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The information contained in this booklet can be found on the Internet at <http://www.univiu.org> > Study > Globalization Program  
The web site is periodically updated.

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## General Information

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## What is VIU

### What is VIU

**Venice International University (VIU)** is something unique in the international academic panorama: a group of Universities from different countries sharing a common campus on the beautiful island of San Servolo, in the Venice lagoon. All involved in jointly creating multidisciplinary programs that go beyond the traditional divisions in separate disciplines and educational structures (faculties, departments, schools etc.) in order to face the present global challenges:

- \_ sustainable development, to reduce environmental deterioration, avoid the destruction of non- renewable resources and encourage the use of renewable ones;
- \_ climate change, to contrast global warming and avoid the related extreme events that cause serious economic and social damage;
- \_ population ageing, and all the social, economic and health issues that it brings with it;
- \_ urban growth, with the forecast of 75% of world population living in cities by the year 2050;
- \_ global ethics, for greater tolerance in view of the migration flows on the planet;
- \_ the preservation of cultural heritage, which is being subjected to forces that risk damaging it or destroying it forever.

Research in these global topics requires a different kind of preparation than in the past. Students at VIU learn to move across cultures and disciplines under the guidance of Professors from all over the world, with a flexible approach, an open mind and creative thinking. The universities that form VIU range from the Far East (*Tsinghua* in China, *Waseda University* in Japan) to the Far West (*Boston College* and *Duke University* in the USA, *INRS Québec*, Canada) passing through the Mediterranean and Europe (*Tel Aviv University* in Israel, the *European University at St. Petersburg* in Russia, *Ludwig-Maximilians-Universität München* in Germany, *Université de Lausanne* in Switzerland, *Université de Bordeaux* in France, *KU Leuven* in Belgium, *Università degli Studi di Roma "Tor Vergata"*, *Università degli Studi di Padova* and the Venetian Universities of *Ca' Foscari* and *Iuav* in Italy).

The study programs are defined collegially: the Board of Directors, headed by the President, Ambassador Umberto Vattani, sets out the strategic outlines, and the Academic Council, led by the Dean, Professor Carlo Giupponi, articulates and applies them in two yearly



terms. The courses are taught in English by Professors from the different Member Universities.

Venice, with its lagoon, its islands and its mainland, is a living laboratory which is also very fragile, with an extraordinary cultural and environmental heritage, and the perfect setting for studying the various aspects of the global challenges that the contemporary world forces us to deal with. VIU offers its support for research programs involving the various Universities that form its network, and develops specific programs for advanced training. VIU has always considered art and architecture as vital instruments for both social and economic growth. That is why each year VIU organizes exhibitions during the Venice Biennale, and hosts permanent works of art by renowned artists on its Campus. VIU also encourages the application of new information and communication technology to Art and Architecture, making use of the enormous potential presented by the present and the past of Venice: through its Digital Visualization Laboratory, a collaboration of *Duke University* and *Università degli Studi di Padova*, VIU provides students from the Humanities with special training in the use of the latest digital visualization tools applied to cultural heritage. Thanks to cooperation agreements with UNESCO and the Council of Europe, VIU participates in programs with these important organizations, in particular regarding the valorization of Venetian routes in the Mediterranean and in the world. Two important Italian public institutions are also part of VIU: Città Metropolitana di Venezia, and the National Research Council (CNR). The Italian Ministry for University Education and Scientific and Technological Research formally recognized the Venice International University consortium as an international center of higher education and research by Ministerial Decree on 23 October 1997.



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## **Globalization Program**

*crossing borders*

*educating towards world citizenship*

Today's globalized world needs flexible minds, able to move across disciplines, capable of tackling contemporary challenges with innovative humanistic approaches; recognizing the importance of environmental and economic sustainability and natural and cultural heritage; understanding, communicating and working with people from other cultures. VIU's Globalization Program provides a response in this direction, promoting academic cooperation among partner universities from around the world, through academic programs, internships, seminars, workshops and conferences. In particular, the program provides students with an intense educational experience in Venice, in multicultural contexts, where global and comparative approaches are privileged, integrating the study of human heritage, creativity and imagination with the study of social relations and institutions. The Program draws on the expertise acquired since 1997, by the VIU Joint Semester Program, by the first editions of the VIU Globalization Program and by the VIU Thematic Programs on Sustainability (TEN Program) Innovation (TeDIS Program) and Ageing (Ageing Program).

The Globalization Program brings together talented, motivated students from the 16 member universities in a truly multicultural, international and interdisciplinary environment. Each semester over 100 students participate in the program as part of their degree in their home university. The interdisciplinary courses are English-taught by professors from the member universities.

The program provides a powerful learning experience in which students develop their capacity for critical thinking and creative problem solving. Students of the Globalization Program are thus more prepared for graduate study and for careers in new and emerging fields. Students choose from a course offering of 18-20 courses in the following three topic areas:

**Venice & Italy:** courses that showcase Venetian and Italian life, culture, art and history:

1. History of Venice
2. Italian Contemporary History in Films
3. Art and Architecture in Renaissance Venice
5. Italian for Foreigners

**Multicultural, International & Interdisciplinary**

**Cultures Of The World:** courses that examine the cultures of the world; courses that make the most of the intercultural classroom:

6. Intercultural Communication

7. Gender Studies

8. Comparing East and West

**Global Challenges:** courses that address current, global issues, preferably from an interdisciplinary perspective:

9. Identity, Heritage and Globalization

10. Globalization, Ethics, Welfare and Human Rights

11. Global governance for peace and security, cooperation and development

Two specialization tracks are also offered, one in Fall and one in Spring:

\_ Economics, Management and Digital Technologies applied to Cultural Heritage (Fall semester)

\_ Environmental Management and Sustainable Development (Spring semester)

Additional courses, on offer for one semester only are taught by visiting professors from member universities.

The Globalization Program is a 15-week credit only program. Courses are 40-hours long (except *Italian for Foreigners*: 56 hours) and recognized for credit by member universities. Attendance is compulsory; a mid-term break allows independent travel in Italy and Europe. Courses have 20-25 students to facilitate group work and student presentations.

## Academics

All Member Universities recognize Globalization Program courses for credit. Each University defines the procedures by which courses are approved and how they can be inserted into a student's degree program. Request further information about credits by writing to: [shss@univiu.org](mailto:shss@univiu.org)

## Credit recognition

If you encounter difficulties in receiving credits for courses, please contact the Assistant Dean for assistance.

Any student currently registered at one of VIU's member Universities (both at Undergraduate and Graduate level) is eligible to apply for and participate in VIU activities. Exchange students registered at Ca'

## Admissions

Foscari, luav, Padova and Tor Vergata universities are also eligible to apply for the VIU Program. Credits are recognized by home universities as the courses in the program may be regarded as equivalent to courses offered by Ca' Foscari, luav, Padova and Tor Vergata. All student taking Italian for Foreigners must register for and complete at least two other full term courses.

You can apply through one of VIU's member Universities through the following contact people:

Boston College: **Mireille McLaughlin**, [fortieme@bc.edu](mailto:fortieme@bc.edu)

Duke University: **Susan Pratt**, [pratt.susan@duke.edu](mailto:pratt.susan@duke.edu)

European University of St. Petersburg: Prof. **Natalia Mazur**, [nmazur@eu.spb.ru](mailto:nmazur@eu.spb.ru)

Institut National de la Recherche Scientifique: **Dalida Poirier**, [Dalida.poirier@inrs.ca](mailto:Dalida.poirier@inrs.ca)

KU Leuven: **Marijke Nicolai**, [marijke.nicolai@kuleuven.be](mailto:marijke.nicolai@kuleuven.be)

Ludwig-Maximilians-Universität: **Claudia Wernthaler**, [claudia.wernthaler@lmu.de](mailto:claudia.wernthaler@lmu.de)

Tel Aviv University: **Shira Betesh-Galili**, [acadaff@tauex.tau.ac.il](mailto:acadaff@tauex.tau.ac.il)

Tsinghua University: **Zuo Jiane**, [jiane.zuo@mail.tsinghua.edu.cn](mailto:jiane.zuo@mail.tsinghua.edu.cn)

Università Ca' Foscari Venezia: Prof. **Shaul Bassi**, [bassi@unive.it](mailto:bassi@unive.it) / **Elisa Gamba**, [international@unive.it](mailto:international@unive.it) (Università Ca' Foscari Venezia - Erasmus students only)

Université de Bordeaux: Prof. **Laurent Servant** - [laurent.servant@u-bordeaux.fr](mailto:laurent.servant@u-bordeaux.fr) / **Anne Blassiau**, [anne.blassiau@u-bordeaux.fr](mailto:anne.blassiau@u-bordeaux.fr)

Université de Lausanne: **Sylvie Kohli**, [erasmus@unil.ch](mailto:erasmus@unil.ch)

Università degli Studi di Padova: Prof. **Alessandro Paccagnella**, [alessandro.paccagnella@unipd.it](mailto:alessandro.paccagnella@unipd.it)

Università degli Studi di Roma "Tor Vergata": Prof. **Gustavo Piga**, [gustavo.piga@uniroma2.it](mailto:gustavo.piga@uniroma2.it) / **Global Governance B.A. office**, [global.governance@uniroma2.it](mailto:global.governance@uniroma2.it)

Università luav di Venezia: Prof. **Maria Chiara Tosi**, [mnrts@iuav.it](mailto:mnrts@iuav.it)

Waseda University: **Maho Yoshikawa**, [myoshikawa2@kurenai.waseda.jp](mailto:myoshikawa2@kurenai.waseda.jp)

Or you may contact VIU offices directly: [shss@univiu.org](mailto:shss@univiu.org)

Students from Ca' Foscari, luav and Padova (including exchange students) must also contact their student secretariat where they should register for VIU courses within two weeks from the beginning of VIU's academic semester.



If you are currently registered at one of VIU's member universities and already know which courses you would like to take, you should pre-register and register for courses through on-line forms. Please visit our website: [univiu.org](http://univiu.org) > Study > Globalization Program > Courses.

#### Online registration for courses

Students must be regularly enrolled in their home university and must pay regular tuition fees to their home university. No further fees are paid directly to Venice International University.

#### Tuition fees

Orientation is provided at the beginning of semester. Accommodation is available on campus on the Island of San Servolo, situated in the Lagoon of Venice just 10 minutes by boat from Piazza San Marco. VIU also assists students in finding accommodation in apartments in Venice.

#### Logistics

A rich variety of Co-curricular activities further enhances the educational mission of the program, through cross-cultural games, social events, lectures, weekly movie screening, creativity projects, day trips and site-visits to the most important venues and sites of Venice and its hinterland, and locations related to the courses.

#### Co-curricular Activities

VIU provides internship opportunities, mobility and scholarships to students of the member universities who attend the Globalization Program. Following the semester of courses at VIU, selected students are offered internships at research centers, universities, cultural organizations and companies in Italy and abroad. Each semester VIU publishes two calls for applications for the Internship and Mobility Program:

#### Internships and Mobility

##### 1. Internships worldwide

For students in the second year of their Master's degree, who intend pursuing research for their Master's thesis in themes related to the Globalization Program. Successful applicants attend the semester of courses at VIU and compete for internships abroad, supported by scholarships.

Internships Worldwide (Cultural Heritage) include, among others:

- \_ Museum of Contemporary Art (MOCA), Shanghai, China
- \_ Tel Aviv University, Israel
- \_ Boston College, Chestnut Hill, USA

**Internships Worldwide (Sustainable Development)** include, among others:

- \_ Tsinghua University, Beijing China
- \_ Waseda University, Tokyo, Japan
- \_ Duke University, Durham (NC), USA
- \_ Boston College, Massachusetts, USA

## **2. Internships in Italy**

For bachelor's and master's students, including exchange students at Ca' Foscari, Iuav and Padova, who are attending the semester at VIU and who are interested in gaining practical experience and familiarity with working life and organizational dynamics of some of the most important research centers, companies and institutions active in the fields of Management of Cultural Heritage and Sustainable Development in Venice and throughout Italy.

**Internships in Italy (Cultural Heritage):**

- \_ UNESCO Venice Office
- \_ Peggy Guggenheim Collection, Venice
- \_ Fondazione Musei Civici, Venice
- \_ Polymnia - Mg Museum, Mestre-Venice
- \_ CNR-Italian National Research Council, Rome
- \_ VELA Spa, Venice
- \_ Comune di Venezia, Venice
- \_ Associazione Culturale Italo-Tedesca, Venice
- \_ Centro Tedesco di Studi Veneziani, Venice

**Internships in Italy (Sustainable Development):**

- \_ CNR-Italian National Research Council, Rome
- \_ UNESCO Venice Office
- \_ Galileia s.r.l., environmental engineering and consultancy, Padua
- \_ eAmbiente, environmental management consultancy, Venice
- \_ Comune di Venezia, Venice
- \_ Agire - Venice Energy Agency, Mestre-Venice
- \_ Valcucine – kitchen manufacturer, Pordenone
- \_ Magis - furniture manufacturer, Quarto D'Altino

Scholarships are awarded to selected students in order to contribute to the costs of international travel and accommodation.

For further information: [globalization@univiu.org](mailto:globalization@univiu.org)

### VIULectures

The Globalization Program is the impetus for an original reflection on globalization within an international network that involves researchers, policy-makers, entrepreneurs, cultural institutions and regional institutions of the countries represented at Venice International University. Each semester VIU invites guest speakers to address topical themes at the Opening Ceremonies of the semesters and during the VIULECTURES series.

### Summer and Autumn Schools

VIU coordinates a series of intensive summer and autumn schools in collaboration with the member universities.

For an updated list, please visit our website: [univiu.org](http://univiu.org) > Study > Summer/Autumn Schools.

Contacts: [summerschools@univiu.org](mailto:summerschools@univiu.org)

### Web Community

A virtual network of present and past students and professors is developed through a blogging platform: Moodle, [elearning.univiu.org](http://elearning.univiu.org), and the Venice International University Community groups on:

-  “VIU – Venice International University”  
@VeniceInternationalUniversity  
[www.facebook.com/VeniceInternationalUniversity](http://www.facebook.com/VeniceInternationalUniversity)
-  “VIU Community” @univiu [twitter.com/univiu](https://twitter.com/univiu)
-  @univiu [www.instagram.com/univiu/](https://www.instagram.com/univiu/)
-  @univiu [www.youtube.com/user/univiu](https://www.youtube.com/user/univiu)
-  @UNIVIU [www.flickr.com/photos/univiu](https://www.flickr.com/photos/univiu).

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## VIU Campus

VIU academic and administrative offices are located in the main building near the entrance of the island, where there are also fully equipped classrooms and seminar rooms.

### Classrooms and offices

The VIU Card (available from Front Office) provides access to library, computer and photocopying facilities.

### Computer facilities and photocopying

The PC Room is open to all VIU professors and students, 24 hours a day. PCs are connected to the Internet and have the suite of Microsoft Office programs installed. There are also work stations for laptops and Wi-Fi is available.

VIU also has a highly advanced Apple Mac Computer Lab for integrating digital technologies in the academic courses. The 3D modeling, visualization, and mapping technologies installed enable students to engage with questions of change over time and dynamic process in urban and rural environments. The programs available include 3D modeling using SketchUp, 3D acquisition using Photogrammetry, interactive mapping with Google Earth, Scalar, and the basics of arcGIS related to Google Earth.

There are four photocopiers in the VIU main building (Library, zone 6, zone 7).

There are residential halls with over 200 places on the island of San Servolo. There are also laundry facilities, a cafeteria which is open every day for breakfast, lunch and dinner and a bar (opening hours 8.00 – 18.00).

### Housing and dining

The VIU Library catalogue is online at: <http://library.univiu.org>

The VIU Library is in the main building and the collection includes reference books, textbooks, dictionaries, reviews, magazines and a collection of DVDs. The Library is open for lending from Monday to Friday (check notice board for hours).

Course materials are available through VIU e-learning platform: [elearning.univiu.org](http://elearning.univiu.org), where professors upload materials, resources and assignments for their courses. Access is restricted to registered students.

VIU students also have access to libraries and facilities in Venice. This guide includes a list of libraries in Venice including opening hours, location and resources available.

### Libraries and Resources

The location chosen for the program, Venice, offers to non-Venetian students the opportunity of temporarily living in a world heritage city, with a great concentration of arts, architecture and history. Having been a great merchant city and a political myth, and, at the same time, a capital of Humanism and a Literary Myth, it is the perfect place for the school and its mission. But it is not only the signs of the past, which make Venice interesting for students and professors. The city is a living machine in a unique setting, based on water, which represents an alternative urban and social concept, which spreads on a variety of islands in the lagoon and the estuary and in the mainland.

The city offers the possibility of experiencing contemporary challenges of environmental and economic sustainability and the effects of global traveling, providing resources and opportunities of field-work for various kinds of courses, considering also its role as administrative capital of the most dynamic industrial region of Italy, as site of one of the most important World Film Festivals and as growing center of international contemporary arts exhibitions.

Through its activities and collaborations, VIU also intends to contribute to the cultural and political debate on this extraordinary metropolitan area.

## Venice

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## Italy

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Luca Pes

Venice International University  
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### **Italian Contemporary History in Films** - S1802

Luca Pes

Venice International University  
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### **Italian for Foreigners - beginner, intermediate, upper intermediate** - S1803

Massimo Brunzin (coordinator),  
Ivan Lo Giudice, Elena Nieddu  
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### **Art and Architecture in Renaissance Venice** - S1804

Monica Centanni, Elisa  
Bastianello  
Università Iuav di Venezia  
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## Cultures of The World

### **Comparing East and West: Law and Ethics** - S1805

Richard Powers  
Boston College  
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### **Intercultural Communication** - S1806

Marcel Burger  
Université de Lausanne  
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### **Gender Studies** S1807

Luca Trappolin, Paolo Gusmeroli  
Università degli Studi di Padova  
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### **What did your Grandparents do? An Intercultural Exploration of Individual Life Histories** - S1809

Simon Partner  
Duke University  
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### **Port Cities in the Age of Empire** - S1810

Simon Partner  
Duke University  
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## Global Challenges

### **Identity Heritage and Globalization: Social Innovation through arts, creativity and academic knowledge in Venice** - S1811

Guido Borelli, Maurizio Busacca  
Università Iuav di Venezia  
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### **Globalization, Ethics, Welfare and Human Rights: A Focus on Migratory Crises in the Mediterranean Area – S1812**

Vincenzo Romania  
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### **Global Governance for Peace and Security, Cooperation and Development** - S1813

Sara De Vido  
Università Ca' Foscari Venezia  
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### **Welfare, Equity and Public Intervention: Challenges from Global Problems** - S1814

Alessio D'Amato  
Università degli Studi di Roma  
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**Environmental Management  
and Sustainable Development**

**Communicating Media and  
Politics in a Globalized World -**

S1815

Marcel Burger

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**Cities, Global Change and  
Sustainable Development -**

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Margherita Turvani, Matteo

Basso

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**Globalization, Environment and  
Sustainable Development -**

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Ignazio Musu, Ilda Mannino

Venice International University

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**Innovation and Social Changes -**

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Yannick Lung

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**Globalization in a Changing  
World Economy -**

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**Environmental and Natural  
Resource Economics -**

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Alessio D'Amato

Università degli Studi di Roma

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**Introduction to Energy Politics -**

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Irina Mironova, Maxim Titov

European University at St.

Petersburg

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**World Oil and Gas Markets -**

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Irina Mironova, Maxim Titov

European University at St.

Petersburg

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**Globalization, sustainability  
and resilience in the age of  
cities. A complexity-cognitive  
approach -**

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Juval Portugali

Tel Aviv University

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**Space, place and environment  
in urban planning and design-**

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Juval Portugali

Tel Aviv University

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**Climate Change and Forced  
Migration from an International  
Legal and Ethical Perspective -**

S1825

Richard Powers

Boston College

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## Courses



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## History of Venice – S1801

Luca Pes

Venice International University

### Course description

Various things make Venice a place of particular interest: the fact that it was built on water and marshland; the way its inhabitants shaped the Lagoon and managed the environment; the relationship with Byzantium and the East; the way it became the capital of a merchant empire; its role as a center of the printing industry, art production and Humanism; its development into a city of pleasure; the sudden loss of independence; the 19th Century cultural myth of its death; its rebirth with the Risorgimento of Italy; the creation of a new urban order, from the industrial port of Marghera to the beach resort at the Lido; the great social transformations of the 1950's-1970's, leading to a 'Greater Venice' crisis; its tendency to become a 'theme-park'; the way the city still presents an alternative notion of urban space.

The course covers all of these themes through interactive lectures and a wide use of multimedia sources (images, videos, music), with a view to providing a broad introduction to ways of looking at the history of this unique place. The main focus will be on the relationship between the environmental setting, the morphology of the city, and its social life and political institutions.

Students are expected to actively contribute to the class, through one oral presentation, and a final research paper, developing themes of personal interest, in agreement with the Professor. Topics can range from Literature to Economics, from Law to Cinema. Past themes have included: Venice and the Fourth Crusade, Venetian Courtesans, The Life of Casanova, The Bostonians in Venice, Fascist Architecture in Venice, Venice in the History of Mass Tourism.

Group work mixing nationalities will be encouraged. Research papers must include bibliographical references and notes. Oral presentations may be the outcome of a field work.

Students are also expected to study a text and discuss it individually with the professor. The aim of the discussion will also be to test student understanding of what said in class and their orientation in time and space.

The course will involve several site visits (most probably: Biennale, Ghetto, Ducal Palace, Lagoon, Pellestrina, Seawalls, Industrial Area). Participants will be invited to walk around the city to explore places mentioned in class.

Detailed information, guidelines and useful materials will be available during the semester in the e-learning platform, which students will be asked to consult regularly, writing comments, when asked.

Luca Pes, Venice International University

B.Sc. (Econ.) in History and Government (LSE), *Laurea* in History (Ca' Foscari), Ph.D. in Italian Studies (Reading). Vice Dean, Director of the Globalization Program at VIU, where he has taught every semester since the beginning of academic activities in 1997. Was Adjunct Associate Professor of European Studies at Duke and Professor of Modern and Contemporary History at the Philosophy Faculty of San Raffaele University in Milan. Taught Urban and Contemporary History at the University of Venice Iuav - Faculty of Regional Planning, and Contemporary History at Ca' Foscari University of Venice. Published mostly on Venetian 19th-21st Century Cultural and Social History, on the Methodology of Local and Urban History and of History of the Present. Research and teaching interests include Cinema and History, Contemporary Italian Society, and History of Historiography.

**Syllabus** (weekly distribution will depend on number of students attending)

Venetian stereotypes

Origin Narratives

The Invention of the Lagoon

The Construction of the City

Rise of Venice 726-1204

Expansion of Venetian Trade and Power 1204-1453

Decline and Fall 1453-1797

The Venetian Experience

“Death” and Risorgimento of the City

Venice: industrial city

Rise of Greater Venice

Unfinished Greater Venice

Venice: Work of Art in Progress or Theme Park?

Venice as Living City

Future Perspectives

### **Evaluation**

10% attendance and participation

20% individual out of class discussion with professor

30% oral presentations in class

40% written final research paper

### **Reading**

(A further list will be available in the e-learning platform)

Giorgio Gianighian and Paola Pavanini, *Venice: the basics*, Gambier Keller 2010 (80 pages) - introduction to urban Venice as a built environment by two Venetian architectural historians (Gianighian is professor of restoration at IUAV and at Shanghai Jiao Tong University and teaches a course on UNESCO World Heritage Sites at VIU in the Fall semesters). 720.945311/GIA VEN

Gherardo Ortalli and Giovanni Scarabello, *A Short History of Venice*, Pacini Editore 1999 (126 pages) -the best very brief and reliable chronological synthesis of Venice as a city-state and power, widely available, by two scholars of Ca’ Foscari University. 945.31/ORT VEN

Joanne M. Ferraro, *Venice. History of the Floating City*, Cambridge University Press 2012 (214 pages) - most recent overview of the History of Venice as a city and a state, assuming postmodern approaches: the construction and evolution of identities; the

multiculturalism of material life; social hierarchy; and gender as a cultural construction - by an American Historian. 945.31/FER VEN

Elisabeth Crouzet Pavan, *Venice Triumphant: the Horizons of a Myth*, The Johns Hopkins University Press 2005 - top French scholar on Medieval Venice deconstructs myths and tells the history of the city and the Republic before 1797, paying attention also to urban daily life and the relationship with water: excellent book. 945.31/CRO VEN

Frederic Lane, *Venice. A Maritime republic*, The Johns Hopkins University Press 1973 - the classic textbook on the History of Venice, which keeps being reprinted. Lane has been the most outstanding US economic and social historian on Venice (esp. Renaissance): very reliable and clear. 945.31/LAN VEN

Margaret Plant, *Venice. Fragile City 1797-1997*, Yale University Press 2003 (424 pages) - this illustrated book encompasses politics, culture and architecture of the city after the fall fo the Republic, using also Italian scholarly research. The author is Professor Emeritus in Art History in Melbourne, Australia. 945.31/PLA VEN

Richard Bosworth, *Italian Venice. A History*, Yale University Press, New Haven and London 2014 (329 pages) - the history of Venice from the annexation to the present, told by an Australian political historian (famous for his works on Italian Fascism) from the University of Oxford. A most recent book, which roots narrative in visible elements of the urban environment (monuments, buildings, places), aware of Italian Historiographical works. 945.31/BOS VEN

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## Italian Contemporary History in Films – S1802

Luca Pes

Venice International University

### Course Description

The course is an introduction to modern Italian politics, society and culture in a historical and comparative perspective. Lectures will revolve around six major Italian movies, which will be the object of collective discussion: *Il Gattopardo* by Luchino Visconti, *Amarcord* by Federico Fellini, *La Notte di San Lorenzo* by Giuseppe and Paolo Taviani, *Don Camillo* by Julien Duvivier, *Mimi metallurgico ferito nell'onore* by Lina Wertmüller and *Il Caimano* by Nanni Moretti. The idea is that films can be useful as a starting point for historical discussion, as documents of the time in which they were made, as historiographical texts on the period in which they are set and as historical agents, as they are constantly reinterpreted and can influence culture in different successive moments. They can also be useful because they talk about individuals, daily life, family and personal relations; they involve a “mise-en-scène” which bring history much closer to life, and oblige us to discuss events and phenomena also at a micro level, bringing in themes related to gender, family, and collective psychology.

The period covered by the course runs from 1796 to 2016, i.e. from the process of Nation-Building to the Present. Similarly to Germany and unlike Spain, Italy is a new nation-state. The beginning of the process of unification can be traced back to the Napoleonic Age, which saw the diffusion of ideals of Liberalism, Democracy and Nationalism. The foundation of the new Kingdom (1861) was followed by attempts to forge a common identity in the context of a liberal but conservative State, which formed the basis of the first industrialization. After the Great War, the peninsula saw the rise of the first Fascist Regime in Europe, as a result of an alliance between Mussolini, the Monarchy and the Catholic Church. Military defeat and the 1943-45 Civil War, paved the way for a Republic, characterized by a blocked political system with the Catholic Party in power and the largest Communist Party in the West on the opposition. In 1992-94 the judicial investigation and arrests of corrupt politicians contributed to a revolution in the party system, which laid the foundations of the present political landscape. The course will also deal with issues like Church-State relations and the influence of Catholicism, origins and development of the Mafia, the North-South divide, social transformations, emigration and immigration, the 1968 movements, the economic miracle and development of the ‘Made in Italy’ concept, and controversies involving Berlusconi. The general focus will be on the relationship between politics and society.

Luca Pes, Venice International University

B.Sc. (Econ.) in History and Government (LSE), *Laurea* in History (Ca' Foscari), Ph.D. in Italian Studies (Reading). Vice Dean, Director of the Globalization Program at VIU, where he has taught every semester since the beginning of academic activities in 1997. Was Adjunct Associate Professor of European Studies at Duke and Professor of Modern and Contemporary History at the Philosophy Faculty of San Raffaele University in Milan. Taught Urban and Contemporary History at the University of Venice Iuav - Faculty of Regional Planning, and Contemporary History at Ca' Foscari University of Venice. Published mostly on Venetian 19th-21st Century Cultural and Social History, on the Methodology of Local and Urban History and of History of the Present. Research and teaching interests include Cinema and History, Contemporary Italian Society, and History of Historiography.

A set of readings downloadable from the course e-learning platform provides further insight, including articles by the leading scholars published in English, such as John Davis, Adrian Lyttelton, Paul Corner, Gianfranco Pasquino, Percy Allum and Perry Anderson.

Students are expected to attend classes, watch all the movies and actively participate to group discussions; form a team with other mates and introduce one of the movies to the rest of the class; submit a final research paper at the end of the semester. It is particularly important students are present to the discussions of films, as absences to discussions will particularly affect final evaluation.

### **Syllabus**

The course will be divided into six units:

- 1) Il Gattopardo - the Risorgimento and its aftermath 1796-1871  
(weeks 1-2)
- 2) Amarcord - the origins and development of Fascism 1872-1935  
(weeks 3-4)
- 3) La Notte di San Lorenzo - Fascism, War and Resistance 1936-1945  
(weeks 5-6)
- 4) Don Camillo - the Republic and the Cold War 1946-1962 (weeks 7-8)
- 5) Mimì metallurgico ferito nell'onore - Economic Miracle, 1968 and the 1970s (weeks 9-10)
- 6) Il Caimano - Postfordism and crisis of democracy 1980-2017  
(weeks 10-11)

Each one of the units will consist in (a) an introductory lecture on the historical context of the time in which the movie is set; (b) an introductory lecture on the director and the time in which the movie was produced (c) introductory presentations by students; (d) a general discussion.

Movies will be screened out of class.

Detailed information about the course, guidelines and useful materials will be available during the semester in the e-learning platform, which students will be asked to consult regularly, writing comments, if asked.

### **Evaluation**

10% attendance

20% contribution to discussion of movies

30% oral presentations  
40% final research paper

### Reading

CINEMA AND HISTORY (methodology)

Pierre Sorlin, *The film in history: restaging the past*, Noble Books, Totowa 1980

ITALIAN CINEMA (quick reference for all movies, like a dictionary)

Peter E. Bondanella, *A History of Italian Cinema*, Continuum, New York 2009

ITALIAN CINEMA (themes, with reference to some of the movies)

Giacomo Lichtner, *Fascism in Italian cinema since 1945: the politics and aesthetics of memory*, Victoria University of Wellington, Palgrave Macmillan, Basingstoke 2013

Vincent F. Rocchio, *Cinema of anxiety: a psychoanalysis of Italian neorealism*, University of Texas Press, Austin 1999

Angelo Restivo, *The cinema of economic miracles: visuality and modernization in the Italian art film*, Duke University Press, Durham 2002

Jacqueline Reich, *Beyond the Latin lover: Marcello Mastroianni, masculinity, and Italian cinema*, Indiana University Press, Bloomington 2004

Marga Cottino Jones, *Women, desire, and power in Italian cinema*, Palgrave MacMillan, New York 2010.

ITALIAN HISTORY AND CULTURE (books with useful material for context of all the movies)

David Forgacs and Robert Lumley (ed.), *Italian cultural studies: an introduction*, Oxford University Press, Oxford-New York 1996

George Holmes (ed.), *The Illustrated Oxford History of Italy*, Oxford University Press, Oxford-New York 1997

IL GATTOPARDO (Visconti's cinema, historical setting of the movie)

Henry Bacon, *Visconti: explorations of beauty and decay*, Cambridge University Press, Cambridge-New York 1998

John Davis (ed.), *Italy in the Nineteenth Century*, Oxford University Press, Oxford- New York 2000

AMARCORD (Fellini's cinema and historical setting of the movie)  
Edward Murray, *Fellini the artist*, 2nd, enl. ed., F. Ungar, New York 1985  
Adrian Lyttelton (ed.), *Liberal and Fascist Italy, 1900-1945*, Oxford  
University Press, Oxford-New York 2002

THE NIGHT OF THE SHOOTING STARS (Tavianis' cinema and  
historical setting of the movie)  
Lorenzo Cuccu, *The Cinema of Paolo and Vittorio Taviani: Nature,  
Culture and History Revealed by Two Tuscan Masters*, Gremese,  
Rome 2001  
Claudio Pavone, *A civil war : a history of the Italian resistance*, Verso,  
London-New York 2013

DON CAMILLO (Guareschi's life and historical setting of the movie)  
Alan R. Perry, *Don Camillo Stories of Giovannino Guareschi: A  
Humorist Potrays the Sacred*, University of Toronto Press, Toronto-  
Buffalo 2007  
Paul Ginsborg, *A History of Contemporary Italy. Society and Politics  
1943-1988*, Penguin, London etc. 1990

THE SEDUCTION OF MIMI (Wertmueller's cinema and historical  
setting of the movie)  
Grace Russo Bullaro, *Man in Disorder: The Cinema of Lina Wertmüller  
in the 1970s*, Troubador, Leicester 2007  
Patrick McCarthy (ed.), *Italy since 1945*, Oxford University Press,  
Oxford-New York 2000

THE CAYMAN (Moretti's cinema and historical setting of the movie)  
Ewa Mazierska, Laura Rascaroli, *The Cinema of Nanni Moretti:  
Dreams and Diaries*, Wallflower Press, London 2004.  
Paul Ginsborg, *Silvio Berlusconi: television, power and patrimony*,  
Verso, London-New York 2005.

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## Italian for Foreigners – beginner, intermediate, upper intermediate and advanced levels – S1803

Massimo Brunzin (coordinator), Ivan Lo Giudice, Elena Nieddu  
Venice International University

### BEGINNER LEVEL (A1 level of the Common European Framework of Reference for Languages)

This course is addressed to beginner students who have no knowledge of the Italian language. Although reading and writing will be important, significant emphasis in class will be placed on speaking and listening. Group work and role-play are used extensively to develop these skills. The course is conducted in Italian from the first day. Homework will be corrected during class time which will allow the students to self-correct and understand why a specific grammar point works the way it does. At the end of the course, students will be able to communicate in most everyday situations, using basic vocabulary and grammar.

Hours: 56

Class Schedule: Monday, Tuesday, Wednesday and Thursday 9.15-10.45 or 11.00-12.30.

### Course Syllabus

#### Grammar

- \_ Definitive and indefinite articles
- \_ Simple present tense (regular verbs, three conjugations –are –ere –ire)
- \_ Irregular verbs: *essere, avere, andare, fare, bere, rimanere, venire, uscire*
- \_ Verbs *Dovere* (to have to, must) *Potere* (can, to be able to) *Volere* (to want)
- \_ Use of “ci” (there)
- \_ Simple past (perfect tense)
- \_ Possessive adjectives and pronouns
- \_ Use of the verb *Piacere* (to like)
- \_ Reflexive pronouns
- \_ Introduction to direct object pronouns
- \_ Use of the simple prepositions and prepositions with article
- \_ Imperative
- \_ Conjunctions *e* (and) *ma* (but) *mentre* (while) *quando* (when) *perché* (why, because)

#### Communicative areas

- \_ Identification: name, nationality..., introducing oneself, personal habits

**Massimo Brunzin**, Venice International University  
*Laurea* in Foreign Languages and Literature (Ca' Foscari), doctorate in Francophone Literature (Bologna). Specialized in Language Teaching with Advanced Technology (Ca' Foscari). Member of the management staff and instructor in 'Italian for Foreigners' at the Venice Institute. Was Teaching Assistant in Francophone Literature at Ca' Foscari, with special interest in Black Africa. Author of several articles on African Francophone Literature. Coordinator of the Italian as a Foreign language courses at VIU since Fall 2001.

**Ivan Lo Giudice**, Venice International University  
*Laurea triennale* in Translation and Interpretation, English and Spanish (Ca' Foscari), *Laurea triennale* in Public Relations (Udine), M.Sc. in Global Politics (Southampton), CEDILS Certification in teaching Italian as a foreign language (Ca' Foscari) and CELI examiner (University for Foreigners, Perugia). Lecturer in Italian Language and Culture at the Venice Institute. Since Spring 2016, also teaches Italian as a Foreign Language at VIU.

**Elena Nieddu**, Venice International University  
*Laurea* in Cultural and Linguistic Mediation (Padua); *Magistrale* in Translation and Cultural Mediation (Udine); Certificate as Teacher of Italian as Foreign Language (Perugia). At Padua and Udine she specialized in Russian and German languages and subsequently trained as a 'Russian as a Foreign Language'



- \_ Asking and answering information
- \_ Offering something, inviting someone, accepting, refusing
- \_ Situations: in class, at the bar, at the station, at the restaurant, in a store, a language school, in a hotel.
- \_ Talking about family, describing people and items, telling a brief story in the past tense
- \_ Asking for explanations about words or linguistic questions
- \_ Expressing preferences; Expressing pleasure and displeasure

#### **Oral comprehension**

- \_ Dialogues; Messages (listening to a message on an answering machine, to the radio); Interviews (radio, TV); Video (movies, TV); Advertisements; Songs;

#### **Written comprehension**

- \_ Timetables; Menu; Memorandum; Post cards and letters to friends; Diary; Recipes; Short biographies; Short announcements; Advertisements; Comics; Short instructions; Catalogues; Fieldtrip schedules or cultural programs

#### **Oral expression and vocabulary**

Readings concerning:

- \_ Studying and learning a foreign language
- \_ Everyday life situations
- \_ Cities and means of transportation
- \_ Space, forms, dimensions, quantity
- \_ Time

#### **Written expression**

- \_ Filling in an enrolment form; writing a message; writing a post card; writing a diary page; writing an informal letter.

#### **Evaluation**

The students will be expected to come to all classes prepared to actively participate in oral and written work. Attendance is absolutely mandatory for this class. Absences will lower the final grade.

30% Class performance (participation and attendance). Classes will involve much student-student and student-instructor interaction in open-ended conversations. The quality of interaction will have a significant effect on the course grade.

20% Homework. (10 pieces of homework, written) Effort and enthusiasm will count as much as accuracy in preparation.

20% Mid-term exam (written);

20% Final exam (oral, final paper presentation);

teacher at the Lomonosov Moscow State University. For several years she was teacher of Italian as a Foreign Language in Moscow at the Istituto Italiano di Cultura and at the Centro Italiano di Cultura.

10% Final working paper – written in class, students will produce some written documents concerning their own experience in Venice as a foreign student (e.g. short Venice guide for foreign students)

### **Tutoring**

Students can ask their teacher for any extra assistance they may need to personalize their program further or to review specific grammar points.

### **Reading**

Textbook:

*Workbook of Istituto Venezia 2 (selection of authentic teaching materials and selected teaching materials from textbooks such as Espresso, Chiario, Domani).*

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## **INTERMEDIATE LEVEL (B1 level of the Common European Framework of Reference for Languages)**

This course is a continuation of 'Italian Beginners'. Students will begin the course by reviewing material from the previous course.

This language course is designed so that students can practice their grammar skills and increase their ability to understand, speak, read and write Italian, while emphasizing the development of reading comprehension. It includes an introduction to new grammar skills, with continued vocabulary study, conversational practice, short composition, cultural and literary readings and some work with video. Group work and role-play are used extensively to develop these skills. The course is conducted in Italian from the first day. Homework will be corrected during class time which will allow the students to self-correct and understand why a specific grammar point works the way it does. During classes, students will produce some written documents concerning their own experience in Venice as a foreign student. Students can ask their teacher for any extra materials they may need to further personalize their program, or to review grammar skills.

**Hours:** 56

**Class Schedule:** Monday, Tuesday, Wednesday and Thursday 9.15-10.45 or 11.00-12.30.

## **Course Syllabus**

### **Grammar**

- \_ Review of simple present tense (regular and irregular)
- \_ Review of simple past
- \_ Review of simple future tense
- \_ Reflexive verbs
- \_ Use of the partitive “*ne*”
- \_ Imperfect past tense
- \_ Simple past (perfect tense) and imperfect used together
- \_ Agreement of the direct pronouns with the perfect tense
- \_ Formal/informal use of the imperative;
- \_ *Stare + gerundio*: present continuous;
- \_ Introduction to subjunctive (present)
- \_ *Si impersonale*
- \_ Pronouns
- \_ Use of “*ci*”
- \_ Relative pronouns
- \_ Introduction to conditional (present)

### **Communicative areas**

- \_ Telling stories and events in the past; Describing weather; Giving and asking for advice or instructions; Describing situations, places and people; Making a phone call; Organizing a trip; Asking permission; Giving an opinion; Making projects for the future; Apologizing; Making a proposal and inviting; Accepting and refusing ; Complaining

### **Oral comprehension**

- \_ Dialogues; Weather report; Songs; Phone calls; Videos; Advertisements;

### **Written comprehension**

- \_ Writing a letter to a friend or a relative; Instructions; Warnings and messages; Invitations; Announcements; Stories; Short literature passages; Tourist information; Horoscopes; Short newspaper articles; How to write a letter of complaint

### **Oral expression and vocabulary**

- \_ Face-to-face conversation; Instructions; Descriptions; Stories; Phone calls; Role play

### **Written expression**

- \_ Post cards; Informal letters; Diary pages; Stories.

### **Evaluation**

The students will be expected to come to all classes prepared to actively participate in oral and written work. Attendance is absolutely mandatory for this class. Absences will lower the final grade.

30% Class performance (participation and attendance). Class will involve much student-student and student-instructor interaction in open-ended conversations. The quality of interaction will have a significant effect on the course grade.

20% Homework. (10 pieces of homework, written) Effort and enthusiasm will count as much as accuracy in preparation.

20% Mid-term exam (written);

20% Final exam (oral, final paper presentation)

10% Final working paper – written in class: students will produce some written documents concerning their own experience in Venice as a foreign student (e.g. short Venice guide for foreign students)

### **Tutoring**

Students can ask their teacher for any extra assistance they may need to personalize their program further or to review specific grammar points.

### **Reading**

Textbook:

Workbook of Istituto Venezia 2: *Workbook of Istituto Venezia 2 (selection of authentic teaching materials and selected teaching materials from textbooks such as Espresso, Chiaro, Domani).*

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**UPPER INTERMEDIATE LEVEL** (B2 level of the Common European Framework of Reference for Languages)

This course is composed of:

\_ 56 hours of Intermediate classes aiming at a general review of skills;

\_ 18 hours of classes dedicated to further developing such skills as: formulating opinions; making judgments and suggestions, in oral and written form, on selected issues presented in the reading material; narrating in oral and written form using different verbal tenses and modes; reading, comprehending and analysing newspaper, magazine articles and movie sequences.

Students will begin the course by reviewing material from the previous courses.

This language course will allow students to reinforce their grammar skills and increase their ability to understand, speak, read and write Italian, while emphasizing the development of reading comprehension. It includes an introduction to new grammar skills, with continued vocabulary study, conversational practice, short composition, cultural and literary readings and some work with video. Group work and role-play are used extensively to develop these skills. The course is conducted in Italian from the first day. Homework will be corrected during class time which will allow the students to self-correct and understand why a specific grammar point works the way it does. During classes, students will produce some written documents concerning their own experience in Venice as a foreign student (e.g. short Venice guide for foreign students). Students can ask their teacher for any extra materials they may need to further personalize their program, or to review grammar skills.

**Hours:** 74

**Class Schedule:** Monday, Tuesday, Wednesday and Thursday 9.15-10.45 or 11.00-12.30.

## Course Syllabus

### Grammar

Review of:

- \_ simple present tense (regular and irregular);
- \_ past tenses;
- \_ simple future tense
- \_ Reflexive verbs;
- \_ Use of the partitive “ne”;
- \_ Imperfect past tense;
- \_ Simple past (perfect tense) and imperfect used together;
- \_ Agreement of the direct pronouns with the perfect tense;
- \_ Formal/informal use of the imperative;
- \_ *Stare+gerundio*: present continuous;
- \_ Subjunctive (present);
- \_ *Si* impersonale;
- \_ Pronouns;
- \_ Use of *ci*;
- \_ Relative pronouns (*che, chi*);

- \_ Conditional (present);
- \_ Introduction to:
- \_ Relative pronouns (*cui*);
- \_ Subjunctive (present, past);
- \_ Conditional (present, past);
- \_ Impersonal (*si impersonale con verbi riflessivi*);
- \_ Conditional clause (*primo e secondo tipo*);
- \_ In-depth examination of prepositions.

#### **Communicative areas**

Formulating opinions; making judgments and suggestions, in oral and written form,

on selected issues presented in the reading material.

Narrating in oral and written form using different verbal tenses and modes.

Reading, comprehending and analysing newspaper, magazine articles and movie sequences.

#### **Oral comprehension**

Dialogues; Songs; Videos and movies sequences; Advertisements

#### **Written comprehension**

Writing formal and informal letters; Instructions; Warnings and messages; Announcements; Narrative passages; Newspaper and magazine articles

#### **Oral expression and vocabulary**

Face-to-face conversation; Instructions; Descriptions; Tales; Role play

#### **Written expression**

Formal and informal letters, diary pages, tales, summarizing a narrative text.

#### **Evaluation**

The students will be expected to come to all classes prepared to actively participate in oral and written work. Attendance is absolutely mandatory for this class. Absences will lower the final grade.

30% Class performance (participation and attendance). Classes will involve much student-student and student-instructor interaction in more open-ended conversation. The quality of interaction will have a significant effect on the course grade.

20% Homework. (written) Effort and enthusiasm will count as much as accuracy in preparation.

20% Mid-term exam (written);

20% Final exam (oral, final paper presentation);

10% Final working paper – written in class: students will produce some written documents concerning their own experience in Venice as a foreign student (e.g. short Venice guide for foreign students)

### **Tutoring**

Students can ask their teacher for any extra assistance they may need to personalize their program further or to review specific grammar points.

### **Reading**

Textbook:

*Workbook of Istituto Venezia 2 (selection of authentic teaching materials and selected teaching materials from textbooks such as Espresso, Chiaro, Domani, Un giorno in Italia and Magari)*

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## **ADVANCED LEVEL**

### **Course description**

This course is composed of:

- \_ 56 hours of intermediate classes with the purpose of a general review;
- \_ 18 hours of classes will be specially dedicated to further developing skills such as:  
formulating opinions; making judgments and suggestions, in oral and written form, on selected issues presented in the reading material; narrating in oral and written form using different verbal tenses and modes; reading, comprehending and analysing newspaper, magazine articles and movie sequences.
- \_ 6 hours classes dedicated to reading, comprehending and summarizing a narrative text (Mastronardi)

Students will begin the course by reviewing material from the previous course.

This language course will allow students to reinforce their grammar skills and increase their ability to understand, speak, read and write Italian. It includes complex grammar skills, with continued vocabulary study, conversational practice, composition, cultural and literary readings and some work with video. Group work will be used extensively to develop these skills. The course is conducted in Italian from the first day. Homework will be corrected during class time and it will

allow the students to self-correct and understand why a specific grammar point works the way it does.

During classes and at home students will read and analyze Lucio Mastronardi, *Il Maestro di Vigevano*, and will watch and analyze the movie by Elio Petri, based on the book.

Students will produce a final paper highlighting similarities and differences between the novel and the movie.

Students also will produce some written documents concerning their own experience in Venice as a foreign student (e.g. small Venice guide for foreign students).

Students can ask their teacher for any extra materials they may need to further personalize their program, or to review grammar skills.

**Hours:** 80

**Class Schedule:** Monday, Tuesday, Wednesday and Thursday 9.15-10.45 or 11.00-12.30.

## **Course Syllabus**

### **Grammar**

#### **Review of:**

simple present tense (regular and irregular);

past tenses;

simple future tense

Reflexive verbs;

Partitive particle *ne*;

Imperfect past tense;

Simple past (perfect tense) and imperfect used together;

Agreement of the direct pronouns with the perfect tense;

Formal/unformal use of the imperative;

*Stare+gerundio*: present continuous;

Subjunctive (present);

*Si* impersonale;

Pronouns;

Locative particle *ci*;

Relative pronouns (*che, chi*);

Conditional (present);

Impersonal (*si* impersonale con verbi riflessivi);



## **Introduction to:**

*Ci* and *ne* particles: other uses

Relative pronouns (*cui* and *il quale*);

Subjunctive (passato, imperfetto e trapassato);

Conditional (present, past);

Conditional clause (secondo, terzo tipo e forme miste);

In-depth examination of prepositions.

Remote past;

Gerund: simple and compound

Participle

Infinitive

Use and omission of articles

Reported Speech

Adverb phrases

Indefinite pronouns and adjectives

Pronominal verbs (*andarsene, fregarsene, contarci, ...*)

Conjunctions

Construction *make+infinitive*

## **Communicative areas**

Formulating opinions; making judgments and suggestions, in oral and written form,

on selected issues presented in the reading material.

Narrating in oral and written form using different verbal tenses and modes.

Reading, comprehending and analyzing newspaper, magazine articles, narrative texts and movie sequences.

## **Oral comprehension**

Dialogues; Songs; Videos and movie sequences; Advertisements;

## **Written comprehension**

Formal and informal letters; Instructions; Warnings and messages; Announcements; Tales; Narrative texts; Newspaper and magazine articles;

## **Oral expression and vocabulary**

Face-to-face discussion; Instructions; Descriptions; Tales;

## **Written expression**

Formal and informal letters, diary pages, tales, summarizing a narrative text.

## **Evaluation**

The students will be expected to come to all classes prepared to

actively participate in oral and written work. Attendance for this class is absolutely mandatory. Absences will lower the final grade.

30% Class performance (participation and attendance). Class will involve much student-student and student-instructor interaction in more open-ended conversation. The quality of interaction will have a significant effect on the course grade.

20% Homework. (written) Effort and enthusiasm will count as much as accuracy in preparation.

20% Mid-term exam (written);

20% Final exam (oral, final paper presentation);

10% Final working paper (written) during classes, students will produce some written documents concerning their own experience in Venice as a foreign student (e.g. small Venice guide for foreign students)

### **Tutoring**

Students can ask their teacher for any extra materials they may need to personalize their program further or to review any grammar points.

### **Reading**

Textbook: *Workbook of Istituto Venezia 2 (selection of authentic teaching materials and selected teaching materials from textbooks such as Magari, Nuovo Contatto, Viaggio nell'italiano).*

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## Art and Architecture in Renaissance Venice – S1804

Monica Centanni / Elisa Bastianello  
Università Iuav di Venezia

### Course Description

The course introduces students to the world of Art and Architecture using a historical approach and methodology. It provides skills and 'tips' needed to interpret Renaissance works of art and architecture, as well as to appreciate them aesthetically.

The course will acquaint the students with the major protagonists of Venice's Renaissance Art and Architecture. It examines the evolution and development of Venetian Art and Architecture from the late XV century to the beginning of the XVII century, focusing on a sample of great masters and their masterpieces. Venice, with its outstanding monuments and its connections with all the great cultural centres in Europe and throughout the Mediterranean area, affords a unique opportunity to examine artworks and monuments in their original settings.

A particular emphasis will be given to the rediscovery, use and interpretation of classical models of Roman and Greek tradition in all the fields of Renaissance culture.

### Learning Objectives

The objectives are: to learn methods of analysing Renaissance works of art in their form, meaning and visual symbolism; to relate artworks to their historical background; to understand the great masters' artistic views and intentions.

To be able to recognize the major social and historical forces which conditioned Renaissance Art in Italy and in Venice through an analysis of Italian intellectual, social, economic and political history.

To build a 'language of observation': a proper visual vocabulary to adequately describe artworks.

To develop a critical approach to reading, talking and writing on Art and Art history.

To become more familiar with the principal resources and tools for scholarly research in Art History (books, articles, web-sources etc.).

### Teaching methods

The lectures are supported by slide show presentations combined with seminars (for which students are assigned weekly reading tasks), site visits and research challenges. Students will be encouraged to take part in discussions on Renaissance styles, workshops and techniques. Strong emphasis is set on the actual material culture of the city of Venice and its connections with the subject.

**Monica Centanni**, Università Iuav di Venezia

Degree in Classical Literature and Specialization in Classical Philology (Padua), PhD in Greek and Latin Philology (Urbino). Associate Professor of Greek Literature at Iuav, teaching "Iconology and Classical Tradition" and "Greek and Latin sources for the History of Art and Architecture". She is also: Director of 'classica', Iuav's Centre for Research and Studies on Architecture and The Classical Tradition; Visiting Professor of Ancient Dramaturgy at the University of Catania; Member of the Board of the International Association of Renaissance Studies "Artes Renascentes" and Italian representative of Arc-Net (European Network of Research and Documentation of Performances of Ancient Greek Drama). Research interests in: Ancient theatre (structures of Greek Tragedy; evolution of Early Drama; political functions of Greek Tragedy; revival of Classical Drama in the 20th century), the culture of Late Antiquity (the Hellenistic novel), the transition from Paganism to Christianity, from the Middle Ages to the Renaissance, and the dynamics of the Classical Tradition and its afterlife in Western Art and Literature. Previously taught at VIU in Spring 2017.

**Elisa Bastianello**, Università Iuav di Venezia

Degree in History and Preservation of Environment and Architectural Heritage and PhD in History of Architecture and Urban Planning (Iuav); Degree in the School of Archival, Paleographic and Diplomatic Studies (Venice State

## Course program

- 1) Opening lesson: Venice and the Myth of its Origins
- 2) Introductory lessons: the study of Antiquity in Art, Architecture and Literature as the beginning of the Renaissance
- 3) A family of sculptors and architects: the works of the Lombardos
- 4) Outside lesson: Art, Architecture and collectors: Palazzo Grimani and the Grimani collection
- 5) Early masters of Venetian Renaissance Architecture: Antonio Rizzo and Mauro Codussi
- 6) Outside lesson: San Giovanni e Paolo and the Scuola Grande di San Marco
- 7) The renovation of St. Mark's square: the Procuratie Vecchie and the Clock Tower
- 8) Outside lesson: The Doge's palace (and Ruskin exhibition)
- 9) The Bellinis (Giovanni 1430-1516) and the reinvention of the Byzantine icon
- 10) The 'Scuole Grandi' and the 'teleri' (huge canvases) masters: Vittore Carpaccio (1465-1525)
- 11) Outside lesson: Frari, Scuola Grande di San Rocco, Scuola Grande di San Giovanni Evangelista
- 12) From the Netherlands to Venice: merchants, artists and collectors
- 13) Iconology, methods and Renaissance Painting, Warburg, Panofsky and Sebastiano del Piombo
- 14) Aldo Manuzio and Daniel Bomberg, Venice as leader in the art of typography. Engraving as a medium for spreading artistic and architectural knowledge.
- 15) The Venetian School: Giorgione (1497-1510)
- 16) From Rome to Venice: Jacopo Sansovino, architect and sculptor
- 17) Outside lesson: St Mark's Library / Correr Museum: the buildings and the collections
- 18) Titian (Tiziano Vecellio) (1489-1576)
- 19) Palladio and the new manner of Renaissance church-building
- 20) Outside Lesson: the churches of the Redentore and San Giorgio
- 21) Music, Art and Architecture in Renaissance Venice
- 22) The art of Veronese (1528-1588), Tintoretto (1518-1594) and Jacopo Bassano (1510-1592)
- 23) Outside Lesson: Gallerie dell'Accademia
- 24) Vincenzo Scamozzi and the completion of St Mark's square

Archives). Research Fellow at 'classica', Iuav's Centre for Research and Studies on Architecture and The Classical Tradition. Lecturer of History of Architecture at the CIEE (Council on International Educational Exchange) in Ferrara. Was Grant researcher in the VIU Visualizing Venice Lab, contributing to the 5th Centennial of the Venice Ghetto exhibition at the Palazzo Ducale. Research interests include Architecture and Music in the Renaissance and Baroque periods, and the History of the Venetian Ghetto. She acts as consultant on preservation projects of ancient buildings (preservation techniques, historical research), specializing in Venetian Villas. Previously taught at VIU in Spring 2017.

Co-curricular activity (to be scheduled on Friday):  
Visit to Vicenza, the 'city of Palladio'.

### Syllabus

- Week 1 Tuesday 27 February 2018  
Opening lesson: Venice and the Myth of its Origins  
Thursday 1 March 2018  
The study of Antiquity in Art, Architecture and Literature  
as the beginning of the Renaissance
- Week 2 Tuesday 6 March 2018  
A family of sculptors and architects: the works of the  
Lombardos  
Thursday 8 March 2018  
Outside lesson: Art, Architecture and collectors: Palazzo  
Grimani and the Grimani collection
- Week 3 Tuesday 13 March 2018  
Early masters of Venetian Renaissance Architecture:  
Antonio Rizzo and Mauro Codussi  
Thursday 15 March 2018  
Outside lesson: San Giovanni e Paolo and the Scuola  
Grande di San Marco
- Week 4 Tuesday 20 March 2018  
The renovation of St. Mark's square: the Old Procuratie and  
the Clock Tower  
Thursday 22 March 2018  
Outside lesson: The Doge's Palace (and Ruskin exhibition)
- Week 5 Tuesday 27 March 2018  
The Bellinis (1430-1516 Giovanni) and the reinvention of  
the Byzantine icon  
Thursday 29 March 2018  
The 'Scuole Grandi' and the 'teleri' (huge canvases) mas-  
ters: Vittore Carpaccio (1465-1525)  
Midterm break
- Week 6 Tuesday 10 April 2018  
Outside lesson: Frari, Scuola Grande di San Rocco, Scuola  
Grande di San Giovanni Evangelista  
Thursday 12 April 2018  
From the Netherlands to Venice: merchants, artists and  
collectors
- Week 7 Tuesday 17 April 2018

Iconology, methods and Renaissance Painting, Warburg,  
Panofsky and Sebastiano del Piombo

Thursday 19 April 2018

Aldo Manuzio and Daniel Bomberg, Venice as leader in the  
art of typography

Week 8 Tuesday 24 April 2018

The Venetian School: Giorgione (1497-1510)

Thursday 26 April 2018

From Rome to Venice: Jacopo Sansovino, architect and  
sculptor

Week 9 Thursday 3 May 2018

Titian (Tiziano Vecellio) (1489–1576)

Outside lesson: St Mark's Library / Correr Museum  
(rescheduled lesson of May 1)

Week 10 Tuesday 8 May 2018

Palladio and the new manner of Renaissance church-building

Thursday 10 May 2018

Outside Lesson: the churches of the Redentore and San  
Giorgio

Week 11 Tuesday 15 May 2018

Music, Art and Architecture in Renaissance Venice

Thursday 17 May 2018

The art of Veronese (1528-1588), Tintoretto (1518-1594) and  
Jacopo Bassano (1510-1592)

Week 12 Tuesday 22 May 2018

Outside Lesson: Gallerie dell'Accademia

Thursday 24 May 2018

Vincenzo Scamozzi and the completion of St Mark's squar

Exam week

Tuesday 29 May 2018

FINAL EXAM

Please note that in order to reach the locations of our site visits, lessons may be extended and run into the lunch break.

### **Evaluation:**

40% attendance and participation to lessons and visits, participation  
in class discussions

60% individual oral discussion, oral presentations in class or during  
visits, research paper

### Readings:

Concina, Ennio: *A history of Venetian architecture*, translated by Judith Landry, Cambridge ; New York : Cambridge University Press, 1998.

Frederick, Hartt, *A history of Italian Renaissance art: painting, sculpture and architecture*, New Jersey: Prentice Hall; New York: Abrams, 2003

Goy, Richard J.: *Building Renaissance Venice: Patrons, Architects and Builders*, C. 1430-1500, New Haven and London, 2006.

Howard, Deborah. - Howard, Deborah: *The architectural history of Venice*, New Haven : Yale University Press, 2002.

Humfrey, Peter: *Painting in Renaissance Venice*, New Haven : Yale University Press, 1995

Huse, Norbert - Wolters, Wolfgang: *The art of Renaissance Venice : architecture, sculpture, and painting, 1460-1590*, translated by Edmund Jephcott, Chicago London : The University of Chicago press, 1990

Ilchman, Frederick: *Titian, Tintoretto, Veronese : rivals in Renaissance Venice*, with contributions by Linda Borean ... [et al.]. Boston : MFA Publications ; New York, N.Y. : D.A.P./Distributed Art Publishers, 2009.

McAndrew, John: *Venetian architecture of the early Renaissance*, Cambridge, Mass. : MIT Press, 1980

*Renaissance Venice and the North : crosscurrents in the time of Dürer, Bellini and Titian* / edited by Bernard Aikema, Beverly Louise Brown, London : Thames & Hudson, 1999 (Cinisello Balsamo : A.Pizzi)

Tafuri, Manfredo: *Venice and the Renaissance*, translated by Jessica Levine, Cambridge, Mass. : MIT Press, 1989

A list of reading assignments and suggestions will be given for each lesson week by week.

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## Comparing East and West: Law and Ethics – S1805

Richard Powers  
Boston College

### Course description

Through an examination of various substantive topics we will compare and contrast legal and ethical standards as they exist in the United States with those of other countries throughout the world. Special emphasis will be placed on a comparison of selected issues as they arise and are addressed in Eastern and Western cultures. Among the topics to be considered in connection therewith are the following: Law and Ethics - an Introduction: "Ethics" defined; the relationship between ethics and the law; freedom versus responsibility; theoretical bases for ethical decision making; corporate governance; corporate social responsibility as strategy; Business Ethics- East vs. West, myths and realities; an international perspective.

The Duty of Loyalty: Whistleblowing; employment-at-will; Sarbanes-Oxley and the corporate whistleblower; public employees and freedom of speech; False Claims Act and *qui tam* whistleblowers; global norms and internal corporate communication.

Privacy and Technology: Surveillance at work; the value of privacy; lifestyle control; testing; social media and privacy; Europe, Asia and the US compared; privacy under the US Constitution; privacy in genetic information.

Valuing Diversity: Stereotyping vs. inclusion; equal protection; the Civil Rights Act of 1964; work/life balance; reasonable accommodations of disabled workers v. undue hardships on employers.

Workers' Rights as Human Rights/Health and Safety in the Workplace: Confronting risk in the work environment; Occupational Safety and Health Administration (OSHA); perspectives on risk in the workplace; corporate criminal liability; compensation for workplace injury and illness; safety concerns in the global economy.

Global Climate Change, Responsibility and Survival: Environmental regulation and the new environmental challenges; environmentalists, scientists, energy interests, and politics; ethics and the U.S. response to climate change; corporate social responsibility; corporate governance and shareholder activism; eminent domain (compulsory purchase); philosophical perspectives; biodiversity and habitat preservation.

Marketing and Technology: Choice and manipulation; free speech and commercial speech; advertising and economics; federal versus industry self-regulation; children, obesity, and marketing junk food; direct-to-consumer pharmaceutical advertising; the branding of culture; global issues.

**Richard Powers**, Boston College Bachelor at the College of Arts and Sciences, Master in Higher Education Administration and Doctor of Law (Boston College). Professor of the Practice at the Carroll School of Management, Boston College. Fields of teaching: Insurance Law; Introduction to Ethics; Introduction to Law and the Legal Process; Law and Ethics; Business Law; Managing in the Legal and Ethical Environment of Business. He is also a Private Legal Consultant specialized in employment, human resources, insurance, and other legal issues confronted by individuals, start-up companies and socially conscious organizations. Among other things, he is licensed to practice Law in the US Supreme Court and, since 1996, he has been awarded highest ranking for ethical standards and professional abilities as an attorney by the most authoritative Law Directory (Martindale-Hubbell).



Allocating Risks and Responsibilities/Products Liability: Government regulation of product safety; evolution of products liability law; the tort of strict products liability; punitive damages; contract law; contract law and tort law; an alternative approach; the U.S. compared to Japan and Europe; Products Liability Law of China  
Intellectual Property: Ownership, creativity, and innovation; copyright; misappropriation; trademark; patents; trade secrets; global intellectual property rights; human rights and intellectual property.

### **Learning outcomes of the course**

We will examine the legal and ethical challenges faced by individuals, companies and countries in today's global society. Principles of law and ethics affect all individuals in their personal and professional lives, no matter what they choose to do in terms of a career after completing university studies. Among the primary goals of the course is to equip students with the critical analysis abilities necessary to identify legal and ethical issues, and to make appropriate judgments with respect to the resolution of same. As such, our focus will be on the interplay of legal and ethical obligations, the extent to which they overlap, and the application of moral principles and legal requirements.

United States Supreme Court Justice Earl Warren once observed: "In a civilized life, law floats in a sea of ethics." Earl Warren, Chief Justice, U.S. Supreme Court, Address at the Jewish Theological Seminary of America Annual Awards Dinner (Nov. 11, 1962), quoted in Anita L. Allen, *Moralizing in Public*, 34 Hofstra L. Rev. 1325 (2006).] While it is true that constitutions, statutes, and court decisions come into play relative to the consideration of the "right" thing to do, individuals are not always strictly constrained or guided by legal principles. Accordingly, emphasis will be placed not only on the content of rules and regulations, but also on learning the ethical-reasoning skills necessary to analyze issues that students will confront and be called upon to resolve in a responsible manner in their future roles as responsible individuals, managers and leaders.

A modified case method of instruction will be used with an emphasis on analysis and discussion. Students are expected to read the assigned textual material, abbreviated legal opinions, and selected problems contained in the text prior to class so that a meaningful dialogue can take place during class. Additional case studies will be introduced to further promote student engagement. Active student participation is

expected in order to assist students in the development of an orderly thought process, critical judgment, and articulate expression.

While we will address the assigned material in class, we will not spend our time together strictly reviewing and/or summarizing the readings in detail. Instead, we will follow the methodology outlined in the following statement made by Francis Low, former Massachusetts Institute of Technology professor and provost: "I am afraid that the neat, clean lecture is not mine; rather the digression within the digression. I don't worry about finishing a prescribed amount of material, but go on whatever pace seems normal." In other words, while we will proceed through the syllabus and assigned material in an orderly fashion, our progress will not be at the expense of fully exploring questions and issues raised in class and of interest to the class members.

One of the goals of the course is to introduce real life problems that students might face in their future lives so that they develop the skills and judgments necessary to properly resolve moral dilemmas that they will be faced with in the new global economy. As such, current events that relate to legal and ethical issues will regularly be incorporated into classroom discussions. Specific topics to be explored are outlined above.

### **Teaching and evaluation methods**

As noted above, the course will be taught using a modified Socratic method, i.e., a dialogue rather than lectures. Students will be expected to read the assigned material in advance of class so that a meaningful discussion can take place while we are together. Prior to the beginning of the semester, a weekly breakdown of the specific readings will be provided. On average, approximately 30 pages of reading will be assigned each week.

The evaluation of student performances and the determination of semester grades will be based on:

- \_ in-class test(s)/exam(s)
- \_ class participation
- \_ written work consisting of brief submissions throughout the semester, as well as a short research paper towards the end of the semester wherein the students will have an opportunity to address an issue of particular interest to him or her.

The score earned on each of these three elements will account for one-third of the semester grade.

### Required preliminary knowledge

There are no prerequisites for this course as it has been designed for students without any background in law, ethics or climate change science.

### Bibliography

The primary text used in the course will be Law & Ethics in the Business Environment (Eighth Edition) by Terry Halbert and Elaine Ingulli, Thomson/South-Western, a Division of West, 2015. This text is available in softcover and electronic formats from various online vendors.

### Supplemental Bibliography:

In addition to the course text, portions of various other books and articles relating to the subject of the course will be made available online through library reserves and/or electronically, including, but not limited to those materials listed in the Supplemental Bibliography found below.

Apaza, Carmen R. and Chang, Yongjin. *Whistleblowing in the World: Government Policy, Mass Media and the Law*. Cham, 2017.

Baker & McKenzie. *The Global Employer: Focus on Termination, Employment Discrimination, and Workplace Harassment Laws*.

Cornell University ILR School, 2014. *Digital Commons @ILR*  
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1109&context=lawfirms>

Bliss, Harry. "Bliss" (cartoon). *The Boston Globe*, December 12, 2017.

Brown, Robert J. and Casey, Lisa L. *Corporate Governance: Cases and Materials (Second Edition)*. Carolina Academic Press, 2016.

Clifton-Dey, Edzard, et al (editors). *Employment Law in Europe (Second Edition)*. Tottel Publishing, 2008.

Conk, George W. *A New Tort Code Emerges in China*, 30 Fordham International Law Journal 935 (2006).

Dell'Olio, Andrew J. and Simon, Caroline J. *Introduction to Ethics: A Reader*. Rowman & Publishers, Inc., 2010.

De Jonge, Alice. *Transnational Corporations and International Law: Accountability in the Global Business Environment*. Edward Elgar, 2011.

Desjardins, Joseph R. and McCall, John J. *Contemporary issues in Business Ethics (Sixth Edition)*. Cengage Learning, 2014.

Fazio, Christine and Strell, Ethan J. *Comparing and Contrasting U.S.*

- and Chinese Environmental Law, New York Law Journal (February 23, 2012), pp. 1-3.
- Ferrell, O. C. *Business Ethics: Ethical Decision Making and Cases (Eleventh Edition)*. Cengage Learning, 2017.
- Hahn, Elliott J. *An Overview of the Japanese Legal System*, 5 Northwestern University Journal of International Law and Business 517 (1983-1984).
- He, Kan. "The concept of originality in copyright law in China and Europe," in Lee, Nari, et al (editors). *Governance of Intellectual Property Rights in China and Europe*. Edward Edgar Publishing, 2016, pp. 91-106.
- He, Zhen and Liu, Hong. *A Comparative Study of Product Liability Law of the United States and China*. Researchgate.net (May, 2002) [https://www.researchgate.net/publication/2532292\\_A\\_Comparative\\_Study\\_of\\_Product\\_Liability\\_of\\_the\\_United\\_States\\_and\\_Hefner,Robert\\_W.\\_\(editor\).Shari'a\\_Law\\_and\\_Modern\\_Muslim\\_Ethics](https://www.researchgate.net/publication/2532292_A_Comparative_Study_of_Product_Liability_of_the_United_States_and_Hefner,Robert_W._(editor).Shari'a_Law_and_Modern_Muslim_Ethics).
- Hefner, Robert W. (editor). *Shari'a Law and Modern Muslim Ethics*. Indiana University Press, 2016.
- Hefner, Robert W. "Shari'a Law and the Quest for a Modern Muslim Ethics," in Hefner, Robert W. (editor). *Shari'a Law and Modern Muslim Ethics*. Indiana University Press, 2016, pp. 1-32.
- Holcombe, Chester. "Oriental Ethics Compared with Western Systems," *International Journal of Ethics*, Vol. 18, No. 2 (Jan. 1908), pp. 161-181.
- Jennings, Marianne M. *Business Ethics: Case Studies and Selected Readings (Eighth Edition)*. Cengage Learning, 2015.
- Jing, Liu. "The People's Republic of China," in Shaver, Mary Alice and An, Shoontae (editors). *The Global Advertising Regulation Handbook*. M. E. Sharpe, Inc., 2014, pp. 180-219.
- Jones, Meg Leta. *Ctrl + Z: The Right to be Forgotten*. New York University Press, 2016.
- Keown, Damien. *Buddhist Ethics: A Very Short Introduction*. Oxford University Press, 2005.
- Khera, Inder P. *Business Ethics East vs. West: Myths vs. Realities*, 30 Journal of Business Ethics 29 (2001).
- Kim, Suk Shin. The Mini-Cup Jelly Court Cases: A Comparative Analysis from a Food Ethics Perspective. 27 *Journal of Agricultural and Environmental Ethics* 735-748 (2014).
- Krowske, Brenda. "Ethical Dilemmas Across Cultures." *CEO Middle East* (September 2007), pp. 54- 57.
- Lee, Nari, et al (editors). *Governance of Intellectual Property Rights in*

- China and Europe*. Edward Edgar Publishing, 2016.
- Lee, Nari. "Intellectual property law in China- from legal transplant to governance," in Lee, Nari, et al (editors). *Governance of Intellectual Property Rights in China and Europe*. Edward Edgar Publishing, 2016, pp. 5-19.
- Liu, Jingjing. *Overview of the Chinese Legal System*. Environmental Law Institute, January-March, 2013.
- Medina, Mercedes. "Spain," in Shaver, Mary Alice and An, Shoontae (editors). *The Global Advertising Regulation Handbook*. M. E. Sharpe, Inc., 2014, pp. 133-144.
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- Milhaupt, Curtis J., et al. *The Japanese Legal System (Second Edition)*, Foundation Press, 2012.
- Nelson, Brian L. *Law and Ethics in Global Business: How to Integrate Law and Ethics into Corporate Governance Around the World*. Routledge, 2006.
- Peppas, Spero. *Attitudes Towards Business Ethics: Where East Doesn't Meet West*, 9 *Cross Cultural Management: An International Journal* 42 (2002).
- Richards, Eric L. and Shackelford, Scott J. *Legal and Ethical Aspects of International Business*. Wolters-Kluwer, 2014.
- Schaffer, Richard, et al. *International Business Law and Its Environment (10th Edition)*. Cengage, 2018.
- Settis, Salvatore. *If Venice Dies*. New Vessel Press, 2016.
- Shakespeare, William. *The Merchant of Venice (Act 4, Scene 1)*. Yale University Press, 2006.
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- Shaver, Mary Alice and An, Shoontae. "Advertising Regulation Worldwide," in
- Shaver, Mary Alice and An, Shoontae (editors). *The Global Advertising Regulation Handbook*. M. E. Sharpe, Inc., 2014, pp. 223-228.
- Singh, Divya and Stuckelberger (editors). *Ethics in Higher Education: Values-Driven Leadership for the Future*. Globethics.net Education Ethics, 2017.
- Strada, Frederico. "Italy," in Clifton-Dey, Edzard, et al (editors). *Employment Law in Europe (Second Edition)*. Tottel Publishing, 2008, pp. 603-644.
- Swiffen, Amy. *Law, Ethics and the Biopolitical*. Routledge, 2011.

- Tammenlehto, Lara and He, Kan. "Criminal Enforcement of IPR in Nordic Countries and China," in Lee, Nari, et al (editors). *Governance of Intellectual Property Rights in China and Europe*. Edward Edgar Publishing, 2016, pp. 337-360.
- Tiles, J. E. *Moral Measures: An Introduction to Ethics East and West*. Routledge, 2000.
- Tomasic, Roman. "Looking at corporate governance in China's large companies: Is the glass half full or half empty?" in Yu, Guangha (editor). *The Development of the Chinese Legal System: Change and Challenges*. Routledge, 2011, pp. 182-205.
- Vanoverbeke, Dimitri. *Juries in the Japanese Legal System: The continuing struggle for citizen participation and democracy*. Routledge, 2015.
- Xi, Chao. "Who writes corporate law rules? The making of the 'piercing the corporate veil' rule as a case study," in Yu, Guangha (editor). *The Development of the Chinese Legal System: Change and Challenges*. Routledge, 2011, pp. 159-181.
- Ye, Fang. "Analysis of Chinese Law: Eminent Domain Powers Versus Real Property Rights," in *Emerging Issues*. Matthew Bender & Company, Inc., 2015, pp. 1-3.
- Yu, Guangha (editor). *The Development of the Chinese Legal System: Change and Challenges*. Routledge, 2011.
- Zeuschner, Robert B. *West: Ethics from a Comparative Perspective*. McGraw Hill, 2000.
- Zhao, Gary. *Chinese Product Liability Law: Can China Build Another Great Wall to Protect its Consumers*, 1 Wash. U. Global Stud. L. Rev. 581 (2002).
- Zwart, Hub. A Short History of Food Ethics. 12 *Journal of Agricultural and Environmental Ethics* 113-126 (2000).

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## Intercultural Communication – S18o6

Marcel Burger

Université de Lausanne

### Course description

In terms of communication, most institutional and ordinary contexts involve intercultural, multilingual and multimodal features. The course will first present the key concepts in the domain of intercultural communication. Then it will focus on a series of research questions linked with globalization: What is intercultural communication in a globalized world? Are there universals in terms of intercultural communication? What role do genres of communication play? What is at stake in face to face interaction? How do we best deal with mediated interaction? What is meant by strategic maneuvering and embodiment in intercultural communication? Accordingly, the course will cover the following topics:

- \_ The role of context: what are the key situations, genres, normative practices?
- \_ The role of identity: who is doing what in terms of communication?
- \_ The role of face-threatening: what are politeness and impoliteness?
- \_ The role of dynamic body language: what is the role of gesture, gaze, voice?
- \_ The role of static features: what is conveyed by look and posture?
- \_ The role of affects in communication: what are empathy, charisma, aggressiveness, alignment in public and private contexts?

### Learning outcomes

In this course, the students will acquire and improve their knowledge and awareness of the role of language in intercultural communication. They will be able to identify differences as well as universals in various multicultural and multilingual contexts. As a result, the students will increase intercultural competences and skills in terms of communication. In particular, the students will:

- \_ Learn to read and discuss texts on intercultural communication and what is at stake in it.
- \_ Learn to transcribe multimodal intercultural data and analyze it.
- \_ Learn to isolate communicative strategies and negotiation skills in multicultural contexts.

### Teaching method

The sessions will be structured around the discussion of seminal essays anchored in subtopics. Students will have to read the relevant

**Marcel Burger**, Université de Lausanne

PhD in Linguistics (Geneva). Senior Lecturer, French Department, Faculty of Letters at UNIL. He is Director of the Centre of Linguistics and Language Sciences (CLSL), where he is responsible for the Specialization Program in Public Discourse & Communication. He is a committee member of the academic journal "Argumentation et Analyse du discours", published at TAU. Previously taught at the Universities of Geneva, Fribourg and Neuchâtel. Was Visiting Scholar at the Universities of Macao and Hong Kong. Areas of Specialization: Language and Communication Sciences; Political and Media communication analysis (linguistic ethnography, pragmatics); Discourse analysis (interactional sociolinguistics, speech act theory); Interaction analysis (conversation analysis, membership categorization analysis). Besides being author of many academic papers, he has edited numerous books and journal issues on the above topics.

essay in preparation for each session. The discussion will include the students' own experiences and intuitions concerning intercultural and multilingual contexts.

We will also focus together on "what is happening here and now" in terms of negotiation of the class room interaction as a means of reflecting on in intercultural communication.

I will foster active participation via comparison and debate given the multicultural composition of the class.

### Evaluation

The students' grade will be composed of:

- \_ Class participation (20%): (individual) presence and engagement in group discussions.
- \_ Class exercises (20%) on the basis of transcribed or to be transcribed data (small groups of 2-3 students).
- \_ Report (30 %): 1 or 2 readings per session and 1 oral presentation / or summary of the arguments of 1 session (small groups of 2 -3 students)
- \_ Final essay (30%) on a subtopic addressed during the seminar (small group of 2-3 students)

A mid-term grade will be communicated to the VIU office based on class participation and exercises.

### Readings

Angouri, J. (2014). Multilingualism in the workplace: Language practices in multilingual contexts. *Multilingua* 33 (1-2): 1-9.

Arnaut K., J Blommaert, B. Rampton and M. Spotti (2012). Language and Superdiversities II. *Diversities* vol. 14 n°2: 1-120.

Blommaert j. (2016). "Meeting of Styles" and the online infrastructures of graffiti. *Applied linguistic Review* 7 (2): 99-115.

Bratt Paulston C., S.F. Kiesling & E.S. Rangel (2014). *Handbook of Intercultural Discourse and Communication*. London. Wiley Blackwell.

Danesi M. & A. Rocci (2009). *Global linguistics. An introduction*. Mouton. De Gruyter.

Gajo L. et al. (2013). Plurilingualisms and knowledge construction in higher education. In Berthoud A.-C., F. Grin & G. Ludi (eds.). *Exploring the Dynamics of Multilingualism: The Dylan Project* (pp. 279-298). Amsterdam. John Benjamins.

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- Vassiliki M. et al (2013). Multilingual practices in professional settings: Keeping the delicate balance between progressivity and intersubjectivity. In Berthoud A.-C., F. Grin & G. Ludi (eds.).

*Exploring the Dynamics of Multilingualism: The Dylan Project* (pp. 3-32). Amsterdam. John Benjamins.

Yanaprasart P. (2016). Managing Language Diversity in the Workplace: Between 'One Language Fits All' and 'Multilingual Model in Action'. *Universal Journal of Management* Vol. 4(3): 91-107.

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## Gender Studies – S1807

Luca Trappolin, Paolo Gusmeroli  
Università degli Studi di Padova

### Course description

The course will begin with a general overview of the emergence and the development of gender studies: main objects, topics, concepts and research perspectives. Classes will bring together notions from feminist studies, men's studies, post-colonial studies, cultural studies and queer studies.

The aim of the course is to offer an introduction to *gender studies*, an interdisciplinary field of research focused on everyday life practices, social structures, discourses, representations, cultural objects and institutions where gendered identities are constructed, negotiated, resisted or subverted. Special attention will be given to the interplay between gender and sexuality.

Introducing a sociological constructivist approach, the primary goal is to give students the basic instruments to engage in critical analysis of current social phenomena and transformations that make gender a particularly relevant category of analysis. *Why* and *how* does gender matter in sociological terms? How do gender and sexuality work as social constructions and sources of inequality and domination?

Deconstructing the long-established representation of men's social experience as universal in different geopolitical and cultural contexts, we will discuss the meaning of situated and embodied standpoints, vocabularies and discourses.

How do we experience the world as men and women?

At a structural level, we will debate on what kind of material and symbolic privileges are distributed along gender, sexual, class and race lines or stratifications. We will focus on exchanges of some particular social goods that take place within and between genders. We will critically consider, in particular, emotional labor and erotic capital as key dimensions related to phenomena of sexual and gender stratification, and social recognition. The final part of the course will address topics related to the construction of homosexual identities. Our perspective focuses on gender, women's, feminist, LGBT and queer studies, considered both as expressions of society's critical self-reflexivity, but also as the historical product of a particular (western) perspective.

Students will therefore be invited to collect and discuss social experiences and data (gender indicators of inequalities in education, family and the labour market) that refer to their own national or local contexts. Students are expected to develop a mid-term paper based

**Luca Trappolin**, Università degli Studi di Padova

Researcher at the Department of Philosophy, Sociology, Pedagogy and Applied Psychology, University of Padua, where he teaches Sociology of Differences and is responsible for Queer Studies at the Interdepartmental Research Centre for Gender Politics Studies (CIRSPG). Already taught Gender Studies at VIU in Fall 2014 and 2016. He is in the Editorial Board of "AG-AboutGender", international journal of Gender Studies. Main fields of interest: transformations of gender identities and sexual orientation; conflicts related to identity recognition dynamics and the construction of the public sphere. With A. Gasparini and R. Wintemute, he is editor of "Confronting Homophobia in Europe. Social and Legal Perspectives", Hart Publishing, Oxford 2012.

**Paolo Gusmeroli**, Università degli Studi di Padova

Research Fellow at the Department of Philosophy, Sociology, Pedagogy and Applied Psychology at the University of Padua, where he is a member of the Interdepartmental Research Centre for Gender Politics Studies (CIRSPG) and is Teaching Assistant in Sociology. Fields of interest and research: entrepreneurship, companies' generational handovers, and reconciling work and family life from a gender perspective; social construction of homophobia and of gender violence. Has published "Le Eredi" (2016), case-studies of women who inherited wine companies from their fathers.

on gender indicators from their countries. Papers will be presented and discussed after the mid-term break. Through collective discussions, students will answer the following questions: what are the most effective vocabularies that can describe gender inequalities in different types of society? How can we recognize and name post-patriarchal forms of sexism? How are norms of masculinities and femininities – intersecting with class, race and sexual identity – represented in public discourses and the mass media? Examples will be taken from the Italian as well as from other Western and Eastern contexts.

The final paper will develop the mid-term one or provide an analysis of one selected topic.

Specific topics touched on by the course will be the following:

- \_ The emergence and development of sociological interest on gender;
- \_ The gendered division of labour and the sex segregation of jobs;
- \_ Erotic capital and emotional labor.

In the second part of the course, classes will address the following topics:

- \_ The violation of gender norms and the pluralization of gender identities in western societies: homosexuality and homophobia;
- \_ Homosexual families and parenthood.

### **Learning outcomes of the course**

- \_ To gain knowledge and a critical sense of gender inequality today;
- \_ To read, analyze and discuss theoretical and research texts on the course topics;
- \_ To be introduced to direct observation as a method of enquiry.
- \_ To learn to analyze public debates, cultural products, mass-media communication and policies by applying the knowledge acquired during the lessons.

### **Evaluation method**

Evaluation will be based on:

- \* 20% participation to class discussions and activities;
- \* 30% mid-term paper;
- \* 50% final paper.

## Syllabus

- Week 1 Topics and approaches in the Sociology of Gender**  
Class 1: Introduction to the course  
Class 2: The sociology of gender 1 (Erving Goffman (1977), *The Arrangement between the Sexes*, pages 301-331).
- Week 2 Topics and approaches in the Sociology of Gender**  
Class 1: How different are women and men? (Mary Holmes (2007), *What is gender? Sociological approaches*, chapter 2, pages 18-39)  
Class 2: The sociology of gender 2 (Amy S. Wharton (2005), *The Sociology of gender: An Introduction to theory and research*, chapter 1, pages 1-16)
- Week 3 How it all begun: Going back to Gayle Rubin**  
Class 1: Inventing the scientific concept of gender: G. Rubin (1975), *The Traffic in Women*  
Class 2: Discussion of Rubin 1975, *The Traffic in Women*
- Week 4 Social structures and gender inequalities**  
Class 1: Gendered Jobs and Gendered Workers (Joan Acker, 1990, *Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations*, pages 139-158).  
Class 2: (C. Hakim, 1998, *Developing a Sociology for the Twenty-First Century: Preference Theory*, pages 137-143).
- Week 5 Emotions at work**  
Class 1: Amy Wharton, 2009, *The Sociology of Emotional Labor*, pages 147-165.  
Class 2: Arlie Russell Hochschild, 1997, *The Time Bind*, pages 21-29)  
Mid-term break
- Week 6 Gender snapshots from different national contexts**  
Class 1: Presentation and discussion of students' work  
Class 2: Presentation and discussion of students' work
- Week 7 Gender snapshots from different national contexts**  
Class 1: Presentation and discussion of students' work  
Class 2: Presentation and discussion of students' work
- Week 8 From Gender to Sexuality**  
Class 1: Gayle Rubin, 1984, *Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality*  
Class 2: Discussion on Gayle Rubin 1984
- Week 9 Sex Wars**  
Class 1: Ann Ferguson, 1984, *Sex War: The Debate between*

Radical and Libertarian Feminists

Class 2: Discussion of Ferguson, 1984.

**Week 10 Erotic capital**

Class 1: Catherine Hakim, 2016, *The Sugar in His Tea: Sexuality, Patriarchy and Sexual Politics*

Class 2: Discussion of C. Hakim, 2016

**Week 11 Stratification of homosexual identities**

Class 1: Stratification of homosexual identities in a globalized world

Class 2: Discussion

**Week 12 Homosexual families and parenthood**

Class 1: What makes a family, perspectives and debates

Class 2: Discussion

**Week 13 Exams**

**Bibliography**

\* Wharton, Amy (2005), *The Sociology of gender: An Introduction to theory and research*, chapter 1, pages 1-16.

\* Holmes, Mary (2007), *What is Gender? Sociological Approaches*, Sage

Other book chapters and articles will be provided in PDF format through the Moodle platform.

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## What did your Grandparents do? An Intercultural Exploration of Individual Life Histories – S1809

Simon Partner  
Duke University

This course will focus on the stories of individuals and their experiences of the great historical events of the 20th century. Students will read from a wide variety of oral histories, memoirs, biographies and primary source materials such as diaries and letters, with an emphasis on the lives of relatively unknown figures such as farmers, merchants and housewives. The goal will be to both understand and connect imaginatively with the life experiences of the people who *lived* history rather than those who *made* it.

In addition to the stories themselves, students will also engage in the critical analysis of life histories: how does a historian construct the narrative of a life? What gives a life meaning? What are the pitfalls of reconstructed experience – e.g. selective memory, ideological bias, and narrative over-simplification? And how do we get around those pitfalls to construct historically responsible life histories? Materials will draw on available English-language (or translated) resources from around the world and students will engage in the comparative analysis of life experiences in different societies, under different political systems, and at different stages of economic development.

### Goals of the class are to:

- Develop skills in critical analysis of theories of narrative
- Develop an understanding of various approaches to historical research and representation
- Develop intercultural awareness through exchange with students of different backgrounds
- Gain exposure to diverse experiences of postwar European, American and Asian history
- Learn and understand differences between primary and secondary source materials
- Develop skills in documentary source research
- Develop skills in oral history research
- Develop skills in comparative historiography
- Develop skills in historical writing and story-telling
- Develop presentation skills

### Teaching method

There will be weekly assigned readings (about 30 pages per week), which students are expected to read and discuss.

During the course of the semester, each student will prepare a research project that includes investigation of a life-story based on

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either oral history interviews or documentary sources. The project will include certain graded milestones, including:

Preparation of historical reading list, based on sources available through the internet or through students' home university libraries.

Workshop readings: Students will have opportunities to share their work in progress with their peers, during a series of reading workshops.

Final Presentations: Students will present their work to their peers, and may have further opportunities to present to a general audience at Duke's Story Lab.

Final project: A "chapter" from your subject's life. This should incorporate as background material a description of your research methods and a broad outline of your subject's life story. The body of your project should narrate a significant period or event in your subject's life, with historical contextualization in relation to the wider history of an era and place in which your subject lived. Students may submit their final project as essay, website, podcast, documentary, or any other medium they have agreed with the instructor. **FINAL PROJECT DEADLINE IS MAY 30 AT 5:00PM.**

### **Evaluation**

Grades will be based on the following:

Final project: 50% of grade

Presentations and readings in class: 30% of grade

Class participation: 20% of grade. Your participation grade will assess your reading of the weekly assigned materials. The only way I know you have read these materials is if you participate actively in discussion. If you are not a participator, you can alternatively provide me with written summaries of each week's reading(s).

### **Syllabus & Readings**

#### **Week 1 Week of February 26**

Class 1

Introductions

Discussion and exercises

Class 2

Reading: Shopes, "What is Oral History?" (16 pages)

#### **Week 2 Week of March 5**

Class 3

Reading: Alice Evitt Interview (63 pages, widely spaced)

Students must submit project topics



- Class 4  
Workshop: Developing historical context
- Week 3 **Week of March 12**  
Class 5  
Reading: Lepore, "Historians who Love Too Much" (16 pages)  
Class 6  
Workshop: Telling stories
- Week 4 **Week of March 19**  
Class 7  
Reading: Extract from Partner, *Toshié* (part of Chapter 2, p.80-102, 22 pages)  
Reading: Szijarto, "Four Arguments for Microhistory" (4 pages)  
Class 8  
Workshop: Storytelling exercises
- Week 5 **Week of March 26**  
Class 9  
Extract from Ulrich, *A Midwife's Tale* (p.72-93, 21 pages)  
Reading: Extract from Spence *The Question of Hu* (p.44-69, 25 pages)  
Class 10  
Workshop: Storytelling exercises
- Week 6 **Week of April 2**  
SPRING BREAK
- Week 7 **Week of April 9**  
Class 11  
Reading: Extract from Neihardt, *Black Elk Speaks* (p.146-176, 30 pages)  
Reading: Saikia, "Dr. Syed Nurjahan", extract from *Women, War, and the Making of Bangladesh* (p.167-176, 10 pages)  
Class 12  
Workshop: Storytelling exercises
- Week 8 **Week of April 16**  
Class 13  
Reading: Extract from Golden, *Memoirs of a Geisha* (p.277-287, 11 pages); Extract from Iwasaki, *Geisha, A Life* (p.205-209, 5 pages); Extract from Autobiography of a Geisha  
Reading: Extract from Partner and Johnson, *Bull City Survivor* (Chapter 3, p.95-119, 24 pages)  
Class 14

- Workshop: Student readings
- Week 9 Week of April 23**  
 Class 15  
 Reading, Extract from De Waal, *The Hare with Amber Eyes*  
 (p.2-38 with image pages, 36 pages)  
 Reading: "To Brave a Storm: A year in the life of Ann  
 Pointer, 1934-1935"  
 Class 16  
 Workshop: Student readings
- Week 10 Week of April 30**  
 Class 17  
 Reading: Extract from Rosengarten, *All God's Dangers*  
 (Preface, p.xiii-xxv, and p.97-118, 33 pages)  
 Reading: "Miami Beach and the Traveling Salesman"  
 Class 18  
 Workshop: Student readings
- Week 11 Week of May 7**  
 Class 19  
 Reading: Extract from *Wild Swans* (p.62-93, 32 pages)  
 Reading: "The Remarkable Life of William E. Leuchtenburg"  
 Class 20  
 Workshop: Student readings
- Week 12 Week of May 14**  
 Class 21:  
 Reading: "The Voice of a Tenant: Ned Cobb and the History  
 of Alabama Sharecropping"  
 Reading: "Worlds Collide: Global and Local Effects on the  
 20th Century Female Experience"  
 Class 22  
 Workshop: Student readings
- Week 13 Week of May 21**  
 Class 23  
 Student Presentations  
 Class 24  
 Student Presentations
- Week 14 Week of May 28**  
 Exam week

## Reading

All assigned readings will be on the course web platform (Moodle).

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## Port Cities in the Age of Empire – S1810

Simon Partner

Duke University

This course will explore the increasingly connected world of the XIX century through an examination of the colonial, semi-colonial, and treaty port enclaves of South Asia and East Asia and their connections to the Euro-American maritime world. While the scope of the class will be global, the major focus will be on Bombay, Shanghai, London, and Yokohama. We will also explore the port of Venice and its history. Students will explore the histories of individual ports, and they will also explore the complex connections created by the movement of goods, people and ideas. Through the lens of the port cities, students will explore fundamental questions such as:

- \_ What is colonialism? How does it affect both colonizer and colonized?
- \_ What are the differences between colonial and semi-colonial, formal and informal empire?
- \_ How did port cities contribute to the broader transformations of nineteenth-century society?
- \_ How did local populations respond to the opportunities and threats represented by port cities?
- \_ How did the development of maritime trade affect local and national economies, social structures, cultural mores, and intellectual trends?

### Goals of the class are to:

- \_ Introduce students to the history and historiography of South Asian and East Asian trade and maritime commerce
- \_ Gain theoretical understanding of issues in trade, colonialism, economic development, cultural transmission, and modernization
- \_ Develop understanding of common themes in South Asian and East Asian history, colonial history, and global history
- \_ Develop skills in the interpretation of primary source materials, including visual, material, published, manuscript, ephemera, etc.
- \_ Develop skills in digital humanities through the creation of a class web site

### Teaching method

There will be weekly assigned readings (about 30 pages per week), which students are expected to read and discuss.

Based on on-site fieldwork, each student will prepare a brief, multimedia presentation on the port of Venice.

Using a diary, letters, newspaper, yearbook, or collection of images

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(must be contextualized), each student will prepare a report relating a primary source to one or more of the themes in the class. Primary sources and links will be available on the class web site, or students can find their own sources.

Using sources available on the internet, via their home university libraries, and on the course web site, each student will prepare a research project on a port city of her or his choice. Research papers will use both primary and secondary sources. Format may be paper- or web-based.

### **Evaluation**

Grades will be based on the following:

- \_ Venice report: 10% of grade
- \_ Primary source project: 20% of grade
- \_ Research project: 40% of grade
- \_ Class participation: 30% of grade. Your participation grade will assess your reading of the weekly assigned materials. The only way I know you have read these materials is if you participate actively in discussion. If you are not a participator, you can alternatively provide me with written summaries of each week's reading(s).

### **Syllabus & Readings**

#### **Week 1 Week of February 26. Overview**

Class 1:

Introductions

Image of the Day

Discussion: Port cities we have known

Class 2:

Image of the Day

Reading and Discussion: Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, extract from Chapter 6 ("Cities"), pages 275-297

Lecture and Discussion: Overview

#### **Week 2 Week of March 5. The Treaty Port System**

Class 3:

Image of the Day

Primary Source: Treaty of Nanking, 1843. Read the treaty (p.3597-9), glance through the rest.

Secondary Source: Bickers, Robert A., and Isabella Jackson, eds. "Introduction" in *Treaty Ports in Modern China: Law, Land and Power*. London: Routledge, 2016, p.1-18

Optional additional reading:

Aslin, "The Style and Substance of Treaty-Making" in *Negotiating Imperialism*, p.11-33

Jürgen Osterhammel, "Britain and China, 1842-1914" in *The Oxford History of the British Empire*, Volume 3, (1999), p.147-169

Cassel, P. K. (2012). "Exporting Extraterritoriality: The Evolution of Jurisdiction over Foreigners in Japan from the "Expulsion Edict" to the Sino-Japanese Treaty of Tianjin" in *Grounds of judgment: extraterritoriality and imperial power in nineteenth-century China and Japan*. Oxford; New York, Oxford University Press., p.85-114

Osterhammel, J. (1986). "Semi-Colonialism and Informal Empire in Twentieth Century China: Towards a Framework of Analysis" in *Imperialism and After: Continuities and Discontinuities*. W. J. Mommsen and J. Osterhammel. London, Allen and Unwin: 290-314.

Class 4:

Image of the Day

Primary Source: Treaty between the United States of America and the Japanese Empire (p.1-10)

Lecture and Discussion: The Treaty Port System

### Week 3 Week of March 12. Merchants and Adventurers

Class 5:

Image of the Day

Primary Source: Bombay, 1873 Guide

Secondary Source: Dwijendra Tripathi, "The Tatas" in *Business Houses in Western India*, p.55-72

Optional additional readings

Farooqui, "Bombay and the Trade in Malwa Opium", in *Opium City: The Making of Early Victorian Bombay*, p.17-43  
Banerjee, "Indian Economic Enterprise" in *Calcutta and its Hinterland*, p.139-191

Makimura, "The Merchants of Yokohama", in *The Silk Road at Yokohama: A History of the Economic Relationships between Yokohama, the Kanto region, and the World through the Japanese Silk Industry in the Nineteenth Century*, p.82-131

Hao, Y. P. (1970). "A "New Class" in China's Treaty Ports: The Rise of the Comprador-Merchants." *The Business History Review* 44(4): p.446-459.

Hao, "Chen Kuan-Ying: The Comprador as Reformer" in *Journal of Asian Studies*, 29:1, 1969, p.15-22

Class 6:

Image of the Day

Primary Source: Hall, F. (1992). *Japan through American eyes: the journal of Francis Hall, Kanagawa and Yokohama, 1859-1866*. Princeton N.J, Princeton University Press. July 18-August 21, 1860

Lecture and Discussion: Merchants and Adventurers

#### Week 4 Week of March 19. Foreign Communities

Class 7:

Image of the Day

Primary Source: Clark, "Bombay Yacht Club in 1856"

Secondary Source: Pearson, "Victorian Calcutta", in *Eastern Interlude: A Social History of the European Community in Calcutta* (1933), p.213-238

Optional additional reading:

Bickers, R. (1998), "Shanghailanders: the formation and identity of the British settler community in Shanghai, 1843-1937." *Past & Present*: 161, p.1-25

Cortazzi, "Yokohama: Frontier Town", *Asian Affairs*, Vol. 17:1, 1986, p.3-17

Hoare, J. E. (1994). *Japan's treaty ports and foreign settlements: the uninvited guests, 1858-1899*. Folkestone, Kent, Japan Library. Chapter 2, p.18-51

Klaus Dittrich 2016 "Europeans and Americans in Korea, 1882-1910: A Bourgeois and Translocal Community". *Itinerario* Vol. 40:1, April, pp 3 – 28.

Class 8:

Image of the Day

Primary Source: Dyce, "My Fellow Residents" in *Shanghai Reminiscences*, p.39-52

Lecture and Discussion: Foreign Communities

#### Week 5 Week of March 26. Sojourners and Migrants

Class 9:

Image of the Day

Primary Source: Clark, "The Manila Cock-Pit, in Bamboo

Town" in *Sketches in and Around Shanghai* (1894), p.34-37  
 Secondary Source: Betta, C. (2000). "Marginal Westerners in Shanghai: the Baghdadi Jewish community, 1845-1931" in *New frontiers: imperialism's new communities in East Asia, 1842-1953*. R. Bickers and C. Henriot. Manchester, Manchester University Press: p.38-55.

Optional additional readings:

Mark Strecker, "Shanghaid!" in *Shanghaiing Sailors: A Maritime History of Forced Labor, 1849-1915*, p.104-122

Botsman, D. V. (2011). "Freedom without Slavery? 'Coolies', Prostitutes, and Outcasts in Meiji Japan's Emancipation Moment." In *The American Historical Review* 116(5), p.1323-1347.

Rogaski, R. (1997). "Beyond Benevolence: A Confucian Women's Shelter in Treaty-Port China" in *Journal of Women's History* 8(4), p.54-90.

Clare Anderson, "George Morgan" in *Subaltern Lives: Biographies of Colonialism in the Indian Ocean World, 1790-1920*, p.57-92

Class 10:

Image of the Day

Primary Source: "Prisons" in *Statistical abstract relating to British India from 1860 to 1869* (London: Her Majesty's Stationary Office, 1870)

Lecture and Discussion: Sojourners and Migrants

**Week 6** Week of April 2

SPRING BREAK

**Week 7** Week of April 9. Economic Impacts

Class 11

Image of the Day

Primary Source:

Secondary Source: Bun, "Mapping the Hinterland: Treaty Ports and Regional Analysis in Modern China", in *Remapping China: Fissures in Historical Terrain*, p.181-193

Optional additional reading:

Murphey, R. (1970). "The Treaty Ports and China's Modernization: What Went Wrong?" *Michigan Papers in Chinese Studies*, No. 7, p. 1-73

Banerjee, "The Satellite Towns" in *Calcutta and its Hinterland*, p.70-110

Class 12

Image of the Day

Primary Source:

Lecture and Discussion: Economic Impacts

**Week 8 Week of April 16. Student Presentations**

Class 13

Presentations: Venice projects

Class 14

Presentations: Primary source projects

**Week 9 Week of April 23. Visual Cultures**

Class 15

Image of the Day

Primary Source: Japan Herald, 19th September 1863

Secondary Source: Chia-Ling Yang, "The crisis of the real: portraiture and photography in late nineteenth century Shanghai" in Jennifer Purtle and Hans Bjarne Thomson, eds. (2009). *Looking modern: East Asian visual culture from treaty ports to World War II*, p.20-33

Optional additional reading:

Luke Gartlan, "Types or Costumes? Refraining Early Yokohama Photography" in *Visual Resources*, 22:3, p.239-263

Yeh, "Visual Politics and Shanghai Glamor" in *Shanghai Splendor: Economic Sentiments and the Making of Modern China*, 1843-1949, p.51-78

Filipa Vicente, "A Photograph of Four Orientalists (Bombay, 1885): Knowledge Production, Religious Identities, and the Negotiation of Invisible Conflicts, in *Journal of the Economic and*

*Social History of the Orient* 55 (2012), p.603-636

Class 16

Image of the Day

Primary Source: Bombay City Map, 1893

Lecture and Discussion: Visual Cultures

**Week 10 Week of April 30. Architecture and Urban Space**

Class 17:

Image of the Day

Primary Source: Joseph Conrad, *Chance*, Chapter 1

Secondary Source: Marinelli, Maurizio. "An Italian 'Neighborhood' in Tianjin: Little Italy or Colonial Space?" in



Goodman, B. and D. S. G. Goodman (2012), *Twentieth-century colonialism and China: localities, the everyday and the world*, p.92-107

Optional additional reading:

Taylor, J. E. (2002). "The bund: Littoral space of empire in the treaty ports of East Asia." *Social History* 27(2): 125-142.

Carola Hein, "Port Cityscapes: A networked analysis of the built environment" in Hein, *Port Cities: Dynamic Landscapes and Global Networks*, p.1-25

Jonathan Farris, "Treaty Ports of China: Dynamics of Global and Local in the West's Architectural Presence" in Hein, *Port Cities: Dynamic Landscapes and Global Networks*, p.116-137

Class 18

Image of the Day

Primary Source: Ernest Satow Diary, 1862

Lecture and Discussion: Architecture and Urban Space

#### **Week 11 Week of May 7. Hygiene and Public Health**

Class 19:

Image of the Day

Primary Source: An Execution, in Jephson and Elmhurst, *Our Life in Japan* (1869)

Secondary Source: Rogaski, R. (2000). Hygienic Modernity in Tianjin in *Remaking the Chinese City: modernity and national identity, 1900-1950*. J. Esherick. Honolulu, University of Hawaii Press, p.30-46.

Optional additional reading:

Kim, J.-R. (2013). "The Borderline of 'Empire': Japanese Maritime Quarantine in Busan c.1876-1910." *Medical History* 57(2): 226-248.

Fuess, H. (2014). "Informal Imperialism and the 1879 "Hesperia" Incident: Containing Cholera and Challenging Extraterritoriality in Japan." *Japan Review*(27): 103-140.

Hamish Ion, "Sexual Imperialism on the China Station during the Meiji Restoration: The Control of Smallpox and Syphilis at Yokohama, 1868-1871" in *The International History Review*, 31:4, p.711-739

Mridulla Ramanna, "Sanitary Policy" in *Western Medicine and Public Health in Colonial Bombay*, p.83-142

Class 20:

Image of the Day

Primary Source: "Camp Life" in Poyntz, *Per Mare Per Terram* (1892)

Lecture and Discussion: Hygiene and Public Health

**Week 12 Week of May 14. Bodies, Sex, and Intimacy**

Class 21:

Image of the Day

Primary Source: *China Directory*, Various Years

Secondary Source: Christian Henriot, "Lives of Splendor and Wretchedness" in Henriot, C. (2001). *Prostitution and sexuality in Shanghai: a social history, 1849-1949*. Cambridge, UK; New York, Cambridge University Press, p.47-72

Optional additional reading:

Scully, E. P. (1998). "Prostitution as Privilege: The 'American Girl' of Treaty-Port Shanghai, 1860-1937." *The International History Review* 20(4), p.855-883.

Susan Burns, "Bodies and Borders: Syphilis, Prostitution and the Nation in Japan, 1860-1890", in *US-Japan Women's Journal*, 15 (1998), p.3-30

Gary Leupp, "Interracial Intimacy in the Treaty Ports, 1854-68" in Leupp, *Interracial Intimacy in Japan: Western Men and Japanese Women, 1543-1900*, p.144-156

Class 22:

Image of the Day

Primary Source: Willis, "Prostitution in Japan" (1867)

Lecture and Discussion: Bodies, Sex, and Intimacy

**Week 13 Week of May 21. Student Presentations**

Class 23

Presentations: Final projects

Class 24

Presentations: Final projects

**Week 14 Week of May 28**

Exam week

**Reading**

All assigned readings will be on the course web platform (Moodle).

**Secondary Sources on Individual Port Cities**

Marie-Claire Bergère, *Shanghai: China's Gateway to Modernity*

Jeffrey Wasserstrom, *Global Shanghai: A History in Fragments*

Yuzo Kato, *Yokohama Past and Present*  
Preeti Chopra, *A Joint Enterprise: Indian Elites and the Making of  
British Bombay*  
Alexander Tulloch, *The Story of Liverpool*  
Liza Picard, *Victorian London*  
Pinki Virani, *Once was Bombay*  
Gillian Tindall: *City of Gold: The Biography of Bombay*  
Margaret Plant: *Venice, Fragile City*  
R.J.B. Bosworth: *Italian Venice: A History*

Other resources:

Virtual Shanghai: <http://www.virtualshanghai.net/>

Visualizing Cultures:

[https://ocw.mit.edu/ans7870/21f/21f.027/home/vis\\_menu\\_o2b.html](https://ocw.mit.edu/ans7870/21f/21f.027/home/vis_menu_o2b.html)

Mumbai Pages:

[http://theory.tifr.res.in/bombay/technical\\_details/meta-index.html](http://theory.tifr.res.in/bombay/technical_details/meta-index.html)

Bombaywalla: <http://bombaywalla.org/sources/>

The Digital South Asia Library <http://dsal.uchicago.edu/statistics/>

Old Maps of Mumbai:

[https://commons.wikimedia.org/wiki/Category:Old\\_maps\\_of\\_Mumbai](https://commons.wikimedia.org/wiki/Category:Old_maps_of_Mumbai)

Photographs of Western India:

<http://digitalcollections.smu.edu/cdm/search/collection/eaal/searchterm/Ag2002.1407x/mode/exact>

The History of London: [www.thehistoryoflondon.co.uk](http://www.thehistoryoflondon.co.uk)

Port Cities: <http://www.portcities.org.uk/london/server/show/nav-8.html>

London Metropolitan Archives:

<https://www.cityoflondon.gov.uk/things-to-do/london-metropolitan-archives/Pages/default.aspx>

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## Identity, Heritage and Globalization: Social Innovation through arts, creativity and academic knowledge in Venice – S1811

Guido Borelli, Maurizio Busacca  
Università Iuav di Venezia

### Course Description

The course traces how four stories (Venice the city of lovers; Getting lost in Venice; Venice and Death; Watermarks of Venice) and three ideas of Venice (Venice and its lagoon, Venice as a special city, Venice as a metropolitan city) have been presented from 1971 to 2005. In addition to an introduction to Qualitative Research Methods (QRM), the course will investigate the relationship of the three ideas to Venice's ability to foster social innovation, especially through the arts, creativity and academic knowledge. In particular, the course will explore as a case study what kind of social innovation can be detected in these stories and ideas of Venice.

### Aims

The aims of the course are:

- \_ to develop the skills and competences necessary to conduct a case study through the use of (QRM) most appropriate for the case of Venice: biographic approach and collecting life histories, interviews, psychogeographic drifting;
- \_ to recognize and conceptualize social innovation in the arts, creative and academic sectors in Venice.

### Learning outcomes

Students should be able to recognize the basic assumptions, central ideas, and main criticisms of the concept of social innovation, especially in a sociological approach to globalization processes and their impact on local identities. In particular, with reference to Venice as case study developed during the course, at the end of their field research, students should be able to conduct a qualitative research exercise and write a research paper in an appropriate academic style. At the end of the course students will be able to understand and deal with the main issues of social innovation.

### Teaching method

The course uses the following methods of teaching:

- \_ lecture by teachers
- \_ class discussion conducted by teachers
- \_ workshop
- \_ psychogeographic walking
- \_ films
- \_ interviews with the main protagonists of Social Innovation in

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*Laurea* (MSc) in Architecture (Politecnico, Turin) and PhD in Planning (IUAV). Professor of Urban and Environmental Sociology at IUAV, where he teaches Urban Sociology. Also teaches at the University of Eastern Piedmont and formerly taught at the State University of Milan, the Polytechnic of Turin and the University of Cagliari. Main fields of research: Urban Political Economy, modes of Governance, Community Studies. His publications include: *"Immagini di Città"* (Bruno Mondadori 2012), *"La politica economica urbana"* (Carocci 2013), *"La comunità spaesata"* (Contrasto 2015) and several essays on the thought and work of the French Marxist sociologist Henri Lefebvre.

**Maurizio Busacca**, Università Iuav di Venezia

*Laurea* (MA) in Scienze Politiche (Padua). PhD student in Regional Planning and Public Policies at Iuav. Was Research fellow (*assegnista*) at the Department of Management at Ca' Foscari, studying Social Innovation in the Venetian metropolitan welfare system. Works as social entrepreneur for Sumo Social Cooperative in Venice, doing research, development and project management on: youth policies, welfare, social innovation, work-life balance, education, employment policies, networking and participatory action research. In this field he also acts as freelance consultant. Interests and publications revolve around Social Innovation in Welfare Systems and

Venice, such as: Biennale di Venezia, Fondazione Bevilacqua La Masa, Fondazione Gianni Pellicani, Sale Docks, Palazzo Grassi, Associazione Veneziana Albergatori, Fondazione Cini, Fondazione di Venezia, Fondazione Querini Stampalia, Associazione Metri3, Associazione About, Comune di Venezia.

Labour Policies, and intersections between Social Innovation and Cultural Innovation.

The first part of the course is dedicated to the QRM which will then be applied to the case of Venice; to the second to the four stories of Venice in order to contextualize the main global discourses on Venice; to the third to the three ideas of Venice, investigating recent policy-making. All these topics are preparatory to understanding social innovation as innovation in social relations. The second and third parts attempt to answer the question: what are we talking about when we talk about social innovation in Venice? The first part is preparatory to field research dedicated to finding evidence of social innovation in Venice.

### **Course outline**

(The guest speakers mentioned are to be confirmed)

#### **Chapter 1, classes 1-3: QRM**

Introduction to the course  
the biographic approach and interview techniques  
psychogeographic drifting

#### **Chapter 2, classes 4-8: Stories of Venice**

Selected literature on Venice: a sociological reading (1)  
(Guido Borelli)  
Selected literature on Venice: a sociological reading (2)  
(Guido Borelli)  
Selected movies on Venice: a sociological approach (Borelli)  
Getting lost in Venice (1): lecture by Daniele Vazquez (1)  
Getting lost in Venice (2): lecture by Daniele Vazquez (1)

#### **Chapter 3, classes 9-13: Ideas of Venice, Maurizio Busacca**

Ideas of Venice – Introduction  
Venice as a special city, from Giuseppe Mazzariol to  
Massimo Cacciari (Lucio Rubini)  
Marghera as a Garden City (Remi Wacogne)  
Selected movie (Maurizio Busacca)  
Roundtable with social innovators (Friday morning in  
Venice)

#### **Chapter 4, classes 14- 21: Social Innovation, Maurizio Busacca**

The power of Social Innovation

Interactive Lecture n.1 identifying social innovation practice in Venice (Paola Ravenna, Municipality of Venice)  
Social Innovation: intuition, precept, concept, theory and practice

Interactive Lecture n. 2 identifying social innovation practice in Venice (Paolo Carlucci)

Social Innovation through the arts and creativity

Interactive Lecture n.3 identifying social innovation practice in Venice (Marco Baravalle)

Interactive Lecture n.4 identifying social innovation practice in Venice (Riccardo Bermani)

Psychogeographic drifting to discover traces of social innovation in Venice (Friday, all day)

Chapter 5, classes 22-24: **Developing ideas of Venice, Guido Borelli**

- Students workshop: During these three classes the students will prepare talks presenting their own original ideas of Venice which should touch on social innovation practices in the city. (Irene Chini)

## **Syllabus**

26/02/2018 Mon: Presentation of the course

28/02/2018 Wed: Biographic approach and interview techniques

05/03/2018 Mon: Ideas of Venice - Introduction

07/03/2018 Wed: Psychogeographic drifting

12/03/2018 Mon: Venice as a special city, from Giuseppe Mazzariol to Massimo Cacciari

14/03/2018 Wed: Selected literature on Venice: a sociological reading (1)

19/03/2018 Mon: Marghera as a garden city

21/03/2018 Wed: Selected literature on Venice: a sociological reading (2)

26/03/2018 Mon: Selected movie on Venice

28/03/2018 Wed: Selected movies on Venice: a sociological approach

11/04/2018 Wed: Getting lost in Venice (1): lecture by Daniele Vazquez / Ralph Rumney and The Leaning Tower of Venice

13/04/2018 Mon: Roundtable with social innovators

16/04/2018 Mon: The power of Social Innovation

18/04/2018 Wed: Getting lost in Venice (2): lecture by Daniele Vazquez / Ralph Rumney and The Leaning Tower of Venice

23/04/2018 Mon: Social Innovation: intuition, precept, concept, the-

ory and practice

25/04/2018 Wed: Interactive Lecture n.1 to trace practices of social innovation in Venice

30/04/2018 Mon: Social Innovation through arts and creativity

02/05/2018 Wed: Interactive Lecture n.2 to trace practices of social innovation in Venice

07/05/2018 Mon: Interactive Lecture n.3 to trace practices of social innovation in Venice

09/05/2018 Wed: Interactive Lecture n.4 to trace practices of social innovation in Venice

16/05/2018 Wed: Students workshop

18/05/2018 Fri: Psychogeographic drifting to discover traces of social innovation in Venice

21/05/2018 Mon: Students workshop

23/05/2018 Wed: Students workshop

### **Evaluation**

Midterm evaluation (at the end of Chapter 3).

The midterm evaluation concerns the planning of research projects which students intend to subsequently implement in Venice. The research projects should be organized so as to specify:

- \_ goals to be achieved;
- \_ methodology used;
- \_ work plan in the field (interviews, direct observation, etc.);
- \_ expected results.

The final exam consists of:

- \_ the production of an academic paper on Social Innovation in Venice;
- \_ a talk presenting an original idea of Venice.

The talks will be presented in a special session (a sort of TEDx event) that will be videotaped.

The final mark will be the outcome of a weighted average of the paper evaluation (60%), and the talk (40%).

The course uses the following evaluation criteria:

- \_ regular course attendance;
- \_ quality of contribution;
- \_ evidence of cooperative behavior in teamwork;
- \_ appropriate time and task management;
- \_ use of a range of working methods;

- \_ appropriate level of engagement with task;
- \_ development of professional competencies;
- \_ evidence of capacity to listen;
- \_ responsiveness to feedback/criticism.

### Readings

- Brodsky, J. (New edition, 2013), *Watermark: An Essay on Venice*, Penguin Books, London.
- Goldsmith, S., Georges, G. and Burke, T.G. (2010). *The Power of Social Innovation. How Civic Entrepreneurs Ignite Community Networks for Good*, Jossey-Bass, San Francisco.
- Moulaert, F., MacCallum, D., Mehmood, A. and Hamdouch, A. (2013), *The International Handbook on Social Innovation. Collective Action, Social Learning and Transdisciplinary Research*, Edward Elgar, Cheltenham, Northampton.
- Norwich, J.J (2004), *Paradise of Cities. Venice and Its Nineteenth-Century Visitors*, Penguin Books, London.
- Rumney, R. (2002), *The Leaning Tower of Venice*, Silverbridge, Paris.  
<http://www.royalbooklodge.com/en/publications/the-leaning-tower-of-venice/>

### Bibliographic references

- Brodskij, J. (1991), *Fondamenta degli incurabili*, Adelphi, Milano.
- Cacciari, M. (1988), *Idea di Venezia*, Arsenale, Venezia.
- Costa, P. (1993), *Venezia. Economia e analisi urbana*, Etaslibri, Padova.
- Mazzariol, G. (1969), *La laguna per Venezia e il suo Hinterland*, COSES, Venezia.
- Settis, S. (2014), *Se Venezia muore*, Einaudi, Torino.



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## Globalization, Ethics, Welfare and Human Rights: A Focus on Migratory Crises in the Mediterranean Area – S1812

Vincenzo Romania

Università degli Studi di Padova

### Course aims

Migrations are the most visible aspect and effect of globalization. On the positive side, they show a mutation in the regulation of borders and national identities, increasingly oriented towards tolerance, supra-national cohesion and integration. But, on the negative side, they also show the effects of growing inequalities, wars and humanitarian crises. Adding to the complexity of governance, receiving countries are faced with challenges to their (post-) national identity, to social welfare and to the emergence of phenomena of racism and populism directly connected to migration and social welfare. On the international level, the growing proportion of forced migration, asylum seekers and victims of human trafficking, and the gap between formal and substantial application of international laws are calling into question the universality of human rights.

The aim of this course is to understand how the interplay of global social, economic and political forces is shaping international migration, focusing on ethical issues and on a specific case study: the migration crisis in the Mediterranean over the last twenty years.

Secondly, the aim of the course is to provide a general introduction to this very complex topic, and help students to analyse and project policies for a future sustainable management and governance of migration.

### Course overview

The course will focus in particular on the so-called Migration Crisis that has afflicted the Mediterranean area in recent decades. This focus will allow us to engage with a practical emergency and to compare in depth different national and supranational approaches to its resolution. Indeed, after a long history of dialogue and conflicts, the Mediterranean is increasingly becoming the *deadliest border* (Albahari, 2015) between the Western world and socially excluded people of Eastern and Southern countries.

We will consider in particular:

- \_ The ethic of inclusion;
- \_ Issues concerning the universal definition of human rights;
- \_ The global situation of migrations;
- \_ The history and structure of migrations towards Europe;
- \_ The effect of European Union integration on migration;
- \_ The reconciliation of national and supranational policies;
- \_ The issues of racism and discrimination towards migrants and

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BA and MA in Sociology (La Sapienza, Rome); PhD intensive program in Migrations, Diversity and Identity (Bilbao and Bradford); PhD in Sociology (Padua). Professor in Sociology of Culture at Padua, where he teaches Sociology of Communication, Cultural Transformations, and conducts a graduate lab on Cultural Mediation. Sits on the Padua University Boards of the PhD Program in "Social Sciences: Interaction, communication, cultural construction", of the Master's degree in "European Islam Studies" and the Master's degree in "Gender and Violence". Fields of research: Identity, Cultural Pluralism, Integration, Migrations and Identity, Intercultural Dialogue, "Spectacular" Subcultures and Sociological Theory. Has written on ISIS Terrorism as a ritual process and cultural trauma. He is author of a book on the Paris attacks, *"Fra Voltaire e Jihad. Gli attentati di Parigi come dramma sociale e trauma culturale"*, published by Mimesis in 2017. For the Fall 2017 VIU Globalization Program, he taught "Intercultural Communication".

refugees;

- \_ The issue of bilateral agreements between European and non-European countries (Libya and Turkey, in particular) as regards refugees and human rights;
- \_ The sustainability of domestic policies in terms of safety, development, urban settlement.

The approach followed will be multidisciplinary and case-oriented. For this reason, the teacher will provide general tools of knowledge and interpretation and will ask students to analyse specific national cases in depth. In order to assist an analysis of all the elements of the migration crisis in the Mediterranean, we will also watch and discuss some documentaries during the class activities. In particular:

- \_ *Mare Chiuso* (2012) by Stefano Liberti and Andrea Segre on the effects of bilateral agreements on refugees' living conditions;
- \_ *Come il peso dell'acqua* (2014) by Andrea Segre on the different forms of persecution and violence experienced by forced migrants arriving via different routes;
- \_ *Fire at Sea* by Gianfranco Rosi (2016) on the problems of front-line support for refugees on the island of Lampedusa;
- \_ *A Ciambra* by Jonas Carpignano (2017) on the co-existence of social inclusion and new forms of implicit slavery in the South of Italy;

### **Learning outcomes**

The students are expected to develop an overall multidisciplinary and complex approach to the ethical issues concerning migration and human rights. This will enable them to look at both sides of the political argument taking place today in most of the more developed countries between unconditional acceptance of migration vs. similarly unconditional refusal of any migration flow, reflecting on issues of inclusion, democracy, liberal rights of self-realisation and democratic rights of social cohesion.

### **Syllabus**

During the course we will discuss the following topics:

- \_ Introduction on the ethics of inclusion: focus on Jurgen Habermas
- \_ "Becoming the Mediterranean": understanding the historical and cultural specificity of the area
- \_ Colonization, post-colonization and the XX century migrations to Europe
- \_ The rise of a Southern European Model of Integration: Italy, Spain

and Greece, from refugee crisis to the regulation of irregular flows of migrants

- \_ Arab Spring, Syrian Crisis, and the bilateral agreements since 2000
  - \_ Frontex, Triton and the governance of the sea
  - \_ Filming the crises: analysis of how the Mediterranean crises have been reflected culturally
  - \_ International Law and Asylum: a matter of rights or a political issue of numbers and resources?
  - \_ Case studies analysis: class presentation of students' work
- The order in which topics are considered may change for teaching reasons. The documentaries will be shown with English subtitles when available.

### Evaluation

50% Participation to classroom activities: presentations and readings

50% Final paper.

### Bibliography

Compulsory readings:

Theoretical introduction: Jurgen Habermas, *The Inclusion of the Other*, MIT Press, 2001, from page 105 to page 239.

Case study: Valsamis Mitsilegas, *The Criminalisation of Migration in Europe. Challenges for Human Rights and the Rule of Law*, Springer, 2015.

Recommended readings:

Maurizio Albahari, *Crimes of Peace. Mediterranean Migrations at the World's Deadliest border*, University of Pennsylvania Press, 2015.

Ferruccio Pastore & Giulia Henry, "Explaining the Crisis of the European Migration and Asylum Regime", *The International Spectator*, Vol. 51, Iss. 1, 2016.

Ferruccio Pastore and Irene Ponzo (Eds.), *Inter-group Relations and Migrant Integration in European Cities. Changing Neighbourhoods*, Springer Open, 2016 (ebook in free downloading at [www.springeropen.com](http://www.springeropen.com))

Alexandria Innes, *Migration, Citizenship and the Challenge for Security. An Ethnographic Approach*, Palgrave MacMillan, 2015.

Rogier van Reekum, "Between crises and borders: Interventions on Mediterranean Neighbourhood and the salience of spatial imaginaries", *Political Geography*, July 2017

The teacher will also provide Power Point slides, other papers and documents summarizing the content of the course, and additional material for the class work.

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## Global Governance for Peace and Security, Cooperation and Development – S1813

Sara De Vido

Università Ca' Foscari Venezia

The purpose of the course is to apply the notion of global governance to six different situations that are linked to peace and security, cooperation and development.

The course will start with a general part providing a brief overview of some traditional notions of international law, such as State and “international community”, in order to understand how this community has developed over the centuries, and faced the challenges posed by globalization. The analysis of new actors, such as international organizations at the turn of the 20th century, “networks” established after the most recent financial crisis, non-state actors, NGOs and transnational corporations, will allow the students to reflect on the current meaning of the “community of nations”, and of its legal expression, “the law of the nations”. How is the global governance of today different from the community of States emerging after Westphalia in 1648?

The course will then delve into several aspects: the first one is the prohibition of the use of force. How has this principle developed in international law? The students will explore some of the most recent crises regarding the prohibition or authorisation of the use of force, including Iraq, Libya and the ongoing Syrian crisis. The second aspect concerns the prohibition of international crimes. In that respect, students will analyse the evolution of international criminal law from Nuremberg and Tokyo Tribunals to the International Criminal Court (ICC), also focusing on jurisprudence, which will provide specific topics of discussion in class (one of them, for example, will be the recent Al-Madhi case, examined by the ICC regarding the destruction of cultural heritage). The difference between international crimes and transnational crimes will be stressed by providing, as a third aspect, a careful analysis of some transnational crimes, such as international terrorism (in particular the case of ISIS), money laundering, corruption, human trafficking, illicit trafficking of cultural property, environmental degradation. The analysis will highlight the main characteristics of those crimes and will then concentrate on two or three crimes chosen by the students.

The study of global governance cannot exclude international human rights law. The protection of human rights is an essential element of peace and development. In particular, the course will focus on refugees' rights as a fourth aspect of our analysis of global governance. As a fifth aspect, the course will focus on cooperation and development, moving from an analysis of the UN General Assembly

**Sara De Vido**, Università Ca' Foscari Venezia

Degree in Political Sciences and PhD in International Law (Padua). Professor of International Law, Department of Economics, Ca' Foscari, where she is Vice-director of the Centre for Human Rights. She is affiliated to the International Law Centre of the University of Manchester and was visiting scholar at Kobe University and Hitotsubashi University of Tokyo. She is co-founder of the Women in International Law Network (WILnet) and member of the editorial board of the review “*Deportate, esuli, profughe*”. Research interests range from International Human Rights Law (right to water, refugee status, prohibition of genocide, combating violence against women) to International Criminal Law (fighting terrorist financing, money laundering, corruption). She has also focused on some issues of international environmental law and international investment law. She taught “Globalization, Ethics, Welfare and Human Rights” at VIU in Spring 2016 and “Global Governance for Peace and Security, Cooperation and Development” in Spring and Fall 2017. While at VIU, she successfully promoted the Venetian Universities Model UN and Model EU.

Declaration of 1986 to the affirmation of this right in customary international law. Finally, as a sixth aspect, the course will consider health emergencies. In particular, the students will explore the reaction of the World Health Organization and other organizations to the Zika virus. Violence against women as a public health concern will also be an object of analysis.

### **Methodology**

The course will include lectures and seminars. During the seminars, the students are invited to prepare the readings related to a given topic (readings can be a document, a judgment, a short paper). The purpose is to discuss the topic in the framework of an open debate once a week or once every two weeks. Classroom interaction is encouraged. Students are invited to propose issues that have been raised in their country of origin. The week before the scheduled seminar, the lecturer will provide the students a list of questions related to the readings in order to guide the analysis and debate.

### **Syllabus**

The course will be structured into a first unit on the notion of globalization and global governance, and then into six units each dealing with a specific aspect of peace and security, cooperation and development:

- \_ From the community of States to a globalized world. Sources of international law and new actors (individuals, transnational corporations, NGOs, non-State entities). The concept of globalization and global governance. Which are the main differences relative to the concept of the community of States in the Westphalia system?
- \_ The prohibition of the use of force. Article 2.4 of the UN Charter. The authorization to the use of force by the UN Security Council. Some examples from the practice: Iraq, Libya, Syria. The responsibility to protect.
- \_ The fight against international crimes: From the Nuremberg and Tokyo Tribunals to the International Criminal Court – some examples of the jurisprudence will be analysed, including the recent case on a conviction for destruction of cultural heritage. The importance of international cooperation.
- \_ The fight against transnational criminality: international terrorism (in particular the case of ISIS), money laundering, corruption,

human trafficking, illicit trafficking of cultural property, environmental degradation. Why do these crimes affect security? The importance of international cooperation and the legal mechanisms to fight those crimes.

- The protection of human rights to promote security. Existing mechanisms for protecting human rights. Focus on the refugee crisis.
- Cooperation and development. The right to development starting from Declaration of the UN General Assembly A/RES/41/128 to the consolidation of the core norm. The external dimension of the right to development.
- Global health and security. The role of the World Health Organization. International cooperation. The case of the Zika virus. Violence against women as a public health concern.

### Evaluation

30 % participation during seminars (debate, analysis of the documents, etc.)

30 % essay (max 5000 words) on a topic of the student's choice related to the units (or the seminars)

40 % final discussion on the slides + compulsory readings + essay

### Readings

Compulsory for the exam (along with the slides):

- a) B. Simma, A.L. Paulus, "The International Community: Facing the Challenge of Globalization", *EJIL*, 1998, pp. 266-277.
- b) A. Vandenbogaerde, "The Right to Development in International Human Rights Law: A Call for its Dissolution", *Netherlands Quarterly on Human Rights*, 2013, pp. 187-209.
- c) A. T. Gallagher, "Exploitation in Migration: Unacceptable but Inevitable", *Journal of International Affairs*, 2015, pp. 55-74.
- d) <http://www.internationalcrimesdatabase.org>: study the definitions "courts" and the following crimes: crimes against humanity, war crime, genocide, aggression. Plus the paper written by the ICRC  
<https://www.icrc.org/eng/assets/files/2014/international-criminal-justice-institutions-icrc-eng.pdf>
- e) On the Zika Virus, read  
<http://www.un.org/apps/news/story.asp?NewsID=53173#.WA3ZJv mLtCs>

Non-compulsory:

Chapters taken from N. Boyster, R. J. Currie, *Routledge Handbook of Transnational Criminal Law*, Routledge, 2015.

A. Gallagher, *The International Law of Human Trafficking*, Cambridge University Press, 2010.

V. Mitsilegas, P. Alldridge, L. Cheliotis, *Globalisation, Criminal Law and Criminal Justice*, Hart publishing, 2015.

O. De Schutter, *International Human Rights Law*, Cambridge University Press, 2.ed., 2014, part I and III.

A. Gallagher, *The International Law of Migrant Smuggling*, Cambridge University Press, 2014.

E. Brems, A. Timmer, *Stereotypes and Human Rights Law*, Intersentia, 2016.



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## **Welfare, Equity and Public Intervention: Challenges from Global Problems – S1814**

Alessio D'Amato

Università degli Studi di Roma "Tor Vergata"

### **Aim and course description**

The module is rooted in the conceptual framework of Public Economics, building on the distinction between the economics of private interests – the interests of rival individuals – and the economics of public interests – the interests that are shared among the people of a political community in their civic capacity. In the commercial economy of private interests, the market – demand, supply, price and exchange – allocates resources to their satisfaction, albeit imperfectly. In the noncommercial economy of public interests, there is no equivalent mechanism. They remain entrusted to the public economic action of governments and to voluntary cooperation.

The aim of this course is to provide a better understanding of the main motivations behind public intervention, together with the main instruments for such intervention, in a context where regulatory problems cross national boundaries, making cooperation a necessary condition for achieving welfare and redistribution objectives.

The course will be divided into two main parts.

In the first one, the basics of the economics of public intervention will be presented; more specifically, the principles of Welfare Economics and Social and Public Choice, will be introduced. This part will also focus on the main reasons behind public intervention, namely the simultaneous presence of public, club and merit goods, and on how related issues can be addressed by public intervention. The first part of the course will end with a treatment of common goods, and how (and to what extent) cooperative behaviors can act as a substitute for (or complement) state intervention.

In the second part, the concepts developed in the first will be “tested” through the lens of real life experiences. Students will focus on specific, and currently debated, issues, linked to the design and implementation of public policy, including the possibility of illegal behaviors, the complex phenomena of poverty and inequality and the shape of public action when dealing with global commons.

### **Learning outcomes**

At the end of the course, students are expected to be able to:

- \_ discuss the main reasons behind public intervention, together with the main available tools
- \_ identify and address the most relevant “market failures”
- \_ disentangle problems into those requiring public intervention and those that can be solved by voluntary (e.g. local) actions

**Alessio D'Amato**, Università degli Studi di Roma “Tor Vergata”  
Researcher (Assistant Professor) in Finance at Tor Vergata. Fields of teaching: Environmental and Resource Economics; Economic Growth, Sustainable Development and Climate Change; Economics of water resources; Public Economics; Advanced Public Economics; Green Finance. Research interests: Theory of incentives; environmental regulation under asymmetric information; climate and energy policies; waste policy in the face of illegal disposal and organized crime; emissions trading; eco-innovation; drivers of waste and environmental behaviour; green public procurement. He is Vice President and Council Member of the Italian Association of Environmental and Resource Economists (IAERE). His latest work is a forthcoming article on “Corruption in Environmental Policy: the Case of Waste”, written with B.Cesi and M.Zoli for *“Economia Politica”*.

- \_ Explain the features of current world problems requiring supranational level interventions, and propose possible solutions

### **Syllabus**

- Week 1 Introducing the economic role of the State: markets, market failures, equity.
- Week 2 An introduction to inequality: theory and evidence from all over the world
- Week 3 The structure of policy design and implementation: public choice, rent seeking, bureaucracies
- Week 4 Evaluating public intervention from a “law and economics” perspective: enforcement, illegal behaviors, corruption.
- Week 5 Poverty, poverty reduction and sustainable development
- Week 6 Economic analysis and global public goods: a game theory approach

### **Evaluation:**

The final assessment will be based on:

60%: final written exam

20% participation and performance in group work (one group for each identified topic)

15% mid-term essay

5% attendance

### **Bibliography**

For the part on public intervention motivations and design:

Rosen, H.S., Public Finance, 10th edition, McGraw-Hill 2014

Given the wide array of issues that will be covered in the second part, specific references will be provided during the course.

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## Communicating Media and Politics in a Globalized World – S1815

Marcel Burger

Université de Lausanne

### Course description

Like many social practices, politics, media and news are affected by globalization. This course focuses on the changes to these essential domains of public communication and public interest under the influence of globalization: how do politicians communicate in globalized media cultures and how does globalization constrain journalism and media practices? Taking the perspective of language and communication sciences, the course will present the key concepts of political and media communication. It will consider a wide variety of communicative cultures (USA, UK, EU countries) and formats: news conferences, interviews, broadcast news bulletins, talk shows, debates, in the contexts of global events and crisis: European elections (2014), terrorist attacks (2015-2016). Accordingly, the course will cover the following topics:

- \_ Media and politics in globalized cultures and societies.
- \_ Multi-competent professionals communicating via multiple activities.
- \_ Public interest, public communication, audience design & participation.
- \_ Authority and expertise of professionals vs. lay citizens.
- Institutional power and legitimacy vs. ethos, performance and credibility.

### Learning outcomes

In this course, the students will acquire and improve their knowledge and awareness of media practices (especially the news media) and politics in current globalized media and political cultures. They will be able to identify typical communicative strategies and their aims: from the 'poly-addressing' of audiences to the staging of emotions and affects. They will be able to reflect on the discursive constructions of public and private spheres and thereby improve their awareness of what public interest and civic concerns represent in globalized societies. In particular, the students will:

- \_ Learn to read and discuss texts on political and media communication.
- \_ Learn to consider complex multimodal data.
- \_ Learn to diagnose communicative strategies and analyze them in detail.
- \_ Learn to categorize a media and/or political performance.

**Marcel Burger**, Université de Lausanne

PhD in Linguistics (Geneva). Senior Lecturer, French Department, Faculty of Letters at UNIL. He is Director of the Centre of Linguistics and Language Sciences (CLSL), where he is responsible for the Specialization Program in Public Discourse & Communication. He is a committee member of the academic journal "Argumentation et Analyse du discours", published at TAU. Previously taught at the Universities of Geneva, Fribourg and Neuchâtel. Was Visiting Scholar at the Universities of Macao and Hong Kong. Areas of Specialization: Language and Communication Sciences; Political and Media communication analysis (linguistic ethnography, pragmatics); Discourse analysis (interactional sociolinguistics, speech act theory); Interaction analysis (conversation analysis, membership categorization analysis). Besides being author of many academic papers, he has edited numerous books and journal issues on the above topics.

### Teaching approach

The method of instruction will be very interactive and practical. Sessions will be structured around the discussion of central concepts combined with the application of the techniques of interdisciplinary analysis which have been introduced earlier. The students will have to consider the complexity of multimodal products (i.e. combining several modes: image, language, sound, visual) and multiple activities (i.e. produced by teams: news professionals in the newsroom, « spin doctors » in political environments) addressed to multiple audiences (i.e. poly-addressing) by multi-competent professionals (politicians, journalists). The data will be exclusively audio-visual (YouTube, broadcast).

### Evaluation

The students' grade will be made up of:

- \_ Class participation (20%): presence and engagement in group discussions.
- \_ Class exercises (30%) on the basis of a report on 1 or 2 seminal essays (small groups of 2-3 students).
- \_ Data session (50 %): a presentation and led discussion of the basis of students' choice of data collection and transcripts (small groups of 2-3 students).

A mid-term grade will be communicated to the Globalization Program office based on class participation and exercises.

### Readings

- Bell A. (2009). Language style as Audience Design. In N. Coupland & A. Jaworski (eds). *The New Sociolinguistics Reader* (pp. 265-275). Basingstoke: Palgrave Macmillan.
- Bourdieu, P. (1998). *On Television*. New York. New Press.
- Cotter C. (2010). *News Talk. Investigating the Language of Journalism*. Cambridge: C.U.P.
- Ekström M. & M. Patrona (2011). *Talking Politics in Broadcast Media. Cross-cultural perspectives on interviewing, journalism and accountability*. Amsterdam-Philadelphia. John Benjamins.
- Ekström M. & A. Tolson (2013). *Media Talk and Political Elections in Europe and America*. New-York. Palgrave MacMillan.
- Flottum K. (ed) (2013). *Speaking of Europe. Approaches to complexity in European political discourse*. Amsterdam. John Benjamins.
- Hauser, S. & Luginbühl, M. (eds.) (2012). *Contrastive media analysis*.

- Approaches to linguistic and cultural aspects of mass media communication*. Amsterdam. John Benjamins.
- Kovach B. & T. Rosenstiel (2001). *The Elements of Journalism: What news people should know and the public should expect*. New York: Crown Publishers.
- Kroon A. & G. Erikson (2016). Messy interviews: changing conditions for politicians visibility on the web. *Media, Culture & Society* 1-19.
- Kuhn R. & E. Neveu (2002). *Political Journalism. New Challenges, New Practices*. London: Routledge.
- Machin D. & S. Niblock (2006). *News production. Theory and Practice*. London: Routledge.
- Tolson A. (2006). *Media Talk. Spoken Discourse on TV and Radio* (pp. 74-93). Edinburgh: Edinburgh University Press.
- Thornborrow J. (2015). *The Discourse of public participation media: from talk show to Twitter*. London: Routledge.
- Zelizer B & S. Allan (2010). *Keywords in news & journalism studies*. McGraw Hill: Open University Press.

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## Cities, Global Change and Sustainable Development – S1816

Margherita Turvani, Matteo Basso  
Università Iuav di Venezia

### Course description

The course focuses on cities considered as complex systems where natural, socio-economic and built environments co-evolve. It aims, through interdisciplinary perspectives and approaches (economics, environmental sciences, urban planning, political science, etc.), to explore how cities work and change in terms of configurations of people, places and activities, as well as infrastructures and building projects, assuming a general framework of sustainable development.

The purpose of this course is threefold:

- 1) to provide students with the basic concepts and theories relevant to understanding the major forces that drive the changes and challenges affecting cities in the current era of global change;
- 2) to familiarize students with the range of planning instruments, approaches and governance arrangements involved in the contemporary urban policy-making process (comprehensive plans, strategic plans, megaevents, mega-projects, culture-led urban development, bottom-up social initiatives, etc.);
- 3) to introduce students to the most relevant tools, methods and frameworks for the analysis of contemporary urban challenges (public policy analysis and Geographic Information Systems).

The course is divided into two modules.

**Module 1** (Approaching cities and planning theories, Feb 26 - Mar 26) introduces students - from a theoretical perspective - to cities, global changes, urbanization processes and planning policies.

**Module 2** (Analysing, mapping and orienting urban dynamics, Apr 9 - May 21) is structured as a real-world design workshop experience where students will acquire practical skills through the analysis of a complex urban area within the Municipality of Venice (Venice Mestre railway station area). This area is chosen as a relevant example of the key interrelated challenges illustrative of the city's complexity: architecture, social structure, tourism, economy, political institutions, etc. Students will be organized in work groups and from the very start of the module they will work together with the aim of critically investigating the underlying complexity of the area, as well as proposing policy initiatives and planning goals. Beyond qualitative research

**Margherita Turvani**, Università Iuav di Venezia

*Laurea* (B.A.) in Political Sciences (University of Turin). Professor of Political Economy and Economic Policy at Iuav, Department of Design & Planning in Complex Environments. She is Iuav representative in the VIU Board of Directors. Previously taught at the University of Turin and was Researcher at the University of Urbino. Was Visiting Scholar at the University of Stanford, MIT, Columbia and Tsinghua. She has contributed to several research areas such as Labour Market Studies, New Institutional Economics, Economics of Innovation and Industrial Organization. Present research interests: Sustainable Development and City Economics; Regional and Urban Economics; Economics of Innovation and Creativity; New Institutional Economics. She has collaborated with the VIU TEN Center and the Italian Ministry of the Environment, in the framework of the Sino-Italian Program for the Cooperation and the Promotion of Sustainable Development in China. Has taught in the Globalization Program, every Spring, since 2012.

**Matteo Basso**, Università Iuav di Venezia

*Laurea triennale* and *Laurea specialistica* in Urban and Regional Planning, doctorate in Regional Planning and Public Policy (Iuav); national qualification as urban and regional planning practitioner. Research Fellow at Department of Design and Planning in Complex Environments at IUAV. Was Visiting Scholar at the University of

methods such as in-depth interviews with relevant stakeholders, the analysis of planning and design documents, analysis of newspapers, and their own observations, students will have the opportunity to explore Geographic Information Systems (GIS), a fundamental tool for analyzing, mapping and communicating researches on complex places. Thanks to a small Digital Lab, participants will learn how to manipulate raster and vector images, as well as contextualize historical and current statistical data and cartography.

Field trips will be organized in order to familiarise the students with the case-study area and profit from specific meetings with the relevant stakeholders involved in its planning and management; in addition, guest speakers will be invited to give lectures on issues related to the case-study area and other areas in the Municipality of Venice.

### **Requirements**

Students are expected to do the required reading and to attend class regularly, as attendance is compulsory (maximum 15% absence is allowed, see VIU Program Regulations). Required readings will be designated on a weekly basis according to the themes listed in the course outline.

Given their different countries of origins and backgrounds, students are encouraged to participate and discuss actively during the lessons in order to enhance a constant exchange of points of view, ideas and perspectives.

With reference to the development of the case-study on the Mestre railway area, continuous tutoring will be offered by the professors.

The use of any kind of phones, tablets and computers (if not explicitly required by the professor) is strictly prohibited during class hours. Penalty grades will be assigned to students who fail to observe these rules. This means that unexcused absences, lateness, low participation in class discussion, disrupting classes and the use of technological devices if not required will reduce the final grade.

### **Course timing**

There are 2 lessons per week (90 minutes each).

Schedule for lessons: Monday and Wednesday h 15.15 – 16.45.

Two field trips will be organized: one to Porto Marghera and one to the study area (possibly Mar 16 and April 13).

Westminster, London, and at Tongji University, Shanghai. Specialized on mega-events, urban policies and the city, particularly London, Milan and Shanghai. Most recent field of research and publication: spatial and socio-economic changes generated by the expansion of viticulture in the Prosecco area. Previously taught at VIU in Spring 2016 and 2017.

## **Course outline**

### **Module 1 - Approaching cities and planning theories**

Monday, February 26

#### **Course introduction**

Margherita Turvani, Matteo Basso

Wednesday, February 28

#### **Economics & cities**

Margherita Turvani

References: S. Kim, "Urbanization", The New Palgrave Dictionary of Economics, Second Edition.

Monday, March 5

#### **Economics and global cities**

Margherita Turvani

References: Begg I. (1999). Cities and Competitiveness, in "Urban Studies", May, 36, pp. 795-809; Sassen S. (1991). The global city: New York, London, Tokyo, Princeton, NJ: Princeton University Press, pp. 3-15; Moulaert F., Rodriguez A. and Swyngedouw E. (eds) (2005). The globalized city: economic restructuring and social polarization in European cities, Oxford: Oxford University Press, pp. 1-7.

Wednesday, March 7

#### **Cities, environment, sustainability**

Margherita Turvani

References: Berkes F. and Folke C. (1998) (eds). Linking Social and Ecological Systems. Cambridge: Cambridge University Press. Chapter 2: 30-47; Ernstson H. et al. (2010). Urban Transitions: On Urban Resilience and Human-Dominated Ecosystems. Ambio, 39: 531-545.

Monday, March 12

#### **The birth of urban planning (mid XIX century)**

Matteo Basso

References: Hall P. (2002). Cities of Tomorrow: an intellectual history of urban planning and design in the Twentieth Century, 3rd edition, Malden, Oxford: Blackwell, pp. 218-261.

Wednesday, March 14

#### **The consolidation of urban planning (1945-1970)**

Matteo Basso

References: Hall P. (2002). Cities of tomorrow: an intellectual history of urban planning and design in the Twentieth



Century, 3rd edition, Malden, Oxford: Blackwell

Friday, March 16

Field trip to Porto Marghera

Matteo Basso

Monday, March 19

The crisis of urban planning (since 1970)

Matteo Basso

References: Hall P. (2002). Cities of tomorrow: an intellectual history of urban planning and design in the Twentieth Century, 3rd edition, Malden, Oxford: Blackwell, pp. 343-361.

Wednesday, March 21

Goals, approaches and tools of urban policy since 1980 (mega-projects, mega-events, culture-led urban development) - 1

Matteo Basso

References: Chalkley B. and Essex S. (1999). Urban development through hosting international events: a history of the Olympic Games, in Planning perspective, 14(4), pp. 369-394.

Monday, March 26

Goals, approaches and tools of urban policy since 1980 (mega-projects, mega-events, culture-led urban development) - 2

Matteo Basso

References: Flyvbjerg B., Bruzelius N. and Rothengatter W. (2003). Megaprojects and risk. An anatomy of ambition. Cambridge: Cambridge University Press, pp. 1-10; Altshuler A.A. and Luberoff D. (2003). Megaprojects. The changing politics of urban public investment, Washington, D.C.: Brookings Institution Press, pp. 844.

Wednesday, March 28

In-class mid-term test

Matteo Basso

Mid-term break (April 2-6)

## **Module 2 - Analyzing, mapping and orienting urban dynamics**

Monday, April 9

Introduction to the study area + the public policy analysis approach

Matteo Basso

References: material provided by the professor.

Wednesday, April 11  
 Design workshop (MacLab)  
 Matteo Basso

Friday, April 13  
 Field trip to Venice Mestre railway station area  
 Matteo Basso

Monday, April 16  
 Guest speaker: Laura Fregolent - Venice: analyzing and mapping urban dynamics  
 Matteo Basso

Wednesday, April 18  
 Guest speaker: Andrea Rumor - Plans and projects for Venice Mestre station area  
 Matteo Basso

Monday, April 23  
 GIS Digital Lab (MacLab)  
 Matteo Basso  
 References: material provided by the professor.

Friday, April 27\* (re-scheduled class of April 25, national holiday)  
 Design workshop (MacLab)  
 Matteo Basso  
 References: material provided by the professor.

Monday, April 30  
 GIS Digital Lab (MacLab)  
 Matteo Basso  
 References: material provided by the professor.

Wednesday, May 2  
 Design workshop (MacLab)  
 Matteo Basso

Monday, May 7  
 Design workshop (MacLab)  
 Matteo Basso

Wednesday, May 9  
 New goals, approaches and tools of urban development  
 Matteo Basso + ETCV  
 References: material provided by the professor.

Monday, May 14  
 Design workshop (MacLab)  
 Matteo Basso

Wednesday, May 16

### **Design workshop (MacLab)**

Matteo Basso

Monday, May 21

Final revision

Margherita Turvani, Matteo Basso

Wednesday, May 23

In-class group work presentation

Margherita Turvani, Matteo Basso

Wednesday, May 30

In-class final test

Margherita Turvani, Matteo Basso

### **Evaluation method**

Exams: two evaluations will take place during the course:

1. Mid-term evaluation: a written test based on open questions (Mar 28).
2. Final evaluation: the presentation of the group works (May 23) and a final written test based on the writing of a short essay (May 30).

Students will be given one chance only of taking the exam, and will not be allowed to take the exam on alternative dates.

### **Evaluation**

- \_ Group work: 30/100.
- \_ Written test: 55/100 (25 points on intermediate and 30 points on final).
- \_ Attendance/class participation/interaction: 15/100.

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## **Globalization, Environment and Sustainable Development – S1817**

Ignazio Musu, Ilda Mannino  
Venice International University

### **Course description**

Globalization, in particular economic globalization, has important impacts on the environment that have to be considered in order to achieve sustainable development.

The course aims at introducing the students to globalization and to its environmental implications. Environmental issues have gained center-stage in economic analysis and policy-making and their urgency has opened new opportunities in terms of technological innovation and entrepreneurship.

Through an interdisciplinary perspective, the course will provide students with key competences and instruments for the analysis of natural and environmental resources in a sustainable perspective and for the development of policies oriented towards the promotion of sustainable development processes both at a national and international level.

### **Introduction and objectives**

The course focuses on environmental issues in a globalized context within the framework of sustainable development. For this purpose, the course will cover different themes, starting from the introduction of the concepts of economic globalization and of sustainable development, exploring then the new concept of Green Growth and using the case study of Climate Change as representative of the relationship between economic development and environmental issues. The course will also explore the role of firms in sustainable development, considering Corporate Social Responsibility and Industrial Ecology.

### **Course organisation and supervision**

The overall structure of the course and its thematic organisation have been developed by Prof. Ignazio Musu (Ca' Foscari University, TEN Program - Venice International University) and Dr Ilda Mannino (TEN Program - Venice International University). Ilda Mannino is also coordinator of the course.

The course is organised around different thematic areas, each developed through classes and lectures by experts and researchers from different backgrounds.

### **Course requirements**

Students will be expected to do the required readings and to attend class regularly. Attendance is compulsory for all students. Required

**Ignazio Musu**, Venice International University

Emeritus Professor of Economics and Environmental Economics at Ca' Foscari University where he also served as Dean of the Department of Economics and Member of the Academic Senate. Was Visiting Scholar at Cambridge and at Yale, and Visiting Professor at Deakin University, Melbourne and Johns Hopkins University, Bologna Center. Former Dean of VIU. Was President of the VIU TEN Center in charge of the Sino-Italian Advanced Training Program on environmental management and sustainable development and of the Course for Sustainability targeting South-Eastern European countries. Member of various commissions, among which the supervision board of the Bank of Italy and Giorgio Cini Foundation, Venice. His main research fields are Environmental and Resource Economics, Growth Theory, International Trade and the Chinese Economy. Has taught "Globalization, Environment and Sustainable Development" at VIU since Spring 2009.

**Ilda Mannino**, Venice International University

BA (*Laurea*) in Environmental Science (Ca' Foscari). Coordinator of Intensive Graduate Activities at VIU (PhD Academy, Graduate Seminars, Summer Schools). Former Coordinator of Research and Advanced Training in Environmental Management at the VIU TEN Center. She is involved in the Horizon 2020 Euclid Project on integrated Pest management in Europe and China. She conducted her post-doctoral

readings will be designated on a weekly basis according to the themes listed in the course outline. Students will also be encouraged to find additional material for their papers by searching the Internet and accessing suggested websites.

Field trips and seminars related to the course will be arranged.

Note for Ca' Foscari students: students enrolled in Bachelor degrees - Management or Economics Department can attend this course and final exam (auditors are not admitted) however they cannot include it in their "piano di studi" as this course is equivalent to a Master degree course.

As this course is considered equivalent to the course "Pianificazione Strategica e Management della Sostenibilità" and awarded 12 CFU, Ca' Foscari Master degree students – Management Department must integrate the 40 hours of in-class tuition with a minimum of 40 hours in seminars, field trips and VIULECTURES\*.

\*VIULECTURES is an initiative promoted by VIU to provide a platform for international and local professors to discuss key and current issues. Participation in the VIULECTURES is compulsory and counts towards the integration of 40 hours in seminars/field trips for students enrolled in Department of Management Master's degree courses.

research at the Center of Industrial Ecology, Yale University. She taught at the Scuola di alta specializzazione ambientale (ASA) of the Veneto Agency for Environmental Protection. Was Ca' Foscari Tutor within the Euro-Asian research and training in Climate Change Management (CLIMA) programme. Her present research interests focus on Sustainable Development, Green Economy, Industrial Ecology, Environmental Policy, Integrated Coastal Zone Management. Teaches "Globalization, Environment and Sustainable Development" at VIU since Spring 2009.

## **Syllabus and Readings**

### **ORIENTATION**

Week 0 – February 19-23

Freshman fair

### **THEME I – INTROCUION TO SUSTAINABLE DEVELOPMENT**

Week 1 – February 26-28

**Monday, February 26**

Interaction Between Society and Environment

Dr Ilda Mannino (TEN Program, Venice International University)

Required Readings: Book *Ecological Economics*, by Michael Common and Sigrid Stagl, Chapters 3-4.

**Wednesday, February 28**

Introduction to Sustainable Development

Dr Ilda Mannino (TEN Program on Sustainability, Venice International University)

Required Readings: Book *Ecological Economics*, by Michael Common and Sigrid Stagl, Chapter 5: 5.5.6.2, 5.4; Chapter 6:

6.1, 6.2, 6.3, 6-6.6.3; Chapter 7; Chapter 10: 10.1. Rio Declaration; MDG.

## **THEME II – INTRODUCTION TO GLOBALIZATION**

### **Week 2 – March 5-7**

#### **Monday, March 5**

Globalization: an Historical Perspective – Part I: Pre-globalization to the Industrial revolution

Prof. Ignazio Musu (Ca' Foscari University and TEN Program, Venice International University)

Required Readings: R. Baldwin (2016), The Great Convergence. Harvard University press, ch.1 and 2; D. Rodrik (2011), The globalization Paradox, Norton & co., ch. 1 and 2.

#### **Wednesday, March 7**

Globalization: an Historical Perspective – Part II: The Old Globalization: from Industrial revolution to the 1990s

Prof. Ignazio Musu (Ca' Foscari University and TEN Program, Venice International University)

Required Readings: R. Baldwin (2016), The Great Convergence. Harvard University press, ch.2 and 4; D. Rodrik (2011), The globalization Paradox, Norton & co., ch. 4.

### **Week 3 – March 12-14**

#### **Monday, March 12**

Globalization: an Historical Perspective – Part III: The New Globalization: from the 1990s to now

Prof. Ignazio Musu (Ca' Foscari University and TEN Program, Venice International University)

Required Readings: R. Baldwin (2016), The Great Convergence. Harvard University press, 2016, ch.3 and 5; D. Rodrik, The globalization Paradox, Norton & co. 2011 ch. 5, 6 and 9.

#### **Wednesday, March 14**

Globalization and Inequality

Prof. Ignazio Musu (Ca' Foscari University and TEN Program, Venice International University)

Required Readings: F. Bourguignon (2015), The globalization of inequality, Princeton University Press.

Suggested Readings: B. Milanovic (2016), Global Inequality. A new approach for the age of globalization, Harvard University Press.

### **THEME III – GLOBALIZATION AND SUSTAINABLE DEVELOPMENT**

#### **Week 4 – March 19-21**

##### **Monday, March 19**

Development of the SD concept – The Rio Declaration  
Dr Ilda Mannino (TEN Program on Sustainability, Venice International University)

Required Readings: Book *Ecological Economics*, by Michael Common and Sigrid Stagl, Chapter 10: 10.4; UN (1992), Rio Declaration; <http://www.undp.org/mdg/>;  
<http://www.un.org/millenniumgoals/reports.shtml>,

Required Readings: Chap. 10: 10.4, UN (2000), The Millennium Declaration; <http://unsdsn.org/>

##### **Wednesday, March 21**

Development of the SD concept: After Rio '92  
Dr Ilda Mannino (TEN Program on Sustainability, Venice International University)

Required Readings: UN 2012, *The future we want*; Final list of proposed Sustainable Development Goal indicators.

#### **Week 5 – March 26-28**

##### **Monday, March 26**

The Sustainable Development Goals  
Dr Ilda Mannino (TEN Program on Sustainability, Venice International University)

Required Readings:  
<https://sustainabledevelopment.un.org/focussdgs.html>  
Reid A.J. et al. (2017). Post-2015 Sustainable Development Goals still neglecting their environmental roots in the Anthropocene, *Environmental Science and Policy* 77, pp 179–184

##### **Wednesday, March 28**

Focus on SDGs 12: Sustainable Consumption and Production

Dr Ilda Mannino

Required Readings: Frosch R.A., Gallopoulos N. (1989). “Strategies for Manufacturing”, *Scientific American* 9/89; Hertwich E. G. (2005). Hertwich E. G. (2005). “Consumption and the Rebound Effect. An Industrial Ecology Perspective”, *Journal of Industrial Ecology*, Volume 9, Number 1–2; Jackson T. (2005).

Suggested Readings: Weng M. L. (2017). Inside the sustain-

able consumption theoretical toolbox: Critical concepts for sustainability, consumption, and marketing, *Journal of Business Research* 78 (2017) 69–80. Live Better by Consuming Less? Is There a “Double Dividend” in Sustainable Consumption?”, *Journal of Industrial Ecology*, Vol. 9, n. 1–2.  
Mid-term break April 2 - April 6

#### **THEME IV – GLOBALIZATION AND THE ENVIRONMENT**

Week 6 – April 9-11

**Monday, April 9**

Globalization, Economic Growth and the Environment:

Introduction to Green Growth

Prof. Ignazio Musu (Ca' Foscari University and TEN Program, Venice International University)

Required Readings: I. Musu (2012), *The difficult path to greening economic growth*, VIU, 2014; R. Gordon, *Is U.S. economic growth over? Faltering innovation confronts the six headwinds*, NBER, WP 18315, august 2012.

**Wednesday, April 11**

Globalization and Green Growth: Strategies and Policies

Prof. Ignazio Musu (Ca' Foscari University and TEN Program, Venice International University)

Required Readings: World Bank (2011), *Inclusive Green Growth*; I. Musu (2013), *On Greening Economic Growth: a critical survey*, VIU, 2014; D. Rodrik, *Green Industrial Policies*, Grantham Research Institute project on “Green Growth and the New Industrial Revolution”, September 2013.

Week 7 – April 16-18

**Monday, April 16**

The Challenge of Climate Change I: Lessons from Economic History and Economic Theory.

Prof. Ignazio Musu (Ca' Foscari University and TEN Program, Venice International University)

Required Reading: Stern N. (2015), *Why Are We Waiting*, MIT Press, Ch. 1-4

**Wednesday, April 18**

The Challenge of Climate Change II: Ethics and Action around the World: Progress, Collaboration, Equity

Prof. Ignazio Musu (Ca' Foscari University and TEN



Program, Venice International University)

Required Reading: Stern N. (2015), Why Are We Waiting,  
MIT Press, Ch. 5-9

## **THEME V – SUSTAINABILITY IN PRACTICE – DESIGN THINKING LAB\***

\*in collaboration with the Department of Management, Ca' Foscari  
University of Venice

Week 8 – April 23-25

**Monday, April 23**

Introduction to Design Thinking Methodology and  
Partners

**Wednesday, April 25**

National Holiday: no lesson

Rescheduled on **Friday, April 27**

Design Thinking, Stage I: Empathise

Week 9 – April 30- May 2

**Monday, April 30**

Design Thinking, Stage II: Define The problem

**Wednesday, May 2**

Design Thinking, Stage II: Define The problem

Week 10 – May 7-9

**Monday, May 7**

Design Thinking, Stage III: Ideate

**Wednesday, May 9**

Design Thinking, Stage III: Ideate

Week 11 – May 14-16

**Monday, May 14**

Design Thinking, Stage IV: Prototype

**Wednesday, May 16**

Design Thinking, Stage IV: Prototype

Week 12 – May 21-23

**Monday, May 21**

Design Thinking, Stage V: Test

**Wednesday, May 23**

Design Thinking, Stage V: Test

Due à Design Thinking Lab project

Week 13 – May 28-30

- Presentation of the Design Thinking Lab projects

**Site visits**

Site visit to Port of Venice and MOSE – Mobile Barriers Project (compulsory for all students).

**Evaluation**

**Module Essays** – There will be a short essay requested to each student for each module – 45% of the final grade.

**Paper** – There will be a group research paper required for the course – 45% of the final grade.

**Class participation** – Overall class participation, in terms of both attendance and interaction, will count for 10% of the final grade.

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## Innovation and Social Changes – S1818

Yannick Lung

Université de Bordeaux

### Course description

The objective is to give a basic background to all students, without any prerequisite, on the dynamics of innovation. It will give an overview of the changing role of innovation in economics and society from a historical perspective (from long-term stable society to a permanent regime of innovation) and introduce the key determinants and issues of the process of innovation. It will also introduce students to the development of innovation skills within the framework of *Design Thinking and Creativity*.

### Learning outcomes of the course

The course is supposed to open students' minds to the societal issues of innovation adopting a broad approach and to investigate the potential of cooperative relationships to develop creativity through teamwork.

### Syllabus

After an introduction, the course will be organized in 3 parts.

The first one will present **economic innovations** (new product or new process), which are usually the main topic of the innovation analysis.

Main topics:

- \_ Innovation in the history of thought
- \_ Technological innovation: a historical overview
- \_ Basic notions
- \_ Diffusion of innovation
- \_ Intellectual propriety rights: the patent issues
- \_ Innovation strategy

The second part will go deeper on the **dynamics of innovation** at different levels.

Main topics:

- \_ Innovation as a learning process
- \_ Technical and organizational change
- \_ Qwerty-nomics, Competition between standards / public and private strategies
- \_ Innovation in a globalized world
- \_ National systems of innovation

The third part will develop three specific aspects of the dynamics of innovation focusing on geographical, environmental and societal issues.

**Yannick Lung**, Université de Bordeaux

Professor of Economics at Bordeaux, where he was Vice-president for Research. Former President of Université Montesquieu-Bordeaux IV, where he was also Director of the master degree programme in *Applied Economics* and of the Research Team in Theoretical and Applied Economics. Research interests: technological and institutional change dynamics, especially related to their regional dimension and the evolution of the automobile industry. Teaching areas: Microeconomics, Organizational Economics and Economics of Innovation. His most recent publication, with C. Midler and B. Jullien, "*Innover à l'envers. Repenser la stratégie et la conception dans un monde frugal*", Dunod, Paris (English translation to be published by Taylor & Francis) is a study of Renault's Kwid project, which attempted to launch a new global, low-cost car for emerging markets. Already taught at VIU in Spring 2017. Participants in his course on "Innovation and Social Change" contributed towards the creation of VIU Student Social Committees.

Main topics:

- \_ Spatial dynamic of innovation
- \_ Clean technologies / green innovation
- \_ Social innovation

### **Teaching and evaluation methods**

The teaching methods will rely on the active involvement of students and on interactions, inspired by a flipped classroom methodology.

The course will be organised in different ways:

- \_ Lectures will give basic knowledge, with associated documents (papers, websites to visit, movies, etc.)
- \_ Case studies will allow more in-depth studies of specific innovations, with the active participation of students working cooperatively in small groups.
- \_ A creative project will be realized by a group of students within the framework of *Design thinking*.

Evaluation of students will be based on their regular participation and involvement (30%), group creative project (30%) and a short essay (paper, video, slide show) to be prepared at home on a specific topic to be chosen jointly with the student (40%).

### **Bibliography**

Swann, G. M. P., *The economics of innovation: An introduction*,  
Cheltenham: Edward Elgar, 2009

Additional documents will be available on the VIU Moodle platform.

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## Globalization in a Changing World Economy – S1819

Yannick Lung

Université de Bordeaux

### Course description

We are hear on a daily basis a lot of talk about globalization, but most people do not possess the basic knowledge to step back and critically parse such information. It seems useful, therefore, to present students with some basic elements of political economy analysis to better understand these changes. Different dimensions of the process of globalization (economic globalization; globalization of finance, of science and technologies, or of higher education; social and environmental challenges, etc.) will be presented and discussed. Globalization is not a linear and irreversible smooth path towards a peaceful integrated world. Contradictory trends, resistance and struggles for controlling positions have to be considered in order to understand this process.

The course will provide the key elements for understanding globalization, discussing the contradictory factors of homogenization / differentiation in ways of life, consumption, organization of production, culture, ideas, etc., analysing the changing relationships of dominance and dependence between countries, firms and institutions; and assessing this process using a multilevel scale, articulating local, national and regional governance.

### Learning outcomes of the course

The course proposes a broad overview of the different dimensions of the globalization process, giving students a basic political economic culture with regard to the current changes, their dynamics and the issues they raise. It will give them key tools needed for a more critical understanding of news and discourses on globalization.

### Syllabus

Detailed organization of the course (may be subject to changes):

\_ Introduction: Basic concepts (internationalisation / regionalization / globalization – world-economy)

#### Part 1 – Historical approaches to globalization

\_ Globalization: A long term historical framework

\_ Venice, a world city?

\_ The Mediterranean

\_ The silk road: Past and future

\_ Globalization: Recent trends

#### Part 2 – Theoretical frameworks

\_ Theories of globalization

**Yannick Lung**, Université de Bordeaux

Professor of Economics at Bordeaux, where he was Vice-president for Research. Former President of Université Montesquieu-Bordeaux IV, where he was also Director of the master degree programme in *Applied Economics* and of the Research Team in Theoretical and Applied Economics. Research interests: technological and institutional change dynamics, especially related to their regional dimension and the evolution of the automobile industry. Teaching areas: Microeconomics, Organizational Economics and Economics of Innovation. His most recent publication, with C. Midler and B. Jullien, "*Innover à l'envers. Repenser la stratégie et la conception dans un monde frugal*", Dunod, Paris (English translation to be published by Taylor & Francis) is a study of Renault's Kwid project, which attempted to launch a new global, low-cost car for emerging markets. Already taught at VIU in Spring 2017. Participants in his course on "Innovation and Social Change" contributed towards the creation of VIU Student Social Committees.

- \_ Orientalism
- \_ Nation-state
- \_ Hyper-places

### **Part 3 – Globalization as an economic process**

- \_ Do global markets exist?
- \_ The changing international division of labour
- \_ The dominance of multinational firms
- \_ The triumph of global finance
- \_ Globalization of science and technology

### **Part 4 – Societal issues associated to globalization**

- \_ Changing Higher Education Systems in competition
- \_ Globalization and Inequalities
- \_ Globalization and Migration
- \_ Global environmental challenges
- \_ Globalization of arts and culture

### **To conclude**

- \_ Globalization and regulation
- \_ De-globalization or new phase?

### **Teaching and evaluation methods**

The course will be organised as follows:

- \_ Lectures will impart basic knowledge,
- \_ Associated documents (book excerpts, papers, websites to visit, MOOC, movies, etc.) will be suggested and discussed collectively.
- \_ A group investigation will be carried out in Venice.

Evaluation of students will be based on their regular participation and involvement (30%), on group work (30%) and on an essay (short paper, video, slide show) to be prepared at home on a specific topic to be chosen jointly with the student (40%).

### **Bibliography**

Main reference sources to be consulted:

Ritzer, George and Paul Dean, *Globalization: A Basic Text*, Wiley Blackwell, 2nd Edition, 2015

Ritzer, George and Paul Dean (eds.), *Reading in Globalization: Key Concepts and Major Debates*, Wiley Blackwell, 2010

Additional printed or electronic documents will be available on the VIU Moodle platform.

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## Environmental and Natural Resource Economics – S1820

Alessio D'Amato

Università degli Studi di Roma "Tor Vergata"

### Aim and program of the course

This course aims at providing students with the methodological skills that are necessary to understand the origins of contemporary environmental problems, and to identify the appropriate policies to solve them. During the course, students will engage with the most recent developments and debates in environmental and natural resource economics.

Environmental economics studies the complex interrelations between economics and the environment. The starting-point of the analysis is the recognition that, in many cases, markets do not provide sufficient environmental protection, and that some government intervention is frequently needed to balance different social needs. In a world where human pressure and economic activities put a strain on the environment by exploiting fisheries, forests, minerals, energy sources, and other environmental resources, it is increasingly important to study how economic tools can be used to develop sustainable environmental approaches and policies.

### Syllabus

During the course, a selection of specific topics of environmental economics will be treated at a basic-intermediate level:

**Week 1. The sources of environmental problems: property rights and externalities**

This part of the course introduces the general conceptual framework used to approach environmental problems. After an examination of the relationship between human actions, as manifested through the economic system, and the environmental system (intended both as a source of resources and as a dumping ground), some of the most commonly used criteria for judging the desirability of the outcomes of this relationship are discussed. The manner in which producers and consumers use environmental resources depends on the property rights governing those resources. It will be shown how environmental problems can arise from violations of the conditions defining an efficient property rights structure.

**Week 2. Pollution: efficient targets and policy responses**

The problem of pollution is a major concern of environmental economics. On the basis of the mechanisms through which pollution damages the environment, differ-

**Alessio D'Amato**, Università degli Studi di Roma "Tor Vergata" Ricercatore (Assistant Professor) in Finance at Tor Vergata. Fields of teaching: Environmental and Resource Economics; Economic Growth, Sustainable Development and Climate Change; Economics of water resources; Public Economics; Advanced Public Economics; Green Finance. Research interests: Theory of incentives; environmental regulation under asymmetric information; climate and energy policies; waste policy in the presence of illegal disposal and organized crime; emissions trading; eco-innovation; drivers of waste and environmental behaviour; green public procurement. He is Vice President and Council Member of the Italian Association of Environmental and Resource Economists (IAERE). His latest work is a forthcoming article on "Corruption in Environmental Policy: the Case of Waste", written with B.Cesi and M.Zoli for "Economia Politica".

ent targets and policies can be identified. Methods of attaining pollution targets are also considered in contexts characterized by limited information, uncertainty, uncompetitive markets, irreversibility. Since many environmental problems spill over national boundaries, particular attention is also devoted to international cooperation and agreements.

**Week 3. Climate change issues**

Climate change is widely recognized as the major environmental problem the planet is facing. This part of the course provides an overview of the history of international policy negotiations, with a specific focus on Carbon Markets, Carbon Finance and the Kyoto Mechanisms (Emissions trading - the European Union Emission Trading Scheme, the Clean Development Mechanism and Joint Implementation).

**Week 4. Dynamic efficiency and sustainable development**

Discussion of the main criteria relevant to identifying environmental problems is the focus of this part of the course. Besides two concepts of efficiency (static and dynamic efficiency), some equity arguments are also analyzed, with particular reference to the allocation of a depletable resource over time.

**Week 5. Energy issues**

Energy is the life-blood that drives our economy. World primary energy demand is expected to increase dramatically in the next 25 years. Most of this demand will come from developing countries, especially India and China. Meeting this demand will not be easy in a global energy system constrained by geopolitical insecurities, scarcities of energy supply and use, and growing regulatory pressures to reduce carbon emissions from the burning of fossil fuels. This part of the course will be devoted to the analysis of energy markets, by considering our dependence on fossil fuels but also problems arising from the transition to other sources (non-conventional sources – shale gas and oil; uranium; renewables).

**Week 6. Waste management and policies**

Inefficiencies in waste production and disposal decisions depend on defective individual incentives (for both pro-



ducers and consumers). After an examination of waste problems, this lecture will review the recent economic literature on extrinsic and intrinsic motivations for individual behaviors.

### **Learning outcomes**

At the end of the course, students are expected to be able to:

- \_ identify and explain the main environmental problems, as well as the related economic determinants
- \_ Describe the main available environmental policy tools, and identify those suitable for specific environmental objectives
- \_ Classify environmental issues and related policy tools according to their features in terms of efficiency, equity, capability of boosting technical change, feasibility
- \_ Discuss the climate change problem and the specific challenges that climate change implies at an international level
- \_ Describe the main economic drivers behind energy consumption, and the role it plays in creating the need for environmental intervention
- \_ Address the main features of the waste problem, and discuss possible policy solutions.

### **Evaluation**

The final assessment will be based on:

60%: final written exam

20% mid-term essay

15% participation in class experiments

5% attendance

### **Bibliography**

Tietenberg, T. H., & Lewis, L. (2016). *Environmental and natural resource economics*, Routledge, 8th edition.

Additional specific references and notes will be provided during the course.

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## Introduction to Energy Politics – S1821

Irina Mironova, Maxim Titov

European University at St. Petersburg

### Course Description

The course will consist of weekly lectures and seminars, supplemented by the students' own study. The course begins by introducing the basic elements of energy studies, to ensure that students from various disciplines attain the level of basic knowledge required to engage with the topics discussed throughout the remainder of the course.

During the course, students will become familiar with key concepts and approaches to the study of energy politics, the practical realities of the production, trade, and consumption of different forms of energy at the national, regional, and global levels. The students will also study the relationship between energy and politics at the domestic and international levels. These areas of study will be placed in a 'real world' context through the use of case studies relevant to Eurasia in general, and Russia in particular.

### Teaching method

Each week will consist of one lecture and one seminar. The lectures will take place on Tuesdays and the seminars will take place on Thursdays.

In addition to these lectures and seminars, students are expected to engage in at least two hours per week of private study, in preparation for the seminars. During this private study time, students should review their lecture notes, study the core reading (approximately 30 pages), and look at some of the further reading.

During their reading students should make notes and bring them to the seminars. The seminars are designed to be interactive discussion forums, in which the students will exchange opinions and ideas based on their private study.

Students will each deliver one presentation to their peers during one of the semester seminars.

### Deadlines

Regular deadlines for VIU spring semester apply.

### Seminar Instructors: Contact Details

Week 1-6: Irina Mironova ([imironova@eu.spb.ru](mailto:imironova@eu.spb.ru))

Week 7-12: Maxim Titov ([mtitov@eu.spb.ru](mailto:mtitov@eu.spb.ru))

**Irina Mironova**, European University at St. Petersburg

BA in Oriental Studies (Ural State University, Ekaterinburg, Russia); MA in International Relations (University of Groningen, Netherlands). Senior Lecturer for the MA in Energy Politics in Eurasia at EUSP, where she teaches courses on Energy Security in Asia, Russian Gas Supply Strategies, Evolution of World Oil and Gas Markets, and the seminar on World Oil and Gas Affairs. She is also Analyst at the Energy Research Institute of the Russian Academy of Sciences (Moscow) focusing on the Development of gas pricing mechanisms. She was Lecturer at the Gubkin Russian State University of Oil and Gas, based in Moscow. Was Visiting Lecturer at OSCE Academy in Bishkek (Kyrgyzstan) and Visiting Fellow at the Energy Charter Secretariat (Brussels). She is author of several articles on the Energy Sector and Deputy Editor-in-Chief of the "Security Index Journal: a Russian Journal on International Security", published by the Russian Center for Policy Studies (Moscow).

**Maxim Titov**, European University at St. Petersburg

Diploma in French Language and Civilization and Master's Degree in Commercial Law (St. Petersburg State University); certificates in Economics of Climate Change (Cambridge) and European Corporate and Commercial Law (Leuven). Executive director of the Energy Policy Research Center at EUSP. For many years he served at the International Finance Corporation (IFC) of the World Bank Group, becoming Head or Manager

## Course Schedule & Readings

### Week 1. Introduction

This session introduces the course, its structure, and its aims. It will define the examination procedure, and the expectations of students' self-study. It will also provide reading lists and sources of information relevant to each of the subsequent topics, and give students advice on using internet resources as a tool of study. Finally, this session will give a basic introduction to the different energy types, their characteristics, and the importance of each state's 'energy mix', giving each student a basic platform on which to build their knowledge of energy politics, regardless of their previous experience.

Questions to guide the reading:

What are the major types of energy resources?

What are the main differences between these resources?

How are each of these resources used?

*Core Reading*

Shepherd & Shepherd, 2003. *Energy Studies*. London: Imperial College Press. p. 97-103 (coal), 125-126 (Oil), 161-162 (Natural Gas), 226-229 (Nuclear).

Or:

Smil, V., 2006. *Energy: A Beginner's Guide*. Oxford:

OneWorld. Read Chapter 4: 'Energy in the modern world: fossil-fuelled civilisation', pp.85-127.

### Week 2. The History and Geography of Energy 1845-1973

This session considers the 'age of oil' from the beginnings of commercial oil production in the mid-nineteenth century until the oil price shocks of 1973, with particular focus on Russia, the United States, and the Middle East as major oil production centres. This session also considers the development of electricity generation from the late nineteenth century, and its influence on primary energy consumption.

Questions to guide the reading:

What was the 'golden age of oil' and what caused it to end?

Which energy resources were the most widely used in the mid-19th century? Why?

What developments influenced the increased use of oil in

of Sustainable Energy Finance Programs in the Middle East and North Africa (based in Rabat) and in Europe and Central Asia (based in Moscow). Areas of Expertise: Energy Efficiency, Sustainable Energy, Climate Finance. His publications include: "*Bank Financing of Energy Efficiency Projects: practical recommendations and examples*", with Elena Shonya, IFC (World Bank Group), 2012.

the early 20th century?

*Core Reading*

Maugeri, L., 2006. *The Age of Oil: The Mythology, History, and Future of the World's Most Controversial Resource*.

Westport, CT: Prager. p.77-102.

*Further Reading*

Parra, 2004. *Oil Politics: A Modern History of Petroleum*.

New York: I.B. Tauris. p.1-174.

Yergin, D., 1990. *The Prize*. New York: Simon & Schuster.

p.19-560.

**Week 3. The History and Geography of Energy 1973 to the Present**

This session examines the development of natural gas and nuclear energy production and consumption, and the impact of fluctuating international oil prices on broader energy consumption. It concludes with a consideration of the current global distribution of coal, oil, natural gas, and nuclear power production and consumption.

Questions to guide the reading:

What was the oil crisis of 1973? What was the long-term legacy of this crisis?

How has the global energy mix changed since the 1970s?

Which fuels are used more often, and why? Which fuels are cheaper, and which are more expensive?

How has the global trade in energy changed over the last 40 years?

What are the trends that have been established over the past four decades, and which of these might continue into the future?

*Core Reading*

Maugeri, L., 2006. *The Age of Oil: The Mythology, History, and Future of the World's Most Controversial Resource*.

Westport, CT: Prager. p.103-132.

*Further Reading*

Parra, F., 2004. *Oil Politics: A Modern History of Petroleum*.

New York: Tauris. p.175-347.

Yergin, D., 1990. *The Prize*. New York: Simon & Schuster.

p.563-781.

**Week 4. Approaches to the Study of Energy Politics**

This session examines a variety of approaches to the study of energy politics from the fields of International Political

Economy and International Relations.

Questions to guide the reading:

What is theory and how does it help us to analyse empirical data and case studies, such as energy relations between countries?

Summarise, in 2-3 sentences, each of the theoretical approaches to energy studies: Political Economy, Geopolitics, Security Studies, [Neo]Realism,

[Neo]Liberalism, and Social Constructivism

What are quantitative and qualitative data? How are they used in energy studies?

What is 'critical analysis'?

*Core Reading*

Aron, L., 2013. *The political economy of Russian oil and gas*.

[pdf] American Enterprise Institute for Public Policy Research, p.1-7

Dannreuther, R., 2010. *International Relations Theories: Energy, Minerals and Conflict*. [pdf] EU Policy on Natural Resources (POLINARES) Working Paper 8, p.1-17

Klare, 2008. *Rising powers, shrinking planet: How scarce energy is creating a new world order*. Oxford: Oneworld (Chapter 1, p.9-32)

*Further Reading*

Griffiths eds, 2007. *International Relations Theory for the 21st Century*. Abingdon: Routledge. (In particular, see the chapters on Realism, Liberalism, Constructivism, and International Political Economy)

Victor, Jaffe, and Hayes, 2006. *Natural gas and geopolitics*. Cambridge: University Press

## Week 5. National Energy Policies

This session assesses how national governments formulate their energy policies, balancing a number of competing political, economic, and social interests. It includes case studies of different states, which face different challenges and have responded with differing energy policies.

Questions to guide the reading:

\_ What is the central purpose of a state's energy policy?

\_ How influential are states' energy policies over their energy sectors?

\_ 3. Which interests are to the fore in state energy

policy, and which actors lobby in favour of these interests?

*Core Reading*

Aalto, P., Dusseault, D., Kennedy, D., and Kivinen, M., 2012.

Russia's energy relations in Europe and the Far East.

*Journal of International Relations and Development*, p.1-25

Energy Information Agency, 2016. *Country Profile: Russian*

*Federation*. [pdf] Energy Information Administration, p.1-21.

Available at:

<<https://www.eia.gov/beta/international/analysis.cfm?iso=RUS>> [Accessed 12 April 2017]

*Further Reading*

Government of the Russian Federation, 2009. *Energy strategy*

*of the Russian Federation to 2030*. [pdf] Available at:

<[http://www.energystrategy.ru/projects/docs/ES-](http://www.energystrategy.ru/projects/docs/ES-2030_(Eng).pdf)

2030\_(Eng).pdf> [Accessed 12 April 2017], p.10-59.

Gould, T., 2011. *A Russian Energy Outlook*. [Presentation]

OECD/IEA.

International Energy Agency, 2017. *Country Statistics:*

*Russian Federation*. [online] Available at: <

<http://www.iea.org/statistics/statisticssearch/>> [Accessed 12 April 2017].

**Week 6. Actors and Governance in International Energy Politics**

This session examines the roles of states, supranational organisations, Non-Governmental Organisations, and energy companies in the system of international energy politics, and the systems of governance that constrain and enable those actors.

Questions to guide the reading:

What is the role of energy companies in international energy politics?

What is the role of states in international energy politics?

What is the role of supranational organizations (such as the EU, G8, and World Trade Organisation) in international energy politics?

What is 'governance' in international energy trade and politics?

*Core Reading*

Goldthau, A., and Witte, J.A., eds, 2010. *Global Energy*

*Governance: The New Rules of the Game*. Berlin: Global

Public Policy Institute/Washington: Brookings Institute.

Read Chapter One (p.1-25) and Chapter Sixteen (p.341-357).

*Further Reading*

Florini, A., and Sovacool, B.K., 2009. Who governs energy? The challenges facing global energy governance. *Energy Policy*, 37 (12), p.5239-5248.

Maltby, T., 2013. European Union policy integration: A case of European Commission policy entrepreneurship and increasing supranationalism. *Energy Policy*, 55, p.435-444.

Pirog, R., 2007. *The role of national oil companies in the international oil market*. [pdf] United States Congressional Research Service, p.2-16

Selivanova, Y., 2007. *The WTO and Energy: WTO rules and agreements of relevance to the energy sector*. [pdf], p.1-34

**Week 7. Energy Security**

This session focuses on the theory and practice of energy security, including multiple definitions of energy security.

Questions to guide the reading:

What does the concept of 'energy security' mean?

How do energy producers/exporters and energy consumers/importers differ in their views on energy security?

How do concerns over energy security relate to the issues of environmental protection, climate change, and economic growth?

*Core Reading*

Cherp, A., and Jewell, J., 2014. The concept of energy security: Beyond the four As. *Energy Policy*, 75, 415-421.

Jewell, J., 2011. *Model of Short-Term Energy Security (MOSES)*. International Energy Agency. [pdf] Available at: <<https://www.iea.org/publications/freepublications/publication/the-iea-model-of-short-term-energy-security.html>> [Accessed 12 April 2017].

Sovacool, B., and Saunders, H., 2014. Competing policy packages and the complexity of energy security. *Energy*, 67(1), 641-651.

*Further Reading*

Kaveshnikov, N., 2012. Many Sides of Energy Security. *International Affairs*, p.143-156

Luft, G., and Korin, A, 'Energy Security: In the Eyes of the Beholder' In: Luft & Korin, 2009. *Energy Security Challenges for the 21st Century: A reference handbook*. Santa Barbara:

ABC-CLIO.

Pascual & Elkind eds, 2010. *Energy security: Economics, politics, strategies, and implications*. Washington: Brookings

Sharples, J.D., 2012. Russian-Polish energy security relations: A case of threatening dependency, supply guarantee, or regional energy security dynamics? *Political Perspectives*, 6 (1), p.27-50.

#### **Week 8. Energy and Development**

This session considers the relationship between energy and the political and economic development of states. In doing so, this session will introduce students to the concepts of 'Dutch Disease' and the 'Resource Curse', and examples of their manifestation.

Questions to guide the reading:

\_ What are the 'resource curse' and the 'Dutch disease'? In which countries can we see these phenomena?

\_ What is 'sustainable development'?

\_ What is 'state capitalism'?

*Core Reading*

Ahrend, R., 2006. *How to sustain growth in a resource-based economy the case of Russia*. OECD Working Paper 478, p.1-28

Bremmer, I., 2009. State Capitalism Comes of Age. *Foreign Affairs*, May/June, p.1-10.

*Further Reading*

Kretzshmar et al, 2013. Russia's resource capitalism. *Energy Policy*, 61, p.771-782.

Oomes, N., & Kalcheva, K., 2007. *Diagnosing Dutch Disease*. IMF Working Paper 07/102.

Tompson, W., 2005. Political implications of a resource-based economy. *Post-Soviet Affairs*, 21 (4), p.335-359.

#### **Week 9. Energy and the Environment**

This session considers the impact of emissions reduction strategies on the use of traditional fossil fuels, the politics of international climate change action, and debates over the safety of nuclear energy and the viability of large-scale renewable energy consumption.

Questions to guide the reading:

Which states are the largest emitters of greenhouse gases (GHGs) today?



Which states are the strongest advocates of reducing GHG emissions?

Which large states are the most reluctant to take on commitments to reduce their GHG emissions and energy consumption?

What is the Kyoto Protocol, and how successful has it been in reducing global GHG emissions??

#### *Core Reading*

Carbon Brief, 2015. Analysis: The final Paris climate change deal. *Carbon Brief*, 12 December. [online] Available at: <<http://www.carbonbrief.org/analysis-the-final-paris-climate-deal>> [Accessed 12 April 2017].

Harvey, 2015a. Paris climate change agreement: the world's greatest diplomatic success. *The Guardian*, 14 December. [Online] Available at: <<http://www.theguardian.com/environment/2015/dec/13/paris-climate-deal-cop-diplomacy-developing-united-nations>> [Accessed 12 April 2017].

IEA, 2015. *World Energy Outlook 2015: Special Report on Energy and Climate Change*. [pdf] Paris: IEA, p.17-33. Available at: <<http://www.iea.org/publications/freepublications/publication/weo-2015-special-report-2015-energy-and-climate-change.html>> [Accessed 12 April 2017].

#### *Further Reading*

Harvey, 2015b. Everything you need to know about the Paris climate summit and UN talks. *The Guardian*, 2 June. [online] Available at: <<http://www.theguardian.com/environment/2015/jun/02/everything-you-need-to-know-about-the-paris-climate-summit-and-un-talks>> [Accessed 12 April 2017].

IEA, 2013. *Re-drawing the energy – climate map*. [pdf] Paris: IEA. Chapters 1 (p.13-33) and 3 (p.83-115).

IEA, 2016. *CO<sub>2</sub> Emissions from Fuel Combustion*. [pdf] Paris: IEA, p.9-21. Available at: <<http://www.iea.org/publications/freepublications/publication/co2-emissions-from-fuel-combustion-highlights-2016.html>> [Accessed 12 April 2017].

IEA, 2016. *World Energy outlook (Executive Summary)*. [pdf] Paris: IEA. Available at: <<http://www.iea.org/publications/freepublications/publication/world-energy-outlook-2016---executive-summa>

ry—english-version.html> [Accessed 12 April 2017].  
Special issue of the journal 'Environmental Politics', which focuses on the issues of energy security and climate change. Among its articles, this special issue includes:  
Sharples, J.D., 2013. Russian approaches to energy security and climate change. *Environmental Politics*, 22 (4), p.683-700.

#### Week 10. Energy and the Arctic Region

This session analyses the role of the Arctic region in international energy politics, as an arena of competition and cooperation. The lecture begins by examining the geography of the Arctic region, and how it is governed, before highlighting the major political issues (territorial claims and border delineation), security issues (conflict and cooperation), and environmental issues (impact of climate change and pollution). The lecture concludes by considering how these issues impact upon energy-based trends in the Arctic region.

Questions to guide the reading:

Who are the 'Arctic states', and which institutions are active in Arctic governance?

What are the main issues in Arctic energy politics?

How do the issues of energy and environmental protection interact in the Arctic?

##### *Core Reading*

Keil, K., 2013. The Arctic: A new region of conflict? The case of oil and gas. *Cooperation and Conflict*, 6 June, p.1-20

##### *Further Reading*

*Arctic Strategy of the Russian government to 2020 and beyond*. [online] Available at: <<http://www.iecca.ru/en/legislation/strategies/item/99-the-development-strategy-of-the-arctic-zone-of-the-russian-federation>> (English) [Accessed 12 April 2017].

Loe, J., 2011. *Driving forces in Russian Arctic policy*.

Geopolitics in the High North Working Paper. [pdf]

Available at:

<[http://www.geopoliticsnorth.org/images/stories/ attachments/econ\\_2011.pdf](http://www.geopoliticsnorth.org/images/stories/attachments/econ_2011.pdf)> [Accessed 12 April 2017].

#### Week 11. Comparing International Oil and Gas Markets

Oil and natural gas are two of the most widely-traded

fuels on the global market. Their characteristics are rather different, yet their markets are also closely linked. This session examines the similarities and differences between oil and gas as fuels (such as their physical characteristics and how they are used). The session then considers how these similarities and differences influence the dynamics of the global oil and gas markets, and analyses the extent to which these markets are linked, and influence each other.

#### *Core Reading*

Markus, U., 2016. The international oil and gas pricing regimes. In: T. Van De Graaf et al eds, *The Palgrave Handbook of the International Political Economy of Energy*. Basingstoke: Palgrave. p.225-246.

#### *Further Reading*

Carollo, S., 2012. *Understanding oil prices: A guide to what drives the price of oil in today's markets*. Chichester: Wiley, p.1-21

Stern, J., and Rogers, H., 2014. *The Dynamics of a Liberalised European Gas Market: Key determinants of hub prices, and roles and risks of major players*. [pdf] Oxford Institute for Energy Studies (December 2014).

### **Week 12. International Energy Politics: Current Trends and Future Challenges**

This final session analyses current trends in energy production, trade, and consumption, identifying future challenges in the commercial and political spheres.

Questions to guide the reading:

- \_ What are the current trends in energy production, transportation, and consumption?
- \_ Which countries/regions are major energy producers, and which are major energy consumers? Will this change in the future?
- \_ What are the main current political challenges/flash-points in world energy?
- \_ What are the main future challenges in world energy?
- \_ How can these challenges be overcome?

#### *Reading*

There is no specific 'core reading' this week. Instead, students will be either divided into pairs or asked to work individually, depending on the number of students in the

class. Each student or pair will be allocated one report from those listed below (20-30 pages each). These reports reflect the views of international research institutions (the International Energy Agency and the World Energy Council); energy companies (BP, ExxonMobil, Shell, and Statoil); regional interests (the Energy Information Administration of the US government and the European Union); and advocates for oil (OPEC), gas (Eurogas and the International Gas Union), nuclear power (World Nuclear Association), and renewable energy (International Renewable Energy Agency).

In preparation for the seminar, each student or pair should identify two 'key challenges' in world energy, and prepare to explain them to the class.

BP, 2017. *Energy Outlook 2017*. [pdf] London: BP. Available at: <http://www.bp.com/content/dam/bp/pdf/energy-economics/energy-outlook-2017/bp-energy-outlook-2017-global-insights.pdf> (Read the chapter 'Key Issues', pages 45-63)

Energy Information Administration (EIA), 2014. *Annual Energy Outlook 2017*. [pdf] Available at: [https://www.eia.gov/outlooks/aeo/pdf/o383\(2017\).pdf](https://www.eia.gov/outlooks/aeo/pdf/o383(2017).pdf) (Read pages 3-30)

Eurogas, 2013. *Long-term outlook for gas (to 2035)*. [pdf] Available at: [http://www.eurogas.org/uploads/media/Eurogas\\_Brochure\\_Long-Term\\_Outlook\\_for\\_gas\\_to\\_2035.pdf](http://www.eurogas.org/uploads/media/Eurogas_Brochure_Long-Term_Outlook_for_gas_to_2035.pdf) (Read pages 3-13)

European Commission, 2016. *EU Reference Scenario 2016: Energy, transport and GHG emissions: Trends to 2050 (Main Results)*. [pdf] Available at:

[https://ec.europa.eu/energy/sites/ener/files/documents/20160712\\_Summary\\_Ref\\_scenario\\_MAIN\\_RESULTS%20%282%29-web.pdf](https://ec.europa.eu/energy/sites/ener/files/documents/20160712_Summary_Ref_scenario_MAIN_RESULTS%20%282%29-web.pdf) (Read pages 1-22)

ExxonMobil, 2017. *Outlook for Energy: Highlights*. [pdf] Available at:

[http://cdn.exxonmobil.com/~media/global/files/outlook-for-energy/2017/2017\\_outlook\\_for\\_energy\\_highlights.pdf](http://cdn.exxonmobil.com/~media/global/files/outlook-for-energy/2017/2017_outlook_for_energy_highlights.pdf) (See pages 1-20)

IEA, 2015. *World Energy Outlook 2015: Special Report on Energy and Climate Change*. [pdf] Available at:

<http://www.iea.org/publications/freepublications/publication/WEO2015SpecialReportonEnergyandClimateChange.pdf> (Read Chapter One: pages 17-33).

International Gas Union, 2015. *Is Natural Gas Green Enough for Environmental and Energy Policies?* [pdf] Available at: <http://www.igu.org/sites/default/files/Is%20Natural%20Gas%20Green%20Enough%20TF3%20IGU%20Final%20May%202015.pdf> (Read pages 4-19)

International Gas Union, 2015. *Prospects for Natural Gas Identifying the Key Developments That Will Shape the Gas Market in 2050.* [pdf] Available at: [http://www.igu.org/sites/default/files/node-page-field\\_file/IGU%20Prospects%20for%20Natural%20Gas%202015Strategy%20towards%202050%29.pdf](http://www.igu.org/sites/default/files/node-page-field_file/IGU%20Prospects%20for%20Natural%20Gas%202015Strategy%20towards%202050%29.pdf) (Read pages 6-29)

International Renewable Energy Agency, 2017. *Rethinking Energy 2017: Accelerating the Global Energy Transformation.* [pdf] Available at:

[http://www.irena.org/DocumentDownloads/Publications/IRENA\\_REthinking\\_Energy\\_2017.pdf](http://www.irena.org/DocumentDownloads/Publications/IRENA_REthinking_Energy_2017.pdf) (Read the Executive Summary and Chapter One – pages 8-28)

OPEC, 2016. *World Oil Outlook 2016.* [pdf] Available at: [http://www.opec.org/opec\\_web/static\\_files\\_project/media/downloads/publications/WOO%202016.pdf](http://www.opec.org/opec_web/static_files_project/media/downloads/publications/WOO%202016.pdf) (Read the ‘Executive Summary’ – pages 6-24)

Shell, 2017. *New Lens Scenarios (Mountains scenario).* [pdf] Available at: <http://www.shell.com/energy-and-innovation/the-energy-future/scenarios/new-lenses-on-the-future.html> (Read pages 5-12 and 13-24 and 37-41)

Shell, 2017. *New Lens Scenarios (Oceans scenario).* [pdf] Available at: <http://www.shell.com/energy-and-innovation/the-energy-future/scenarios/new-lenses-on-the-future.html> (Read pages 5-12 and 25-36 and 37-41)

Statoil, 2016. *Energy Perspectives.* [pdf] Available at: <https://www.statoil.com/content/dam/statoil/documents/energy-perspectives/energy-perspectives-2016.pdf> (Read pages 7-30)

World Energy Council, 2016. *World Energy Scenarios 2016.* [pdf] Available at: <http://www.worldenergy.org/publications/2016/world-energy-scenarios-2016-the-grand-transi->

tion/ (Read the Summary Report, pages 1-28)  
World Nuclear Association, 2017. *World Energy Needs and Nuclear Power*. [online] Available at: <http://world-nuclear.org/information-library/current-and-future-generation/world-energy-needs-and-nuclear-power.aspx> (Read online - equal to 23 pages)

#### *Further Reading*

IEA, 2015. *Medium Term Coal Market Report: Market Analysis and Forecasts to 2020*. [pdf] Available at: <http://www.iea.org/publications/freepublications/publication/medium-term-coal-market-report-2015.html>

IEA, 2015. *Medium Term Renewable Energy Report: Market Analysis and Forecasts to 2020*. [pdf] Available at: <http://www.iea.org/publications/freepublications/publication/medium-term-renewable-energy-market-report-2015-market-analysis-and-forecasts-to-2020.html>

IEA, 2016. *Global EV (Electric Vehicle) Outlook*. [pdf] Available at: <http://www.iea.org/publications/freepublications/publication/global-ev-outlook-2016.html>

IEA, 2016. *Medium Term Gas Market Report: Market Analysis and Forecasts to 2020*. [pdf] Available at: <http://www.iea.org/publications/freepublications/publication/medium-term-gas-market-report-2015-.html>

IEA, 2016. *Medium Term Oil Market Report: Market Analysis and Forecasts to 2021*. [pdf] Available at: <http://www.iea.org/publications/freepublications/publication/medium-term-oil-market-report-2016.html>

#### **Appendix – Useful Sources of Information**

\* These sources of information will be useful for students when they write their presentations and semester essays

#### **International Organisations**

Energy Charter – <http://www.encharter.org/>

Energy Research Institute of the Russian Academy of Sciences – <http://www.eriras.ru/eng>

European Energy Network – <http://www.enr-network.org/>

European Energy Portal – <http://www.energy.eu/publications/>

Intergovernmental Panel on Climate Change – <http://www.ipcc.ch/>

International Association for Energy Economics – <http://www.iaee.org/en/index.aspx>

International Association of Oil and Gas Producers –  
<http://www.ogp.org.uk/>  
International Energy Agency (IEA) – <http://www.iea.org/publications/freepublications/>  
International Energy Agency 'Energy' journal -  
<http://www.iea.org/ieaenergy/>  
International Energy Forum (IEF) – <http://www.ief.org/>  
International Monetary Fund (IMF) – <http://www.imf.org/external/>  
IMF Commodity Prices – <http://www.imf.org/external/np/res/commod/index.aspx>  
UN Framework Convention on Climate Change –  
<http://unfccc.int/2860.php>  
US Energy Information Administration (EIA) –  
<http://www.eia.gov/reports/>  
World Bank (Energy) – <http://go.worldbank.org/3XNKW5XGEO>  
World Bank (Data) – <http://data.worldbank.org/>  
World Energy Council – <http://www.worldenergy.org/publications>

### **General Energy Statistics**

Enerdata Statistics - <https://yearbook.enerdata.net/>  
EIA Energy Statistics - <http://www.eia.gov/beta/international/>  
Eurasian Economic Commission Stats - [http://www.eurasiancommission.org/en/act/energetikaiinfr/energ/energo\\_stat/Pages/default.aspx](http://www.eurasiancommission.org/en/act/energetikaiinfr/energ/energo_stat/Pages/default.aspx)  
Eurostat statistics: Energy - <http://ec.europa.eu/eurostat/web/energy/statistics-illustrated>  
Eurostat statistics: Environment -  
<http://ec.europa.eu/eurostat/web/environment/statistics-illustrated>  
IEA Energy Atlas – <http://www.iea.org/statistics/ieaenergyatlas/>  
IEA Energy Balance Flows – <http://www.iea.org/Sankey/>  
IEA Gas Trade Flows in Europe – <http://www.iea.org/gtf/#>  
OPEC Annual Statistical Bulletin - <http://asb.opec.org/>  
Reegle Energy Statistics - <http://www.reegle.info/statistics>  
UN Energy Statistics - <http://unstats.un.org/unsd/energy/>

### **Information on Energy Sources by Type**

#### *Oil*

Fuels Europe – <https://www.fuelseurope.eu/>  
Organisation of Petroleum Exporting Countries (OPEC) –

[http://www.opec.org/opec\\_web/en/21.htm](http://www.opec.org/opec_web/en/21.htm)  
Peak Oil Barrel - <http://peakoilbarrel.com/new-international-energy-statistics/>  
World Petroleum Council – <http://www.world-petroleum.org/>

### *Gas*

Eurogas – <http://www.eurogas.org/>  
European Network of Transmission System Operators for Gas (ENTSOG) – <http://www.entsog.eu/>  
Gas Exporting Countries Forum – <http://www.gecf.org/>  
Gas Infrastructure Europe – <http://www.gie.eu.com/>  
International Association for Natural Gas (CEDIGAZ) – <http://www.cedigaz.org/>  
International Gas Union – <http://www.igu.org/>  
International Group of Liquefied Natural Gas (LNG) Importers – <http://www.giignl.org/>  
Natural Gas Australia – <http://www.natural-gas.com.au/>  
Natural Gas Europe – <http://www.naturalgaseurope.com/>  
Natural Gas Vehicle Association Europe – <http://www.ngvaeurope.eu/>  
Natural Gas.org – <http://www.naturalgas.org/>  
U.S. Natural Gas Supply Association – <http://www.ngsa.org/>

### *Coal*

American Coal Council – <http://www.americancoalcouncil.org/>  
European Association for Coal and Lignite – <http://www.euracoal.org/>  
World Coal Association – <http://www.worldcoal.org/>  
World Coal Magazine – <http://www.worldcoal.com/>

### *Nuclear*

International Atomic Energy Agency – <http://www.iaea.org/>  
Nuclear Energy Institute – <http://www.nei.org/>  
OECD Nuclear Energy Agency – <http://www.oecd-neo.org/>  
World Nuclear Association – <http://world-nuclear.org/>

### *Renewables*

Alternative Energy News – <http://www.alternative-energy-news.info/>  
European Renewable Energy Council – <http://www.erec.org/>



International Renewable Energy Association –  
<http://www.irena.org/>  
Renewable Energy Association (UK) – <http://www.r-e-a.net/>  
Renewable Energy World –  
<http://www.renewableenergyworld.com/rea/home>  
World Renewable Energy Congress – <http://www.wrenuk.co.uk/>  
Bellona – <http://bellona.org/>  
National Hydropower Association – <http://www.hydro.org>  
International Solar Energy Society – <https://www.ises.org/ises.nsf>  
Solar Energy International – <http://www.solarenergy.org/>  
Solar Power International –  
<http://www.solarpowerinternational.com/>  
World Wind Technology – <http://www.windpower-international.com/>  
World Wind Energy Association –  
<http://www.wwindea.org/home/index.php>  
International Energy Agency Wind – <http://www.ieawind.org/>  
Global Wind Energy Council – <http://www.gwec.net/>  
Biomass magazine – <http://biomassmagazine.com/>  
International Geothermal Association – <http://www.geothermal-energy.org/>  
Geothermal Energy Association – <http://www.geo-energy.org/>  
Geothermal Resources Council –  
<http://www.geothermal.org/home.html>

### **Introduction to Energy Politics - Essay Questions**

The following essay questions are derived from the weekly discussion questions, and are therefore relevant to the materials covered during this course. Choose one of these questions for your semester essay:

What was the 'golden age of oil' and what caused it to end?

What was the oil crisis of 1973, and what was the long-term legacy of this crisis?

How has the global energy mix changed since the 1970s? Which fuels are used more often, and why?

How do energy producers/exporters and energy consumers/importers differ in their views on energy security?

How do concerns over energy security relate to the issues of environmental protection and climate change?

What are the 'resource curse' and 'Dutch disease'? Discuss one coun-

try in which we can see these phenomena.

Which states are the strongest advocates of reducing greenhouse gas emissions, and why?

Which states are the most reluctant to take on commitments to reduce their greenhouse gas emissions and energy consumption, and why?

What is the Kyoto Protocol, and how successful has it been in reducing global greenhouse gas emissions?

What are the main issues in Arctic energy politics?

How do the issues of energy and environmental protection interact in the Arctic?

What are the main future challenges in world energy, and how can these challenges be overcome?

If you have any questions about your essay, please write to Dr Maxim Titov at [mtitov@eu.spb.ru](mailto:mtitov@eu.spb.ru).

### **Student Requirements & Evaluation**

The weighting of the final assessment will be as follows:

25% Class participation

25% Presentation

50% End of semester essay

The evaluation process will be handled jointly by the instructors of the course. Presentations and essays on will be graded by Dr Titov and Ms Mironova. Class participation grade will be an average of grades for participation in classes by Ms. Mironova and Dr Titov. The end of semester essays will be graded by Dr Titov.

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## World Oil and Gas Markets – S1822

Irina Mironova, Maxim Titov

European University at St. Petersburg

### Course Description

Energy is something that makes all human activities possible. Without our current energy system, a student could not charge her phone or travel to her semester-abroad destination. The electricity in the first case could be generated by burning natural gas, and the vehicle is fuelled by processed oil. HOW do natural gas and oil / oil products reach their destination – a power station or a gas fuelling station? This is essentially what we will be looking at in this course. The way the trade in energy resources is organised is referred to as the energy market. There are a number of factors (political, economic, societal, technical, financial), which constantly affect the organisation of energy markets, bringing about change. In the course, the lecturers will explain the main forces driving energy markets – both from a historical and a contemporary perspective. Together with the students, we will seek an answer to the question of whether energy markets are moving towards more open, competitive and globalized structures.

We will mainly be discussing oil and natural gas in this course, but will refer to markets for other primary energy sources when necessary. During the course, students will learn about the various stages of energy market development, illustrated by the evolution of sales contracts and pricing principles. How did the current system of oil trading come about? What role does the financialisation of the oil market play in oil price volatility? Is it possible to forecast the price of oil? Will the gas markets follow the same path that the oil markets did in the second half of the 20th century, with a decreasing proportion of long-term contracts and an increasing role for financial instruments such as futures and options? Another very important issue in understanding the market is financial and capital investment related to energy markets.

By the end of this course, students will have developed an understanding of how international oil and gas markets function, and their current trajectories of development.

### The course aims:

- \_ To familiarise the students with the evolution of oil and gas markets in terms of location, market structure, pricing mechanism.
- \_ To familiarise the students with the relevant forms of financial market instruments for energy markets.
- \_ To enable the students to analyse current trends in oil and gas markets and forecast on this basis the likely future developments in both markets.

**Irina Mironova**, European University at St. Petersburg

BA in Oriental Studies (Ural State University, Ekaterinburg, Russia); MA in International Relations (University of Groningen, Netherlands). Senior Lecturer for the MA in Energy Politics in Eurasia at EUSP, where she teaches courses on Energy Security in Asia, Russian Gas Supply Strategies, Evolution of World Oil and Gas Markets, and the seminar on World Oil and Gas Affairs. She is also Analyst at the Energy Research Institute of the Russian Academy of Sciences (Moscow) focusing on the Development of gas pricing mechanisms. She was Lecturer at the Gubkin Russian State University of Oil and Gas, based in Moscow. Was Visiting Lecturer at OSCE Academy in Bishkek (Kyrgyzstan) and Visiting Fellow at the Energy Charter Secretariat (Brussels). She is author of several articles on the Energy Sector and Deputy Editor-in-Chief of the "Security Index Journal: a Russian Journal on International Security", published by the Russian Center for Policy Studies (Moscow).

**Maxim Titov**, European University at St. Petersburg

Diploma in French Language and Civilization and Master's Degree in Commercial Law (St. Petersburg State University); certificates in Economics of Climate Change (Cambridge) and European Corporate and Commercial Law (Leuven). Executive director of the Energy Policy Research Center at EUSP. For many years he served at the International Finance Corporation (IFC) of the World Bank Group, becoming Head or Manager

- \_ To familiarise the students with the main forms of investment protection in energy markets

### Teaching method

Lectures and seminars. Seminars aim at strengthening the theoretical knowledge that students acquired during the lectures. Each seminar will be organized in the following manner:

- \_ Presentation based on the readings. Students will be assigned their readings in advance and will have time before the seminar to prepare their presentations (the use of PowerPoint is encouraged).
- \_ Peer-review of the presentation – any student from the class may be asked to review the presentation based on the following criteria:
- \_ Has the presenter succeeded in communicating the main message of the article?
- \_ Has the presenter succeeded in locating the article within the wider scientific discourse?
- \_ Free discussion on the topic

### Deadlines

Regular deadlines for VIU spring semester apply.

### Seminar Instructors: Contact Details

Week 1-6: Irina Mironova (imironova@eu.spb.ru)

Week 7-12: Maxim Titov (mtitov@eu.spb.ru)

### Course Schedule & Readings

#### Week 1 Introducing oil and gas: What are they used for, and why should we study them?

This session introduces the course, its structure, and its aims. It will define the examination procedures, and the expectations of students' home studies. It will also provide reading lists and sources of information relevant to each of the subsequent topics, and give students advice on using internet resources as a tool of study. Finally, this session will give a basic introduction to oil and natural gas as fuels, by explaining their fundamental characteristics and their uses.. Questions to guide the reading:

What are the physical characteristics of crude oil and natural gas, and how are they different?

of Sustainable Energy Finance Programs in the Middle East and North Africa (based in Rabat) and in Europe and Central Asia (based in Moscow). Areas of Expertise: Energy Efficiency, Sustainable Energy, Climate Finance. His publications include: *"Bank Financing of Energy Efficiency Projects: practical recommendations and examples"*, with Elena Shonya, IFC (World Bank Group), 2012.

What are the main uses of crude oil and natural gas, and with which fuels do they compete?  
How has the use of these fuels changed in recent decades?  
*Core Reading (19 pages)*

Fouquet R., 2011. Chapter 1: A Brief History of Energy. In: J. Evans and L.C. Hunt (eds). *International Handbook on the Economics of Energy*. Cheltenham: Edward Elgar. pp.1-19.  
*Further Reading*

Shepherd & Shepherd, 2003. *Energy Studies*. London: Imperial College Press. Read the sections on oil (p.125-126) and natural gas (p.161-162).

Smil, V., 2006. *Energy: A Beginner's Guide*. Oxford: OneWorld. (Read Chapter 4: 'Energy in the modern world: fossil-fuelled civilisation', pp.85-127).

Smil, V., 2008. *Oil: A Beginner's Guide*. Oxford: OneWorld. (Read Chapter 1: Oil's Benefits and Burdens, pp.1-49)

**Week 2 Evolution of the oil market (1850s-1960s): organization of the market, contract structures, pricing mechanisms**

This session recounts the history of the birth of the oil industry in North America, the rise of Rockefeller's 'Standard Oil', and the breaking up of that company's monopoly into the smaller oil companies that we recognise today. This session then charts the expansion of American and European companies into South America and the Middle East as they sought access to new resources. The leading European and American oil companies became known as the 'Seven Sisters', and this session explains how they used their market power to negotiate concession agreements with their host governments in South America and the Middle East, and act as a cartel to create a non-competitive, global, physical oil market.

Questions to guide the reading:

How did Standard Oil create its monopoly position in the United States, and why did the US government want to break that monopoly?

What is a 'Concession Agreement'?

Who were the 'Seven Sisters', and why were they able to negotiate such favourable concession agreements with host governments in South America and the Middle East?

*Core Reading (18 pages)*

Downey, M., 2009. *Oil 101*. Wooden Table Press. (Read Chapter 1, pages 1-12).

Dahl, C., 2015. *International Energy Markets: Understanding Pricing, Policies, and Profits*. PennWell Corporation. (Chapter 7, pp.165-167).

Roncaglia, A., 2015. Oil and its Markets. *PSL Quarterly Review*, 68(273), 151-175. (Read pages 151-155).

*Further Reading*

Maugeri, L., 2006. *The Age of Oil: The Mythology, History, and Future of the World's Most Controversial Resource*. Westport, CT: Prager. (Chapters 1-7, pp.3-91)

Parra, 2004. *Oil Politics: A Modern History of Petroleum*. London/New York: I.B. Tauris. (Chapters 1-4, pp.1-88)

Yergin, D., 1990. *The Prize*. New York: Simon & Schuster. (Parts I-IV, pp.1-560). (*The Prize is also documentary film, available at:*  
<https://www.youtube.com/watch?v=n1stQW6i1Ko>)

McNally, R., 2017. *Crude Volatility: The History and Future of Boom-Bust Oil Prices*. Columbia University Press (E-Book). (Read chapters 1-4, pp.11-115).

Van de Linde, C., 1991. *Dynamic International Oil Markets: Oil Market Developments and Structure 1860-1990*. Springer. (Read Chapters 2-4, pp.45-144)

**Week 3 Oil market shocks: The rise of OPEC, oil supplies and the crises of 1973 and 1979**

In the 1970s, the 'golden age of oil' came to an end, as the 'Seven Sisters' were toppled from their prominent position by the Organisation of Petroleum Exporting Countries (OPEC). This session explains the rise of OPEC, and what caused the oil price shocks of 1973 and 1979. The session concludes by examining the reasons behind the decline in oil prices in the first half of the 1980s. Overall, this twenty-year period from the late-1960s to the late-1980s marked the birth of the modern era of volatile oil prices, and the influence of geopolitical events on those prices.

Questions to guide the reading:

What is OPEC, and why was it formed?

What caused the oil price shocks of 1973 and 1979?

Why did oil prices fall in the first half of the 1980s, and what was the impact of this?

*Core Reading (22 pages)*

Matthews, M., 1976. The Growth and Development of the Organization of Petroleum Exporting Countries 1959-1976. *Humboldt Journal of Social Relations*, 3(2), 17-24.

Licklider, R., 1982. The failure of the Arab oil weapon in 1973-1974. *Comparative Strategy*, 3(4), 365-380

*Further Reading*

Carollo, S., 2012. *Understanding Oil Prices: A Guide to What Drives the Price of Oil in Today's Markets*. Chichester: Wiley. (Read Chapter 3: Evolution of the Price of Crude Oil from the 1960s up to 1999, pp.29-44).

Maugeri, L., 2006. *The Age of Oil: The Mythology, History, and Future of the World's Most Controversial Resource*.

Westport, CT: Prager. (Chapters 8-10, pp.93-131)

McNally, R., 2017. *Crude Volatility: The History and Future of Boom-Bust Oil Prices*. Columbia University Press (E-Book). (Read chapters 5-8, pp.115-169).

Øystein, N., 2007. *Crude Power: Politics and the Oil Market*. London/New York: I.B.Tauris. (Read Chapter 4: The Political Economy of Oil Prices, pp.152-186).

Parra, 2004. *Oil Politics: A Modern History of Petroleum*. London/New York: I.B. Tauris. (Chapters 5-11, pp.89-239)

Yergin, D., 1990. *The Prize*. New York: Simon & Schuster. (Part V, pp.561-768)

**Week 4 Oil market shocks: Financialisation, the paper oil market, and the shock of 2008**

Until the 1980s, oil was mostly sold under long-term contracts, with prices determined by the cost of production and negotiations between the two parties. From the 1980s onwards, oil began to be traded on exchanges between multiple buyers and sellers. This, in turn, led to speculation in oil prices. This session examines how such speculation developed, and how financial speculation played a key role in the oil price shock of 2008.

Questions to guide the reading:

What is the difference between the 'physical' and 'paper' oil markets?

What are 'futures' contracts, and how are they used for speculation?

How was the oil price shock of 2008 linked to the broader

financial crisis of 2008?

*Core Reading (19 pages)*

Smith, J., 2009. World Oil: Market or Mayhem? *Journal of Economic Perspectives*, 23: 3, 145-164.

*Further Reading*

Banks, F., 2000. *Energy Economics: A Modern Introduction*. Boston/Dordrecht/London: Kluwer. (Read Chapter 6.

Energy Derivatives: Futures, Options, Swaps, pp.137-170).

Carollo, S., 2012. *Understanding Oil Prices: A Guide to What Drives the Price of Oil in Today's Markets*. Chichester: Wiley. (Read Chapter 2: Market Events from 2008 to 2011, pp.7-28).

El-Gamal, M., and Jaffe, A.M., 2010. *Oil, Dollars, Debt, and Crises: The Global Curse of the Black Gold*. Cambridge University Press. (Read Chapter 7: Resource Curses, Global Volatility, and Crises, pp.143-170).

Fattouh, B., Kilian, L., and Mahadeva, L., 2012. *The Role of Speculation in Oil Markets: What Have We Learned So Far?* Oxford Institute for Energy Studies. (Read pages 3-19).

Maugeri, L., 2006. *The Age of Oil: The Mythology, History, and Future of the World's Most Controversial Resource*.

Westport, CT: Prager. (Chapters 11-15, pp.133-197)

McNally, R., 2017. *Crude Volatility: The History and Future of Boom-Bust Oil Prices*. Columbia University Press (E-Book). (Read chapters 9-10, pp.170-224).

Yergin, D., 2011. *The Quest: Energy and the Remaking of the Modern World*.

Lautier, D., and Simon, Y., 2009. Energy Finance: The Case for Derivatives Markets. In: J.M. Chevalier, ed. *The New Energy Crisis: Climate, Economics, and Geopolitics*.

Basingstoke: Palgrave, pp.231-255.

#### **Week 5 Oil market shocks: Back to fundamentals? Volatility of oil prices 2010-2017**

The week 3 session explained how geopolitical events caused fluctuations in oil prices, while week 4 demonstrated how financial speculation played a significant role in the oil price shock of 2008. This session examines the volatility in oil prices between 2010 and 2017, when oil prices recovered from the shock of 2008 only to fall dramatically again in the second half of 2014. Specifically, this session explains how 'fundamentals' (factors of supply and



demand) on a flexible global market contributed to that price volatility. We conclude by identifying current trends that will influence international oil prices in the medium-term future to 2020.

Questions to guide the reading:

Why did oil prices recover so quickly in 2009-2010, and remain high from 2011 to 2014, unlike in the 'post-crisis' period of the 1980s-1990s?

Was the oil price decline of 2014-15 simply a repeat of 2008? How was it different?

What role do OPEC and non-conventional oil production play in current pricing trends?

What are the major trends that will influence international oil prices in the medium-term future to 2020?

*Core Reading (17 pages)*

Baffes, J., and Kshirsagar, V., 2016. Sources of volatility during four oil price crashes. *Applied Economics Letters*, 23(6), 402-406.

Büyükhahin, B., Ellwanger, R., Mo, K., and Zmitrowicz, K., 2016. *Low for Longer? Why the Global Oil Market in 2014 is Not Like 1986*. Bank of Canada Staff Analytical Note (July 2016). [pdf] Available at:

<http://www.bankofcanada.ca/wp-content/uploads/2016/07/san2016-11.pdf> (pp.1-7)

Demirbas, A., Al-Sasi, B.O., & Nizami, A.S., 2017. Recent volatility in the price of crude oil. *Energy Sources, Part B: Economics, Planning, and Policy*, 12(5), 408-414.

*Further Reading*

Economou, A., Fattouh, B., Agnolucci, P., and De Lipsis, V., 2017. *Oil Price Paths in 2017: Is a Sustained Recovery of the Oil Price Looming?* Oxford Institute for Energy Studies.

[pdf] Available at:

<https://www.oxfordenergy.org/wpcms/wp-content/uploads/2017/01/Oil-Price-Paths-in-2017-Is-a-Sustained-Recovery-of-the-Oil-Price-Looming-OIES-Energy-Insight.pdf> (pp.1-15)

Fattouh, B., 2016. *Adjustment in the Oil Market: Structural, Cyclical or Both?* Oxford Institute for Energy Studies. [pdf] Available at: <https://www.oxfordenergy.org/wpcms/wp-content/uploads/2016/05/Adjustment-in-the-Oil-Market->

Structural-Cyclical-or-Both.pdf

Fattouh, B., and Mahadeva, L., 2013. *OPEC: What Difference Has It Made?* Oxford Institute for Energy Studies. [pdf]

Available at:

<https://www.oxfordenergy.org/publications/opec-what-difference-has-it-made/> (Read pages 2-21).

Hilyard, J., 2012. *The Oil and Gas Industry: A Non-Technical Guide*. Tulsa: PennWell. (Read Chapter 4: Petroleum Trading – Section on ‘Oil Trading’, pp.254-264).

Inkpen, A., and Moffatt, M., 2011. *The Global Oil and Gas Industry: Management, Strategy, and Finance*. Tulsa: PennWell. (Read Chapter 10: The Market for Crude Oil, pp.362-389).

Markus, U., 2016. The International Oil and Gas Pricing Regimes. In: T. Van De Graaf, B. Sovacool, A. Gosh, F. Kern, and M. Klare, eds. *The Palgrave Handbook of the International Political Economy of Energy*. Basingstoke: Palgrave. pp.225-246.

Morrison, M., 2009. Crude oil sale and purchase agreements. In: G. Picton-Turbervill, ed. *Oil and Gas: A Practical Handbook*. London: Globe Law and Business (pp.165-176).

#### Week 6 The evolution of gas markets: North America

This is the first session devoted to the issue of natural gas trading. After refreshing the fundamentals that were discussed during Week 1, we will look at the regional dynamics of natural gas trade and define core regions. The subject of this week's discussion will be one of these three core regions for natural gas trade – North America. The questions to be discussed include historical stages in regional market development; the links between UK oil and natural gas industries; the history of market deregulation; current and future role of the US in international natural gas trade. An important part of the story is, of course, the Shale Revolution, which has affected global trade flows and outlooks. Perspectives of such dramatic changes in upstream sectors the US and Canada will also be discussed.

Questions to guide the readings:

Where are the main gas-producing regions in the United States?

How is shale gas production different to conventional natural gas production?

What are the environmental costs & benefits of increased shale gas production in the US?

What are possible implications of LNG exports for the domestic US energy markets, and the global gas market?

*Core Reading (20 pages)*

American Petroleum Institute, 2014. *Understanding Natural Gas Markets*. [pdf] Available at:

<http://www.api.org/~media/Files/Oil-and-Natural-Gas/Natural-Gas-primer/Understanding-Natural-Gas-Markets-Primer-High.pdf> (pp.1-20)

*Further Reading*

Energy Charter Secretariat, 2007. *Putting A Price on Energy: International Pricing Mechanisms for Oil and Gas*. Brussels, Energy Charter Secretariat. [pdf] Available at:

[http://www.energycharter.org/fileadmin/DocumentsMedia/Thematic/Oil\\_and\\_Gas\\_Pricing\\_2007\\_en.pdf](http://www.energycharter.org/fileadmin/DocumentsMedia/Thematic/Oil_and_Gas_Pricing_2007_en.pdf) (Read Chapter 4: Gas Pricing, Section 4.2: North America, pp.103-125).

IEA, 2008. *Development of Competitive Gas Trading in Continental Europe*. Paris: IEA. [pdf] Available at:

[https://www.iea.org/publications/freepublications/publication/gas\\_trading.pdf](https://www.iea.org/publications/freepublications/publication/gas_trading.pdf) (Chapter 3, Part 1: The North American Example of a Competitive Gas Market, pp.61-73).

IEA, 2014. *Energy Policies of IEA Countries: The United States*. Paris: IEA. Available at:

[https://www.iea.org/publications/freepublications/publication/USA\\_2014.pdf](https://www.iea.org/publications/freepublications/publication/USA_2014.pdf) (Chapter 9: Natural Gas, pp.199-227).

IEA, 2015. *World Energy Outlook*. Paris: IEA. [pdf] Available at: <http://www.worldenergyoutlook.org/weo2015/>

(Chapter 6. Outlook for Unconventional Gas. Global revolution or North American phenomenon? Read the following: Highlights, p.229; A multi-speed revolution, pp.229-231; Defining unconventional gas, p.230; Inside the US shale storm, pp.237-245).

Joskow, P., 2013. Natural Gas: From Shortages to Abundance in the United States. *American Economic Review: Papers and Proceedings*, 103(3), 338–343.

Levi, M., 2012. Think Again: The American Energy Boom.

*Foreign Policy*, 194 (July/August), 55-59. [online] Available at: <http://foreignpolicy.com/2012/06/18/think-again-the-american-energy-boom/>

Makarov A.A., Mitrova, T., Grigoriev L.M., and Filippov, S.P., eds, 2013. *Global and Russian Energy Outlook to 2040*. Moscow: ERIRAS. [pdf] Available at: [https://www.eriras.ru/files/Global\\_and\\_Russian\\_energy\\_outlook\\_up\\_to\\_2040.pdf](https://www.eriras.ru/files/Global_and_Russian_energy_outlook_up_to_2040.pdf) (Read sections 'Shale Breakthrough' and 'Shale Failure', pp.65-75).

US Federal Energy Regulatory Commission (FERC), 2015. *Energy Primer: A Handbook of Energy Market Basics*. [pdf] Available at: <https://www.ferc.gov/market-oversight/guide/energy-primer.pdf> (Chapter 2: Wholesale Natural Gas Markets, pp.5-35).

Wang, Z., and Krupnick, A., 2013. *A Retrospective Review of Shale Gas Development in the United States: What Led to the Boom?* Resources for the Future Discussion Paper. [pdf] Available at: <http://www.rff.org/files/sharepoint/WorkImages/Download/RFF-DP-13-12.pdf>

*Useful additional sources of information*

FERC, 2017. *Natural Gas Markets Overview*. [online] Available at: <https://www.ferc.gov/market-oversight/mkt-gas/overview.asp>

Energy Information Administration (EIA), 2017. *Natural Gas*. [online] Available at: <https://www.eia.gov/naturalgas/>

EIA, 2016. *Natural Gas Annual*. [pdf] Available at: <https://www.eia.gov/naturalgas/annual/>

EIA, 2017. *Natural Gas Monthly*. [online] Available at: <https://www.eia.gov/naturalgas/monthly/>

EIA, 2017. *Natural Gas Weekly Update*. [online] Available at: <https://www.eia.gov/naturalgas/weekly/>

EIA, 2017. *Today in Energy*. [online] Available at: <https://www.eia.gov/todayinenergy/>

EIA, 2017. *Wholesale Electricity and Natural Gas Market Data*. [online] Available at: <https://www.eia.gov/electricity/wholesale/>

EIA, 2017. *Short-Term Energy Outlook: Natural Gas*. [online] Available at: <https://www.eia.gov/outlooks/steo/report/natgas.cfm>

EIA, 2017. *Monthly Energy Review*. [online] Available at: <https://www.eia.gov/totalenergy/data/monthly/previous.php>

#### Week 7 The evolution of gas markets: Europe (Part I)

During this session, we will discuss gas reserves, the early phases of market development, initial cross-border gas flows in Continental Europe; the development of large-scale infrastructure. The evolution of contract structure and the principles of trade in the European market will also be discussed during Week 8.

Questions to guide the reading:

To what extent did imports from the Soviet Union provide the basis for the current gas market in Europe?

What was the role of the Netherlands in the initial stage of the European gas market development?

What were the key elements in traditional long-term gas supply contracts?

*Core Reading (26 pages)*

IEA, 2008. *Development of Competitive Gas Trading in Continental Europe*. Paris: IEA. [pdf] Available at: [https://www.iea.org/publications/freepublications/publication/gas\\_trading.pdf](https://www.iea.org/publications/freepublications/publication/gas_trading.pdf) (Chapter 1: The Past. Evolution of European Gas Markets 1960 to 2008, pp.9-35).

*Further Reading*

Correljé A., Van der Linde C., Westerwoudt T., 2003. *Natural Gas in the Netherlands: From Cooperation to Competition?* Amsterdam: Oranje-Nassau Groep. [pdf] Available at: [http://www.clingendaelenergy.com/inc/upload/files/Book\\_Natural\\_Gas\\_in\\_the\\_Netherlands.pdf](http://www.clingendaelenergy.com/inc/upload/files/Book_Natural_Gas_in_the_Netherlands.pdf) (Chapter 3: The Market for Gas, pp. 52-71).

Energy Charter Secretariat, 2007. *Putting A Price on Energy: International Pricing Mechanisms for Oil and Gas*. Brussels, Energy Charter Secretariat. [pdf] Available at: [http://www.energycharter.org/fileadmin/DocumentsMedia/Thematic/Oil\\_and\\_Gas\\_Pricing\\_2007\\_en.pdf](http://www.energycharter.org/fileadmin/DocumentsMedia/Thematic/Oil_and_Gas_Pricing_2007_en.pdf) (Read Chapter 4: Gas Pricing, Section 4.4: Continental Europe, pp.143-174).

Heather, P., 2010. *The Evolution and Functioning of the Traded Gas Market in Britain*. Oxford Institute for Energy Studies. [pdf] Available at:

<https://www.oxfordenergy.org/wpcms/wp-content/uploads/2010/11/NG44-TheEvolutionandFunctioningOfTheTradedGasMarketInBritain-PatrickHeather-2010.pdf> (Chapters 1-4, pp.1-12).

Högselius, P., 2013. *Red Gas: Russia and the Origins of European Energy Dependence*. Basingstoke: Palgrave.

Melling, A., 2010. *Natural Gas Pricing and its Future: Europe as the Battleground*. Washington DC: Carnegie Endowment for International Peace. [pdf] Available at: [http://carnegieendowment.org/files/gas\\_pricing\\_europe.pdf](http://carnegieendowment.org/files/gas_pricing_europe.pdf) (Chapter 1: The Development of European Gas Contracting, pp.13-28).

Smeenk, T., 2010. *Russian Gas for Europe: Creating Access and Choice*. The Hague: Clingendael International Energy Programme. [pdf] Available at: [http://www.clingendaelenergy.com/inc/upload/files/Russian\\_gas\\_for\\_Europe.pdf](http://www.clingendaelenergy.com/inc/upload/files/Russian_gas_for_Europe.pdf) (Chapter 5: The Soviet Union's Gas Export Strategy in Europe, pp. 111-126).

#### **Week 8 The evolution of gas markets: Europe (Part II)**

Based on the discussion on Week 5 (the experience of gas market deregulation in North America), we will continue to see how the process of market liberalization has evolved in the UK. Further, the EU market liberalization efforts (including 'Energy packages' and the GTM) will be discussed. We will conclude the lecture by discussing the impact that the change in trading principles had on the European natural gas flows, and on the position of the non-EU suppliers.

Questions to guide the reading:

- \_ Which principles of market organization, employed in the liberalized market of the UK, were used for planning a natural gas market reform in the EU?
- \_ What are 'Energy packages' and gas market integration?
- \_ What is a natural gas trading hub, and what role do hubs play in the European gas market?

*Core Reading (18 pages)*

Stern, J., and Rogers, H., 2014. *The Dynamics of a Liberalised European Gas Market: Key determinants of hub prices, and roles and risks of major players*. Oxford Institute for Energy Studies. [pdf] Available at:

<https://www.oxfordenergy.org/wpcms/wp-content/uploads/2014/12/NG-94.pdf> (Chapter 1.3: The Arrival of Hub Pricing, pp.11-20, Chapter 2.2: European Union Legislation and Regulation, pp.53-57, and Chapter 2.3: The Impact of Regulation and Competition on Market Structures and the Roles of Market Players, pp.58-63)

#### *Further Reading*

Aoun, M., and Cornot-Gandolphe, S., 2015. *The European Gas Market: Looking for its Golden Age?* Paris: Institut Français des Relations Internationales (IFRI). [pdf] Available at:

[https://www.ifri.org/sites/default/files/atoms/files/etude\\_european\\_gas\\_market\\_aoun\\_cornot-gandolphe\\_o.pdf](https://www.ifri.org/sites/default/files/atoms/files/etude_european_gas_market_aoun_cornot-gandolphe_o.pdf) (pp.6-82)

Correljé, A., 2016. The European Natural Gas Market. *Current Sustainable/Renewable Energy Reports*, 3(1), 28-35. [pdf] Available at: <https://link.springer.com/article/10.1007/s40518-016-0048-y>

EIA, 2017. *Perspectives on the Development of LNG Market Hubs in the Asia-Pacific Region*. Washington DC: Energy Information Administration. [pdf] Available at: <https://www.eia.gov/analysis/studies/lng/asia/pdf/Inga-sia.pdf> (Chapter 5: Market Hubs in Europe, pp.17-27).

Heather, P., 2015. *The Evolution of European Traded Gas Hubs*. Oxford Institute for Energy Studies. [pdf] Available at: <https://www.oxfordenergy.org/wpcms/wp-content/uploads/2016/02/NG-104.pdf> (Section 5: The development and functioning of the European gas hubs, pp.15-34).

Hulshof, D., Van der Maat, J-P., & Mulder, M., 2016. Market Fundamentals, Competition and Gas Prices. *Energy Policy*, 94, 480-491.

IEA, 2008. *Development of Competitive Gas Trading in Continental Europe*. Paris: IEA. [pdf] Available at: [https://www.iea.org/publications/freepublications/publication/gas\\_trading.pdf](https://www.iea.org/publications/freepublications/publication/gas_trading.pdf) (Chapter 2: The Present: Tensions in a Hybrid Market, pp.36-60).

Konoplyanik A., 2010. Evolution of Gas Pricing in Continental Europe: A View from Russia – Modernization of indexation formulas versus gas-to-gas competition. *Oil*,

*Gas & Energy Law Intelligence*, June, 1-32. [pdf] Available at: [http://www.konoplyanik.ru/ru/publications/articles/468\\_Evolution\\_of\\_gas\\_pricing\\_in\\_continental\\_Europe.pdf](http://www.konoplyanik.ru/ru/publications/articles/468_Evolution_of_gas_pricing_in_continental_Europe.pdf) (Abstract, pp.1-3; Resource rent and gas pricing in Europe: Groningen model of LTGEC & its particularities, pp.6-15).  
Petrovich, B., 2016. *Do We Have Aligned and Reliable Gas Exchange Prices in Europe?* Oxford Institute for Energy Studies. [pdf] Available at: <https://www.oxfordenergy.org/wpcms/wp-content/uploads/2016/04/Do-we-have-aligned-and-reliable-gas-exchange-prices-in-Europe.pdf> (pp.1-19)  
Stern, J., 2017. *The Future of Gas in Decarbonising European Energy Markets*. Oxford Institute for Energy Studies. [pdf] Available at: <https://www.oxfordenergy.org/wpcms/wp-content/uploads/2017/01/The-Future-of-Gas-in-Decarbonising-European-Energy-Markets-the-need-for-a-new-approach-NG-116.pdf> (pp.1-26)

## Week 9

### The evolution of gas markets: The Asia Pacific region

This session examines the development of the Asia-Pacific regional gas market. While the North American and European gas markets experienced historical development based on pipeline supplies, later supplemented by liquefied natural gas (LNG) imports, the Asia-Pacific market was, from the beginning, based almost entirely on the trade in LNG. Like the European market, the Asia-Pacific market was traditionally predicated on long-term contracts with oil-indexed prices. However, the market is now following the European path in becoming more flexible and is experiencing the emergence of hub-trading.

Questions to guide the reading:

Which countries in the Asia-Pacific region are the largest importers and exporters of LNG? Are those countries set to retain their prominent positions in the coming decade? What features make the Asian market different from the European market?

To what extent is the Asia-Pacific market integrating into the global market, and experiencing price convergence with the European and North American gas markets?

*Core Reading (24 pages)*

EIA, 2017. *Perspectives on the Development of LNG Market*



*Hubs in the Asia-Pacific Region*. Washington DC: Energy Information Administration. [pdf] Available at: <https://www.eia.gov/analysis/studies/lng/asia/pdf/lnga-sia.pdf> (Chapters 6 & 7, pp.28-52).

#### *Further Reading*

Energy Charter Secretariat, 2007. *Putting A Price on Energy: International Pricing Mechanisms for Oil and Gas*. Brussels, Energy Charter Secretariat. [pdf] Available at:

[http://www.energycharter.org/fileadmin/DocumentsMedia/Thematic/Oil\\_and\\_Gas\\_Pricing\\_2007\\_en.pdf](http://www.energycharter.org/fileadmin/DocumentsMedia/Thematic/Oil_and_Gas_Pricing_2007_en.pdf) (Read Chapter 4: Gas Pricing, Section 4.5: LNG, pp.175-202).

IEA, 2014. *The Asian Quest for LNG in a Globalising Market*. Paris: IEA. [pdf] Available at: <http://www.iea.org/publications/freepublications/publication/PartnerCountrySeriesTheAsianQuestforLNGinaGlobalisingMarket.pdf> (140 pages)

Mironova, I., 2015. Natural Gas Pricing in the Asia Pacific Regional Market: Problems and Prospects. *Vestnik of Saint Petersburg State University*, 5(4), 66-85. [pdf] Available at: <http://vestnik.spbu.ru/html15/s05/s05v4/o3.pdf>

Rogers, H., 2016. *Asian LNG Demand: Key Drivers and Outlook*. Oxford Institute for Energy Studies. [pdf] Available at: <https://www.oxfordenergy.org/wpcms/wp-content/uploads/2016/04/Asian-LNG-Demand-NG-106.pdf> (pp.1-73)

Stern, J., 2016. *The New Japanese LNG Strategy: A Major Step Towards Hub-Based Gas Pricing in Asia*. Oxford Institute for Energy Studies. [pdf] Available at: <https://www.oxfordenergy.org/wpcms/wp-content/uploads/2016/06/The-new-Japanese-LNG-strategy-a-major-step-towards-hub-based-gas-pricing-in-Asia.pdf> (pp.1-4)

Ten Kate W., Varró L., Corbeau A.-S., 2013. *Developing a Natural Gas Trading Hub in Asia: Obstacles and Opportunities*. Paris: IEA. [pdf] Available at: [https://www.iea.org/publications/freepublications/publication/AsianGasHub\\_FINAL\\_WEB.pdf](https://www.iea.org/publications/freepublications/publication/AsianGasHub_FINAL_WEB.pdf) (Section 2. The Asian-Pacific Natural Gas Market, pp.20-31; Section 3. Creating a liquid natural gas trading hub, pp.32-50).

**Week 10** The ECT, investments and transit in energy markets

During Week 10, we will discuss the issue of energy invest-

ment and transit in international energy markets and look at the role of the Energy Charter Treaty. We will start by reviewing the major historical trends in the financing of energy projects (traditional concessions; modernized concessions; production sharing agreements, licensing); the challenges that arise from the international nature of energy trade (the need for investment protection; the need for secure transit). Bilateral Investment Treaties as a means of establishing investment protection and guarantees. We will discuss in detail the historical background in which the Energy Charter concept was put forward. The lecture will pay specific attention to the ECT trade framework; investment framework; dispute settlement mechanisms; the Protocol on Energy Efficiency and Related Environmental Aspects (PEEREA). We will discuss the (never agreed) Transit Protocol. In the context of the present globalisation efforts around the Energy Charter Treaty, we will discuss the current meaning of this intergovernmental document.

Questions to guide the reading:

When did the Energy Charter idea appear: What historical events led to it?

When was the Energy Charter treaty signed? What are the main elements of the Treaty?

Could you name the main points of criticism against the ECT? Do you agree with these points?

When and why did Russia withdraw from the Treaty?

*Core Reading (20 pages)*

Konoplyanik A., 2008. Regulating energy relations: Acquis or Energy Charter? In: K. Barysch eds, *Pipelines, Politics and Power*. London: Centre for European Reform. pp.107-115.

[pdf] Available at:

[https://www.cer.org.uk/sites/default/files/publications/attachments/pdf/2011/rp\\_851-271.pdf](https://www.cer.org.uk/sites/default/files/publications/attachments/pdf/2011/rp_851-271.pdf)

Konoplyanik A., 2010. Why Is Russia Opting Out of the Energy Charter? *International Affairs*, 56(2), 84-96. [pdf]

Available at:

[http://www.konoplyanik.ru/ru/publications/articles/467\\_Why\\_Is\\_Russia\\_Opting\\_Out\\_of\\_the\\_Energy\\_Charter.pdf](http://www.konoplyanik.ru/ru/publications/articles/467_Why_Is_Russia_Opting_Out_of_the_Energy_Charter.pdf)

*Further Reading*

Selivanova Y., 2012. The Energy Charter and the International Energy Governance. *European Yearbook of International Economic Law (EYIEL)*, 3(10), pp.307-342.

Energy Charter Secretariat, 2002. *Energy Charter Treaty: a reader's guide*. [pdf] Available at: [http://www.encharter.org/fileadmin/user\\_upload/Publications/ECT\\_Guide\\_ENG.pdf](http://www.encharter.org/fileadmin/user_upload/Publications/ECT_Guide_ENG.pdf) (Read pages 7-11, 59-68 on introduction, institutions, and cooperation with non-member countries).

Goldthau, A., and Witte, J.M., 2010. *Global Energy Governance: The New Rules of the Game*. Berlin: Global Public Policy Institute/Washington, D.C.: Brookings Institution Press. (Chapters, 1, 2, 3, 5, and 6)

Konoplyanik A., 2012. Energy Charter Treaty: Past, Present and Future. *Oil, Gas & Energy Law Intelligence*, 10(3), 2-45. [pdf] Available at: <http://www.konoplyanik.ru/ru/publications/ov10-3-article06-Konoplyanik.pdf>

Konoplyanik A., 2014. The Role of 'European formulas' in the Russia-Ukraine Gas Debate. *European Energy Review*, 25 September. [pdf] Available at: <http://www.konoplyanik.ru/ru/publications/140925-The%20Role%20of%20'European%20formulas'%20in%20the%20Russia-Ukraine%20Gas%20Debate-part3.pdf> (pp.1-3)

Maniruzzaman, A.F.M., 2008. The Pursuit of Stability in International Energy Investment Contracts: A Critical Appraisal of the Emerging Trends. *Journal of World Energy Law & Business*, 1(2), 121-157. [pdf] Available at: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1338053](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1338053)

Pirani S. et al, 2014. *What the Ukraine crisis means for the gas markets*. Oxford Energy Comment. [pdf] Available at: <https://www.oxfordenergy.org/wpcms/wp-content/uploads/2014/03/What-the-Ukraine-crisis-means-for-gas-markets-GPC-3.pdf> (pp.2-21)

**Week 11 The Russian energy sector (in the current international context)**

This session will focus on Russia's energy sector development. The lecture will provide the background information about oil; natural gas; coal; electricity sectors in Russia

from the point of view of existing reserves / links to external markets; challenges and opportunities. We will then review key documents on Russia's energy sector development and try to answer the question whether strategic documents effectively address the challenges. The seminar will be devoted to the question of Russia's energy sector development under conditions of sanctions and low energy prices.

Questions to guide the reading:

What is the role of each of the sectors (oil, natural gas, coal) for Russia's economy?

What is the role of the oil prices for the Russian economy?

What are the main problems that exist in the Russian energy sector?

What sanctions were imposed by the US and EU on Russia in 2014, and how did they affect the Russian energy sector?

#### *Core Reading*

IEA, 2014. *Energy Policies Beyond IEA Countries: Russia*. Paris: IEA. [pdf] Available at:

[https://www.iea.org/publications/freepublications/publication/Russia\\_2014.pdf](https://www.iea.org/publications/freepublications/publication/Russia_2014.pdf) (Chapter 1: General Energy Policy, pp.17-44).

#### *Further Reading*

Henderson J., Pirani S., eds, 2014. *The Russian Gas Matrix: How Markets are Driving Change*. (Read Chapter 1: The Political and Economic Importance of Gas in Russia, pp. 6-38).

Makarov A.A., Mitrova, T., and Grigoriev L.M., eds, 2014. *Global and Russian Energy Outlook to 2040*. Moscow: ERI-RAS. [pdf] Available at:

[https://www.eriras.ru/files/2014/forecast\\_2040\\_en.pdf](https://www.eriras.ru/files/2014/forecast_2040_en.pdf) (Read Part 3: Russian Energy, pp.111-152)

Mironova I., 2014. Russia: Still-Life Under Sanctions. *European Energy Review*, 20 November. [online] Available at: <https://www.elektormagazine.com/news/Russia—Still-life-Under-Sanctions>

Makarov A.A., Mitrova, T., and Grigoriev L.M., eds, 2016. *Global and Russian Energy Outlook to 2040*. Moscow: ERI-RAS. [pdf] Available at: <https://www.eriras.ru/files/fore->

cast\_2016.pdf (Read Part 3: Scenario Forecast for the Development of Energy in Russia, pp.149-173).

Tuzova, Y., and Qayum, F., 2016. Global Oil Glut and Sanctions: The impact on Putin's Russia. *Energy Policy*, 90 (March), 140-151.

Esen, V., and Oral, B., 2016. Natural Gas Reserve/Production Ratio in Russia, Iran, Qatar and Turkmenistan: A Political and Economic Perspective. *Energy Policy*, 93 (June), 101-109.

Malova, A., and Van de Ploeg, F., 2016. Consequences of Lower Oil Prices and Stranded Assets for Russia's Sustainable Fiscal Stance. *Energy Policy*, 105 (June), 27-40.

Dreger, C., et al, 2016. Between the Hammer and the Anvil: The Impact of Economic Sanctions and Oil Prices on Russia's Rouble. *Journal of Comparative Economics*, 44(2), 295-308.

Boute, A., and Willems, P., 2012. RUSTEC: Greening Europe's energy supply by developing Russia's renewable energy potential. *Energy Policy*, 51, 618-629.

**Week 12 The future of oil and gas? The rise of alternative fuels and the consequences for oil and gas demand**

There will be two main topics that we will discuss during the last week of the course: firstly, the patterns of market development in oil and natural gas markets (the central question is whether the principles that have historically been at work in oil markets will determine future development of natural gas); and secondly, what will be the role of oil and natural gas in the changing context specifically in the light of global efforts in decarbonisation.

Questions to guide the reading:

- \_ What makes researchers believe that oil and gas markets could follow similar paths of development? What makes oil and natural gas markets different?
- \_ What is the role of the energy sector in causing, and fighting against, climate change?
- \_ The Paris Agreement on climate change entered into force in 2016, building on the previous United Nations Framework Convention on Climate Change (UNFCCC) and the Kyoto Protocol. What are the likely outcomes for global energy system?
- \_ What will be the effect of *decarbonisation* policies on the

oil and gas industries? What challenges will it present to these industries, and what new opportunities?

*Core Reading (27 pages)*

IEA, 2016. *World Energy Outlook 2016: Executive Summary*.

Paris: IEA. [pdf] Available at:

<https://www.iea.org/Textbase/npsum/WEO2016SUM.pdf> (pp.1-8)

IEA, 2016. *CO<sub>2</sub> Emissions From Fuel Combustion (Free Excerpts)*. Paris: IEA. [pdf] Available at:

<http://www.iea.org/publications/freepublications/publication/KeyCO2EmissionsTrends.pdf> (pp.4-13)

IEA, 2016. *Global Gas Security Review: How Flexible Are LNG Markets in Practice?* [pdf] Paris: IEA. Available at:

<https://www.iea.org/publications/freepublications/publication/GlobalGasSecurityReview2016.pdf> (Executive Summary, pp.9-11)

IEA, 2017. *Oil 2017: Analysis and Forecasts to 2022 (Executive Summary)*. Paris: IEA. [pdf] Available at:

<https://www.iea.org/Textbase/npsum/oil2017MRSsum.pdf> (pp.3-6)

IEA, 2015. *World Energy Outlook 2015: Special Report on Energy and Climate Change*. Paris: IEA. [pdf] Available at: <http://www.iea.org/publications/freepublications/publication/WEO2015SpecialReportonEnergyandClimateChange.pdf> (Executive Summary, pp.11-15)

*Further Readings*

Carollo, S., 2012. *Understanding Oil Prices: A Guide to What Drives the Price of Oil in Today's Markets*. Chichester: Wiley. (Chapter 1: Introduction, pp.1-7; Chapter 12: Conclusions, pp.155-162).

Energy Charter Secretariat, 2007. *Putting A Price on Energy: International Pricing Mechanisms for Oil and Gas*. Brussels, Energy Charter Secretariat. [pdf] Available at: [http://www.energycharter.org/fileadmin/DocumentsMedia/Thematic/Oil\\_and\\_Gas\\_Pricing\\_2007\\_en.pdf](http://www.energycharter.org/fileadmin/DocumentsMedia/Thematic/Oil_and_Gas_Pricing_2007_en.pdf) (Section 4.1. 'Will Gas Follow Oil to Become a Global Commodity?', pp. 99-102).

IEA, 2016. *Medium Term Gas Market Report: Market Analysis and Forecasts to 2020*. [pdf] Available at:

<http://www.iea.org/publications/freepublications/publica->

tion/medium-term-gas-market-report-2015-.html  
(Executive Summary and Chapter 1, pp.11-20)  
IEA, 2016. *Medium Term Oil Market Report: Market Analysis and Forecasts to 2021*. [pdf] Available at:  
<http://www.iea.org/publications/freepublications/publication/medium-term-oil-market-report-2016.html> (Pages 9-13, 41-43, 83-94).  
IGU, 2015. *Prospects for Natural Gas: Identifying Key Developments That Will Shape the Gas Market in 2050*. [pdf] Available at:  
[http://www.igu.org/sites/default/files/node-page-field\\_file/IGU%20Prospects%20for%20Natural%20Gas%20Strategy%20towards%202050%29.pdf](http://www.igu.org/sites/default/files/node-page-field_file/IGU%20Prospects%20for%20Natural%20Gas%20Strategy%20towards%202050%29.pdf) (Read pages 6-29)  
Makarov A.A., and Grigoriev L.M., eds, 2016. *Global and Russian Energy Outlook to 2040*. Moscow: ERIRAS. [pdf] Available at: [https://www.eriras.ru/files/forecast\\_2016.pdf](https://www.eriras.ru/files/forecast_2016.pdf) (Read sections 2.6 'Liquid fuels market' and 2.7 'The gas fuel market', pp. 66-133).  
OPEC, 2016. *World Oil Outlook 2016*. [pdf] Available at: [http://www.opec.org/opec\\_web/static\\_files\\_project/media/downloads/publications/WOO%202016.pdf](http://www.opec.org/opec_web/static_files_project/media/downloads/publications/WOO%202016.pdf) (Read the 'Executive Summary' – pages 6-24).

### Student Requirements & Evaluation

After completion of the course, the students will be expected to:

- \_ Understand the development logic of the major trends in oil and gas markets;
- \_ Understand the major financial tools used in the energy markets, their relevance for investment decisions and market development;
- \_ Understand problems related to investment in energy markets, mechanisms of investment protection.

The weighting of the overall assessment will be as follows:

Class participation 20%

Presentation 30%

In-class tests 50%

The evaluation process will be handled jointly by the instructors of the course. Presentations will be graded by the instructor in charge of conducting the relevant seminar.

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## Globalization, sustainability and resilience in the age of cities. A complexity-cognitive approach – S1823

Juval Portugali

Tel Aviv University

### Course description

The last decades have witnessed the emergence of two new scientific domains – *complexity* and *cognitive* sciences, a process of globalization associated with an unprecedented urban growth, and a global environmental crisis. The central thesis of this course is that these events and phenomena are interrelated: on the one hand, the reality of globalization with its global cities, and findings about brain and cognition, provided the context for the emergence of complexity theory and complexity theories of cities (CTC): global cities at the collective level of society, cognitive and brain sciences at the level of the individual urban agent. On the other hand, since the 2nd half of the 20th century it is becoming evident that human society's socio-economic activities threaten the stability, sustainability and resilience of our natural and urban environments. Specifically so since, as from 2008, society has entered "the age of cities": for the first time in human history more than 50% of human population live in cities. In this situation, basic environmental issues such as sustainability and resilience are first and foremost urban issues. The aim of this course is to explore the processes of globalization and the sustainability and resilience of our natural and urban environments, through the theoretical lens of a complexity/cognitive approach.

### Syllabus

In line with the above, the 24 lectures of the course have been planned to develop in three sequential parts, with the last two meetings are devoted to students' presentations:

*Part 1:* An introduction to complexity theory and CTC.

*Part 2:* Globalization, sustainability and resilience in the age of cities.

*Part 3:* Globalization, Sustainability, resilience and the city: A complexity-cognitive approach.

#### Part I Introduction to complexity theory and CTC

- 1-2. An introduction to the main complexity theories.
- 3-4. An introduction to CTC.
- 5-6. Complexity, cognition and the city.

#### Part II Globalization, sustainability and resilience in the age of cities.

7. Founding perspectives on the relations between society and environment.
8. The environmental crisis of the 21st century: A theory of

**Juval Portugali**, Tel Aviv University

BA in Archaeology and History (Jerusalem); MA in Urban and Regional Studies (The Technion, Haifa); PhD in Geography (LSE). Professor of Geography at TAU, where he is Head of the City Center, Head of the Environmental Simulation Laboratory and Head of the Environment and Society Graduate Program. Fields of teaching: Space, Place and Environment; Cognitive Geography; Social Geography of Israel; Planning Theory; Environmental Systems; Environmental Cognition. He is specialized in: Urbanism; Theories of complexity and self-organization; Cognitive geography and mapping; Socio-spatial change; Spatial and regional archaeology. His current research is on the city as a complex self-organizing system; Inter-representation networks and the construction of cognitive maps. Among other things he was Research Associate and Lecturer at the University of California, Berkeley. His professional experience includes serving as Planning Advisor for the Arab sector at the Planning Authority of the Ministry of Interior, Jerusalem in 1977-79. Most recent publications include: with E.Stolk, "*Complexity, Cognition Urban Planning and Design*" (Springer, 2016).



- 4 economic-environmental failures.
- 9. Globalization, Global cities and discontent
- 10. Urban sustainability and resilience

### Part III Conclusions

- 11-12. A complexity-cognitive view on Globalization, Sustainability and resilience in the age of cities.
- 13-14. Students presentations

### Evaluation criteria

- 10% attendance and participation
- 10% individual out-of-class discussion with the teacher
- 10% oral presentations in class
- 70% written final research paper.

### Bibliography

1. Batty, M. 2005. *Cities and Complexity*. MIT press, Cambridge Mass.
2. Batty, M. 2013. *The new Science of Cities*. MIT Cambridge Mass.
3. Haken, H., Portugali, J. 2015. *Information adaptation: The interplay between Shannon information and semantic information in cognition*. SpringerBriefs. Springer, Heidelberg, Berlin.
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5. Portugali, J. (Ed.). 2005. *Complex Artificial Environments*. Springer, Heidelberg.
6. Portugali, J. 2011. *Complexity, Cognition and the City*. Springer, Heidelberg.
7. Portugali, J., Meyer, H., Stolk, E., and Tan, E. (Eds.) 2012. *Complexity Theories of Cities Have Come of Age*. Springer, Heidelberg, Berlin.
8. Portugali, J. and Stolk, E. (Eds.) 2016. *Complexity, Cognition Urban Planning and Design*. Springer, Heidelberg, Berlin
9. Sassen, S. 1999. *Globalization and its discontents. Essays on the New Mobility of People and Money*;
10. Simon, H.A. 1969/1996. *The Science of the Artificial*. Cambridge, MA: MIT Press
11. Snow, C.P. 1964. *The Two Cultures and a Second Look*. Cambridge: Cambridge Univ Press
12. Spencer, H. 1852. *A Theory of Population*
13. Stiglitz, J.E. 2002. *Globalization and its Discontents*. W. W. Norton & Company

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## Space, place and environment in urban planning and design – S1824

Juval Portugali  
Tel Aviv University

### Course description

Space, Place and Environment stand for three approaches to society at large as well as to urban and environmental planning and design. Space represents an attempt at an objective quantitative approach, viewing planning and design as social engineering. Place refers to a phenomenological approach emphasizing that planning & design should focus on the subjective relations between people and their homes, lands or neighborhoods; while Environment commences from structuralist and system perspectives to planning and design, encompassing the social, cultural and physical structures within which people conduct their activities. Throughout most of the 20th century, space, place and environment provided the foundations to modernist planning and design approaches; in the last decades they became the ludic tools of post-modernism. More recently, however, space, place and environment are perceived as spontaneous self-organized products that emerge out of the interaction between many human agents.

### Syllabus

In line with the above, the 24 lectures of the course are planned to develop in four sequential parts, with the last two meetings devoted to students' presentations:

*Part I:* Space.

*Part II:* Place and structure.

*Part III:* Environment.

*Part IV:* A complexity theory perspective on space, place and environment.

#### Part I Space

- 1-2. Spatial perspectives on the built environment.
3. The rational comprehensive planning approach.
4. Design methods on a city scale.
5. Criticism: advocacy planning, incrementalism and 'wicked problems'.

#### Part II Place and structure

6. The phenomenological approach to planning and design.
7. Structuralism as an approach to planning and design.
8. The third way: Kevin Lynch, Christopher Alexander and Jean Jacobs.

#### Part III Environment

9. First generation system view on interrelations: the "Club of Rome".

**Juval Portugali**, Tel Aviv University  
BA in Archaeology and History (Jerusalem); MA in Urban and Regional Studies (The Technion, Haifa); PhD in Geography (LSE). Professor of Geography at TAU, where he is Head of the City Center, Head of the Environmental Simulation Laboratory and Head of the Environment and Society Graduate Program. Fields of teaching: Space, Place and Environment; Cognitive Geography; Social Geography of Israel; Planning Theory; Environmental Systems; Environmental Cognition. He is specialized in: Urbanism; Theories of complexity and self-organization; Cognitive geography and mapping; Socio-spatial change; Spatial and regional archaeology. His current research is on the city as a complex self-organizing system; Inter-representation networks and the construction of cognitive maps. Among other things he was Research Associate and Lecturer at the University of California, Berkeley. His professional experience includes serving as Planning Advisor for the Arab sector at the Planning Authority of the Ministry of Interior, Jerusalem in 1977-79. Most recent publications include: with E.Stolk, *"Complexity, Cognition Urban Planning and Design"* (Springer, 2016).

10. The environmental crisis of the 21st century: A theory of four economic-environmental failures.

**Part IV A complexity theory perspective on space, Place and Environment**

11 A concise introduction to complexity theories and CTC.

12 A complexity theory perspective on space, Place and Environment.

13-14. Students' presentations

**Evaluation criteria**

10% attendance and participation

10% individual out-of-class discussion with the teacher

10% oral presentations in class

70% written final research paper

**Bibliography**

Batty, M. 2005. *Cities and Complexity*. MIT press, Cambridge Mass.

Batty, M. 2013. *The new Science of Cities*. MIT Cambridge Mass.

Haken, H., Portugali, J. 2015. *Information adaptation: The interplay between Shannon information and semantic information in cognition*. SpringerBriefs. Springer, Heidelberg, Berlin.

Portugali, J. 2000. *Self-Organization and the City*. Springer, Heidelberg.

Portugali, J. (Ed.). 2005. *Complex Artificial Environments*. Springer, Heidelberg.

Portugali, J. 2011. *Complexity, Cognition and the City*. Springer, Heidelberg.

Portugali, J., Meyer, H., Stolk, E., and Tan, E. (Eds.) 2012. *Complexity Theories of Cities Have Come of Age*. Springer, Heidelberg, Berlin.

Portugali, J. and Stolk, E. (Eds.) 2016. *Complexity, Cognition Urban Planning and Design*. Springer, Heidelberg, Berlin

Sassen, S. 1999. *Globalization and its discontents. Essays on the New Mobility of People and Money*;

Simon, H.A. 1969/1996. *The Science of the Artificial*. Cambridge, MA: MIT Press

Snow, C.P. 1964. *The Two Cultures and a Second Look*. Cambridge: Cambridge Univ Press

Spencer, H. 1852. *A Theory of Population*

Stiglitz, J.E. 2002. *Globalization and its Discontents*. W. W. Norton & Company

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## **Climate Change and Forced Migration from an International Legal and Ethical Perspective – S1825**

Richard Powers  
Boston College

### **Course description**

Climate change and its attendant consequences present our planet with some of history's greatest challenges. Indeed, in the future, climate change will pose a myriad of fundamental problems to communities throughout the world. The displacement of human beings, in some cases entire societies and the populations of countries, is one area of particular, and growing, concern. As such, it is important to consider the legal and ethical issues surrounding this phenomenon generally and, specifically, in relation to those that will be forced into migrating from their homes, resulting in their becoming "climate change refugees." An outline of the topics to be addressed in this course includes the following:

#### **International Climate Change Law**

- \_ Introduction: Doubters and Deniers, Policy Challenges, and Perspectives
- \_ Climate Change/International Law: Sources, Principles, and Responsibilities
- \_ Mitigation, Adaptation, Finance and Oversight
- \_ The United Nations, International Treaties, and Climate Governance
- \_ Intersections between Climate Change Law and Human Rights and Trade Law
- \_ International Market Mechanisms and National Emissions Trading Systems
- \_ Looking to the Future

#### **Ethical Issues Raised by Climate Change**

- \_ Introduction: Environmental Ethics
- \_ Ethics and Global Climate Change
- \_ Science Politics and Ethics
- \_ Environmental Justice, Social Ecology, and Climate Refugees
- \_ Ethics, Public Policy, and Global Warming
- \_ Climate Change, Human Rights, and Moral Thresholds
- \_ Adaptation, Mitigation, and Justice

#### **Legal and Ethical Issues related to Forced Migration and Displacement Resulting from Climate Change**

- \_ Conceptualizing Climate Change Related Movement
- \_ Disappearing States, Statelessness, and the Boundaries of International Law
- \_ International Ethical Responsibilities to "Climate Change Refugees"

**Richard Powers**, Boston College Bachelor at the College of Arts and Sciences, Master in Higher Education Administration and Doctor of Law (Boston College). Professor of the Practice at the Carroll School of Management, Boston College. Fields of teaching: Insurance Law; Introduction to Ethics; Introduction to Law and the Legal Process; Law and Ethics; Business Law; Managing in the Legal and Ethical Environment of Business. He is also a Private Legal Consultant specialized in employment, human resources, insurance, and other legal issues confronted by individuals, start-up companies and socially conscious organizations. Among other things, he is licenced to practice Law in the US Supreme Court and, since 1996, he has been awarded highest ranking for ethical standards and professional abilities as an attorney by the most authoritative Law Directory (Martindale-Hubbell).

- \_ The Relevance of International Refugee and Human Rights Laws
- \_ Migration as Adaptation: Opportunities and Limits
- \_ Climate Change Induced Mobility in Asia and the Pacific
- \_ Existing Protection and Addressing Gaps in Protection

### **Learning outcomes of the course**

In this course we will examine the critical issues related to climate change facing all communities internationally from both legal and ethical perspectives in order to assist individuals in evaluating the resultant challenges faced throughout the world. The central mission throughout the semester will be to familiarize students with the underlying realities that our planet must confront (i.e., climate change is taking place and there have been and will continue to be grave consequences), the legal and ethical issues that have arisen in connection therewith, the efforts that have been made to date to address this worldwide problem, and what might be done in the future. In particular, we will examine the effects of climate change on some of the most vulnerable individuals in the world, i.e., those who have been or will be forced to leave their homes, and sometimes countries, due to climate change.

A corresponding goal of the course is to assist students in understanding the core issues associated with this dilemma and provide them with the critical analysis abilities necessary to make appropriate judgments. Our focus will be on the interplay of legal and ethical obligations from the perspective of individuals, businesses and governments throughout the world, especially with respect to those members of our global society who will inevitably be forced into being displaced and becoming “climate refugees.”

A discussion-based method of instruction will be used with an emphasis on analysis and debate. Accordingly, it is important that students read the assigned material prior to class so that a meaningful dialogue can take place during class. Active student participation is, in other words, expected in order to assist students in the further development of orderly thought processes, critical judgment, and articulate expression.

While we will address the assigned material in our class discussions, we will not spend our time together painstakingly reviewing and/or summarizing the readings in detail. Instead, we will follow the methodology reflected in the following statement made by Francis Low, former Massachusetts Institute of Technology professor and

provost: “I am afraid that the neat, clean lecture is not mine; rather the digression within the digression. I don’t worry about finishing a prescribed amount of material, but go on whatever pace seems normal.” Thus, while we will proceed through the syllabus and assigned materials in an orderly fashion, our progress will not be at the expense of not fully exploring questions and issues raised in class and of interest to the class members.

The introduction of real life problems will be incorporated into class discussions so that students develop the skills and judgments necessary to properly resolve legal and ethical dilemmas that they will be faced with in the future. Accordingly, current events that relate to the legal and ethical issues addressed by the course will regularly be raised in class.

### **Required preliminary knowledge**

There are no prerequisites for this course as it has been designed for students without any background in law, ethics or climate change science.

### **Teaching and evaluation methods**

As noted above, the course will be taught using a modified Socratic method, i.e., a dialogue rather than lectures. Students will be expected to read the assigned material in advance of class so that a meaningful discussion can take place while we are together. Prior to the beginning of the semester a weekly breakdown of the specific readings will be provided. On average, approximately 30 pages of reading will be assigned each week.

The evaluation of student performances and the determination of semester grades will be based on in-class test(s)/exam(s), class participation, and written work consisting of brief submissions throughout the semester, as well as a short research paper towards the end of the semester wherein students will have an opportunity to address an issue of particular interest to him or her. The score earned on each of these three elements will account for one-third of the semester grade.

### **Bibliography**

The primary course text is *International Climate Change Law* by Daniel Bodansky, Jutta Brunee, and Lavanya Rajamani, Oxford University Press, 2017. This book is available from various online

sources (e.g., Amazon and Oxford University Press) in paperback and E-book formats.

### Supplemental Bibliography

In addition to the course text, portions of various other books and articles relating to the subject of the course will be made available online through library reserves and/or electronically, including, but not limited to those materials listed in the Supplemental Bibliography found below.

### Supplemental Bibliography for:

**Climate Change and Forced Migration from an International Legal and Ethical Perspective [Venice International University, Spring 2018]**

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## Fall 2018 Courses

### **History of Venice**

Luca Pes, Venice International University

### **Italian Contemporary History in Films**

Luca Pes, Venice International University

### **Italian for Foreigners - beginner, intermediate, upper intermediate**

Massimo Brunzin (coordinator), Venice International University

### **Art and Architecture in Renaissance Venice**

Paola Modesti, Venice International University

### **Intercultural Communication**

Vincenzo Romania, Università degli Studi di Padova

### **Gender Studies**

Luca Trappolin/Angela Toffanin, Università degli Studi di Padova

### **Comparing East and West: Philosophy East and West. Self and Society in European and Asian Political Thought**

Günter Zöller, Ludwig-Maximilians-Universität

### **Identity, Heritage and Globalization**

TBC

### **Globalization, Ethics, Welfare and Human Rights**

Giovanna Marconi, Università Iuav di Venezia

### **Global Governance for Peace and Security, Cooperation and Development**

Sara De Vido, Università Ca' Foscari Venezia

### **Specialization Track: Economics and Technology applied to Cultural Heritage**

### **Urban History and Digital Tools: Shaping Capital Cities (1714-1889). Arts, Architecture, Fashion in Paris, London, Rome, Venice**

Guido Zucconi / Isabella di Lenardo, Università Iuav di Venezia

### **Early Modern Print Culture (in the Digital Age)**

Kirsten Stirling, Université de Lausanne

### **Globalization, Communication and Network Society**

Ilya Levin, Tel Aviv University

### **Digital Culture**

Ilya Levin, Tel Aviv University

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## Academic Calendar

### Additional courses

#### **Philosophers, Rebels, Tyrants\***

Gerald Easter, Boston College

#### **Politics and Propaganda in Film\***

Gerald Easter, Boston College

#### **Shakespeare in Venice and Verona**

Kirsten Stirling, Université de Lausanne

#### **Rule the Waves. Maritime Empires between Politics and Commerce**

Günter Zöller, Ludwig-Maximilians-Universität

#### **Activism, Social Movements and Revolution**

Orin Starn, Duke University

#### **Medicine, Culture and Globalization, Orin Starn, Duke University**

Orin Starn, Duke University

#### **Cultural History of the Jewish Diaspora**

Alexandr Ivanov / Valery Dymshits, European University at St. Petersburg

#### **Jewish Visual Culture**

Alexandr Ivanov / Valery Dymshits, European University at St. Petersburg

\* Courses to be confirmed

### Fall 2018

#### **Orientation week**

September 10-14

#### **Opening Ceremony**

September 13

#### **Courses begin**

September 17

#### **Midterm break**

October 29 – November 2

#### **Courses end**

December 14

#### **Exam week**

December 17-21

#### **Public holidays**

November 1, November 21, December 8



Most libraries are accessible to anyone for consultation, however they often require an identification card to be left at the entrance. Many libraries do not lend books and only allow consultation. Almost all libraries have closed shelves and users are expected to ask for books at the desk after having consulted the catalogues and filled out a request form.

### **Marciana**

Public library and historical documents,  
San Marco 7;  
tel. 041 2407211,  
biblioteca@marciana.venezia.sb  
n.it  
Monday to Friday  
08.10-19.00,  
Saturday  
08.10-13.30

### **Fondazione Cini**

Arts and Humanities,  
Isola di San Giorgio Maggiore;  
tel. 041 2710255,  
biblioteca@cini.it  
Monday to Friday  
09.00-16.30

### **Querini Stampalia**

general public library  
with some open shelves,  
Santa Maria Formosa,  
Castello 5252;  
tel. 041 2711411,  
biblioteca@querinistampalia.or  
g  
Tuesday to Saturday  
11.00-23.00,  
Sunday  
11.00-19.00

### **Museo Correr**

Art History,  
San Marco 52;  
tel. 041 2405211,  
biblioteca.correr@comune.venez  
ia.it  
Monday, Wednesday and Friday

08.30-13.30,  
Tuesday and Thursday  
08.30-17.00

### **Levi Foundation**

History of Music  
and Music Scores,  
San Marco 2893;  
tel. 041 7867- 47/46,  
biblioteca@fondazionelevi.it  
Monday to Friday  
09.00-16.30;  
by appointment only, in the  
afternoon

### **Archives of the Biennale**

Archivio Storico delle Arti  
Contemporanee - ASAC  
VEGA Parco Scientifico  
Tecnologico di Venezia  
Via delle Industrie, Marghera;  
Tuesday and Wednesday  
09.00-17.00;  
by appointment only  
(tel.041 5218790 or e-mail  
consultazione.asac@labiennale.  
org)



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## Libraries of Università Ca' Foscari Venezia

### Cultural Flow Zone (CFZ)

The Cultural Flow Zone (CFZ) was restored in 2005 and is made of four different spaces, the so-called "Tese". It has a reading room with over 300 places, 24 computers with internet connectivity, photocopying and multimedia facilities and it has a large selection of bibliographic and electronic resources.

Zattere, Dorsoduro 1392, Venice  
tel. +39 041 234 5820 / 5811,  
cfz@unive.it  
www.unive.it/cfz

#### Opening Hours:

from Monday to Friday

9.00 am - 24.00

Saturday

9.00 am to 20.00

Sunday

2.00 pm to 24.00

#### Notice:

quick reference, book loans and returns, library registration, information and other services only from Monday to Friday  
9.00 am - 6.30 pm

### Library of Economics (BEC)

The Library of Economics (BEC) has around 120,000 volumes and 1,700 periodicals in the following disciplinary areas: Economics, Business Management, Statistics, Marketing, Accounting, Finance and so on. The Library offers many different services, such as:

book loans, book reference, bibliographical assistance, a multimedia room with 30 pcs, reference assistance for databases and photocopying.

Fondamenta San Giobbe,  
Cannaregio 873, Venice  
tel. 041 2348763,  
bec@unive.it

www.unive.it/bec

#### Opening Hours:

from Monday to Friday

8.30 am - 19.45 pm

Saturday

9.00 am to 13.00

#### Notice:

from Monday to Friday

6.15 pm - 19.45

and on Saturdays: reference, photocopying and book return services only.

### Library of Humanities (BAUM)

The Library of Humanities (BAUM) is located in the Malcanton Marcorà complex and has a total surface of 2500 sq m, two underground floors and 300 places. The Library of Humanities includes over 300,000 books, 3,651 journals and 600 electronic journals available on the university network. A significant part of the books and all the magazines are open-shelf and they belong to the following disciplinary areas: Philosophy, History, Art, Italian Studies, Philology, Arts, Social Sciences

and so on. The Library of Humanities offers many different services, such as: book loans, book reference, reference assistance, databases, photocopying and scanning facilities.

Malcanton Marcorà complex,  
Dorsoduro 3484/D, Venice

tel. +39 041 234 5613

baum@unive.it,

www.unive.it/baum

#### Opening Hours:

from Monday to Friday

8.30 am - 24.00;

Saturday

9.00 am - 13.00

#### Reference:

from Monday to Friday

8.30 am - 18.30;

Saturday

9.00 am - 13.00

(with the exception of the underground floors)

#### Book loans:

from Monday to Friday

8.30 am - 18.15

Self-access photocopying:

from Monday to Friday

8.30 am - 24.00;

Saturday

9.00 am - 13.00

Self-access scanning and printing:

from Monday to Friday

8.30 am - 24.00;

Saturday

9.00 am - 13.00

### **Library of Mathematical, Physical and Natural Sciences (BAS)**

The collection of the Library of Mathematical, Physical and Natural Sciences (BAS) includes resources in the following scientific areas: Chemistry, Physics, Nanotechnologies, Environmental Sciences, Materials Sciences and so on. It has two different buildings - one in Venice and another in Mestre - and offers various services, such as book loans, book reference, reference assistance, databases and photocopying facilities.

Santa Marta 2137, Venice,  
via Torino 155, Mestre  
tel. +39 041 234 8516  
(Santa Marta) / 8454 (via  
Torino);  
bibliobas@unive.it

#### **Opening Hours:**

Santa Marta:  
from Monday to Friday  
8.30 am - 19.00;  
via Torino:  
from Monday to Friday  
8.30 am - 18.30

### **European Documentation Center (CDE)**

c/o Library of East Asian Studies  
(ASIA-OR)

Palazzo Vendramin dei Carmini,  
Dorsoduro 3462, Venice  
tel. +39 041 234 9503,  
cde@unive.it

#### **Opening Hours:**

Monday to Friday  
9.00 am - 19.00  
Document research by  
appointment only

### **Library of the Inter-University Center for Studies on the Culture Veneto (CISVe)**

Palazzo Minich,  
San Marco 2940, Venice  
tel. 041 234 7596 / 7597,  
ciscv@unive.it

#### **Opening Hours:**

from Monday to Friday  
10.00 am - 13.00

### **Historical Library**

Ca' Foscari Historical Library  
was established in 1868 with  
the foundation of the  
University.

The Historical Library includes  
about 80,000 books and  
periodicals from the sixteenth  
to the mid-twentieth century.  
It also includes 21 collections  
given by university professors  
and Rectors.

Ca' Bernardo, Dorsoduro 3199,  
Venice

#### **Opening Hours:**

from Monday to Friday  
9.00 am - 17.00  
(admittance by appointment  
only)  
tel. +39 041 234 5832,  
fondostorico@unive.it

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## **Library of Foreign Languages and Literatures (BALI)**

### **The Library of Foreign**

Languages and Literatures  
(BALI) includes the following  
libraries:

### **Library of Anglo-American, Iberian and Slavic Studies (AMERIBE)**

Ca' Bernardo,  
Dorsoduro 3199, Venice  
tel. +39 041 234 9428 / 9482  
bibliodais@unive.it

#### **Opening Hours:**

from Monday to Friday  
9.00 am - 18.00  
Additional library services till  
17.30 only

### **Library of European and Postcolonial Studies (SLEP)**

Palazzo Cosulich,  
Zattere - Dorsoduro 1405, Venice  
tel. +39 041 234 7819 / 7827  
sleppre@unive.it

#### **Opening Hours:**

from Monday to Friday  
9.00 am - 18.00

### **Library of Language Sciences (SC-LING)**

Ca' Bembo,  
Dorsoduro 1075, Venice  
tel. +39 041 234 5746  
bibliosl@unive.it

#### **Opening Hours:**

from Monday to Friday  
9.00 am - 18.00

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## **Libraries of Università Iuav di Venezia**

### **Library of Eurasian Studies (EURASIA)**

Ca' Cappello, San Polo 2035,  
Venice

tel. +39 041 234 8852

bibeuras@unive.it

#### **Opening Hours:**

from Monday to Friday

8.00 am - 20.00;

Saturday

8.00 am - 14.00

Additional library services only  
from Monday to Thursday

9.00 am - 17.00

and Friday

9.00 am - 14.00

### **Library of East Asian Studies (ASIA-OR)**

Palazzo Vendramin dei Carmini,  
Dorsoduro 3462, Venice

tel. +39 041 234 9551 / 9503

asiabib@unive.it

#### **Opening Hours:**

from Monday to Friday

9.00 am - 19.00

Additional library services till  
17.30 only

### **Central Library**

Tolentini, S. Croce 191;

tel. 041 2571104,

sbd@sally.iuav.it

#### **Reading Room:**

Monday to Friday

09.00-24.00

Consultation and loans:

Monday to Friday

09.00-20.00

#### **Reserve Room:**

Monday to Friday

09.00-18.30

### **Urban Planning Library, "G. Astengo"**

Temporarily at Tolentini,  
S. Croce 191;

bc@sally.iuav.it

### **Architectural Planning Library closed shelves**

Ex Cottonificio Veneziano,

S. Marta, Dorsoduro 2196;

041 2571008,

dpa@marcie.iuav.it

#### **Reading Room:**

Monday to Friday

09.30-18.30

Consultation and loans:

Monday to Friday

09.30-18.30

	Monday	Tuesday
9.15-10.45	<ul style="list-style-type: none"> <li>_ Italian for Foreigners: beginner, intermediate level x 3, Brunzin</li> <li>_ Globalization, sustainability and resilience in the age of cities. A complexity-cognitive approach, Portugali</li> </ul>	<ul style="list-style-type: none"> <li>_ Italian for Foreigners: beginner, intermediate level x 3, Brunzin</li> </ul>
11.00-12.30	<ul style="list-style-type: none"> <li>_ Italian for Foreigners: beginner, intermediate level x 3, Brunzin</li> <li>_ Globalization, Environment and Sustainable Development, Musu/Mannino</li> <li>_ History of Venice, Pes</li> </ul>	<ul style="list-style-type: none"> <li>_ Italian for Foreigners: beginner, intermediate level x 3, Brunzin</li> <li>_ Art and Architecture in Renaissance Venice, Centanni/Bastianello</li> <li>_ Gender Studies, Trappolin/Gusmeroli</li> </ul>
13.30-15.00	<ul style="list-style-type: none"> <li>_ Identity, Heritage and Globalization: Social Innovation through arts, creativity and academic knowledge in Venice, Borelli/Busacca</li> <li>_ Space, place and environment in urban planning and design, Portugali</li> <li>_ Welfare, Equity and Public Intervention: Challenges from Global Problems, D'Amato</li> </ul>	<ul style="list-style-type: none"> <li>_ Climate Change and Forced Migration from an International Legal and Ethical Perspective, Powers</li> <li>_ World Oil and Gas Markets, Mironova/Titov</li> <li>_ Port Cities in the Age of Empire, Partner</li> </ul>
15.15-16.45	<ul style="list-style-type: none"> <li>_ Cities, Global Change and Sustainable Development, Basso/Turvani</li> <li>_ Global Governance for Peace and Security, Cooperation and Development, De Vido</li> <li>_ Italian Contemporary History in Films, Pes</li> <li>_ Environmental and Natural Resource Economics, D'Amato</li> </ul>	<ul style="list-style-type: none"> <li>_ Comparing East and West: Law and Ethics, Powers</li> <li>_ Globalization in a Changing World Economy, Lung</li> <li>_ Intercultural Communication, Burger</li> <li>_ Introduction to Energy Politics, Mironova/Titov</li> </ul>
17.00-18.30	<ul style="list-style-type: none"> <li>_ VIU Movie Series</li> <li>_ Movies on Italy and Venice and movies proposed by VIU international students body in original language with English subtitles</li> </ul>	<ul style="list-style-type: none"> <li>_ Innovation and Social Changes, Lung</li> <li>_ Communicating Media and Politics in a Globalized World, Burger</li> <li>_ What did your Grandparents do? An Intercultural Exploration of Individual Life Histories, Partner</li> </ul>

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## Weekly Schedule

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### Wednesday

- \_ Italian for Foreigners: beginner, intermediate level x 3, Brunzin
  - \_ Globalization, sustainability and resilience in the age of cities. A complexity-cognitive approach, Portugali
- 
- \_ Italian for Foreigners: beginner, intermediate level x 3, Brunzin
  - \_ Globalization, Environment and Sustainable Development, Musu/Mannino
  - \_ History of Venice, Pes
- 
- \_ Identity, Heritage and Globalization: Social Innovation through arts, creativity and academic knowledge in Venice, Borelli/Busacca
  - \_ Space, place and environment in urban planning and design, Portugali
  - \_ Welfare, Equity and Public Intervention: Challenges from Global Problems, D'Amato
- 
- \_ Cities, Global Change and Sustainable Development, Basso/Turvani
  - \_ Global Governance for Peace and Security, Cooperation and Development, De Vido
  - \_ Italian Contemporary History in Films, Pes
  - \_ Environmental and Natural Resource Economics, D'Amato

- 
- \_ VIULIFE
  - \_ Co-curricular Program:
  - \_ Open Lectures
  - \_ Guest Lectures
  - \_ Cultural Events
  - \_ Transcultural game

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### Thursday

- \_ Italian for Foreigners: beginner, intermediate level x 3, Brunzin
- 
- \_ Italian for Foreigners: beginner, intermediate level x 3, Brunzin
  - \_ Art and Architecture in Renaissance Venice, Centanni/Bastianello
  - \_ Gender Studies, Trappolin/Gusmeroli
- 
- \_ Climate Change and Forced Migration from an International Legal and Ethical Perspective, Powers
  - \_ World Oil and Gas Markets, Mironova/Sharples
  - \_ Port Cities in the Age of Empire, Partner
- 
- \_ Comparing East and West: Law and Ethics, Powers
  - \_ Globalization in a Changing World Economy, Lung
  - \_ Intercultural Communication, Burger
  - \_ Introduction to Energy Politics, Mironova/Sharples
  - \_ Globalization, Ethics, Welfare and Human Rights: A Focus on Migratory Crises in the Mediterranean Area, Romania

- 
- \_ Innovation and Social Changes, Lung
  - \_ Communicating Media and Politics in a Globalized World, Burger
  - \_ What did your Grandparents do? An Intercultural Exploration of Individual Life Histories, Partner
  - \_ Globalization, Ethics, Welfare and Human Rights: A Focus on Migratory Crises in the Mediterranean Area, Romania

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### Friday

#### Rescheduled classes

- N.B. already fixed:**
- \_ Friday, April 20 and
  - \_ Friday, May 4
- (reschedule of all classes of Wed, 25 April and Tue, 1 May: National Holiday)

#### Site visits, field trips:

Site visits and field trips related to courses are arranged on Fridays.

#### VIULIFE & Co-Curricular Program

VIU will also organize a series of co-curricular activities on Fridays during the semester.

#### Visits to:

- \_ Palazzo Ducale
- \_ Ghetto
- \_ St. Mark Basilica
- \_ Lagoon Tour
- \_ Port of Venice and MOSE Tour
- \_ ...

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#### National and Local

##### Public Holidays:

- \_ April 2
- \_ April 25
- \_ May 1

##### Midterm Break:

- \_ April 2
- \_ April 6

<b>Prof. name, surname</b>	<b>Office No.</b>	<b>Area</b>	<b>Office hours</b>	
<b>Luca Pes</b> Vice Dean and Globalization Program Scientific Coordinator	2-B	corridor 2, G/flr	M-W	2 - 3 pm or by appointment
<b>Yannick Lung</b>	7-B	corridor 7, G/flr	Tue-Thu	2 - 3 pm
<b>Simon Partner</b>	7-C	corridor 7, G/flr	Tue-Thu	3.30 - 4.30 pm
<b>Marcel Burger</b>	7-E	corridor 7, G/flr	Office hours	
<b>Guido Borelli</b> <b>Maurizio Busacca</b>	7-F	corridor 7, G/flr	M-W	3 - 3 pm or by appointment
<b>Luca Trappolin</b> <b>Paolo Gusmeroli</b>	7-F	corridor 7, G/flr	Tue-Thu	3 - 3 pm
<b>Monica Centanni</b> <b>Elisa Bastianello</b>	7-G	corridor 7, G/flr	Tue-Thu	3.30 - 4.30 pm
<b>Vincenzo Romania</b>	7-G	corridor 7, G/flr	Office hours	
<b>Irina Mironova</b> <b>Maxim Titov</b>	7-P	MacLab	M-W	4 - 3 pm or by appointment
<b>Richard Powers</b>	7-Q	MacLab	Tue-Thu	4 - 3 pm
<b>Margherita Turvani</b> <b>Matteo Basso</b>	7-R	MacLab	Tue-Thu	3.30 - 4.30 pm
<b>Sara De Vido</b>	7-S	MacLab	Office hours	
<b>Alessio D'Amato</b>	7-T	MacLab	M-W	5 - 3 pm or by appointment
<b>Juval Portugali</b>	7-U	MacLab	Tue-Thu	5 - 3 pm
<b>Massimo Brunzin</b> <b>Ivan Lo Giudice</b> <b>Elena Nieddu</b>	6-G	corridor 6, 1/flr	Tue-Thu	3.30 - 4.30 pm
<b>Ilda Mannino</b>	5-R	corridor 5, 1/flr	M-W	12.30 - 1.30 pm

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## Spring 2018 Semester: Office Hours and Contacts

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Office tel.	@
041 2719535	luca.pes@univiu.org
041 2719554	lung@u-bordeaux.fr
041 2719553	spartner@duke.edu
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041 2719533	juval@post.tau.ac.il
041 2719576	brunzin@istitutovenetia.com i.logiudice@outlook.com elena.nied@hotmail.it
041 2719571	ilda.mannino@univiu.org

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### Caption of office areas

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#### G/flr

Ground Floor

#### 1/flr

First Floor

#### Corridor 2

Ground Floor, next to  
Globalization Program main  
office

#### MacLab

First Floor, Library Area N.B.  
Your VIUcard is required to  
access

#### Corridor 7

Ground Floor, next to the stairs  
to the library

#### Corridor 6

First Floor, before the class-  
rooms (9A/9B/9C/9D)

#### Corridor 5

First Floor, access from the  
stairs halfway in the corridor  
leading from the main entrance  
to the cafeteria

	February	March
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19	Orientation Week	
20	Orientation Week	
21	Opening Ceremony	
22	Orientation Week	
23	Orientation Week	
24		
25		
26	Courses begin	
27		
28		
29		
30		
31		



## Academic Calendar Spring 2018

April	May	June
	Public holiday	Exam week
Public holiday		
Midterm break		
Midterm break	Rescheduled classes	
Midterm break		
Midterm break		
Rescheduled classes		
Public holiday	Courses end	
	Exam week	

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159	Jewish Visual Culture
159	Medicine, Culture and Globalization
159	Philosophers, Rebels, Tyrants*
159	Politics and Propaganda in Film*
14, 60, 166, 167	Port Cities in the Age of Empire
159	Rule the Waves. Maritime Empires between Politics and Commerce
159	Shakespeare in Venice and Verona
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## Notes

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## VIU members

Boston College (USA)  
Città Metropolitana di Venezia (Italy)  
Consiglio Nazionale delle Ricerche -  
National Research Council (Italy)  
Duke University (USA)  
European University at St. Petersburg (Russian Federation)  
Institut National de la Recherche Scientifique (Canada)  
KU Leuven (Belgium)  
Ludwig-Maximilians-Universität (Germany)  
Tel Aviv University (Israel)  
Tsinghua University (China)  
Università Ca' Foscari Venezia (Italy)  
Université de Bordeaux (France)  
Université de Lausanne (Switzerland)  
Università degli Studi di Padova (Italy)  
Università degli Studi di Roma "Tor Vergata" (Italy)  
Università Iuav di Venezia (Italy)  
Waseda University (Japan)

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## Governing Bodies

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*Vice President*

Carlo Giupponi  
*Dean*

Luca Pes  
*Vice Dean*

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Lausanne*

Bernd Huber - *Ludwig-Maximilians-  
Universität*  
Oleg Kharkhordin - *European  
University at St. Petersburg*

Morita Norimasa - *Waseda University*  
Giuseppe Novelli - *Università degli  
Studi di Roma "Tor Vergata"*

Yaron Oz - *Tel Aviv university*  
Danny Pieters - *KU Leuven*

Riccardo Pozzo - *Consiglio Nazionale  
delle Ricerche (CNR)*

Manuel Tunon del Lara - *Université  
de Bordeaux*

Margherita Turvani - *Università Iuav  
di Venezia*

Giuseppe Zaccaria - *Università degli  
Studi di Padova*

Giovanni Zanalda - *Duke University*

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**Academic Council**

Chaired by Carlo Giupponi - *Dean*  
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Shaul Bassi - *Università Ca' Foscari Venezia*  
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Pol Ghesquière - *KU Leuven*  
Natalia Mazur - *European University at St. Petersburg*  
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Gustavo Piga - *Università degli Studi di Roma "Tor Vergata"*  
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Shinoda Toru - *Waseda University*  
Maria Chiara Tosi - *Università Iuav di Venezia*  
Hans van Ess - *Ludwig-Maximilians-Universität*  
Elizabeth Kowaleski Wallace - *Boston College*  
Eyal Zisser - *Tel Aviv University*  
Zuo Jiane - *Tsinghua University*

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**Auditor**

Rossella Porfido

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**Institutional Affairs**

Igor Folca-Nash  
*Head of Office*  
Giovanna Pietrobon  
*Assistant*

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**Administration**

Alessandro Spezzamonte  
*Director of Administration*  
Jasmine El Din  
*Administrative Assistant*

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**Conferences and LLP**

Igor Folca-Nash  
*Head of Office*  
Silvia Casalini  
*Conference assistant*  
Vocational Training:  
Elena Bovolenta  
*European Project Training Center*

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**Facilities Management, Network and Systems Administration**

Facilities:  
Igor Folca-Nash  
*Facilities Manager*  
Network:  
Antonio Picerni  
*Web Project Manager*  
Alessandro De Rossi  
*Network Administrator*  
Daniele Lando  
*Database Administrator*  
Assistant:  
Marcello Masiero  
*Technical Support*

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**Communications, VIU Fellows and Alumni**

Orla McLaughlin  
*Head of Office*  
Francesca Zennaro  
Helene Duci  
*Assistants*

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**Academic Programs:**

Orla McLaughlin  
*Executive Director*

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**Globalization Program**

Luca Pes  
*Scientific Coordinator*  
Cristina Di Gioia  
*Program Coordinator*  
Hélène Duci  
Francesca Zennaro  
*Program Assistants*

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**Intensive Graduate Activities (PhD Academy, Graduate Seminars, Summer Schools)**

Ilda Mannino  
*Scientific Coordinator*  
Elisa Carlotto  
*Program Coordinator*

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**Library**

Elena Bovolenta  
*Librarian*

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**TeDIS Program on Innovation**

Stefano Micelli  
*Scientific Director*  
Lucia Di Gioia  
*Executive Director*  
Matteo Cavalieri  
*Project Controller*

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**Heads of Unit:**

Marco Mazzarino  
*Sustainable Logistics*  
Luca De Pietro  
*Innovation in Public Administration*  
Stefano Micelli  
*Creativity, Design, Innovation*

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**TEN Program on Sustainability**

Ignazio Musu  
*Scientific Director*  
Alessandra Fornetti  
*Executive Director*  
Ilda Mannino  
*Scientific Coordinator*  
Elisa Carlotto  
*Program Coordinator*

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**Ageing Program**

Agar Brugiavini  
*Scientific Director*  
Hélène Duci  
*Program Coordinator*

**can I DO  
an internship?  
IS THERE a PC  
Laboratory?  
are THERE  
SITE VISITS?**

**THIS  
semester  
I want  
TO...**