



Syllabus

Academic Year	2021/2022
Program	International Relations
course	International Political Theory
Term	I semester
Year	2
SSD	SPS/01- Filosofia Politica
Credits	6

INSTRUCTIONAL GOALS

The course introduces the recent debate within normative International Political Theory, by focusing on some basic moral claims, conflicts and dilemmas that arise in the global context. A series of facts characterize the international world: the existence of states, which lay claim to territories and exercise coercive power; such states protect, but also violate, human rights; conflicts, including armed conflicts, arise between states, and between groups within and across states; migration flows r(e)shape the relations among states. This course will be trying to explain, not these facts themselves, but our moral reactions to them, and the duties and claims of justice that we think states, groups, and individuals have with respect to one another in the various contexts that these facts create.

Students will be confronted with a variety (sometimes conflicting) of influential contributions by prominent political philosophers, with the aim of encouraging them to both adopt a critical approach and develop an analytical attitude when considering contemporary global issues. Broadly, the course aims to provide students with:

- knowledge of the main dilemmas and arguments that have featured in contemporary ethical debates in the above-mentioned areas;
- understanding of the philosophical theories behind those dilemmas and arguments;
- an improved ability to make clear and informed ethical assessments of the political and legal scenarios and decisions studied in other, less normatively oriented courses;
- an improved ability to engage in ethical debates with efficacy and clarity.

INTENDED LEARNING OUTCOMES

Knowledge and understanding:

By the end of the course, students will acquire:

- Better knowledge of the main texts and dilemmas emerged in the scholarly debate on International Political Theory
- Improved understanding of different approaches and competing perspectives on international/global justice (e.g.: cosmopolitan vs statist views; global egalitarianism vs minimalism; utilitarianism vs deontological approaches etc.)
- Increased capacity to engage critically with the readings and the literature in the field and to connect a normative thinking about these problems to other, either empirical or juridical, perspectives.

Applying knowledge and understanding:

Students will be able to apply their acquired knowledge in their future professional activities, in several ways. In particular, students will be trained in:

- Drafting and preparing policy briefs aimed at policy makers and /or advocacy
- Carrying out research (either academic or for professional purposes) in the field of world poverty, social justice, social inclusion, migration, etc.
- Giving public talks, formulating objections, etc.



Making judgements:

Due to critical approach employed in the course and the emphasis placed on autonomous re-elaboration and critical discussion of the readings, students will be able to:

- Provide informed ethical assessments of the evolving international political scenarios;
- Develop an autonomous and critical judgement view about facts of the international world, which can be employed in several professional sectors
- Carry out a research work, which includes the capacity to collect material, engage with readings autonomously and present an independent point of view

Communication Skills:

During the course students will be asked to contribute to the discussion in several ways, via critiques and active engagement in class discussion. Students are therefore expected to improve their communication skills especially via the “critique sessions” and the overall degree and quality of participation in class discussions.

Critique sessions: One meeting each week sees 4 (or even more, depending on the number of attending students enrolled in the course) students (individually) actively involved in the discussion. Students are asked to present a specific critique/response regarding the topic of the day and stimulate class discussion.

Learning skills:

By the end of the course students are expected to acquire the following skills:

- Better capacity to design, draft and autonomously carry out research work
- Improved ability to make intelligent use of informed ethical assessment to apply to the evolving international political scenario
- Increased competence in providing well-organized and clear arguments in support of their views
- Increased expertise in debating about important facts that characterize our international world

Pre-requisites	None. However, familiarity with the main debates in contemporary normative political theory and/or with the history of political thought might be extremely helpful.
Course content	<p>The course will confront students with a series of pressing questions, which include – albeit, it is not limited to- the following:</p> <ul style="list-style-type: none">• What duties, if any, are owed by richer nations to poorer nations? Is justice within a state different from justice between states?• How, if at all, can a state come to have a moral right to govern and control a particular territory? What are the ethical grounds of national self-determination?• Under what conditions states can be thought to have a just claim to resources that are within their borders? Should countries have a duty to open their borders to immigration flows?• How does the concept of justice bear on cases of violent conflict? Do combatants, and terrorists differ in their degrees of moral immunity to attack? <p>The course will be therefore organized around the following units: Unit 1: Introduction to International Political Theory; Unit 2: Human rights and their critiques; Unit 3: The ethics of war and violence; Unit 4: Global justice; Unit 5: borders, migration, and refugees; Unit 6: feminism and global justice Unit 7: Social Justice and the EU</p>
Reference Books	<p>Brown C. and Eckersley R. The Oxford Handbook of International Political Theory (Oxford, 2018); Armstrong, C. (2012). Global Distributive Justice, An Introduction. Cambridge University Press.</p> <p>In addition, students are asked to read the following articles:</p> <ul style="list-style-type: none">• Peter Singer, “Famine, Affluence, and Morality”, <i>Philosophy and Public Affairs</i>, 1 (1972), pp.• Joshua Cohen, “Minimalism about Human Rights: The Most We Can Hope For?”, <i>Journal of Political Philosophy</i>, 12 (2004), pp. 190-213.• Wenar- 2008- Property rights and the resource curse• Rawls, <i>The Law of Peoples</i> (Cambridge MA: Harvard University Press): part 1 and 2.• Beitz, Charles R. “Justice and International Relations.” <i>Philosophy & Public Affairs</i>, vol. 4, no. 4, 1975, pp. 360-389. JSTOR,• Thomas Nagel, <i>The Problem of Global Justice</i>. <i>Philosophy & Public Affairs</i>, 33: 113-147 (2005)• Andrea Sangiovanni, <i>Solidarity in the European Union</i>, <i>Oxford Journal of Legal Studies</i>, Volume 33, Issue 2, Summer 2013, Pages 213-241, https://doi.org/10.1093/ojls/gqs033• L. Ypi, <i>Migration a closed borders Utopia</i>, <i>Journal of Political Philosophy</i>,



	<ul style="list-style-type: none">• Held, V. (2005), Legitimate Authority in Non-state Groups Using Violence. <i>Journal of Social Philosophy</i>, 36: 175-193. doi:10.1111/j.1467-9833.2005.00265.x• Jaggard, A. (2005). "Saving Amina": Global Justice for Women and Intercultural Dialogue. <i>Ethics & International Affairs</i>, 19(3), 55-75. doi:10.1111/j.1747-7093.2005.tb00554.
Teaching Methods	<p>The course will comprise a mixture of lectures and seminars.</p> <p>Lectures The initial lectures will provide groundwork and basic conceptual tools as well as introduce specific topics addressed in the seminars.</p> <p>Seminars The seminar style meetings will see groups of four (or more according to the number of actually attendant students) students present a secondary reading related to the weekly topic. The students in the presenting group will be required to write a critique of/response to the required reading. This exercise should be open-ended and serve as a jumping off point for debate.</p>
Assessment	<p>The grade for the course will be determined on the basis of 3 components:</p> <ul style="list-style-type: none">• Critiques/responses, during the seminar portion• Mid - Term exam• Final Written exam: students might opt to submit either a "philosophical essay" or a "policy brief"
