



Academic Year 2024-2025 Syllabus
European Thought and Global Justice
12 CFU
1st module: Prof. Lorenzo Pecchi
2nd module: Prof. Lorenzo Perilli

Course Description

The Course is divided in two modules: European Thought (second module) and Global Justice (first module).

The first module tries to answer to the following question: what do we owe to each other? In looking for plausible answers, we will first study the main contemporary theories of justice, namely, utilitarianism, libertarianism, contractualism and communitarianism which find their roots in the political philosophies of Aristotle, Locke, Hobbes, Hume, Kant, Bentham and Mill. The current political debate in the Western democracies largely reflects these theories and views although the main actors involved do not always have full awareness of it. An inquiry into our duties is interested mainly in identifying and justifying those principles of justice that guide our actions and shape and design our institutions. Since the focus of this course is on global justice our concern is to understand how individuals and states ought to conduct themselves in relation to others on the world stage. In particular, we will test the theories of justice in relation to issues such as world poverty, global inequalities, immigration and climate change.

The second module aims at providing students with a common background about the origin and development of the most important features peculiar to European thought, and at giving them the intellectual instruments to understand the issues which make Europe different from, or similar to, other cultures. Comparative issues with Chinese thought will also be touched upon. Students will gain knowledge of the foundations and conceptual base of western political systems (democracy), science, law, philosophy, ethics, and other issues, in their mutual relation.

1st module: GLOBAL JUSTICE

Teaching Method

Students are expected to read the material for every class and participate in every lecture.

Schedule of Topics

Topic 1	Introduction to moral theories
Topic 2	Utilitarianism
Topic 3	Libertarianism
Topic 4	Contractualism (Rawls)
Topic 5	Equalization of endowments and capabilities
Topic 6	Communitarianism and Republicanism
Topic 7	Cosmopolitanism vs. Social Liberalism
Topic 8	World poverty and global inequality
Topic 9	Borders: immigration and territory
Topic 10	Climate change justice

Textbook and Materials

The course's reference books are *Michael J. Sandel, Justice: What's the Right Thing to Do?*, Penguin Group, 2009 and *Kok-Chor Tan, What is This Thing Called Global Justice?*, Routledge 2017 which cover large part of the above topics, however students are required to read selected articles and excerpts from the following books:

Beitz, Political Theories and International Relations
Dworkin, Sovereign Virtue
Dworkin (2), Is Democracy Possible Here? Friedman,
Free to Choose
Hayek, The Constitution of Liberty
Kant, (1) Groundwork for the Metaphysics of Morals Kant
(2) Perpetual Peace: a Philosophical Sketch MacIntyre,
After Virtue
Mill, Utilitarianism
Miller, Citizenship and National Identity
Mollendorf, Cosmopolitan Justice Moss,
Climate Change and Social Justice Nozick,
Anarchy, State and Utopia Nussbaum,
Creating capabilities
Pettit, Just Freedom
Pogge, World Poverty and Human Rights Rawls
(1), A Theory of Justice
Rawls (2), Political Liberalism
Rawls (3), The Law of Peoples
Rawls (4), Justice as Fairness
Rothbard, For a New Liberty - The Libertarian Manifesto
Sandel (1), Justice
Sandel (2), Liberalism and the Limits of Justice
Sen, Inequality Reexamined
Singer (1), Famine, Affluent, and Morality
Singer (2), Utilitarianism: A Very Short Introduction
Singer (3), Practical Ethics
Singer (4), One World One
Singer (5), The Life You Can Save
Taylor, Philosophical Papers 2
Walzer, Spheres of Justice

Course Outlines

1. Introduction to moral theories

Lichtenberg, Negative Duties, Positive Duties, and the New Harms Singer, Famine, Affluence, and Morality

2. Utilitarianism

Sandell (1), Ch. 2(*) Mill,
Singer (2), Ch. 1, 2 & 3 The History of Utilitarianism – Stanford Encyclopedia of Philosophy
(plato.stanford.edu)

3. Libertarianism

Sandel (1), Ch. 3
Rothbard, Ch. 2
Friedman, Ch. 1 & 5
Nozick, pp. 149 –182
Hayek, Ch. 6
Libertarianism – Stanford Encyclopedia of Philosophy

4. Political Liberalism

Sandel, Ch. 4 – 5(*) Kant (1),
Rawls (1), Ch. 2 (sec. 10, 11, 12, 13, 14), Ch. 3 (sec. 20, 21, 22, 23, 24, 25), Ch.4 (sec.40)
Rawls (2), Introduction
Rawls (4), Part 1
Liberalism – Stanford Encyclopedia of Philosophy

5. Equalization of Endowments and Capabilities

Dworkin, Ch.1 & 2
Dworkin, Ch.1 & \$ Sen,
Ch.1, 2, & 3
Nussbaum, Ch.2

6. Communitarianism & Republicanism

Sandel (1), Ch. 8
Sandel (2), Introduction, Ch. 1
McIntyre, Ch. 15 – 16
Miller, Ch. 6
Taylor, Ch. 7
Walzer, Ch.1 – 2 – 3
Pettit, The Globalized Republican Ideal(*) Pettit,
Ch1, Ch.2, Ch.3
Communitarianism – Stanford Encyclopedia of Philosophy

7. Cosmopolitanism vs. Social Liberalism

(*) Kant (2)
Rawls (3), sec. 1, 2, 3, 4, 5, 6, 16
Beitz, Part 3, 1, 2 & 3
Miller, Ch. 2, 3
Mollendorf, Global inequality and InjusticeMollendorf,
Ch.2 & Ch. 4
Pogge, Introduction, Ch. 4Singer
(4), Ch. 5
Cosmopolitanism – Stanford Encyclopedia of Philosophy

8. World Poverty and Global Inequality

Tan, Ch.2, Ch.3
Milanovic, Global Income Inequality by the Numbers: in History and NowUnited
Nations, The Millenium Development Goals Report
Singer (5), Ch. 6, Ch. 7

9. Borders: Immigration and territory

Tan, Ch. 9
Tan, The Boundary of Justice and the Justice of BoundariesCarens,
Aliens and Citizens: The Case for Open Borders Miller, Selecting
immigrants
Miller, Ch. 7
Moellendorf, Ch. 3
Hardin, Migration and communityWalzer,
Ch. 2

10. Climate Change Justice

Tan, Ch. 12
Mollendorf, Climate change and global justiceMoss,
Introduction, Ch. 3
Singer (4), Ch. 2

Items with (*) are optional

Office hours

Office hours are after classes.

2nd module: EUROPEAN THOUGHT

Teaching Method

Taught class, lectures delivered by the Professor will be the main feature. Active discussion with students will also be part of the teaching activity. Students might be asked to write unannounced short essays in class on topics dealt with in the previous lessons. The second part of the module will be devoted to a discussion of two topics: 1) Fyodor Dostoyevsky's chapter called "The Grand Inquisitor" in *The Brothers Karamazov*. Students are required to read the chapter thoroughly in advance (see bibliography below), in order to be able to follow the arguments presented during the class and actively participate in the discussion. 2) The notion of digital objects as non-things and our relation as knowing subjects to reality, the workings of the human mind in perception and memory, with contributions in class by psychiatrist Prof. Alfonso Troisi.

Schedule of Topics

Topic 1	The birth and first development of democracy as a political system. Thucydides' Athens.
Topic 2	Inference, induction, deduction. The method of scientific research and the notion of science.
Topic 3	The role of religion and its competitiveness towards rational thought – Ancients and moderns (Greece and Iran, Plato and Khomeini).
Topic 4	Individual, collectivity, community: rights, duties, obligations and the history of Europe.
Topic 5	God, Freedom, Power: Fyodor Dostoyevsky's <i>The Grand Inquisitor</i>
Topic 6	AI and the digital order of the world.

Textbook and Materials

Papers, Books, and Articles:

1. Thucydides, *Pericles' Speech*.
2. Thucydides, *The Melian Dialogue*.
3. C. Ginzburg, *Clues: Roots of a Scientific Paradigm*, in C. Ginzburg, *Clues, myth and the historical paradigm*, Johns Hopkins University Press 1989, pp. 96-125.
4. S. Weil, *The Need for Roots*, London 1952 (part 1 and other selected pages).
5. F. Dostoyevsky, *The Grand Inquisitor, with related chapters from The Brothers Karamazov*. Edited, with an Introduction, by Charles B. Guignon, Hackett Publishing Company, Indianapolis/Cambridge, 1993 [From the beginning to Chapter 5 –The Grand Inquisitor (included). It is recommended to read the introduction after reading the other chapters]. – **The best option** will be to read *The Brothers Karamazov* in its entirety.
6. Stefan Zweig, *The world of yesterday*, University of Nebraska Press, 2013 (new translation of 1943 edition). The book can be read **in any language** (Original title: *Die Welt von Gestern*).
7. C. O'Neil, *Weapons of math destruction. How Big Data increases inequality and threatens democracy*, Crown, 2016.
8. A. Spinelli, E. Rossi, *The Ventotene Manifesto. For a Free and United Europe. A Draft Manifesto* (Any edition; for example, publ. Ultima Spiaggia, Bilingual edition Italian and English, 2016).

Office hours

Students can speak with the Professor after each lesson or they can set up a meeting by writing an e-mail to lorenzo.perilli@uniroma2.it

ASSESSMENT

First Module (6 CFU, one half of the final grade)

Attending students:

Groupwork (requirement A) counts for 20% per cent of the module grade, while the final exam (requirement B) must be done individually and counts for 80% of the module grade. Both active participation to the class and the fulfillment of the A requirement are strongly encouraged but the fulfillment of the B requirement is compulsory. Groupwork consists of participating in a closed-door debate in which two groups of five people each will confront each other on specific topics, where one group will support a thesis and the other group the counter-thesis. Students who do not participate actively to the class and fail to participate to the groupwork will be assessed exclusively on the final written exam.

Non-attending students (students with less than 80% of presence in class) will be assessed 100% on the written final exam. In addition, the final written exam will present a higher number of questions for non-attending students.

Second Module (6 CFU, one half of the final grade)

Written exam. Students will answer open questions and multiple-choice questions concerning topics from both textbooks and in-class activity. Non attending students will be required to study additional material and answer extra questions.

Attendance is expected and strongly encouraged. In case of unforeseen hindrances causing actual impossibility to attend (less than 80% presence), students will be given extra study material.

Please be aware: students will be able to be considered for the first round (“appello”) grade of the exam only by sustaining BOTH modules’ exams, the exam of module 1 during the MIDTERM week and the exam of module 2 at the end of lectures. Students who do not show up/pass module 1 in the MIDTERM week cannot sustain the first exam of module 2 but will be able only to sustain both exams in the second round of the Summer session or of the Fall session. The student can reject ONLY the final grade of the average of the 2 exams. If they do that, they will have to retake the exam in the following rounds (appelli) by doing again the exams of BOTH modules.

If a student passes module 1 in the midterm week, they can choose to take the final exam of module 2 in either round of the summer session.

NOTE: If you are an Erasmus or a non Global Governance student who would like to attend one or more courses in the Global Governance programme, please be aware that, before enrolling in the course, you should have read the code of conduct and the procedural rules characterizing our programme. We assume that, if you enrol in the course, you have read and accepted all Global Governance values and rules. Notice that attendance is expected from the very first lesson and you need to attend at least 80% of the course to be considered an attending student.

Description of the methods and criteria for testing learning

The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the program, consequentiality of reasoning, analytical ability and clarity of presentation, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).

The examination will be graded according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; the topics are exposed in an incoherent manner and with inappropriate language.

18-20: barely sufficient knowledge and understanding of most of the topics, with some missing items; sufficient capacity for analysis; the topics are sometimes exposed in an inconsistent manner and with inappropriate/technical language;

21-23: basic knowledge and understanding of most of the topics; ability to analyze and synthesize correctly with sufficiently coherent logical argumentation, with possibly some inaccuracy in the technical language.

24-26: good knowledge and understanding of most of the topics; good analytical and synthetic skills with

rigorously expressed arguments, though with possibly a few inaccuracies in the technical language.

27-29: complete knowledge and understanding of the topics; good capacity for analysis and synthesis. Arguments presented in a rigorous manner and with appropriate/technical language, with only minor inaccuracies.

30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.
