

General information	
Academic subject	Economic Planning and Rural Land Development
Degree course	Master's Degree in Agri-Environmental and Territorial Sciences
Academic Year	2021 - 2022
European Credit Transfer and Accumulation System (ECTS)	6 ECTS
Language	Italian
Academic calendar (starting and ending date)	First Year; Second Semester: 01.03.2022 – 17.06.2022
Attendance	Not compulsory

Professor/ Lecturer	
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Department and address	Office at DISAAT (in the central library building) – University of Bari “Aldo Moro”
Virtual headquarters	TEAMS platform
Tutoring (time and day)	Every day from Monday to Friday (except Holidays and Uni closing days) from h. 9.30 to h. 16.30, by email appointment

Syllabus	
<b>Learning Objectives</b>	<p>Students will deepen economic planning methodology in the theoretical framework of the dichotomy State - Market.</p> <p>They will focus on choices of agricultural policies, from the Fifties till to current structural and rural development policies drawn up by the European Union (EU). Students will become aware of economic aspects of rural development and the fundamental role acquired by the primary sector in the framework of rural development processes, multifunctionality of agriculture and EU policies for rural development, socio-economic cohesion, agricultural planning.</p>
<b>Course prerequisites</b>	No specific prerequisites
<b>Contents</b>	<p>Economic planning: a theoretical definition.</p> <p>State – Market dichotomy: from <i>laissez-faire</i> approach to <i>welfare state</i> model. A theoretical and cultural transition.</p> <p>Focus in the Thirties on the land integral remediation policy in Italy.</p> <p>Evolution of economic-agricultural planning in Italy: from policies in the Fifties to negotiated planning.</p> <p>The concept of development in the economic theory.</p> <p>The concept of development in the economic- agricultural policy.</p> <p>Economic-agricultural development in the EEC (European Economic Community) price and market policy.</p> <p>Socio-economic development in the EEC structural policy.</p> <p>Rural development in the EU policy.</p> <p>Transition from agricultural to rural in the framework of the EU policy.</p> <p>Planning methodologies in the structural cycles for implementation of regional cohesion and rural development policies.</p> <p>Mezzogiorno, economic planning and regional development policies, even in the current relevance of the post pandemic geo-political dimension.</p>
<b>Books and bibliography</b>	<ul style="list-style-type: none"> <li>• Bianchi, R., <i>Linee di pianificazione e programmazione economica in agricoltura. Dal piano di bonifica alla programmazione negoziata</i>, Edizioni Quadrifoglio, Bari, 2001.</li> <li>• Centurelli, G., <i>La nuova programmazione dei Fondi Strutturali – il post 2020: le principali novità dalla lettura delle recenti proposte regolamentari della Commissione europea</i>, Rivista giuridica del Mezzogiorno / a. XXXII, 2018, n. 3.</li> </ul>

	<ul style="list-style-type: none"> <li>• De Castro, P. et Al., <i>The Common Agricultural Policy 2021 – 2027: a new history for European agriculture</i>, Italian Review of Agricultural Economics, 75(3), 2020.</li> <li>• Henke, R., Salvioni, C., <i>Multifunzionalità in agricoltura: sviluppi teorici ed evidenze empiriche</i>, Rivista di Economia Agraria, Anno LXIII, n. 1, 2008.</li> <li>• Mantino, F., <i>Lo sviluppo rurale in Europa</i>, Edagricole, Milano, 2008.</li> <li>• Viesti, G., Prota, F., <i>Le nuove politiche regionali dell'Unione Europea</i>, il Mulino, Bologna, 2007.</li> <li>• Prota, F., Viesti, G., <i>Senza Cassa. Le politiche di sviluppo del Mezzogiorno dopo l'Intervento straordinario</i>, il Mulino, Bologna, 2012.</li> <li>• Viesti, G., <i>Centri e periferie. Europa, Italia, Mezzogiorno dal XX al XXI secolo</i>, Anticorpi Laterza, Bari – Roma, 2021.</li> </ul>
<p><b>Additional materials</b></p>	<p><b>Additional support materials in English language for foreign students:</b>          Arkleton Institute for Rural Development Research, <i>The Territorial Impact of the Common Agricultural Policy and Rural Development Policy</i>, 2004.</p> <p>OECD, <i>Multifunctionality in Agriculture. What Role for private Initiatives</i>, Paris, 2005.</p> <p>Van Der Ploeg, J. D., <i>Multifunctionality and Rural Development: the actual Situation in Europe</i>, in G. Van Huylenbroeck, G. Durand (eds.), <i>Multifunctional Agriculture. A new Paradigm for European Agriculture and Rural Development</i>, Ashgate, Burlington, VT (USA) and Aldershot (UK), 2003.</p> <p><b>Examples of websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.mef.gov.gov.it/">www.mef.gov.gov.it/</a></li> <li>• <a href="http://www.politicheeuropee.it">www.politicheeuropee.it</a></li> <li>• <a href="http://www.DPS.gov.it">www.DPS.gov.it</a></li> <li>• <a href="http://www.reterurale.it">www.reterurale.it</a></li> <li>• <a href="http://sistemi.puglia.it">sistemi.puglia.it</a></li> <li>• <a href="https://svilupporurale.regione.puglia.it/">https://svilupporurale.regione.puglia.it/</a></li> </ul>

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
150	50	10	90
ECTS			
15	5	1	9
Teaching strategy			
<p>Support materials will be made available during the Course.</p> <p>Sections and chapters from the text books in the Bibliography will be itemized.</p> <p>Lectures will be supported by Powerpoint presentations in order to focus statistical trends and schemes (figures, histograms, tables) related to specific arguments.</p> <p>Seminars will deepen the most currently rural and regional development policies (e. g., the future programming policy 2021-2027) by involving subject matter</p>			

	experts. Guided readings and debates will be carried out also in small working groups.
<b>Expected learning outcomes</b>	
<b>Knowledge and understanding on:</b>	Student has to prove his/her analysis and synthesis ability as learning outcome referred to Course Contents.
<b>Applying knowledge and understanding on:</b>	Student should demonstrate his/her full understanding of theoretical concepts of economic planning in order to be able to implement in real terms rural development models. The theoretical-practical awareness achieved by the Student at the end of the Course will structure his/her preparation so that he/she is able to relate to the various professional contexts, counseling, planning development policies and programming models.
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>• <i>Making informed judgments and choices</i> The university education achieved contributes to the structuring of a mature attitude of working out and interpreting development planning models in regional, national, EU and Mediterranean rural contexts; capable of interpreting the dialectic goals-tools for the implementation of programming policies.</li> <li>• <i>Communicating knowledge and understanding</i> Student will be ready to contextualize development issues in evolutionary perspectives; prepared for the consultation of statistical sources as well as interpretation of the relevant data; critically capable of reading documents and analyzing normative sources. He/she will be able to develop communication techniques in order to involve local communities in planning, implementing and auditing development planning strategies.</li> <li>• <i>Capacities to continue learning</i> Student will acquire a solid analysis and synthesis ability to plan development models, to implement socially useful choices and pursue welfare goals. He/she will be ready to approach the complexity of the problems with methodological awareness.</li> </ul>

<b>Assessment and feedback</b>	
Methods of assessment	<p>The Course is a module of an Integrated Course that is “Economic Planning and Rural Land Development Evaluations”. So, assessment methods will be shared and agreed with the Professor of the other module of the Integrated Course.</p> <p><b>Intermediate Test</b> It is an intermediate, not compulsory, oral exam for Students enrolled in the academic year during which the Course has been given. It will be an oral test carried out in order to check the level of assimilation and the capability of analysis as regards subjects deepened in the first section of the Course. Test outcome consists of an assessment on the basis of criteria pointed out in an <i>ad hoc</i> section of the ESSE 3 platform; the assessment will be lasting for one academic year and having an influence on the full final mark. Students who have not taken or nor passed their Intermediate Test, have to give their exam on the complete Course Programme. Please note that in order to pass their final exam, Students must have passed their Intermediate Test; otherwise they have to give the general exam.</p> <p><b>Final Exam</b> The exam consists of an oral test on questions related to the subjects deepened during the Course, as pointed out in the Regolamento Didattico di Ateneo of the Master’s Degree in SAAT, (art. 10) and in the curriculum scheme (Annex A). The assessment takes into account: consistency with topics focused during the Course; Student’s dissertation quality; analysis and synthesis capability; degree of</p>

	structuring dissertation; and, of course, Intermediate Test Assessment. Both Intermediate Test and Oral Exam for foreign Students can be discussed on English, or in German (just in case of German-speaking Students)
Evaluation criteria	<ul style="list-style-type: none"> <li>• <i>Knowledge and understanding</i> Student has to prove his/her analysis and synthesis ability as a result of learning the Course Contents.</li> <li>• <i>Applying knowledge and understanding</i> Student has to prove his/her full understanding of theoretical concepts of economic planning in order to be able to implement in real terms rural development models. The theoretical-practical awareness achieved by the Student at the end of the Course will structure his/her preparation so that he/she is able to relate to the different professional contexts, counseling, planning development policies and programming models.</li> <li>• <i>Autonomy of judgment</i> Student has to prove his/her analyses and synthesis capability regarding the topics focused in the Course and interpretative awareness of the development planning models taken into analysis.</li> <li>• <i>Communicating knowledge and understanding</i> Evaluation will assess importance to Student's clarity of presentation and his/her property of language.</li> <li>• <i>Communication skills</i> Evaluation will give particular importance to Student's capability to demonstrate a full awareness of the topics focused in the Course.</li> <li>• <i>Capacities to continue learning</i> Evaluation will enhance the receptive versatility and learning commitment demonstrated during the exam as well as during the Course.</li> </ul>
Criteria for assessment and attribution of the final mark	The evaluation criteria as well as the methods for verifying the degree of learning achieved, indicated above, will define in the final exam the attribution of the vote out of thirty with the opportunity to attribute academic honors, in the cases of the most brilliant performances and levels of preparation.
<b>Additional information</b>	