

## SYLLABUS

### Course description

The course belongs to the class “affine” in the MA in Eco-Social Design (LM-12). This course is a compulsory subject in the area “Observe, analyse & apply”.

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| Course title   | <b>Eco-Social Economics</b><br><b>Area: Observe, analyse &amp; apply”</b>  |
| Course code  | <b>96110</b>   |
| Scientific sector  | <b>SECS-P/01 – Economia Politica</b>   |
| Degree   | <b>Master in Eco-Social Design (LM-12)</b>   |
| Semester   | <b>II</b>  |
| Year   | <b>1<sup>st</sup> and 2<sup>nd</sup></b>   |
| Credits  | <b>6</b>   |
| Modular  | <b>No</b>  |
| Lecturer   | <b>Andrea Fumagalli</b><br>Email: <a href="mailto:andrea.fumagalli@unipv.it">andrea.fumagalli@unipv.it</a> ; <a href="mailto:andrea.fumagalli@unibz.it">andrea.fumagalli@unibz.it</a><br><a href="https://www.unibz.it/en/faculties/design-art/academic-staff/person/42488-andrea-fumagalli">https://www.unibz.it/en/faculties/design-art/academic-staff/person/42488-andrea-fumagalli</a> |
| Scientific sector of the lecturer  | <b>SECS-P/01 – Economia Politica</b>   |
| Teaching language  | <b>English</b>   |
| Teaching assistant (if any)  | -  |
| Office hours   | <b>18</b>  |
| Teaching language  | <b>English</b>   |
| Total lecturing hours  | <b>30</b>  |
| Total hours of self-study and/or other individual educational activities | <b>about 120</b>   |
| Attendance   | <b>not compulsory but recommended</b>  |
| Prerequisites  | -  |
| Course page  |  |

## Course description

The program of a course "Ecosocial economics" aims to combine in an interactive way the theoretical aspects with the more empirical ones and at the same time bring practical testimonies, in order to develop the examination of particularly significant case-studies

For this purpose, the course is divided into three parts of about 10 hours each.

- The first part is eminently theoretical, through frontal lessons. The aim is to analyze the transformations of the welfare system in the aftermath of the Keynesian welfare crisis in the late 1970s. Different alternatives that emerged in Europe, starting from the 1980s, will be presented: the Anglo-Saxon workfare system, the French-German Rhenish welfare, the family welfare of the Mediterranean countries and the principle of subsidiarity, also in the light of the policies of reduction of public welfare, between liberalization and privatization processes, favoured by the austerity policies adopted after the financial economic crisis of 2007-8. This analysis will be conducted taking into account the processes of transformation of new forms of valorization and wealth creation following the crisis of the Taylorist-Fordist paradigm and the advent of new models of productive organization innate with the advent of the ICT (Information, Communication Technology) paradigm.
- After a premise aimed to illustrate the major theoretical and methodological divergences between mainstream economics and heterodox approaches, the second part aims to illustrate the new models of social economy that have developed from this crisis, starting from the circular-environmental economy to the sharing economy and the possibility of developing economic relations and social cooperation that hinge on the concept of peer-to-peer economy (Bauwens) and models of eco- and social-sustainability (eco-feminism, queer theory and post-Keynesian analysis). Within this analysis, the concept of Commonfare will also be presented, as a possible socio-environmental alternative to the processes of dismantling public welfare and its declination in terms of workfare.
- In the concluding lectures, some privileged testimonies of community and territorial intervention will be presented, with particular reference also to the situation of Trentino and South Tyrol (in agreement with the University and the teacher).

### Students will be able to:

- take into account the environmental, social and economic impacts occurring within the tension between global and local dimensions;
- take into account the socio-economic aspects that characterize a territory, a community and a group of people;
- integrate socio-economic aspects and sustainability requirements in project design while considering the tension, which occurs between the local and the global dimensions;
- develop an individual way of thinking, leading to critical judgements and self-assessments;
- communicate, multilingually, in a convincing way, through a variety of modalities (written, oral, visual);
- design by taking into account the needs and desires of a given territory, of a situation/set of circumstances, of a specific group of people, thanks to the ability of observing, listening, interacting and mediating amongst various stakeholders involved in the project;
- talk to experts about the project;
- read experts' articles, studies and reports related to one's own project issues and integrate those analysis with one's own project design;
- organize a research project while identifying relevant studies and researches, experts to collaborate with, methods and instruments to adopt;

- understands specialist literature so as to integrate it within their own research project;
- take into account the sustainability requirements of a product, a service, an application or an interactive system; integrate the sustainability requirements in the project and in one's own design.

**Knowledge will be acquired in the following fields:**

- the relationship between economic development and social sustainability, the relationship between innovation and social sustainability and their impact on welfare conditions, with particular attention to the situation of the Alpine territories and their contexts;
- the relationships between politics and ecology, the ecological impact of political choices and the political impact of ecological choices, the frames within which to think, interpret and value such relations, with particular attention to the circumstances of the Alpine territories and their contexts;

**List of topics covered**

Economic theory, both standard economics and eco-social economics, based on an overview about the history of economic thought; discourse about sustainable development; the necessary new configuration of the economic realm and the concept of labour; action principles and social contracts for the construction of a sustainable socio economic system.

Approximately 30% of the teaching is dedicated to the projects of students and the related issues (last part)

**Teaching formats**

Frontal lectures, group discussions

**Learning outcomes**

Knowledge and understanding

Getting knowledge in the field of economics and having a clear understanding of the differences between standard economics and eco-social economics.

**Applying knowledge and understanding**

Applying economic knowledge for analyzing the multifold eco-social crises and problems of sustainability in the global and local context. Understanding problems and possibilities of a transformation towards a sustainable economic system through the lens of eco-social economics.

**Making judgments**

Being capable of critically reflecting different concepts of economic theory and of discussing and judging economic proposals for a transformation towards a sustainable economic system.

### **Communication skills**

Being able to communicate with experts, both from the scientific field and from the every-day of life.

### **Learning skills**

Being able to interpret different economic texts concerning the inherent theoretical concept as well as developing an own view of eco-social crises and an own idea of steps toward a sustainable economic system on the local or regional level.

### **Assessment**

Presentation and oral discussion of a brief written report on the arguments discussed during the lectures. The thesis deals with theoretical issues and/or specific case-studies, previously agreed with the teacher. For non-attending students: please contact the lecturer.

**Assessment language:** English

### **Evaluation criteria and criteria for awarding marks**

- Relevance, appropriateness and originality of the written report with regard to an eco-social economic transformation
- Quality of the discussion related to eco-social economics (clarity of answers, ability of using scientific language as well as of its transformation into language of the daily life, ability to summarize, evaluate, and establish relationships between topics)
- Ability to critical reflect different economic concepts and their proposals for a transformation towards sustainability

### **Required readings**

They will be provided during the lectures with the help of specific didactic material (slides, book chapters, articles, ...)

### **Supplementary readings**

K. Raworth, *Doughnut. Seven ways to think like a 21<sup>st</sup> century economist*, Chelsea Green Publishing, Vermont, Usa;

M. Bauwens, *The political economy of peer production*, CTheory, 2005;

Ellen MacArthur Foundation, *Towards the Circular Economy: an economic and business rationale for an accelerated transition*, 2012;

A. Fumagalli, "Twenty Thesis on contemporary capitalism (Bio-cognitive Capitalism)", in Andrea Fumagalli, Alfonso Giuliani, Stefano Lucarelli, Carlo Vercellone *Cognitive Capitalism, Welfare and Labour. The Commonfare Hypothesis*, Routledge, London, 2019, pp. 61-76.

For Italian readers: A.. Fumagalli, *Economia politica del commune*, Derive Approdi, Roma, 2017.

Didactic Material will be presented during the lectures.