

COURSE OF STUDY Economia e commercio
ACADEMIC YEAR 2023/2024
ACADEMIC SUBJECT Economics and social policy evaluation

General information	
Year of the course	<i>Third year</i>
Academic calendar (starting and ending date)	<i>Second semester from February 26th to April 19th</i>
Credits (CFU/ETCS):	6
SSD	<i>SECS-P/01</i>
Language	<i>Italian (english upon request or in case of erasmus)</i>
Mode of attendance	<i>Facoltativa</i>

Professor/ Lecturer	
Name and Surname	<i>Domenico Moramarco</i>
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Telephone	
Department and address	<i>Dip. Economia e Finanza, Largo Abbazia Santa Scolastica.</i>
Virtual room	<i>Microsoft Teams</i>
Office Hours (and modalities: e.g., by appointment, on line, etc.)	<i>By appointment on Wednesday from 9:00 to 10:00</i>

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<i>Es. 150</i>	<i>42</i>		<i>108</i>
CFU/ETCS			
<i>Es. 6</i>	<i>6</i>		

Learning Objectives	<i>The course aims to convey to students the main tools of welfare economics for evaluating social policies. The first part of the course will examine the reasons for state intervention in the economy, emphasizing the opportunity for redistributive and social policies even in efficiency contexts. Subsequently, the main indicators of distributive justice (inequality, poverty, equal opportunities, intergenerational mobility) will be presented in an analytical manner, useful for assessing the effectiveness of public interventions. The final part of the course will focus on the evaluation of real policies, with a focus on significant cases, and with practical application of the acquired tools.</i>
Course prerequisites	<i>Knowledge of the English language. Good understanding of the content of Microeconomics and Public Finance courses.</i>

Teaching strategie	<i>Frontal teaching will be the main teaching method.</i>
Expected learning outcomes in terms of	<i>Knowledge and familiarity with the main measures of inequality, poverty, intergenerational mobility, and social well-being. By the end of the course, students will be able to formulate assessments of the distributive effects of public interventions.</i>

	<p>- <i>Judgment autonomy</i> The knowledge acquired during the course will enable students to independently evaluate the results of public intervention in the economy.</p> <p>- <i>Communication skills</i> At the end of the course, students will be reasonably independent in critically approaching public economics issues. They will have gained a certain familiarity with specialized language and will be able to use it to argue and discuss topics covered during lectures and/or through reading scientific articles, reports published by organizations and institutions, and articles distributed in sector-specific journalistic publications.</p> <p>- <i>Autonomous learning ability</i> Upon completion of the course, students will be able to describe and identify the main measures of distributive justice. They will also be able to assess the implications from both efficiency and equity perspectives, utilizing analytical tools (equations, functions, indicators/indices) and graphs (two-dimensional Cartesian systems) for the explanation/interpretation of the phenomena under investigation.</p>
Syllabus	
Content knowledge	<ul style="list-style-type: none"> - The two fundamental theorems of welfare economics and the reasons for public intervention in the economy. - Measures of social well-being and alternatives to Gross Domestic Product (GDP). - Measurement and analysis of income inequality. - Measurement and analysis of inequality of opportunity. - Measurement and analysis of intergenerational mobility. - Measurement and analysis of poverty. - Health, Education, and Pension System: potentials and limits of public intervention. - Evaluation of social policies: the "Reddito di Dignità" in Puglia and the "Reddito Cittadinanza" (Citizenship Income).
Texts and readings	<p>Corso di Scienza delle finanze. Custom publishing. Prof.ssa Annalisa Vinella, Università degli Studi di Bari "Aldo Moro", Dipartimento di Economia e finanza, CREATE McGraw Hill – Capitolo 1.</p> <p>Fleurbaey, Marc, and Didier Blanchet. <i>Beyond GDP: Measuring welfare and assessing sustainability</i>. Oxford University Press - Capitoli 1,3,4.</p> <p>Diseguaglianza, povertà e politiche pubbliche. Massimo Baldini e Stefano Toso. Il Mulino.</p> <p>Efficienza e sostenibilità dell'intervento pubblico. Luciano Greco, Paolo Pertile, Claudio Zoli. Il Mulino. – Capitoli 3,6,8,9.</p> <p><i>For materials in English please contact the professor.</i></p>
Notes, additional materials	
Repository	<p>The reference texts are available in the bookstore and can be consulted in the library. Additional texts on the topics under study will be available on the professor's webpage.</p>
Assessment	
Assessment methods	<p>The exam consists of an oral interview covering the entire program. For exam preparation, it is recommended to regularly attend classes and systematically delve into the content.</p>

	<p><i>For students with disabilities, invalidity, or specific learning disorders (DSA) who have requested support for the specific proficiency exam, examination procedures are appropriately adjusted according to the University guidelines.</i></p>
Assessment criteria	<p>Students will be assessed based on their ability to:</p> <ul style="list-style-type: none"> - Describe and justify the reasons for public intervention. - Describe colloquially and formally the main indicators of distributive justice and their properties. - Use normative analysis tools to evaluate public intervention in the economy. - Argue, discuss, and communicate critical observations on the aforementioned topics, using appropriate terminology.
Final exam and grading criteria	<p><i>The final grade is expressed on a scale of thirty. The exam is considered passed if the score obtained is at least eighteen. The assignment of the highest honors (thirty cum laude) is possible in the event that the quality of the exam is deemed excellent. The assessment of orally provided answers by candidates to questions posed by the examiner depends on the complexity level of the questions themselves and the learning outcomes demonstrated by the candidates.</i></p>
Further information	
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