# UNIVERSITÀ DEGLI STUDI DI PALERMO

| DEPARTMENT | Scienze Economiche, Aziendali e Statistiche |
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| ACADEMIC YEAR | 2019/2020 |
| BACHELOR'S DEGREE (BSC) | ECONOMIC DEVELOPMENT, INTERNATIONAL COOPERATION AND MIGRATIONS |
| INTEGRATED COURSE | POVERTY MEASUREMENT AND DEMOGRAPHY - INTEGRATED COURSE |
| CODE | 18050 |
| MODULES | Yes |
| NUMBER OF MODULES | 2 |
| SCIENTIFIC SECTOR(S) | SECS-S/05, SECS-S/04 |
| HEAD PROFESSOR(S) | MENDOLA DARIA    Professore Ordinario    Univ. di PALERMO |
| OTHER PROFESSOR(S) | BUSETTA ANNALISA    Professore Associato    Univ. di PALERMO<br>MENDOLA DARIA    Professore Ordinario    Univ. di PALERMO |
| CREDITS | 12 |
| PROPAEDEUTICAL SUBJECTS | 06644 - STATISTICS |
| MUTUALIZATION | |
| YEAR | 3 |
| TERM (SEMESTER) | 2° semester |
| ATTENDANCE | Not mandatory |
| EVALUATION | Out of 30 |
| TEACHER OFFICE HOURS | **BUSETTA ANNALISA**<br>Friday    9:00    12:00    On line: Team: "Prof.ssa Annalisa Busetta - Ricevimento studenti" Codice: oziwi34. Oppure in presenza su appuntamento da concordare via email presso il II piano Dipartimento di Scienze Economiche Aziendali e Statistiche (stanza n.93a, Edificio 13) OCCORRE PRENOTARE TRAMITE PORTALE UNIPA<br><br>**MENDOLA DARIA**<br>Tuesday    10:00    11:00    Ricevimento Online su piattaforma Teams (codice di accesso 5u94trz). Occorre *sempre* prenotarsi tramite portale unipa<br>Thursday    09:30    10:30    Dipartimento SPPEFF (campus di viale delle scienze, Palermo), edificio 15, piano 6, stanza P6 010. Occorre *sempre* prenotare almeno 2 gg prima tramite piattaforma. |

**DOCENTE:** Prof.ssa DARIA MENDOLA

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| **PREREQUISITES** | Introductory notions of Mathematics and Statistics (from first and second year courses) |
| **LEARNING OUTCOMES** | 1) Knowledge and understanding skills<br>Knowledge of basic methods of Demography and Social Statistics and of the main theories for the study of the population, the measurement and analysis of the phenomena of poverty, inequality and social exclusion. Ability to understand the macro and micro dynamics at the basis of genesis and the development of demographic trends and of the above phenomena. Understand data, texts, and graphs on population structure and population development measures necessary for the study and design of socio-economic development and international cooperation.<br>2) Ability to apply knowledge and understanding<br>Students are expected to be able to effectively use the techniques of Social Statistics and Demography learned during the course in order to interpret pattern of poverty and inequality, to describe the country's demographic situation and to frame the context of the intervention area in terms of measures of poverty, inequality and social exclusion. Students are expected to be able to critically use their knowledge, also in relation to the context in which they are located. For example, it refers to the observation of internal and international migrations; medium and long-term demographic projections; analysis of changes in the needs of a rapidly and continuously aging population or of very young populations, such as those in developing countries, with a workforce reduced by migration and mortality.<br><br>3) Autonomy of judgment<br>In social sciences, the phases of data building and the choice of appropriate statistical sources are occasions of various criticisms that affect the subsequent phases of information processing and of the interpretation of phenomena. During the classes, students are encouraged to acquire autonomy in selecting critically and autonomously, among the different methodologies and sources proposed, the ones more adequate to the nature of the phenomena under study and to the context in which they are studied, expressing such autonomous judgments and awareness of the economic and social implications of the operations undertaken.<br>4) Communication skills<br>Students should be able to communicate information, ideas, problems and solutions to situations of poverty, inequality and social exclusion in specific analyzed contexts. Students should also be able to interpret and communicate effectively and clearly the main elements that describe the population, whether expressed in the form of research results as well as demographic or graphs. To do this they are expected to acquire essential elements of the specific language of Social Statistics and Demography and the ability to comment on information collected and / or built independently.<br>5) Learning Capacity<br>Students are expected to acquire the learning skills they need to undertake subsequent studies with a high degree of autonomy. In particular, they should acquire capacities of critique in selecting the most appropriate statistical sources to population study (both in terms of structure and dynamics), poverty, inequality and social exclusion, in developed or in developing countries, in linking seemingly discordant statistical information, and in linking the theories to empirical evidence.  Gaining awareness in using methods and theories to interpret socio-demographic trends is the most important aim of the course as it contributes to the development of an understanding and conscious use of available statistical sources that can then be used in the interventions' planning aimed at promoting the economic and social development of the territories. |
| **ASSESSMENT METHODS** | Final oral exam.<br>The candidate must answer at least three questions for each of the two modules posed orally, on all parts covered by the program, with reference to the recommended textbooks and study materials. Final assessment aims to evaluate whether the student has knowledge and understanding of the topics, has acquired jurisdiction to interpret, independent judgment, and proper use of specific disciplinary language.<br>For attending students, the final grade takes into account also the group work and its presentation. Group work is aimed at highlighting the ability to find data and scientific publications useful to respond to their own socio-demographic question. Critical reflection on the right tools to answer their own question is a characteristic and relevant element of the course. In the oral presentation, students should demonstrate that they are able to interpret and communicate effectively the main results of their work, whether expressed in the form of research results as well as demographic measures or graphs. The presentation of the group work will be scheduled with the attending students at least two weeks before. The presentation of the group work contributes to the award of 1 to 3 points with respect to the score achieved.<br>Final evaluation in on a scale out of 30, and it is a weighted mean (by credits) of |

| | the two modules.<br>EVALUATION SCALE (pass from 18 to 30)<br>The result of the global oral exam will be considered:<br>EXCELLENT (30-30 laude) if the student will show excellent knowledge of the topics, excellent property of language, good analytical capacity, and the ability to apply the knowledge to solve the problems submitted;<br>VERY GOOD (26-29) if the student shows good mastery of the subject, full property of language and the ability to apply the knowledge to solve the problems submitted;<br>GOOD (24-25) if the student will show to have basic knowledge of the main topics, fairly good property of language, limited ability to independently apply the knowledge for the solution of the problems submitted;<br>MORE THAN SUFFICIENT (20-23) if the student will show not to have full mastery of the main arguments but a good understanding of the same, satisfactory property of language, lack of ability to independently apply the knowledge acquired;<br>SUFFICIENT (18-19) where the student will show minimum basic knowledge of the main teaching and technical language issues, minimum ability to apply the knowledge acquired;<br>INSUFFICIENT (less than 18) if the student does not have an acceptable knowledge of the contents of the topics covered in the teaching. |
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| **TEACHING METHODS** | Lectures, guided class debates, and teamwork (also with statistical computer lab). |

## MODULE
## DEMOGRAPHY

*Prof.ssa ANNALISA BUSETTA*

| SUGGESTED BIBLIOGRAPHY |
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MANUALE a scelta tra:
- Livi Bacci M. (1999), Introduzione alla Demografia, Loescher, Torino (escluso capitoli 15 e 16)
- De Santis G. (2010), Demografia, il Mulino, Bologna

per il CURRICULUM SVILUPPO E COOPERAZIONE UN LIBRO A SCELTA TRA:
- Golini A. e Lo Prete M.V. (2019), Italiani poca gente, Luiss University Press
- Livi Bacci M. (2016), Storia minima della popolazione del mondo, Il Mulino, Bologna
- Rosina A. (2016), Il futuro che (non) c'è. Costruire un domani migliore con la demografia, Universita' Bocconi, Milano
- Livi Bacci M. (2015), Il pianeta stretto, Il Mulino, Bologna
- Golini A. e Rosina A. (a cura di) (2011), Il secolo degli anziani. Come cambiera' l'Italia, Il Mulino, Bologna
- Golini A. (2009), Il futuro della popolazione del mondo, Il Mulino, Bologna

per il CURRICULUM MIGRATION STUDIES:
- Castles S and Miller MJ (2009) The age of migration: International population movements in the modern world, 4th Edition. Palgrave Macmillan: Basingstoke (only introduction and chapter 1, 2, 3)

Nel corso delle lezioni verra' distribuito materiale aggiuntivo di approfondimento

| AMBIT | 50208-discipline antropologiche |
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| **INDIVIDUAL STUDY (Hrs)** | 102 |
| **COURSE ACTIVITY (Hrs)** | 48 |

| EDUCATIONAL OBJECTIVES OF THE MODULE |
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This module offers to students an opportunity to think about present demographic trends focussing on main effects of population distribution. Study of structure and dynamics of population aims at providing students with a critical use of demorgaphics methods and sources. Students will use main statistical reports by United Nations, OECD and Eurostat to acquire knowledge about main topics in population studies and awareness of their repercussions in sanitary, economic and social fields.

## SYLLABUS

| Hrs | Frontal teaching |
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| 2 | Introduction to the course (program, exams, course objectives, presentation of the results of the previous year's course evaluation ...). Definition and content demography. |
| 2 | Resident and present population. The population equation. Population growth rates |
| 2 | Sources of demographic data |
| 2 | The First Demographic Transition theory as a model to explain trends in world population. The Second Demographic Transition theory. |
| 4 | Analysis of age and sex structure of the population. Indices and graphs |
| 2 | Relationships between structure and dynamics of a population. |
| 2 | The study of demorgaphics events (natality, fertility, nuptiality, mortality and migration) |
| 6 | Synthetic and analytical measures of demographics events (cohort and generation approach, Lexis diagram, crude and age-specific demographic rates, direct and indirect standardization). |
| 8 | Migration. Demographic, economic, social and political imbalances among developed and less developed areas as pushers for internal and international migrations. Recent trends and perspectives. |
| 4 | Mortality. Main measurements in the study of mortality. Sexual, territorial and social inequalities with regard to health and death. |
| 4 | Fertility: the exponential growth of fertility in developing countries and the lowest fertility in developed countries. Attitudes and policies toward/about fertility. Unions' formation and dissolution. |
| 10 | Class teamwork activities and development of case studies: a) consultation of most recent United Nations data on World Population and on International Migration; b) building graphs and tables for main demographic variables; c) usage of graphs and tables to describe the demographic situation of a country, chosen by each student (or group of students). |

## MODULE
## POVERTY MEASUREMENT AND ANALYSIS

*Prof.ssa DARIA MENDOLA*

| **SUGGESTED BIBLIOGRAPHY** |
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| Gli argomenti del programma sono rintracciabili nei testi:<br><br>- M. Baldini , S. Toso (2009) Diseguaglianza, poverta' e politiche pubbliche, Il Mulino, Bologna (capitoli: I, II, III)<br>- G. Carbonaro (2002) (a cura di): Studi sulla poverta'. Problemi di misura e analisi comparative, FrancoAngeli, Milano [capitoli 1, 2 (lettura dei concetti fondamentali) e 3]<br><br>- Istat, anni vari, Statistiche sulla poverta' e le condizioni di vita (scaricabili gratuitamente da www.istat.it)<br><br>- Articoli scientifici sulla poverta' longitudinale forniti dalla docente nella sezione "Materiale didattico" del Portale Unipa.<br>- Materiali di studio sulla regressione multipla e logistica forniti dalla docente nella sezione "Materiale didattico" del Portale Unipa. |

| **AMBIT** | 50208-discipline antropologiche |
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| **INDIVIDUAL STUDY (Hrs)** | 102 |
| **COURSE ACTIVITY (Hrs)** | 48 |

| **EDUCATIONAL OBJECTIVES OF THE MODULE** |
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| This module aims at providing insights on approaches, measures and drivers of poverty, as well as of inequality and social exclusion, which are interrelated phenomena.<br>During lectures several approaches to poverty measurement will be discussed, evaluating implications of any choice at the basis of the measurement and data selection processes.<br>By means of lectures students will gain:<br>a) capacity to compute and interpret main statistical indices of poverty and inequality, and to perform basic poverty studies in developed and developing countries;<br>b) operative knowledge of main national and international databases/survey for poverty and inequality studies;<br>c) operative knowledge about some statistical techniques (models and indices) oriented to comparative and longitudinal analyses of poverty. |

## SYLLABUS

| Hrs | Frontal teaching |
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| 2 | An introduction to the course: aims, topics, teaching methods, assessment methods. The multiple acceptations of "poverty" and their interrelations. |
| 2 | Poverty and inequality: concepts and measurements. |
| 4 | How to measure poverty: poverty of what?; unit of analysis; temporal dimension; absolute and relative poverty; subjective and objective poverty; dichotomous, polytomous and fuzzy poverty; sectional and longitudinal poverty. |
| 6 | Poverty lines and equivalence scales. Diffusion and intensity of poverty (FGT indices: headcount ratio, poverty gap index, squared poverty gap). The issue of decomposability of some indices of poverty. |
| 2 | Defining and measuring absolute poverty: basic need approach, food ratio and the Italian basket to measure absolute poverty. Eurostat measure of material deprivation. |
| 2 | Main inequality measures: Gini index, Lorenz curve, interdecile ratios, Atkinson index. |
| 2 | Studying poverty and inequality in developing countries. Millenium Goals and following agenda. World bank poverty line. Merits and demerits of main poverty-related indexes (e.g. human development index, perceived corruption index, global hunger index, ...). |
| 4 | Statistical sources for micro and macro level studies of poverty and inequality: a) Exploring websites of the main producers of official statistics on poverty at national and international level (ISTAT, Bank of Italy, Eurostat, World Bank, IMF, FAO, UNDP, ....); b) main databases for poverty studies in developing countries; c) main cross-sectional and longitudinal surveys for comparative European poverty studies (EU-SILC, LIS, ESS). |
| 2 | Tool for poverty studies at micro level. Computing and interpreting probabilities, proportion differences; odds; odds ratios; relative risks. |
| 10 | An introduction to multiple regression and logit models to assess the drivers of poverty and inequality. Logit and multiple regression with the statistical software STATA |
| 4 | Poverty dynamics. Transient and persistent poverty: differences and consequences. Transition matrices. Longitudinal/chronic poverty indices. |
| 8 | Presentations of teamwork: students present some case studies they developed as guided homework. Students' presentations are followed by a debate in which we together evaluate different implications of stategy of measurement and controversial data. |