto:alessia.campolmi@univr.it)

**Subject:** Economics (SECS-P/01)

**Period:** 1<sup>st</sup> Semester, 15h.

**Language:** English

### Syllabus

**Goals:** Macroeconomics studies the dynamic of macro aggregates (e.g. income, consumption, unemployment, inflation... ) having both a positive and a normative approach in mind, where positive economics attempts providing an as close as possible description of how things really are, while normative economics is about how things should be. Therefore, positive macroeconomics focuses on providing answers to questions like: By how much will unemployment change if aggregate consumption increases by x% in the next two years? What are the consequences on macro aggregates of lowering the VAT by x percentage points? What happens to European GDP if Chinese growth rate declines by x%? Normative macroeconomics instead is interested in questions like: How should the European banking sector be regulated? Should the ECB continue with QE policies?

The key characteristic of modern macro, as opposed to traditional macro, is that it tries to explain the macro aggregates building on the behavior of economic agents, i.e., it uses microeconomic foundations to explain macroeconomic facts.

The purpose of this module is to introduce students to the modern study of macro by considering how the microeconomic units, namely consumers and firms, make their decisions, and how their choices yield economy-wide outcomes. The final objective is to build a small theoretical model for the entire economy using the representative agent paradigm. This will allow students to analyze demand, supply and equilibrium in three macro markets: the aggregate goods and services market, the aggregate labor market, and the aggregate financial market. Students will be able to understand how macroeconomic outcomes arise, and through which channels macroeconomic policy works.

### Contents:

- ✓ From traditional to modern macro: An historic perspective
- ✓ Dynamic consumption-saving decisions
- ✓ The determinants of labor supply
- ✓ The determinants of labor demand
- ✓ Real business cycle theory

**Textbook:**

All slides will be made available to students.

A new book introducing students to modern macroeconomics is:

- 1) Chuch, “Modern Macroeconomics, MIT Press 2016.

If you find macroeconomics interesting, but would like to start from a simpler approach, two good classical references are:

- 2) Blanchard and Giavazzi, “Macroeconomics: A European Perspective”, Pearson 2013.
- 3) Dornbusch, Fisher and Startz, “Macroeconomics”, McGraw-Hill 2013.

**Module 2: Global Value Chains**

**Lecturer:** Valentina De Marchi, Assistant Professor of Business Management at the Department of Economics and Management, University of Padua – [valentina.demarchi@unipd.it](mailto:valentina.demarchi@unipd.it)

**Subject:** Management (SECS-P/08)

**Period:** 1<sup>st</sup> Semester, 15h

**Language:** English

**Syllabus****Goals:**

The course aims to support the understanding of how industries are increasingly organized at the global level considering for the fragmentation of activities and integration of trade, and the shifting patterns of global production and upgrading for developed and developing countries, regions, firms, via the adoption of the Global Value Chain (GVC) framework – being increasingly adopted both by the academic community and by international organizations.

**Contents:**

- Global Value Chain theory: where does it come from and how it developed
- The key GVC concepts and examples of their applications
- How to use the GVC analysis to link Global and Local Development
- Threats and possibilities for (local) territories (regions and clusters) to engage in GVCs, with a special focus on the Italian context
- Open issues: how supporting better working conditions and reduction of environmental impacts along GVCs, the impact of new technological platforms, the role of emerging giants

## References:

- *Global Value Chain analysis: a primer*. Report available at: [http://www.cggc.duke.edu/pdfs/Duke\\_CGGC\\_Global\\_Value\\_Chain\\_GVC\\_Analysis\\_Primer\\_2nd\\_Ed\\_2016.pdf](http://www.cggc.duke.edu/pdfs/Duke_CGGC_Global_Value_Chain_GVC_Analysis_Primer_2nd_Ed_2016.pdf). (Lecture 2)
- De Marchi V., Grandinetti R., (2018) 'Evolutionary Trajectories of Industrial Districts in Global Value Chains', *Local Clusters in Global Value Chains: Linking Actors and Territories Through Manufacturing and Innovation*. Abingdon: Routledge. (Lecture 3)
- De Marchi, V., Di Maria, E. and Gereffi, G. (2018) 'New frontiers for competitiveness and innovation in clusters and value-chains research', in *Local Clusters in Global Value Chains: Linking Actors and Territories Through Manufacturing and Innovation*. Abingdon: Routledge, pp. 213–226. (Lectures 3 and 4)

## Additional references:

- De Marchi, V., Di Maria, E. and Gereffi, G. (2018) 'Industrial Districts, Clusters and Global Value Chains: Toward an Integrated Framework', in De Marchi, V., Di Maria, E., and Gereffi, G. (eds) *Local Clusters in Global Value Chains: Linking Actors and Territories Through Manufacturing and Innovation*. Abingdon: Routledge. (Lectures 2 and 3)
- De Marchi, V., Lee, J., & Gereffi, G. (2014). Globalization, Recession and the Internationalization of Industrial Districts: Experiences from the Italian Gold Jewellery Industry. *European Planning Studies*, 22(4), 866–884. (Lecture 3)
- Gereffi, G. (2014) 'Global value chains in a post-Washington Consensus world', *Review of International Political Economy*. Routledge, 21(1), pp. 9–37. doi: 10.1080/09692290.2012.756414. (Lecture 4)
- Lund-Thomsen, P., & Lindgreen, A. (2014). Corporate Social Responsibility in Global Value Chains: Where Are We Now and Where Are We Going? *Journal of Business Ethics*, 123(1), 11–22 (Lecture 4)
- Azmeh, S., & Nadvi, K. (2014). Asian firms and the restructuring of global value chains. *International Business Review*, 23(4), 708–717. <https://doi.org/10.1016/j.ibusrev.2014.03.007>
- Sturgeon T., Thun E. (2017), *When Global Technology Meets Local Standards: Reassessing the China's Mobile Telecom Policy in the Age of Platform Innovation*. Available at: <https://ipc.mit.edu/sites/default/files/documents/17-001.pdf> (Accessed: 5 October 2017).
- Rehnberg, M. and Ponte, S. (2017) 'From smiling to smirking? 3D printing, upgrading and the restructuring of global value chains', *Global Networks*. doi: 10.1111/glob.12166.



# WAR AND VIOLENCE IN THE 21ST CENTURY

**Instructor:** Andrea M. Maccarini, full professor of Sociology, Department of Political Science, Law and International Studies, University of Padova – andrea.maccarini@unipd.it

**Subject:** Sociological theory, Sociology of war and violence

**Period:** Spring term, academic year 2017/18 – 4 cfu, 30 hours

**Language:** English

## **Main goals:**

The primary learning goals of this course could be summarized as follows:

- a) learn the fundamental sociological concepts and theories about politically organized violence
- b) deploy sociological concepts and theories to examine the phenomenon of war in complex societies
- c) discuss effectively a complex social problem from various theoretical and practical vantage points
- d) use research materials organizing them into dossiers and presentations with a practical as well as theoretical purpose

**Contents:** War – defined as systematic politically organized violence – is a complex and puzzling social fact, which poses a number of theoretical and practical dilemmas. It is both destructive and creative, having made a major contribution to the emergence of some essential features of the institutional framework of modern nation-states. It represents the most barbarous expression of human nature and behaviour, but far from being the legacy of “primordial” societies, it seems to be an evolutionary earmark of complex civilizations. The present course tries to make sense of war in contemporary global society, rejecting both pacifist utopias and sheer *Realpolitik* as totalizing views of the possibilities of politics. The related moralistic vs. a-moral perspectives on war are correspondingly countered.

More specifically, the course explores the connection between war and society, focusing attention on some crucial questions: (a) What are the causes of war? Could war be defined as a human universal? (b) How does war influence social structures and cultures? What is the socially creative power of war? Does war produce its own society? (c) How do different societal forms and institutions change the nature of organized conflict? What types of social structures and cultures are more conducive to war vs. peace? (d) How is the connection between war and society evolving in the present global world? What is the future of war?

The course is divided in two distinct parts. In the first part, the pivotal issues mentioned above are examined, deploying the most relevant sociological literature on the subject. An interdisciplinary approach is also attempted, discussing some psychological and evolutionary perspectives on human violence. The instructor will lecture, in order to build a shared conceptual framework. The aim of the first part is also to introduce the most established responses to the relevant questions, and to lay out a few theses about how the whole picture is changing in the developing global society. Many authors have understood that the very nature of war and political violence are currently changing. However, the lack of an adequate theoretical framework makes it difficult for most of them to tap into the deepest layers of change, and to make sense of the current trends. The instructor will here present his own working hypotheses.

In the second part, the instructor will act as coordinator and facilitator, guiding class discussions. Students are expected to hold presentations on specific case studies, taking sides on the issues studied in the first part, and thereby challenging or reinforcing the related theories.

**References:** A list of references and necessary materials will be provided by the instructor in class.

# **CREATIVE THINKING: ADDRESSING THE CHALLENGES OF COMPLEX SOCIETIES**

Creativity can be defined in simple words as the ability to develop novel ideas and solutions in response to complex problems and open ended tasks (Lee & Therriault, 2013). Creative thinking is one of the pillars of adaptive behavior and of the cultural, economic and scientific progress of our societies (Kaufman & Sternberg, 2006). However, the results from the 2012 survey of Programme for International Student Assessment (PISA) reveal that only 11.4% of 15-year-old students across 44 OECD countries and economies (including USA and European countries) are top performers in creative problem solving activities (OECD, 2014- PISA 2012).

## **Aims of the course:**

The course will introduce the students to the design and development of projects in the field of creativity and creative thinking skills.

## **Teaching methods:**

Lessons will be as much as possible interactive and will involve the discussion of the most relevant issues in the field of creativity as well as hands-on activities. The second part of the course will be organized in the form of workshops in which students will develop original projects with a focus on creativity and creative solutions.

## **Course description:**

-Part 1: The cognitive and social underpinnings of creativity. Students will be introduced to theories of creativity, to the cognitive bases of creative thinking and to the main techniques to support creative thinking. Topics will include: psychological, social and cultural factors affecting creativity; individual and group creativity; the elements of creative problem-solving; creativity and creative thinking skills in different domains (e.g. artificial intelligence, art, organizational creativity); creative thinking techniques and evidence-based approaches to improve and sustain creative thinking and innovation (strengths and weaknesses); management of the creative process.

-Part 2: Developing creativity and creative solutions. Students will be introduced to the basic principles of projects design and management by a principal investigator and project manager with experience in different areas (e.g. business and scientific field). Subsequently, they will be divided in two interdisciplinary work teams (including members with background in economy, psychology, political sciences and sociology) and will develop and write two intervention projects focused on creativity and creative problem-solving in a context of their choice (e.g. education, industry, municipalities, healthcare system). The work of the two teams will be monitored and supervised with the support of tutors, offering step-by-step feedbacks and scaffolding to the students. Connections with the relevant stakeholders will be encouraged and facilitated.

## **Outcomes of the course:**

At the end of the course students will:

- understand the creative process and the factors affecting creativity
- have knowledge of the elements of creative problem-solving and creative thinking
- be familiar with the main techniques for improving creative thinking (i.e. finding and developing ideas)
- have basic experience of project design and development
- have basic experience of project writing

**Final examination:**

The written project proposal developed by each group will be assessed, according to the following criteria:

- project quality (e.g. completeness, internal coherence, clarity of the project plan)
- project feasibility (e.g. adequacy of budget plan, timeline, human resources)
- project originality and relevance (innovativity of the project, project capacity to address relevant problems or societal needs)
- team work capacity (balance between the individual contributions of the team members).

**References**

Kaufman, J., & Sternberg, R. (2010). *The Cambridge Handbook of Creativity*. Cambridge University Press.

## **HORIZON 2020 RESEARCH PROJECT: "INNOVATIVE SOCIAL INVESTMENT. STRENGTHENING COMMUNITIES IN EUROPE"**

**Title:** INNOSI: Innovative social investment. Strengthening communities in Europe

**Lecturer:** Riccardo Prandini, Full Professor, University of Bologna - [riccardo.prandini@unibo.it](mailto:riccardo.prandini@unibo.it)

**Subject:** SPS – 08

**Period:** 2nd Semester, 30 hours

**Language:** English and Italian

### **Syllabus:**

**Goals:** The course aims to provide knowledge and skills concerning how to design and realize European research projects. It will present an "Europe 2020" project on innovation and social investment policies (6 hours). Students will acquire competence related to projecting and realizing research (6 hours of students work). Lessons will be introduced by European experts in: 1) designing "work packages" (6 hours - Researcher from Manchester Metropolitan University); 2) developing social involvement through community reporting (6 hours - from People's Voice Media and the Institute of Community Reporters); 3) disseminating social knowledge (6 hours - from an Impact social partners). Students will be introduced active participants in a vibrant and interactive learning environment.

**Contents:** INNOSI asks how we can design robust social investment strategies which can deal with emerging socio-economic challenges and the aftershocks of the 2008 economic crisis. The research identify innovative approaches to social investment at national and regional levels across the 28 Member States with in-depth case study evaluations taking place in 10 Member States.

INNOSI is a not a traditional research project. Key to the project are community involvement and policy impact. User involvement thus runs through the heart of our project, ensured through recruiting a minimum of 100 'community reporters' and training them in core social media skills such as photography, podcasting and film making using 'technology in the pocket' devices. Approximately a third of the resource on this project is devoted to impact generation. 'Impact partners' (typically NGOs or representative bodies) will act as 'knowledge brokers' taking research findings from the case studies and foresight exercise, translating them into policy-relevant material with which to engage policy-makers. Their aim is to generate impact from the research during the lifetime of the project and lay foundations for ongoing impact from the body of work generated during the project.

The consortium is made up of ten public universities from different EU member states, all of which are located in major, strategic cities, but are not capitals, thereby giving a regional perspective to the consortium. One of the project's main pillars is that it is developed in conjunction with 10 impact partners from around the European union.

### **Selected References:**

All materials for the course could be find at: <http://innosi.eu/>