

COURSE OF STUDY: Social Innovation and Inclusion Policies- LM/87
ACADEMIC YEAR: 2023-2024
ACADEMIC SUBJECT: *Political Science and Social Theory*

General information	
Year of the course	First
Academic calendar (starting and ending date)	First semester (From 18 September to 7 December 2023)
Credits (CFU/ETCS):	9
SSD	SPS/01
Language	Italian
Mode of attendance	Optional, but highly recommended.

Professor/ Lecturer	
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Department and address	Department of Political Sciences – Corso Italia 23 - Bari
Virtual room	Microsoft Teams code: s7opxvm (on appointment)
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Mondays from 10.30 to 12.30, Thursdays from 10.30 to 12.30 Consult the web page: www.uniba.it/it/ricerca/dipartimenti/scienze-politiche/docenti

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	72		153
CFU/ETCS			
9			

Learning Objectives	The course aims, in line with the objectives of the CoS, to ensure that students are able to evaluate the social impact generated by the transformations and tensions that have developed in recent decades within the ambit of democratic political systems, to evaluate how the notion of democracy (and together with it notions such as that of citizenship, popular sovereignty, participation) can be reconfigured to respond to the crises that contemporary societies are going through.
Course prerequisites	Knowledge of the salient issues in modern and contemporary political thought, as well as adequate skills in relation to the foundations of political institutions and the constitutional bases of the State are important prerequisites.

Teaching strategie	Frontal teaching, integrated by participation, thus giving space to stimuli, suggestions, insights that may come from/may be requested by the students.
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Expected learning outcomes in terms of	
Knowledge and understanding on:	<ul style="list-style-type: none"> ○ Through the study of this subject, the student can enrich his/her own knowledge regarding the challenge that the institutions of representative democracy must face today, confronting himself/herself with changed and varied notions of the people and of popular will; ○ the student can therefore evaluate the role of institutional actors and citizens within a complex interaction mechanism.
Applying knowledge and understanding on:	<ul style="list-style-type: none"> ○ The student can evaluate the solutions proposed by scholars, technicians and decision-makers especially with regard to the issue of shared decision and political representation, as well as the performance of political-institutional subjects, in relation to the typical objectives of today's pluralist societies; ○ the student can carry out comparative analyses on the policy-making models adopted by specific political-institutional actors; ○ he/she can make use of these skills to propose and fully plan adequate intervention policies.
Soft skills	<ul style="list-style-type: none"> ● <i>Making informed judgments and choices</i> Through the subject in question, the student, confronted with the critical analysis of theories inherent to public choice, participation, citizenship, and political and collective responsibility, can acquire useful critical tools that allow him/her to achieve the objectives listed below. At the end of the course the student must be able to: <ul style="list-style-type: none"> ○ formulate critical remarks regarding the way in which the notions of popular will, choice, representation, etc. are used in our time, and regarding the way in which they are reflected in public policies and in widespread debate; ○ competently provide answers regarding problems relating to social intervention policies and to the enhancement of forms of participation. ● <i>Communicating knowledge and understanding</i> At the end of the course the student must be able to: <ul style="list-style-type: none"> ○ express the specific contents of the subject, using the appropriate terminology and giving the correct meaning to the theoretical-political concepts he/she uses; ○ make an important contribution, in terms of knowledge and dialogue skills and competent interaction with various interlocutors of the scientific community and of his/her own work environment. ● <i>Capacities to continue learning</i>

	<p>At the end of the course the student must be able to:</p> <ul style="list-style-type: none"> ○ interpret the problems inherent in the planning of social policies, even beyond the models and paradigms with which he/she was confronted in the course of lectures; ○ constantly integrate his/her own knowledge base, thanks to the critical skills acquired; ○ interpret the choices of politics and its specific codes and languages.
Syllabus	
Content knowledge	<p>The course takes into account what political scientists such as Mounk identify as an acceleration of political processes, which has subjected to stress a concept that was taken for granted until a few decades ago, namely that of liberal democracy. We have apparently entered a new era, from the point of view of the values and objectives of politics, and the fundamental concepts for public life, such as those of equality, citizenship and freedom, bear the consequences of this change.</p> <p>The deterioration, if not the crisis, of the relationship between democracy and liberalism has been reported by several scholars, and in this course some elements that reveal this attrition process are analyzed, questioning the new perspectives and problems that it discloses, namely those – as suggested by Y. Mounk – of a “democracy without rights” and of a rule of law basically “without democracy”. The origins of these processes are then analyzed (in the field of communication, in economic processes and in the crisis of collective identities), as well as the possible remedies.</p> <p>The course also analyzes the waning of the “driving force” of the “Third wave of democratizations”, definition coined by Huntington years ago: today there is a sort of turnaround, for which apparently “peripheral” models of populism (such as the Hungarian one) become influential and “infect” other apparently more solid political systems, in terms of democratic stability.</p> <p>With the help of the first of the texts indicated in the appropriate box, we ask ourselves about the prospects for the evolution of democracy with respect to the new challenges that now have a global dimension and scope.</p> <p>Finally, this course analyzes the reading that is given in the contemporary theoretical debate of the important and classic notions of people and sovereignty, recording their current, partial crisis.</p>
Texts and readings	<p>- Yascha Mounk, <i>Popolo vs Democrazia. Dalla cittadinanza alla dittatura elettorale</i>, Feltrinelli, Milano 2022.</p> <p>- Ivan Scarcelli, <i>Popolo e sovranità. Il laborioso amalgama della democrazia</i>, Pensa Multimedia, in press.</p>
Notes, additional materials	
Repository	
Assessment	
Assessment methods	The method to verify the expected learning outcomes is represented by the oral exam, which consists of a series of questions regarding the teaching

Assessment criteria	<p>program.</p> <ul style="list-style-type: none"> ● <i>Knowledge and understanding</i> <ul style="list-style-type: none"> ○ The student should be able to provide the correct definition of the theoretical-political categories analyzed during the course, and should be able to identify the characteristic elements of the theoretical approaches analyzed, showing that he/she is able to highlight what is particularly relevant in them. In order for this learning result to be considered sufficiently achieved, an exposition that literally traces the one proposed by the analyzed texts is not recommended. ● <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> ○ In referring to political issues drawn from the current debate, the student should be able to correctly connect them to the theoretical-political analysis developed in the course; consequently he/she should be able to highlight strengths and weaknesses that can be found in the solutions that the different political actors in the public debate propose, especially on social policy issues. A sufficient level for this learning result is reached if the student demonstrates that he/she is able to interpret the current political debate, on the subject of social policies, in the light of the theoretical categories that he/she has learned. ● <i>Autonomy of judgment</i> <ul style="list-style-type: none"> ○ The student should be able to interpret political phenomena and the typical dynamics of decision-making processes and, making use of the knowledge acquired in the course, indicate in turn data, phenomena or elements that corroborate the results of certain theoretical approaches or which, conversely, contradict them. For this learning result, a sufficient level is reached if the student knows how to present his/her arguments with logical and discursive coherence. ● <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ The student should express the contents and concepts that are typical of the subject, showing that he / she masters the language proper to it, identifying the essential elements of the theses analyzed in the course and then highlighting them clearly. ● <i>Communication skills</i> <ul style="list-style-type: none"> ○ These are intended as minimum requirements, therefore a sufficient level of communication skills will be deemed to have been reached if the student will be able to meet them. ● <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ The student should be able to connect the theories learned in the course in a coherent and original way and seek further sources, also with reference to current
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	<p>events. Again, these are minimum requirements: if they are met, they reveal that the learning outcome has been achieved.</p>
Final exam and grading criteria	<p>The criteria followed for the assessment of learning outcomes, expressed in thirtieths, are:</p> <ul style="list-style-type: none"> - Insufficient: 0-17 Lacking, incomplete and inadequate knowledge of the topics contained in the syllabus and low conceptualisation skills. - Pass: 18-20 Sufficient knowledge of the topics contained in the syllabus and sufficient skill in conceptualisation - Fair: 21-23 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. - Good: 24-26 Good knowledge of the topics contained in the syllabus; appropriate use of philosophical-political concepts and good critical skills. - Very good: 27-28 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. - Excellent: 29-30 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. - Excellent with honours: 30L 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.
Further information	
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