

## TEACHING CARD: POLITICAL THINKING AND SOCIAL WELFARE (SYLLABUS)

Social Work Sciences (SSS L39) (in common with the III year of sociology (SSSS))

Main information on teaching	
Year	<i>Third</i>
Period	<i>16.09.2014 – 13.12 2024</i>
University Credits (CFU/ETCS):	<i>6</i>
SSD	<i>SPS/02 – Political thinking and social welfare</i>
Delivery Language	<i>Italian</i>
Obligation to attend	<i>Attendance, although not compulsory, is strongly recommended.</i>

Teacher	
Name & Surname	<i>Luca Basile</i>
Email	<a href="mailto:luca.basile@uniba.it">luca.basile@uniba.it</a>
Telephone	<i>3408427891</i>
Site	<i>Università di Bari</i>
Virtual Site	
Availability for meetings (days, times and procedure)	Check the professor's web page: <a href="https://www.uniba.it/it/docenti/luca-basile">https://www.uniba.it/it/docenti/luca-basile</a>

Teaching organization			
Hours			
Total	Frontal teaching	Practice (Workshops, fieldwork, exercise, other)	Individual Study
<i>150</i>	<i>48</i>		<i>102</i>
CFU/ETCS			
<i>6</i>			

<b>Educational objectives</b>	<p>This course aims to let the student acknowledge the main features of modern-contemporary political thinking connected to the birth and development of welfare.</p> <p>The student will be able to handle the key critical instruments to understand the connection between the historical dimension of welfare politics and the main theories about the "social matter" from the beginning of the 19<sup>th</sup> century onwards.</p>
<b>Prerequisites</b>	<i>No special prerequisites are required.</i>

<b>Teaching method</b>	<i>Frontal lesson.</i>
------------------------	------------------------

<b>Learning outcomes Forecast</b>	<p>a. The ability to solve problems: to apply what has been learnt to real situations, identifying the areas of knowledge that best allow you to deal with them. Students learn to interpret political categories and events with expertise through the knowledge of the historical context, the origin of the political movement and the geographical areas where Western political thought develops.</p> <p>b. Analysing and synthesizing information: acquiring, organising and reformulating data and knowledge from different sources. Students learn to</p>
-----------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>compare and use historical methods, political science and the history of political thought to acquire a critical understanding of the original processes and consolidation of issues of welfare and social justice.</p> <p>c. Formulating independent judgements: interpreting information in a critical way and making consequent decisions. The critical comparison of political texts and the framework of the development of political thought allows students to acquire the ability to interpret the changes of the government in relation to the needs of society.</p> <p>d. Communicating effectively: transmitting information and ideas in both written and oral form in a clear, correct formal way, expressing them in appropriate terms with respect to specialist or non-specialist interlocutors in the sector.</p> <p>e. Continuous learning: Knowing how to recognise one's own weaknesses and to identify effective strategies aimed at acquiring new knowledge and skills. Students acquire methods to critically interpret policies and political problems at national and local level, so that they can use this know-how in all contexts. In addition, through the presentation of texts to colleagues, they develop the ability to correct their weaknesses and to communicate.</p> <p>f. Group work: coordination with other people, including those of different cultures and professional specializations, integrating skills. Group work – discussions and readings – allow students to compare knowledge and different points of view.</p> <p>g. To be enterprising: knowing how to develop innovative ideas, design and how to organise their implementation, manage the necessary resources and be willing to take risks to succeed. Through peer comparison, communication and discussion skills are also developed which are useful when comparing opinions.</p>
<b>Course contents (Program)</b>	<p><i>This course will proceed developing the "Welfare State" history from the 19th Century and its cultural premises from the Middle Ages until modern history. We'll rebuild some key ideas of the contemporary political thinking covering the "social matter" development. We'll then consider the ideological political movements of the welfare crisis and the egemony of the neo-liberistic cycle. Our focus will be on the connection between social security and mass society. We'll explore the birth of the welfare system after the liberal state crisis. Considering also the crucial role of Bismarck's model, authoritarian and prone to neutralise the role of the worker's movement, the course will try to highlight the features of the social- democratic welfare.</i></p>
<b>Reference texts</b>	<p>F. Conti, G. Silei, <i>Brief history of the social state</i>, Carocci, Roma, 2013 (capitolo 7 escluso).</p> <p>C. Galli (ed.), <i>Manual of history of political thought</i>, Bologna, Il Mulino (various editions; from "The social question" to "The crisis of the Social State").</p> <p>C. Calabrò, <i>Democrazia e cittadinanza</i>, Pisa, ETS, 2022 (Only the chapter dedicated to Beveridge).</p>
<b>Notes on reference texts</b>	
<b>Educational materials</b>	<i>Consult the teacher page</i>

Evaluation	
Method of learning evaluation	<i>Oral</i>
Evaluation criteria	The student is expected to understand the fundamental stages of the development and roots of the “welfare state”, and to be able to distinguish the characteristics within the various historical contexts and be able to compare them. These characteristics must be constantly linked to the inherent developments in political thought.
Criteria for assessing learning and awarding the final mark	<p><i>The criteria followed for the assessment of learning outcomes, expressed in thirtieths, are:</i></p> <ul style="list-style-type: none"> <li>- <i>Insufficient: 0-17</i> <i>Lacking, incomplete and inadequate knowledge of the topics contained in the syllabus and low conceptualisation skills.</i></li> <li>- <i>Pass: 18-20</i> <i>Sufficient knowledge of the topics contained in the syllabus and sufficient skill in conceptualisation</i></li> <li>- <i>Fair: 21-23</i> <i>Fair knowledge of the topics contained in the syllabus; fair skill in argumentation and in making connections between the various topics covered; appropriate use of philosophical-political concepts.</i></li> <li>- <i>Good: 24-26</i> <i>Good knowledge of the topics contained in the syllabus; appropriate use of philosophical-political concepts and good critical skills.</i></li> <li>- <i>Very good: 27-28</i> <i>Better than good knowledge of all the topics contained in the syllabus; better than good ability to deepen and make connections between the different topics; appropriate use of philosophical-political concepts and aptitude for critical reasoning.</i></li> <li>- <i>Excellent: 29-30</i> <i>Excellent knowledge of all the topics contained in the syllabus; very good skills in deepening and making connections between the different topics; strong critical skills and excellent knowledge of philosophical-political concepts.</i></li> <li>- <i>Excellent with honours: 30L</i> <i>Excellent knowledge of all topics in the syllabus; excellent skills in deepening and making connections between different topics; strong critical awareness and excellent understanding of philosophical-political concepts.</i></li> </ul>
Other	