



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Economiche, Aziendali e Statistiche		
ACADEMIC YEAR	2023/2024		
BACHELOR'S DEGREE (BSC)	ECONOMICS, INTERNATIONAL COOPERATION AND SUSTAINABLE DEVELOPMENT		
INTEGRATED COURSE	POVERTY, DEVELOPMENT AND DEMOGRAPHY - INTEGRATED COURSE		
CODE	22580		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	SECS-S/05, SECS-S/04		
HEAD PROFESSOR(S)	BUSETTA ANNALISA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)	BUSETTA ANNALISA	Professore Associato	Univ. di PALERMO
	GENOVA VINCENZO GIUSEPPE	Ricercatore a tempo determinato	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	<p>BUSETTA ANNALISA 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</p> <p>GENOVA VINCENZO GIUSEPPE Monday 12:00 14:00 l'ufficio del docente, posto a primo piano, studio 111. Per coordinare meglio gli impegni degli studenti e quelli imprevisti del docente, si invitano gli studenti a contattare il docente via email in modo da concordare il giorno e l'orario dell'appuntamento (anche differente da quello qui riportato).</p>		

PREREQUISITES	Introductory notions of Mathematics and Statistics (from first and second year courses). Particularly, means, variability, concentration, linear regression and hypothesis testing are essential to understand this course.
LEARNING OUTCOMES	<p>1) Knowledge and understanding skills 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.</p> <p>2) Ability to apply knowledge and understanding 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.</p> <p>3) Autonomy of judgment 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.</p> <p>4) Communication skills 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.</p> <p>5) Learning Capacity 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.</p>
ASSESSMENT METHODS	<p>Final oral exam. 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.</p> <p>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 point to be added to the score achieved in the oral exam.</p>

	<p>Final evaluation in on a scale out of 30, and it is a weighted mean (by credits) of the two modules.</p> <p>EVALUATION SCALE (pass from 18 to 30)</p> <p>The result of the global oral exam will be considered:</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>INSUFFICIENT (less than 18) if the student does not have an acceptable knowledge of the contents of the topics covered in the teaching.</p>
TEACHING METHODS	Lectures, guided class debates, and teamwork (also with statistical computer lab).

MODULE POVERTY AND INEQUALITY

Prof. VINCENZO GIUSEPPE GENOVA

SUGGESTED BIBLIOGRAPHY

Gli argomenti del programma sono rintracciabili nei testi:

- M. Baldini , S. Toso (2009) Diseguaglianza, povertà e politiche pubbliche, Il Mulino, Bologna (capitoli: I, II, III). ISBN 9788815132222
- E. Morlicchio (2020) Sociologia della povertà. Il Mulino, Bologna (capitoli: V, VI, VIII). ISBN: 9788815290250
- Istat, anni vari, Statistiche sulla povertà e le condizioni di vita (scaricabili gratuitamente da www.istat.it)
- Materiali di studio sulla regressione multipla e logistica forniti dal docente nella sezione "Materiale didattico" del Portale Unipa.

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

EDUCATIONAL OBJECTIVES OF THE MODULE

This module aims at providing insights on approaches, measures and drivers of poverty, as well as of inequality and social exclusion, as interrelated phenomena.

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. Generalizations of the simple linear regression model will allow for a multivariate modelling of poverty and inequality.

By means of lectures students will gain:

- a) capacity to compute and interpret main statistical indices of poverty and inequality, and to perform basic poverty studies in developed and developing countries;
- b) operative knowledge of main national and international databases/survey for poverty and inequality studies;
- c) operative knowledge about some statistical techniques (models and indices) oriented to comparative and longitudinal analyses of poverty.

SYLLABUS

Hrs	Frontal teaching
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 absolute poverty lines. 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. World bank poverty line. The proxy means testing formula. Merits and demerits of the human development indices and the global hunger index in poverty studies.
3	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).
3	Tools for poverty studies at micro level. Computing and interpreting probabilities, proportion differences; odds; odds ratios; relative risks.
12	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
2	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 strategy of measurement and controversial data.

MODULE POPULATION, MIGRATIONS AND DEVELOPMENT

Prof.ssa ANNALISA BUSETTA

SUGGESTED BIBLIOGRAPHY

a) MANUALE a scelta tra:

- Rosina A., De Rose A. (2022), Introduzione alla Demografia. Analisi e interpretazione delle dinamiche di popolazione, Egea
- De Santis G. (2010), Demografia, il Mulino, Bologna

b) per il CURRICULUM SVILUPPO ECONOMICO, AMBIENTE E SOSTENIBILITÀ UN LIBRO A SCELTA:

- Associazione Italiana per gli studi di popolazione (2021), Rapporto sulla popolazione. L'Italia e le sfide della demografia, il Mulino, Bologna
- Livi Bacci M. (2015), Il pianeta stretto, Il Mulino, Bologna
- Golini A. (2009), Il futuro della popolazione del mondo, Il Mulino, Bologna
- Rosina A. (2021), Crisi demografica. Politiche per un paese che ha smesso di crescere, Piccola biblioteca per un Paese normale. Vita e Pensiero
- Golini A. e Lo Prete M.V. (2019), Italiani poca gente, Luiss University Press
- Mencarini, L., & Vignoli, D. (2018). Genitori cercasi: l'Italia nella trappola demografica. EGEA spa.
- Livi Bacci M. (2016), Storia minima della popolazione del mondo, Il Mulino, Bologna
- Golini A. e Rosina A. (a cura di) (2011), Il secolo degli anziani. Come cambierà l'Italia, Il Mulino, Bologna

b) per il CURRICULUM ECONOMIC DEVELOPMENT, COOPERATION AND MIGRATION UN LIBRO A SCELTA:

- Hugo, G., Abbasi-Shavazi, M. J., & Kraly, E. P. (Eds.). (2017). Demography of refugee and forced migration (Vol. 13). Springer. [FINO A PAGINA 174]
- Tripkovic, M., & Baubock, R. (2017). The integration of migrants and refugees. European University Institute.

c) Materiale integrativo OPZIONALE (PER ENTRAMBI I CURRICULUM):

- De Santis G. (2010), Demografia, il Mulino (capitolo 11 "Le fonti e i dati")
- Golini A. (1989), Popolazione, in "Enciclopedia del Novecento", vol. VIII
- Caselli G. e Vallin J. (2001), Dinamica della popolazione: movimento e struttura, [in:] Caselli G. e Vallin J. Wunsch E. (a cura di), Demografia: la dinamica delle popolazioni, Carocci Editore, Roma, pp. 73-101
- Golini A., Marini C. (2006), Aspetti nazionali ed internazionali delle popolazioni considerate da una "finestra demografica", Quaderni del Dipartimento Di Economia Serie Speciale luglio 2006
- Commissione per la Garanzia dell'Informazione Statistica (2002), La rilevazione delle migrazioni internazionali e la predisposizione di un sistema informativo sugli stranieri, Rapporto di ricerca 02.11 (a cura di S. Strozza, F. Ballacci, M. Natale e E. Todisco). (Capitoli 1 e 2)

Nel corso delle lezioni verrà distribuito materiale aggiuntivo di approfondimento

AMBIT	50208-discipline antropologiche
INDIVIDUAL STUDY (Hrs)	102
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EDUCATIONAL OBJECTIVES OF THE MODULE

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 demographics methods and sources. Students will use main statistical reports by ISTAT, 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
2	Introduction to the course (program, examination methods, course objectives, presentation of results of the evaluation of the course of the previous year ...). Interest of the study of demography in contemporary world. Definition of Demography and relation with the other sciences.
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.
2	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 demographics events (natality, fertility, nuptiality, mortality and migration)
4	Synthetic and analytical measures of demographics events (cohort and generation approach, Lexis diagram, crude and age-specific demographic rates, direct and indirect standardization).
2	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.

2	Mortality. Main measurements in the study of mortality. Sexual, territorial and social inequalities with regard to health and death.
4	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	Italy trends: population aging and lowest-low fertility
4	Population Dynamics, Climate Change and Sustainability.
4	Migrants, refugees and asylum seekerse
Hrs	Others
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 a demographic topic, chosen by each student (or group of students).