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# DIDACTIC TOOLS

**K.C.6\_Citizenship Competence**  
Università degli Studi di Palermo



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**LEARNING UNIT 1**

**Human Geography and Migrations**

## My Voyage around the World

### Brainstorming Activity

Try to describe what you see in the pictures, pointing out the main differences between them:



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## Activity 1

Look at the description of the three types of travellers on the left side and recognize the geographical concepts mentioned there using the pictures below.



### Nomads on horseback

They cannot cross the **ocean**. They cannot cross the **sea** or sail along the **coast**. They can cross the sea if the distance between the two shores is very narrow. They can walk as fast through **mountains** and **deserts** as well as through **flatlands**.



### Ancient sailors

They cannot cross the ocean, unless there are many **islands** along their path; they can cross the sea and sail along the **coast**. They can walk everywhere, leaving their boats on the coast, but they walk three times more slowly when they walk through the mountains and deserts.



### Explorers

they can cross the ocean and the sea. They can only walk through the flatlands. If they used their ship and they decide to land somewhere then they cannot use again the ship.



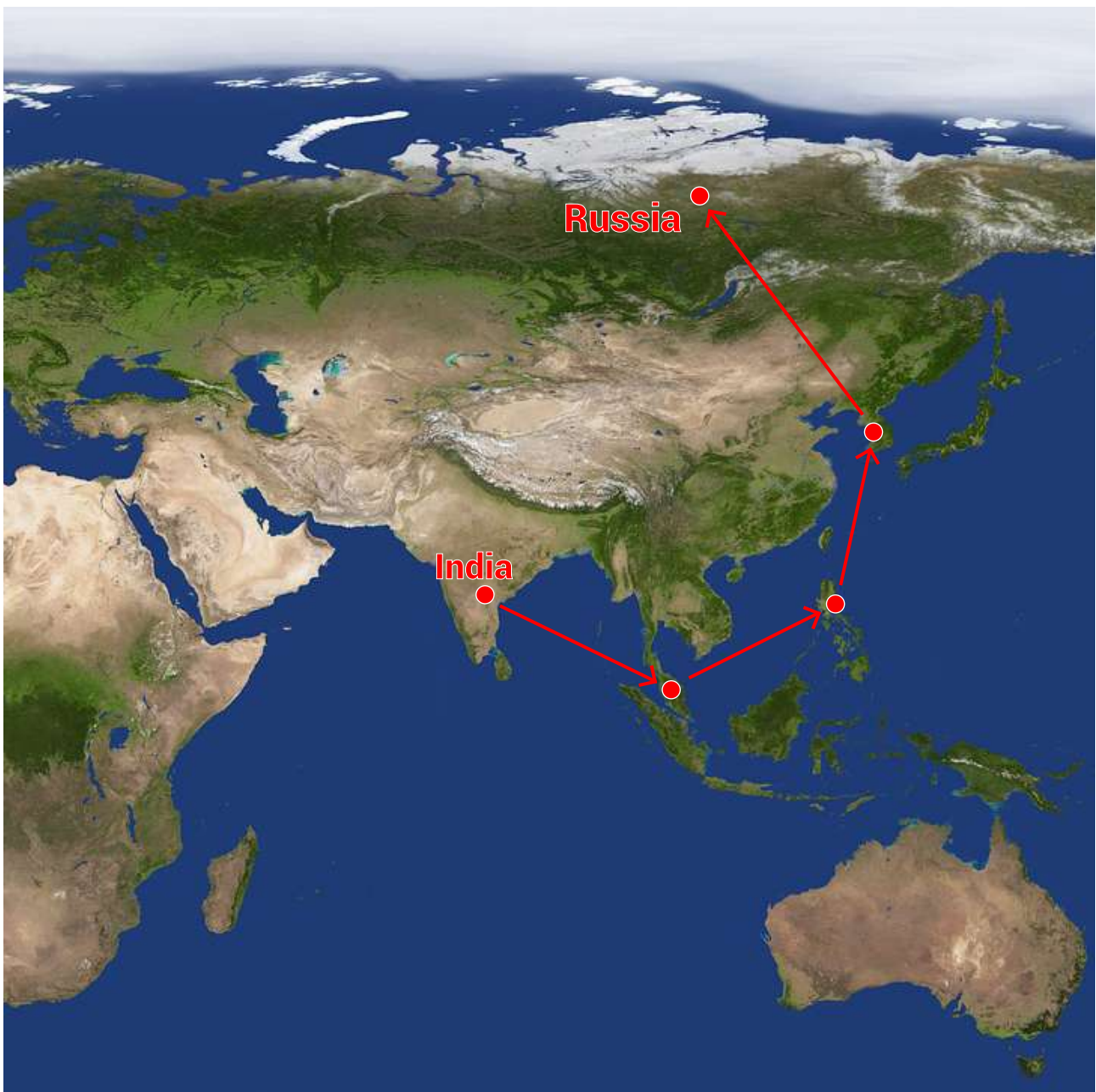


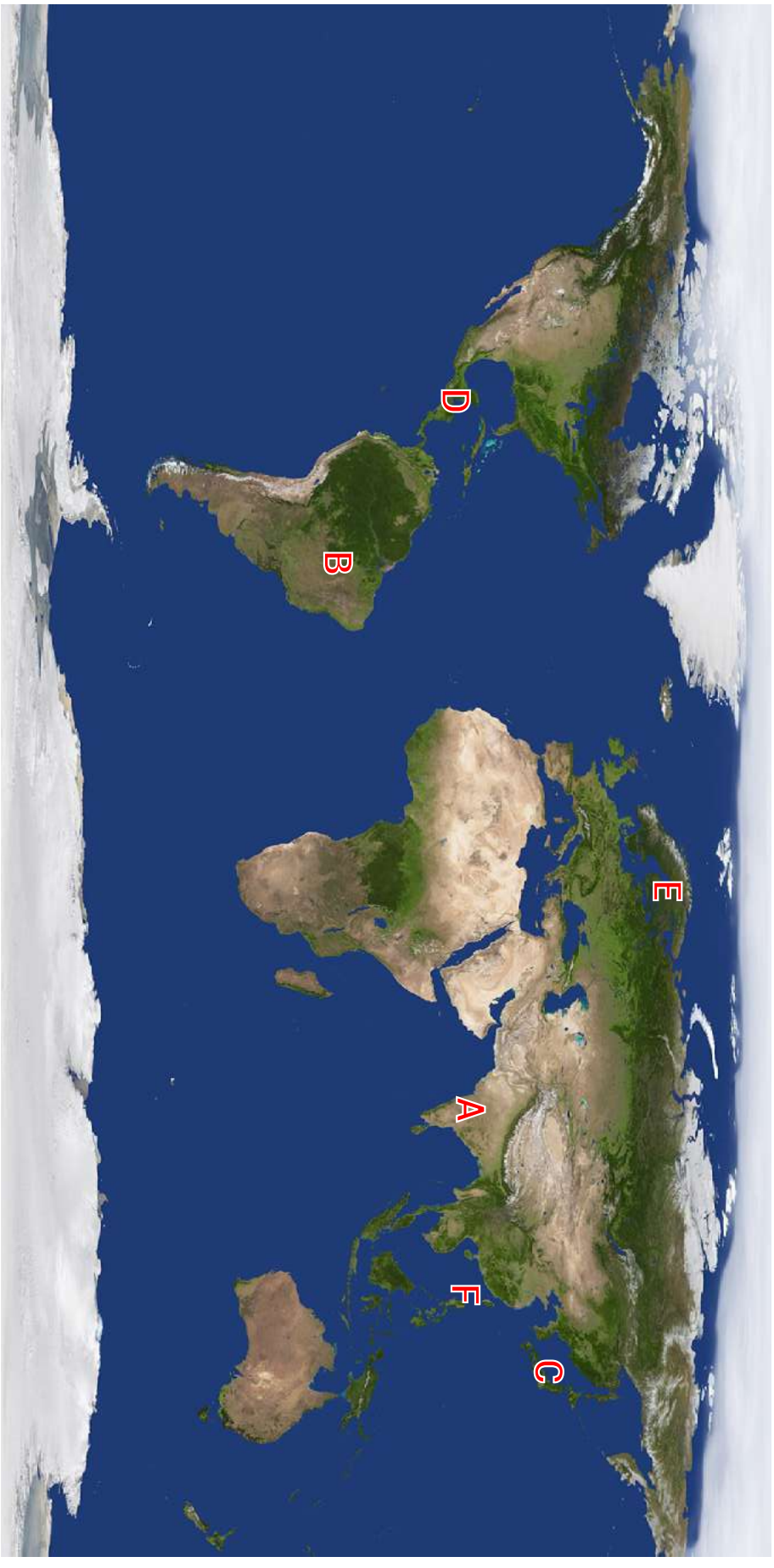
Now choose one type of traveller and start your travel around the world.

You must choose the easiest path according to your traveller's abilities and mark it on the map. You must measure the best path using a measuring stick (remember that you should multiply the distance when your traveller moves slowly). If you want you can write the description of your journey in the lines below.

**An example:**

*we want to reach Russia from India and we chose the Explorers. The Explorers cannot just go through **the most direct way**, because the most direct route goes through the mountains. Hence they must go through the seas and oceans for a longer route. The Explorers should start their travel from the east **coast** of India, then move through **Malaysia** and **Indonesia**, pass **Philippines** and land in **Korea**, from there they can move through the **flatlands** and reach Russia.*





You must go from point A (India) to point B (Brazil); from point C (Japan) to point D (Mexico); from point E (Finland) to point F (Philippines). You must choose the easiest path according to your traveller's abilities. You must measure the best path using a measuring stick ( Remember that you should multiply the distance when your traveller moves slowly).

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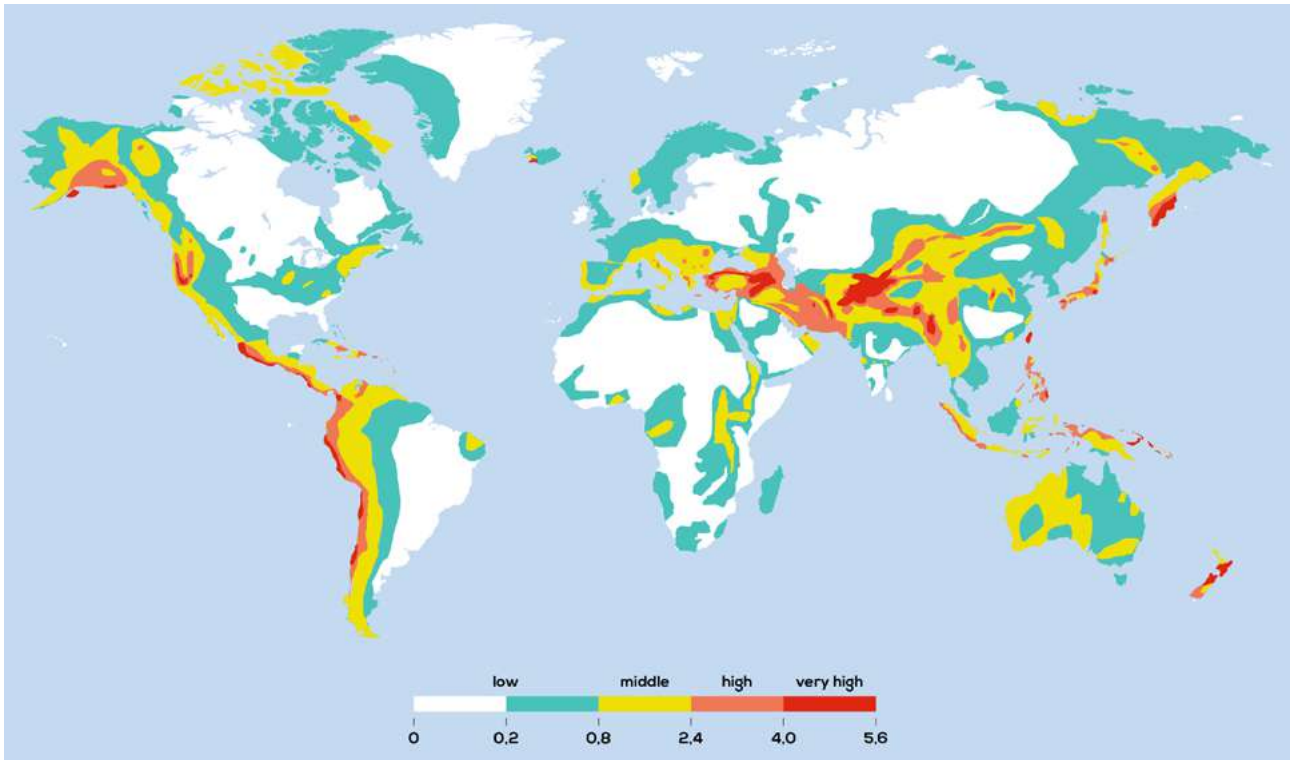


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Activity 2

Look at the following map.



Many information about nature are not provided by the map we have seen so far, but there are other maps that give us information we would like to have when we are travelling.

**Here we have a map in which the seismic hazard is reported**, that is, the risk of earthquakes.

Using the same travellers of the last game **try to go from Spain to Indonesia**. Please, if you want to play this game, use the big map of the last page to measure the length of your moves. Whoever character you use, you cannot pass through red and pink parts, while yellow part slow down your speed three times. Pay attention also to the other natural features of the places you are crossing (deserts and mountains have not disappeared!).

If you want you can write the description of your journey.

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## Activity 3

## Zoom: drawing your map



As we can see maps can be used to give information about very different topics, showing us which fruits are cultivated around the world, or which habits (religion, sports, food) people have. In the next exercise try to make up your map following the steps reported below

- Imagine a certain information (here there are some examples: which are the favorite sports in a place, whether mother have a paid leave for taking care of their children, which are the countries which eat more meat, whether you can find or not a McDonald in a certain country).
- Now, using the world map, imagine and draw a map about the information you chose (for example: the map of the countries in which there are no McDonald's).
- Finally, check on internet whether there are maps about the topic you chose and whether they resemble or not the distribution you chose (You may be surprised by the amount of map – even just funny or stupid – that have been realized).

## Activity 4

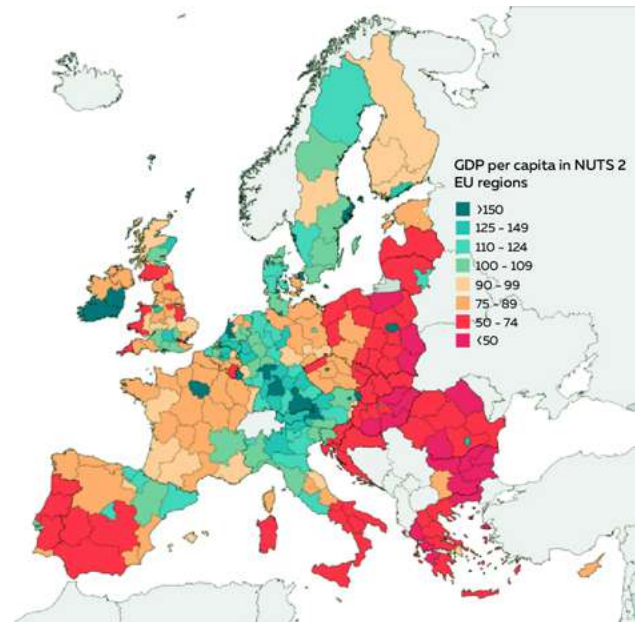
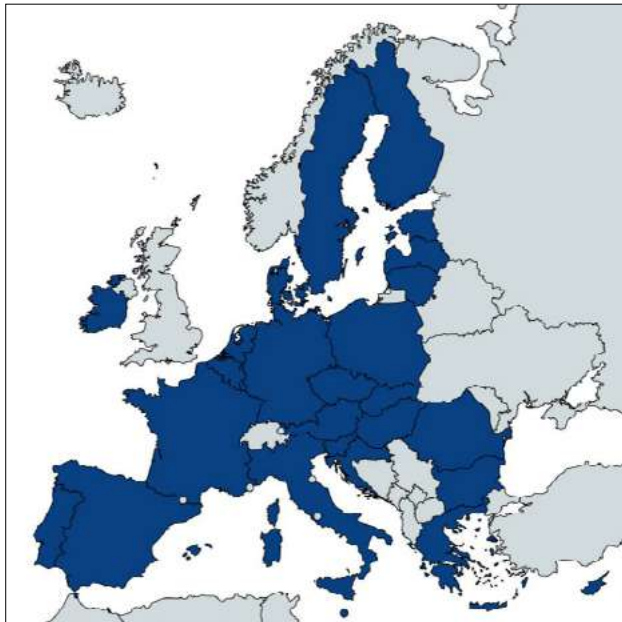


**Although many different maps exist, some are more important than others.** One of the most important maps we have is the **political map** in which **national states** are drawn through different patches of colours.

**What common features do they have? Are they similar in size?** (Answer: no, they are not, find in the map a very big national state and a very small national state) **Are they divided by natural borders like desert or sea?** (Answer: some time it seems that these natural borders are important, but many times no, we have for example a state like Indonesia that is made by many islands!).

## Activity 5

Look at the following maps.



In the map on the left the countries in dark blue are the **members of EU**. Only the borders of the **National States** are drawn.

In the map on the right local governments borders are also drawn. So the map shows not only the **national borders** but also the **internal borders** within the same National State. In the second map different colors represent how rich people are. The richest are colored dark green, whereas the poorest are colored dark red.

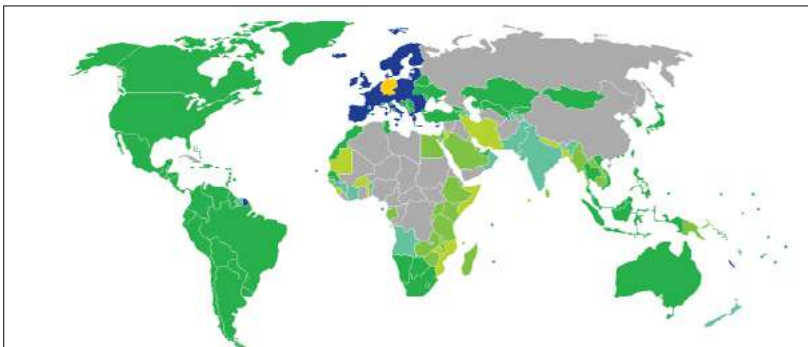
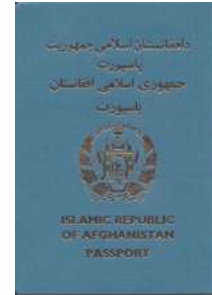
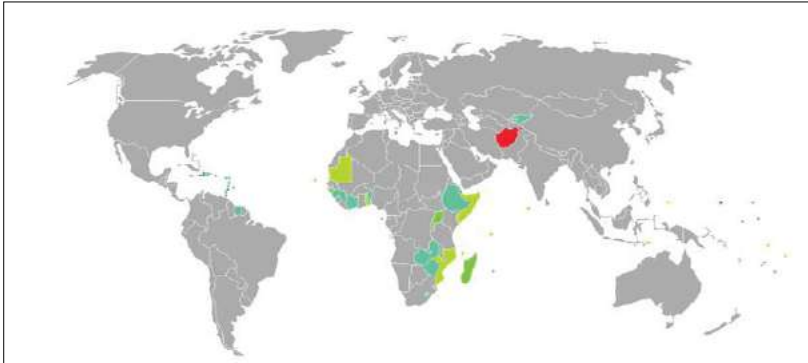
What can we learn by looking at the maps? One thing we learn is that **inside the same National State there may be huge differences in wealth**.

But we see also that often **neighboring communities that belong to different National States are very different in wealth** (for example, the border between Germany and Poland, or Germany and Czech Republic; but also the border between Germany and Denmark).

It seems that different communities inside the same National State may have had different stories that led to different degrees of wealth, but at the same time it seems that belonging to the same National State plays an important role. It is very important, then, to **understand the functions of the National State**.

Activity 6

Look at the following maps and passports.



- Afghanistan
- Freedom of movement
- Visa on arrival
- Visa available both on-line and on arrival
- Germany
- Visa not required
- E-Visa
- Visa required before arrival

Here we have two maps showing the **power** of two **passports** (Afghan Passport and German Passport). This power is very different. German Passport allows to reach many destination without control and it allows to reach many destinations with minimal controls. Instead, Afghan Passport (disregarding some exceptions) does not give these powers.

**Find the easiest way to reach Afghanistan from Germany with a German Passport**, using your measuring stick. This time you can cross every type of land and sea, but everytime you cross a grey zone you should multiply the distance five times. After you have found the path, try to do the same experiment the other way around going from Afghanistan to Germany with a Afghan Passport.



### Conclusions

In this lesson we have learnt that the ability to move around the world is **constrained by many natural elements**. But borders and constraints are not only natural. There may be **legal limitations** to the freedom of movement posed by National States.

There are many **disadvantages** in loosing the power to freely move around the world.

- Which are in your opinion the possible advantages of the system of political borders?
- Why National States limit freedom of movement?
- In your opinion, are the system of political borders and the limitations it imposes on movement justified?

### Exercises 1, 2, 3, 4, 5



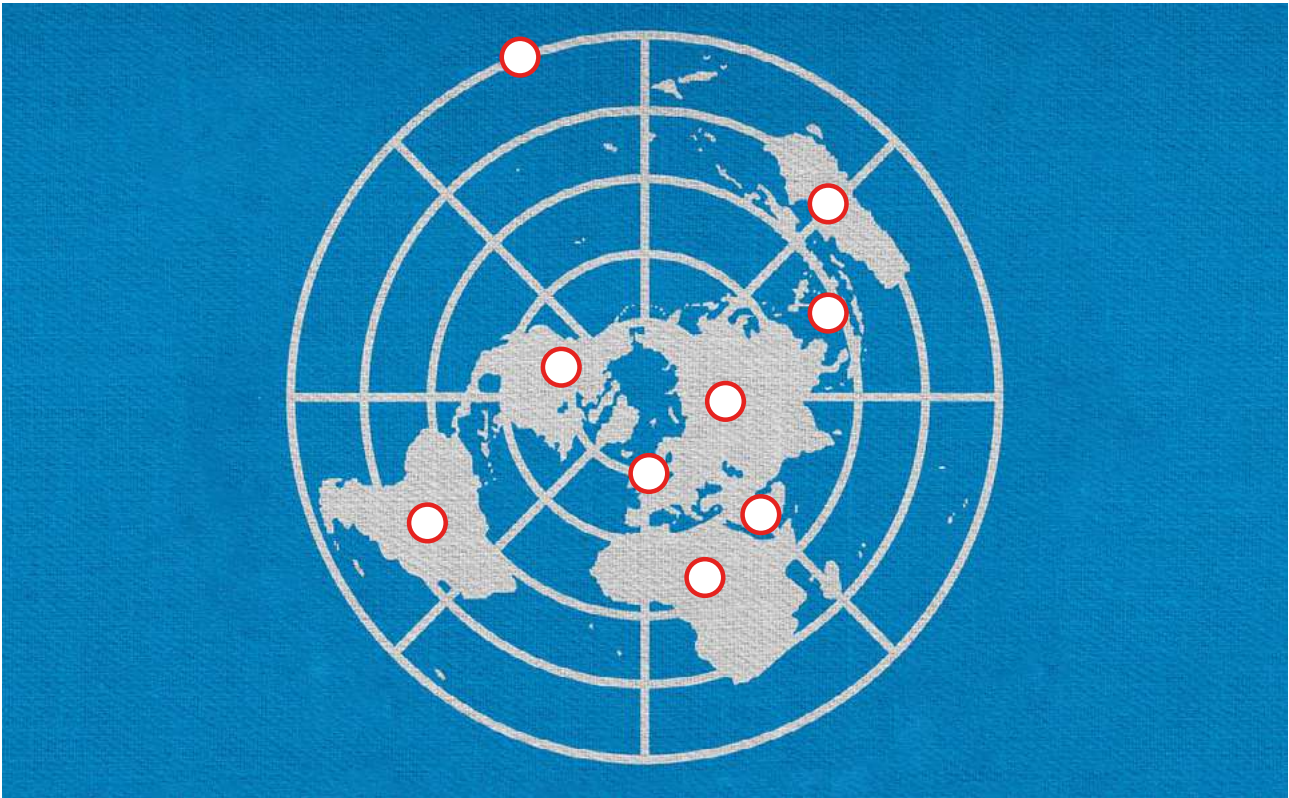
1. Mark the green box if the statement is true, mark the red box if the statement is false and mark the grey box if the map does not provide the information

- There are many volcanos in the center of Africa.
- Between the north coast and the forests of Central Africa there is a big desert.
- The map gives information only about natural phenomena.
- The map gives information about National States borders.
- The north of Africa is more rich and populated than the south.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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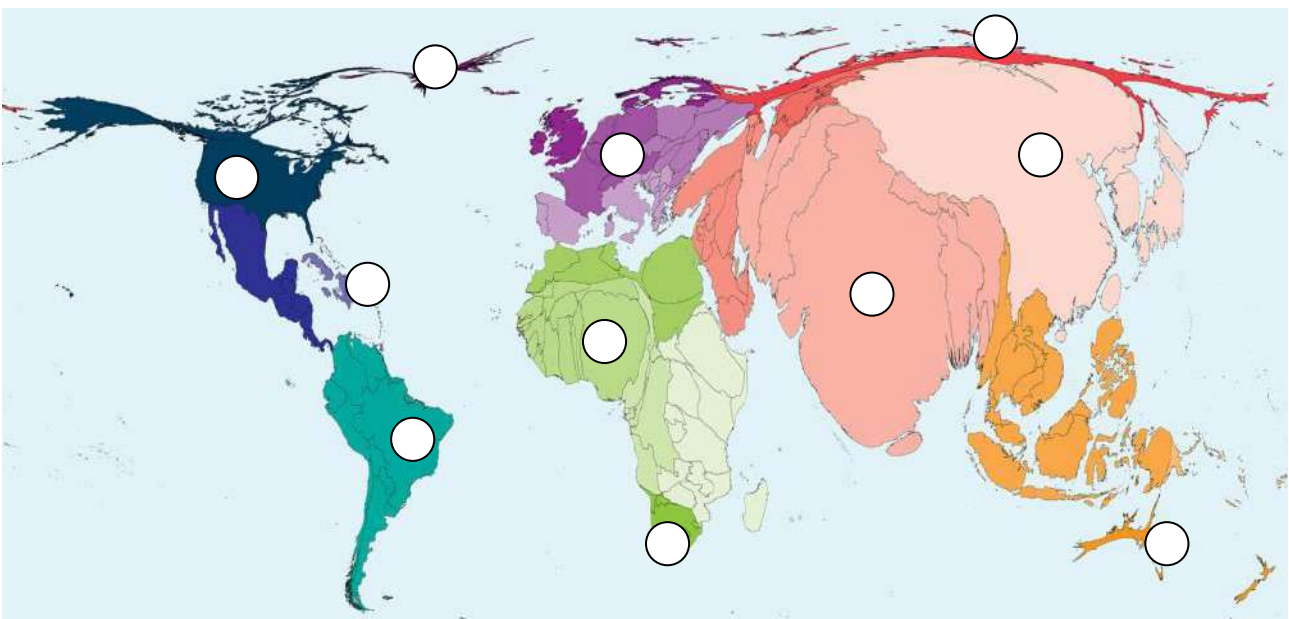
2. This map try to represent the real dimensions of continents. In order to do so it changed their position. **For each of the following names, find the appropriate collocation on the map, writing the initials in the white space.**

- a) Africa (AF.)      b) North America (N.A.)      c) Antarctica (AN.)



3. This map has been drawn by increasing or decreasing the dimension of States according to the population they have. **For each of the following names, find the appropriate collocation on the map, writing the initials in the white space.**

- a) Australia (A.)      b) Russia (R.)      c) India (I.)      d) Greenland (G.)



**4. Mark the green box if the statements is true and the red box if it is false.**

- The population of Europe is bigger than the population of Africa.
- Bangladesh is more populated than United Kingdom.
- The two countries that are more populated are China and Russia.
- The two countries that are more populated are China and India.



**5. Make a research on your own and then choose the right answer**

- a) Kenyan Passport has more power than Danish Passport
- b) Jamaican passport has less power than Iranian Passport
- c) French Passport has more power than Iranian Passport

## Migration one day, migration today

### Introduction

#### A world in motion

Check the following link too see the movement of migrants around the world today:



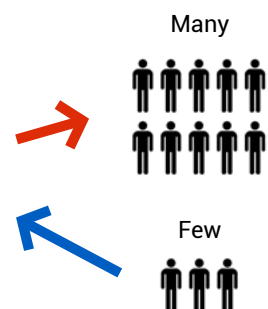
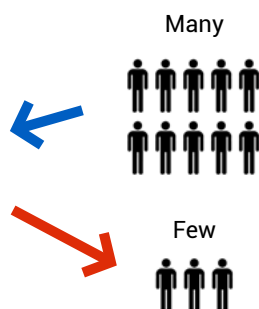
- <http://metrocosm.com/global-migration-map.html>

To read the map correctly take into account the following information:

Countries have been marked either with a blue circle ● or with a red circle ● .

If the circle is blue, it means that the citizens of that country who are migrating abroad are **fewer** than the people from other places who are deciding to migrate towards the country at hand. As a result, the population of the country is increased by migration. The bigger is the blue circle, the more the population of the country is increased by migration.

If the circle is red, it means that the citizens of the country who are migrating abroad are **more** than the number of people from other places who are deciding to migrate towards the country at hand. As a result, the population of the country is shrinking because of migration. The bigger is the red circle, the more the population of the country is shrinking because of migration.



## Exercise 1

Look at the Global Migration Map and answer the questions.

a) Are there more migrants who are arriving in Sweden, or are there more migrants who are leaving Sweden?

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b) Are there more migrants who are arriving in Italy or are there more migrants who are leaving Italy?

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c) Are people migrating only from South to North?

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d) Are rich countries the only countries hosting migrants?

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e) Are migrants arriving in the country more than people migrating abroad, in any EU country?

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f) Which information does the map provide you with about Syria? Could you explain what has produced this outcome?

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g) Have you been surprised by some of the informations provided by the map? If yes, what struck you most?

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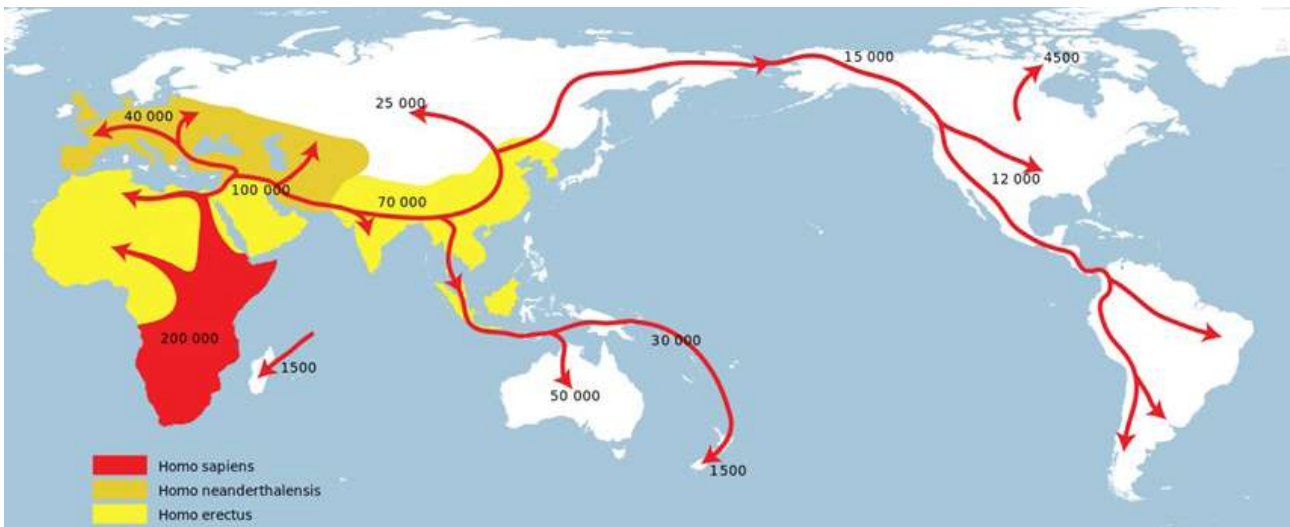
## Activity 1

## Migration one day

As we have seen there are many migration flows around the world. A lot of people decide to migrate. Still, there are many more people who remain in the place where they have been born. It seems, then, that mankind is divided in two groups: a group of people who migrate from a country to another, and groups of people who never migrated: that is, groups of people who always stayed, like mountains, in the same place. But is this picture true?



On the right you may see two women. In your opinion how did prehistoric European women look like? Were they more similar to the first blonde woman or more similar to the woman with dark skin?



The truth is that the first inhabitants of the land that is now known as Europe had dark skin and blue eyes. Why? Because they migrated from East-Africa where the first Homo Sapiens lived.

**How our planet have been populated?** Someone may think that human beings appeared, like mountains, in different parts of the planet. Blonde and tall people appeared in Northern Europe, people with black skin in Sub-Saharan Africa, Chinese appeared in China, Japanese in Japan, and the like. But this is not true. Actually the first members of our species – **Homo Sapiens** – are originally from **East Africa**.

Homo sapiens spread throughout the planet reaching places very far from East-Africa. Some of these places were already inhabited by some other species of *Homo* – like *Homo Erectus* and *Homo Neanderthalensis* – who were displaced by *Homo Sapiens*. The map shows the routes that Homo Sapiens followed to spread around the planet during many millennia.

Exercise 2

Look at the map and answer the following questions



1) Is Homo Sapiens original from India?

Yes	No
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2) Is Homo Sapiens original from East-Africa?

Yes	No
-----	----

3) Did Homo Sapiens arrive in Madagascar from East-Africa?

Yes	No
-----	----

4) How did Homo Sapiens firstly arrive and populate The Americas?

- a) From West Africa
- b) From Norway through Iceland
- c) From Russia
- d) From China

5) Which of these places have been reached at the end of Homo Sapiens' early migration?

- a) Madagascar
- b) North America
- c) Somalia
- d) Greece
- e) New Zealand
- f) Iraq

## Activity 2

### Migration today: an overview

Migrations today are caused by different factors. Some people migrate in another country in order to flee wars or persecutions. Other people migrate from a poorer country to a richer country in order to improve their living conditions. The living conditions of a country may be attractive for some people but not for others. Therefore it happens that some people migrate to a country which is abandoned by its citizens who migrate to other countries.

Migrants are treated differently by the host country depending on what has led them to migrate. Migrants who come from a peaceful country and want to improve their living conditions are called "**economic migrants**". States are free to choose whether an economic migrant can cross the borders or not.

Other migrants, who are called "**refugees**", have the right to cross the border of the host country, work, and live there. In general the host country has to protect those migrants who are refugees, while it is not required to protect other migrants – like economic migrants. Typical cases of refugees are people who are fleeing a war or persecutions due to their race, religion, political ideas or sexual orientation.

### Migration today: environmental migrants

People may decide to migrate for many reasons. War or the desire to get a well-paid job are among the main causes of migrations today. Among the reasons which may lead people to migrate within their country or towards a foreign country there are **environmental disasters**

**Drought** makes impossible agriculture. Farmers lose their revenue and are forced to move away.

The **water level rise** makes neighborhoods and villages uninhabitable. The inhabitants of these places are forced to move away. The soil erosion may give results similar to the rise of sea level. The soil goes down and entire neighborhoods may be submerged by water.

**Storms, floods and earthquakes** destroy the houses where many people live. They are forced to abandon their home and go away.

These are only few of the adverse climate phenomena which force many people to abandon their homes every day. When people are displaced due to these environmental phenomena, they are called «**Environmental Migrants**».



Activity 3

**Natural causes of migration and human causes of migrations**

Imagine leaving your country because of a war, or imagine moving to another country because there you may find many job opportunities.

In both cases people migrate because of other people's behavior. They migrate because people are fighting in a war or because the people of other States became wealthy in the past and can offer jobs (Why are they richer? We are not concerned about this question now. Perhaps they are richer because of past exploitation of other parts of the world, from which the new migrants come – see L.U. 2, lesson 2).

Environmental migrants **seem** to be displaced by just the force of nature. None seems to be guilty of their plight. None seems to blame. But things are **more complicated**. Are we sure that we know whether something is natural, or has been created by other human beings?

At first sight distinguishing what is natural from what has been created by human beings seems easy: **look at the drawing and distinguish natural elements from artificial elements.**



Natural elements:

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Artificial elements:

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**Now look at this picture and say which things have been created by humans and what is natural.**



This picture shows **Dadap**, a neighborhood of **Jakarta** which is going to be **submerged by ocean water**. Ocean level may be thought as a pure natural fact with which human activities have nothing to do. But the truth is more complex. First of all, in the neighborhood next to Dadap **walls** have been **built** to contain the water. As a result, for now, these neighborhoods have been protected by the ocean water, but the water has been **channeled** towards Dadap making part of it uninhabitable. Some **rich neighborhoods** have protected themselves at the expense of **poor neighborhoods** like Dadap.

Moreover, when Dadap has been built the ocean level did not reach the houses. In fact, this phenomenon is recent: the ocean level is raising because there is more water in the ocean than in the past, while the soil upon which Jakarta and Dadap stay is going down because there is less rain than in the past. The actual situation is the result of both **the rise of ocean level** and **the erosion of the soil**. What is extraordinary of our times is that even the rise of ocean level and the erosion of the soil may be the result of human activities.

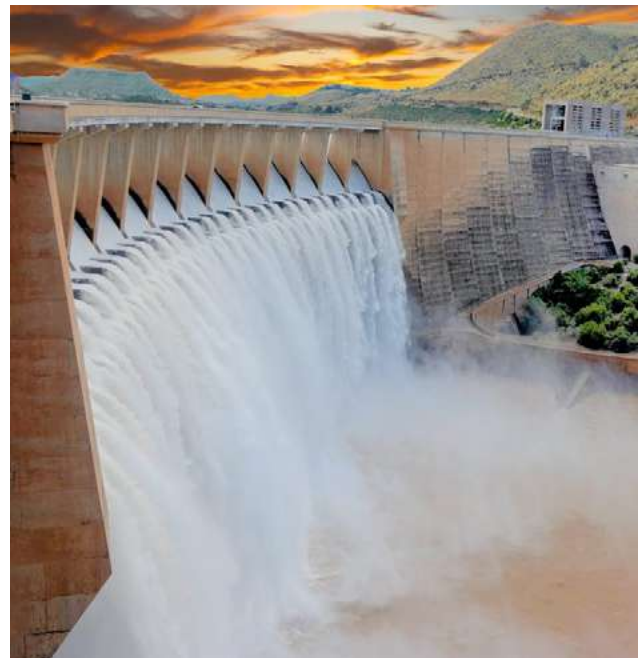


## Knowing that you do not know...

It seems that environmental migrants are displaced just by the force of nature, and nobody is to blame for their plight. Still, it is hard today to distinguish what is natural from what has been created by other human beings.

If you see a small river you do not really know whether the river is just small or is small because upstream people have built a dam and are using its water. If you see buildings threatened by the sea level you do not really know whether the sea level just rose up or has been raised by pollution due to industrialization.

Climate and, more generally, environment may be deeply affected by human activities. Human activities may be the causes of some environmental migrants' displacement.



## Climate Refugees



**Are environmental migrants protected today?** Environmental migrants are commonly called "**climate refugees**". Still they are not recognized as refugees by the law. This means that the host country is not required to protect environmental migrants allowing them to cross the borders. Using the expression "climate refugees" is useful to express *the desire* that states will change their policies and will protect people who have left their homes for environmental disasters.



Exercise 3

The picture below shows a landslide.

Collocate in the correct category houses, streets and landslide, as well as every other elements that you recognize in the picture.



Natural elements:

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Artificial elements:

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"I do not know":

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Exercise 4

**Making hypothesis: What may have caused the landslide?**

- A huge dinosaur has put its big paw on the hill making the land slide;
- People from the village have built a big slide for their amusement like in a Luna Park;
- The hill is very old. Old hills like old people sometimes fall down;
- People have cut the threes on the top of the hill. With only small plants and no threes the hill became unstable. During a flood the land slid on the village killing many people.

Exercise 5

Write the correct environmental phenomenon under each picture.



a)

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b)

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c)

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d)

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e)

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f)

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DEFORESTATION

FLOOD

WATER EXPLOITATION

DROUGHT

TORNADO

MELTING GLACIERS

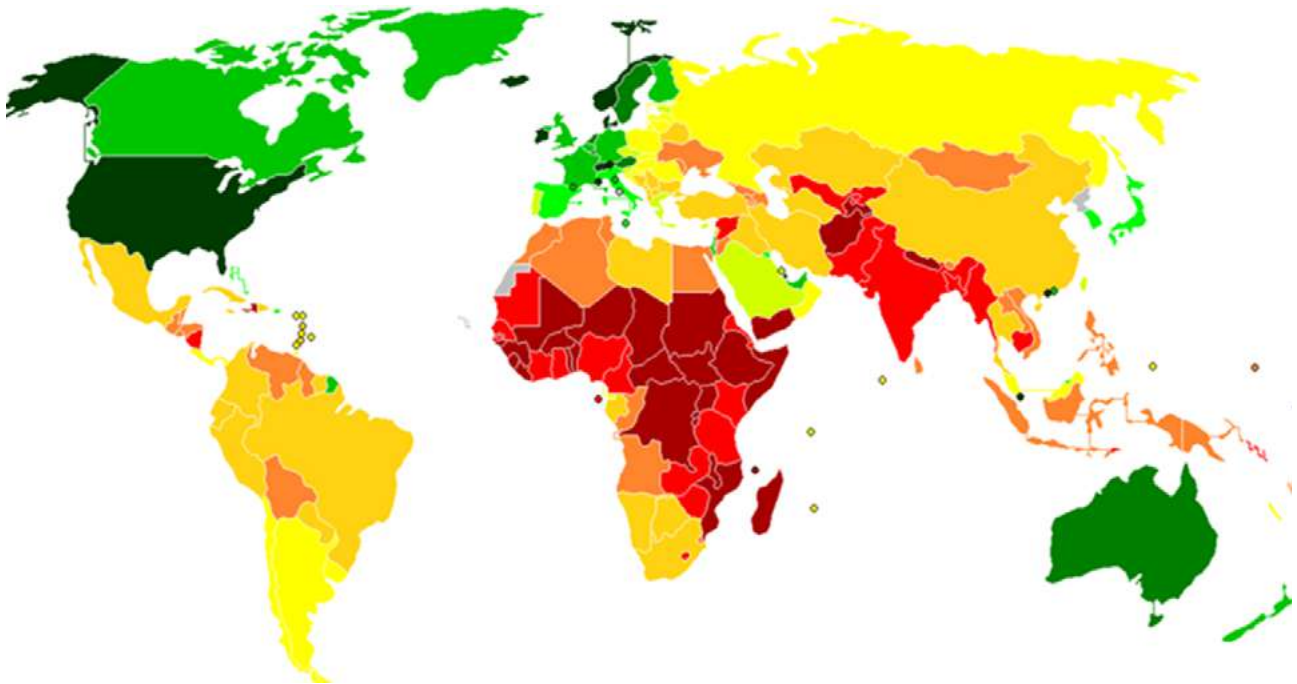
## Europeans as migrants

### Activity 1

#### Rich and poor people on a map

In this **political map**, each country is painted with a certain colour. The colour of the country tells you how rich the people of the country are on average. The country with the richest people are in green, those with the poorest people are in red.

This map does not give us very precise information about people's wealth. For example, the map does not take into account inequality: in a very rich country there may be very poor people. Still this map give us a general overview of both the countries in which people are rich and those in which people are poor.



Here you can find some countries listed according to their colours from those in which people are very rich to those in which are very poor.

■ U.S.A., Norway, Switzerland	■ Russia, Malaysia, Poland
■ Australia, Netherlands, Qatar	■ China, South Africa, Brazil
■ Germany, U.K., France	■ Egypt, Ukraine, Indonesia
■ Spain, Italy, Japan	■ India, Nigeria, Kenya
■ Taiwan, Greece, Saudi Arabia	■ Afghanistan, Sudan, Ethiopia



### Exercise 1

Look at the map and answer the following questions:

1) Are there european countries painted in red?

 Yes

 No

2) In which parts of the world are the poorest states located?

- a) South America and Oceania
- b) Central Africa, East Africa and South Asia
- c) North Africa and Japan
- d) Eastern Europe and North America

3) Are all the very rich countries located in the same part of the world?

 Yes

 No

4) Sometimes very poor parts of the world border very rich parts of the world. Where you can find the three best example of this situation?

- a) New Guinea and Australia
- b) Eastern Europe and Western Europe
- c) Central America and U.S
- d) China and Russia
- e) North Africa and Europe

### Activity 2

People often migrate in order to improve their living conditions. This is why many people migrate towards the countries that are painted green. Western Europe is painted green and in fact there are many people around the world who have decided to move to Western Europe to find a job. Anyway the past can tell us an interesting story about Europeans and migration...



A ship full of migrants. Men, women and children packed on the deck of the ship are going somewhere to find a better future. When this picture has been taken? Where are they headed?



## Activity 3

## Europeans as migrants



The pictures we have seen portray **European migrants**. They chose to migrate for different reasons. Some of them wanted to leave Europe because their **religion** was persecuted. Others had **fought for democracy and economic equality**. They had many enemies and chose to go abroad.

But many of the people who chose to sail on these boats were very **poor people** (English, Irish, Germans, Scandinavian, Italian, Polish, etc.) who worked cultivating the land in their countries of origin in poor conditions, exposed to the risk of starvation in case of bad harvest. They wanted a **brighter future for themselves and their family**, so they decided to leave their relatives, parents, sometimes also their wives and sons at home, and sail to an unknown land.

Also the citizens of today most prosperous European Countries, like Germany, Sweden and Denmark chose to sail to **The United States** (U.S.) looking for a brighter future.



## The land of opportunity

While Europe was the place of persecution and poorness for many people, United States was seen as a place of freedom and prosperity. The place in which every person could have opportunities to improve their living conditions. Why United States was the "land of opportunity"? There were many reasons, but the most particular was the existence of an enormous amount of lands and natural resources (animals to hunt, wood, gold) that were free.



### Exercise 2

Look at the painting and answer the following questions

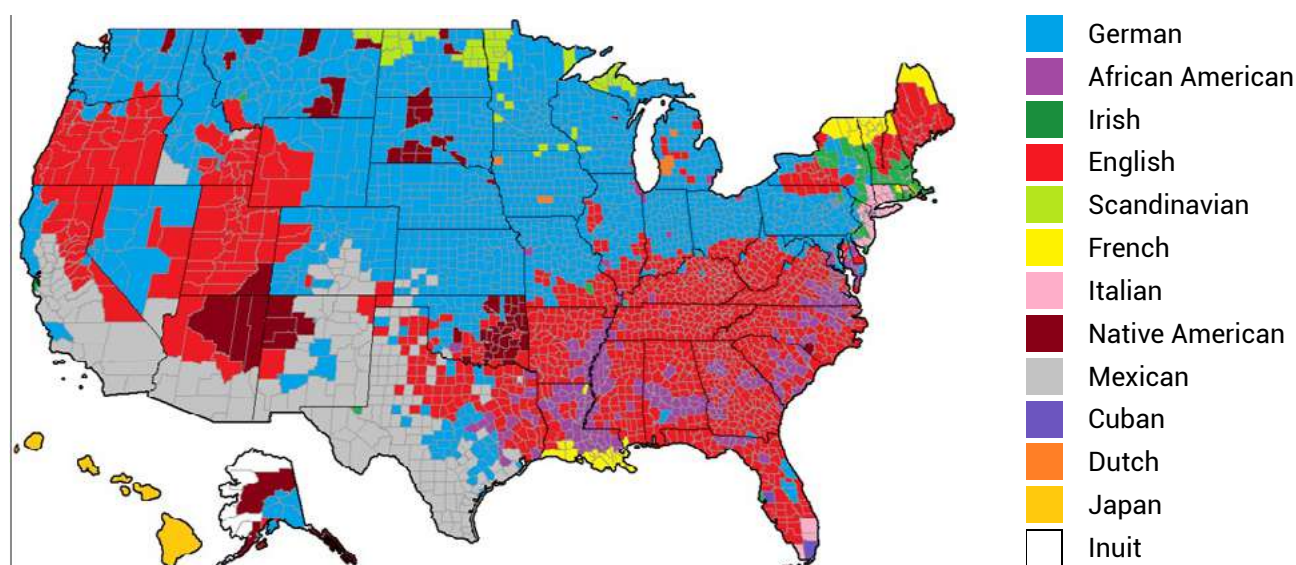
1. **What represents the East?** ASIA – EUROPE – THE ATLANTIC COAST OF THE U.S. – THE HEAVEN – THE PAST
2. **What represents the West?** EUROPE – THE ATLANTIC COAST OF THE U.S. – THE LANDS IN NORTH AMERICA NEAR THE PACIFIC COAST – SOUTH AMERICA – THE PAST
3. **How would you describe the East?** .....
4. **How would you describe the West?** .....
5. **What does the giant woman in the center of the drawing represent?** .....
6. **What are the people on the coaches doing?** THEY ARE LOOKING FOR THE WAY BACK TO EUROPE – THEY ARE OCCUPYING THE LAND THEY REACH – THEY ARE BRINGING FOOD TO THE PEOPLE ON THE LEFT
7. **Europeans of the past were amazed by the existence of free land in America. They thought that America was like the earth at the beginning of human history. But was the land really free? Do a small research on the web and discover who inhabited America before Europeans' arrival. Then look at the drawing and find the former inhabitants of America. What are they doing?**

### Activity 5

**Europeans spread throughout Northern America.** Countries like U.S. have been founded and populated by Europeans arriving in different waves.

The following map shows which are the **ancestry groups in U.S.**

Which are the main groups? Are there patterns in the distribution of the main groups? Most of the migrants from Europe arrived at Ellis Island (near New York City), are there groups that remained more than others where they firstly arrived? United States has been populated by people coming from Europe, but not only by them: point out two ancestry groups which are not made of people who come directly from Europe.



### Activity 6

#### **Expectations and Reality: being seen as strangers**

The abundance of jobs and free land made U.S. attract **millions** of European migrants. Still, their lives were very tough. Many European migrants were **seen as a threat** or as inferior people by the natives, who were noting but other European migrants arrived in U.S. some decades earlier.

For example, **people coming from Southern Italy** were considered **criminals**, strange creatures between the whites and the blacks, which in the racist jargon of those years meant that they were **inferior** to Americans coming from England, Germany and Scandinavia. These **racial prejudices** led some Southern Italians to be killed through hanging by angry mobs of natives, in the same way in which blacks but not whites were killed in those times.

**German migrants** were not treated as inferior like Southern Italians. They kept many of their old traditions. In some parts of Texas, for example, was common to hear people speaking in German. Anyway, at the beginning of World War I, Germany and U.S. were enemies. U.S. citizens started fearing and hating the descendants of Germans and this led many communities of Germans' descendants to **abandon many of their cultural traditions**.



Many people **changed their surname** because it sounded «too German», and speaking in German became less common.



The picture on the left represents a mob assaulting a prison in Louisiana in which some Italians have been confined. The result was the killing of eleven Italians.

The picture on the right represents a German-American who is more loyal to Germany than to U.S. The German-American is represented by a spider with the German Emperor's face and the typical helmet that German soldier wore during World War I, where Germany fought against U.S.



### **Expectations and Reality: hard work**

Racism was not the only problem for European migrants, even though there were many opportunities for migrants to become rich, migrants had to endure long years of **back-breaking work**.

For many migrants discovering how hard the life was in U.S. was a shock, because they have **imagined** that in U.S. becoming rich would have been an easy, quick and effortless process. Some migrants imagined that **the streets in New York were literally paved of gold**. Not everyone made a fortune, and many migrants - especially Italians - at the end decided to go back to their countries of origin in Europe. Others tried to **warn** their European compatriots (who were about to go to U.S.) on how hard life was on the arrival. But most of the time their compatriots simply **did not believe them**, thinking that they wanted to keep everything for themselves.

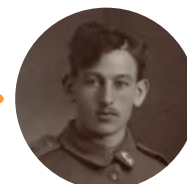


**Faustina Winiewska** (polish migrant)

*I do not understand how the people there look upon this America. They think that a country like America is made of gold. This is not a golden country, but a new one, . . . and here they exploit people as they did the Jews in Pharaoh's time, 12 hours' work a day.*

**German mechanic**

*If my people had worked as hard and denied themselves as much at home as I was forced to do in America they would have been as well off where they came from.*



**Adam Laboda** (austrian worker)

*I will tell you about what happened to those 14 Polish boys who came to America together. Four of them committed suicide, one shot himself, one hung himself, one took poison, one drowned himself. There is one who is a big contractor in Buffalo, another who has a large store in Boston. The four who killed themselves had left the church and took to drinking and that finished them. The rest are working something like me.*



### Zoom

Do you think that you (or someone you know) has been victim of unrealistic expectations about the host country? If yes, which expectations proved to be unrealistic? Have you told someone about how unrealistic your ideas about Europe were? Have they believed you or not?



As we have learned in this lesson Europe has not been only the destination of migrants but also the place of departure of many migrants. Moreover people have not stopped to migrate from Europe towards other countries a century ago. Europeans are migrants even today.

- <https://jakubmarian.com/emigration-in-europe-destination-countries-and-percentages-of-emigrants/>

### Exercise 3

**Answer the following questions about the lesson, marking the correct answer.**

**1) Which was the destinations of the migrants of our lesson?**

- a) China
- b) Brazil
- c) United States

**2) Where did these migrants come from?**

- a) Sub-Saharan Africa
- b) East-Asia
- c) Europe

**3) What led these people to migrate?**

- a) The explosion of a volcano in Southern Italy which killed all the animals and plants
- b) The desire to spread Christianity around the world
- c) The desire to make fortune, but also the need to escape from persecutions
- d) The First and the Second World War

**4) Why have German migrants been attacked?**

- a) Because they were considered lazy and violent
- b) Because of the First World War
- c) Because of their religion

Exercise 4

Look at the image and answer the questions about Southern Italians' representation.



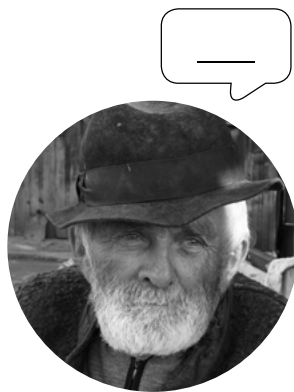
1. Did U.S. citizens consider Southern Italians as honest workers ?  
 a) Yes    b) No
2. How would you describe the Italian woman portrayed in the drawing?  
 a) Dirty/clean  
 b) Rich/poor  
 c) Savage/polite  
 d) Tame/violent
3. How would you described the natives portrayed in the drawing?  
 a) Dirty/Clean  
 b) Rich/poor  
 c) Worried about foreigners/welcoming towards foreigners

Exercise 5

Recognize the characters of the lesson and match them with the appropriate sentence.



The "Native"



The Italian migrant



The German-American



\_\_\_\_\_

- a) We crossed the ocean to make fortune. People living here in U.S. treats us as inferior and dangerous people.
- b) In this country there are people who love to be called 'Natives'. These people arrived at most in the last two centuries, while we lived here for thousands of years before this land was called 'U.S.'. If Natives exist, then we are the Natives.
- c) This is a great country. But greatness is based on a common culture. We cannot allow Catholic people or Slavs who have a different culture to come here and ruin America.
- d) We arrived recently and we integrated pretty well without suffering many discriminations. Still today there is a great war between our country of origin and U.S. . We all hope that people do not pay too much attention about our origins.



## LEARNING UNIT 2

### National states and EU

## State and Public Services

### Situation analysis

Today, often, people live together in larger communities. If you look at a map you may find villages, towns, cities, regions and national states.

Try to match each picture with the word that describes it correctly:



A



D



B



E



C

- Village     Town     State     Region     City



## Activity 1

People who live in the same neighborhood, or in the same village, town and city shares, in part, a common destiny. When it is raining, it rains in all the town. If the community is small people usually know each other and can rely on each other.

**But why Regions and, in particular, States are so important for the life of their members?**

Sometimes it is heard that the members of a State have the same religion, the same tastes and desires, their bodies are similar, they cook the same food. Because they are so similar, they have to stay together and they share the same destiny.



Look at the images below They portray different people, living in very different conditions. Still they are all Russians, living in the same State. This means that the idea of State is different from that of a community with the same habits, religions, and ideals.

But, then, **why are State so important for our lives? Is it really true that the citizens of the same State do share a common destiny?** To answer this question we should look at what States are and do.



## Activity 2

States are not like mountains or seas: they have not existed since the beginning of human history. Rather, **States have changed a lot over the centuries.**

The land that was ruled by a certain State in a century, was ruled by another State in another century.



**These are three maps of Europe at different times.**

- Which are the main differences among them?
- Can you see geographical changes (eg. The shape of the coast is different)?
- Can you see changes about the borders of the States?

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The first map represents European States at the beginning of XI century (during the Middle Age); the second map represents European States at the end of XIX century; and the third map represents European States today.

The borders of the States, as well as the States themselves, have changed almost completely. **Some changes in the borders have been more recent and dramatic than others: which States have changed their borders more recently?**

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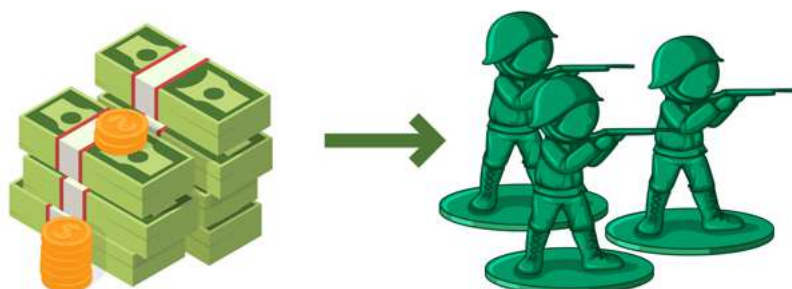
(Use also this link to see the evolution of States in Europe).

- <https://www.youtube.com/watch?v=lpKqCu6RcdI>

### Activity 3

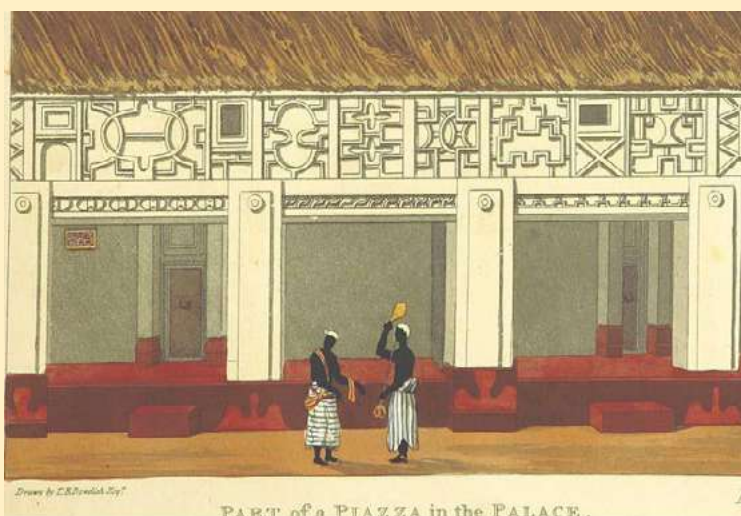
States do not exist in nature like mountains or seas, and they are not something that you can see by watching at how people get dressed, eat, prey, etc. In fact the members of the same State may have different religions, habits, and customs.

Still, States are real because they take something (like labor or money, through taxes) from people and give **public services** in return, like the protection of the population from external threats through the establishment of a national army .



#### Zoom: State, Territory, and population.

Today we see the map of the world divided into different States. In general, only one State rules over a territory. So, the State has its territory and the territory is under the control of only one State. Because territory is so important for the State today, we speak of **Territorial State**. Territorial States have also a stable population, in the sense that **they use controlling the arrival of people from other States and the departure of their own citizens**. However, there are many exceptions today



and in the past. In Precolonial Sub-saharian Africa, for example, the territory was not so important for States. Most of the land was ruled by many States: a village could have been taxed by many States. Under these systems people could move more easily from a certain territory ruled by some State to another territory.

Buildings in the Ashanti Kingdom.  
Ashanti Kingdom ruled in the area of Ghana



## Activity 4

**Excercise in the class: *The State among us***

The pictures below represents some places or activities that are quite common and important in our lives. After having recognized the content of the picture, mark those places and activities that are realized thanks to the State.



As we can see, **today State provides people with many public services**. Historically this is the result of an expansion of the competences of the State. In the past many States used people's money and labor basically to fund the army (and, even in that case, they used the army not necessarily in their citizens' interests). Today, instead, the State uses people's money and the labor to provide people with schools, hospitals, cemeteries, bridges etc.



## Activity 5

Public service delivery has been made possible through an enormous increase in the **knowledges** that contemporary States have about their resources (like how much coal and steel they can extract), as well as about the conditions of their population. They have these knowledges thanks to **surveys** that inquire how people fare during a certain period (what they like, what they choose to do, how do they feel). This makes today States much more efficient in meeting people's needs than they were in the past. In the past, for example the public authorities have very scarce information about how many people were living in the country, how old they were, how many people were ill and how many healthy.

Often, public authorities were not even interested in knowing these facts, because they did not understand how important these knowledges are to rule a country (for example, in the middle age the register of the births were maintained only by the Church). **States today affect our lives much more than in the past, and know many things about us since the day we are born to the day we die.**

Have you seen that newspaper? I envy the king of that State. He should have many powerful seers that know what his servants are doing



You are right. I have many beautiful eagles and palaces, but I have no way to know how many people are born during my reign, what people eat, or what jobs they have. I do not know a lot about my servants.

Largest Daily Circulation In New York. 10¢ per copy (including postage and insurance).

**The Old Newspaper** Lorem Ipsum Life History. Pages 13 and 14 Only There.

VOL. 127 - NO. 39 NEW YORK, SUNDAY, MAY 17, 1954-48 PAGES IN 4 SECTIONS PRICE 10 CENTS

## GOOD TIMES TODAY

This will be a hot summer and we expect that three millions of British will go to seaside in August.

Because the price of the houses is so high, this year we need more public housing.

**Many more British in the future:** according to a recent survey the typical british family today counts six children, while just ten years ago it had just four children. Our country has made a new record!

## Activity 6

(Meta-cognitive phase): *Doubting about the lesson learned so far*



*But is it really true that people living in the same country share the same destiny?*

Anyone who uses public hospitals, public schools, public transport (and the other public services) **shares in part a common destiny**: if these services are good she\he is fine; if they are bad, the she\he is in trouble. **But many rich people do not even need to use some public services**, because they can afford to pay for private hospitals, private schools and private transport. Moreover, in most countries public services are limited to certain areas. For example, people are helped to find jobs but whether there are or not jobs depend a lot by private entrepreneurs.

It is a political issue how large the role of the State and public services should be. **Anyway, in most contemporary States public services do not eliminate economic inequalities.**



**Often very rich and very poor people live in the same State.** Poor people of a country may have more in common with poor people of another country than with rich people of their own country.

Exercises 1,2,3,4,5

1. Open question:

We have seen that contemporary States have a lot of knowledges and powers. As a result, they affect the life of people ruled by them very deeply.

In your opinion, is this true also about your country of origin? Is it true that the Government knows many things about people's lives? Is it true that many public services are delivered? For example: if someone is ill, are there hospitals that can provide her with some help for free? Are children educated at home or at school? Are there fees for the schools? Do people afford these fees? Have you experienced any difference between the public services that are delivered here and those delivered into your country of origin?

Lined area for writing the answer to the open question.

**2. Open question:**

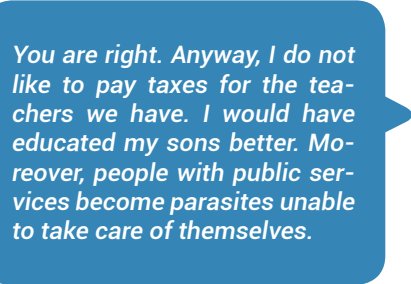
In many parts of the world is hard to escape from the grip of the State. Still, imagining that you have the chance, would you like to live in a free place in which there isn't any State? In answering, help yourself with the three characters.



*I am a gaucho, I live in the Argentinian pampa. There are not many people there, and the life is tough. I like it because I have no masters. I have learned what I know by my parents who died as many people here very young. To enjoy this kind of life you should be able to fix your vehicle, hunt and educate your children on your own.*



*We cannot complain for the life we have. We are safe thank to the police, healthy thanks to the hospital, well educated thanks to the public school. Living together in the same place is also funny since you can chat with your friends.*



*You are right. Anyway, I do not like to pay taxes for the teachers we have. I would have educated my sons better. Moreover, people with public services become parasites unable to take care of themselves.*

*In favor of "Wildland":*

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*Against "Wildland":*

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*In favor of the State:*

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*Against the State:*

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### 3. Closed answer

Mark only the pictures of public services



Sewer



Landfill



Restaurant



Navy



Fishing boat



Pyramids

#### 4. Open question

Living in a State or another may make a great difference. But sometimes we are more similar to people living in different countries. **Write five sentences** (using the words written in the box) in which you express the idea that your destiny is similar to that of the citizens of the host country, or is more similar to that of people living in other countries (like your country of origin).

**Note that you can use the same words to say the opposite** (for example: Because I do not find the food I have in Angola, I eat local food as the Portuguese do / Because I find the food I eat in Angola, my diet is more similar to Angolans').

1 \_\_\_\_\_

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\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EARTHQUAKE

WAR

RELIGION

FOOD

SURGERY

INCOME

DRIVER LICENSE

EDUCATION

MUSIC

LANGUAGE

MARRIAGE

RUBBISH

## 5. Closed answer

Contemporary States uses data about their population to deliver public services better. Knowledge is important for power. Mark in red the sentences which make reference to the knowledge about people's conditions and in blue the sentences which make reference to public services.

Largest Daily  
Circulation  
in New York  
123,456,789  
123,456,789

# The Old Newspaper

Lorem Ipsum  
Life History,  
Pages 13 and 14  
Only There

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VOL. 127 - NO. 39
NEW YORK, SUNDAY, MAY 17, 1954-48 PAGES IN 4 SECTIONS
PRICE 10 CENTS

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## GOOD TIMES TODAY

**On average, Italian families spend 204 euro for bottled water, every year. This habit is very strange because Italian government guarantees that tap water is very safe in Italy.**

**Because there are more old people than young people in Europe, EU states have to improve their national health care services.**

**Spending cuts to public schools have increased inequalities. The number of boys and girls who drop out has increased by 13% in the last ten years. The Government has tried to fund more public schools.**



## Colonialism and Globalization

### Activity 1



**Introductory question:** The first and the second image represent **Cecil Rhodes**, a British entrepreneur. The first statue is in Oxford (UK), while the second in Cape Town (South Africa). The statue in the third image is in the Parque del Retiro (Madrid) and represents the General **Arsenio Martinez Campos**. Why in the third image, below the horses, we can read the word «Africa»? Why does the same entrepreneur have his statue both in Oxford and in Cape Town, and why are people disfiguring the statue in Cape Town?

Do you think that in your country of origin there are some traces of a strong connection with the European Countries, or with U.S.A. or with China? How many languages you or many of your fellow-countryman do you know? Are there European languages? How did you learn them?



Look at the labels of your clothes: where have they been made? Is it common wearing clothes produced elsewhere even in your country of origin? Different countries of the world seem historically connected: there are languages original of some countries that are spoken far away in other countries. Different countries of the world seem economically connected: products produced in a certain country are sold in other distant countries.



## Activity 2

**The maps below show four huge empires of the past.** An Empire is a State that rules over many cultures. Often Empires are originated by the conquests made by a powerful State. People ruled by the same Empire may have different living conditions (different duties and rights). For example, soldiers may be recruited among the people of the original part of the empire – that is often the more loyal. Not all the people living under the same Empire have citizenship, or not all the people have the right to vote in political elections.

Empires have joined together parts of the world that are distant and have fostered the circulation of religions, ideas, and technologies.

**Look at the maps below and point out the main differences.**



Roman Empire



Omayyade Caliphate



Mongol Empire



British Empire

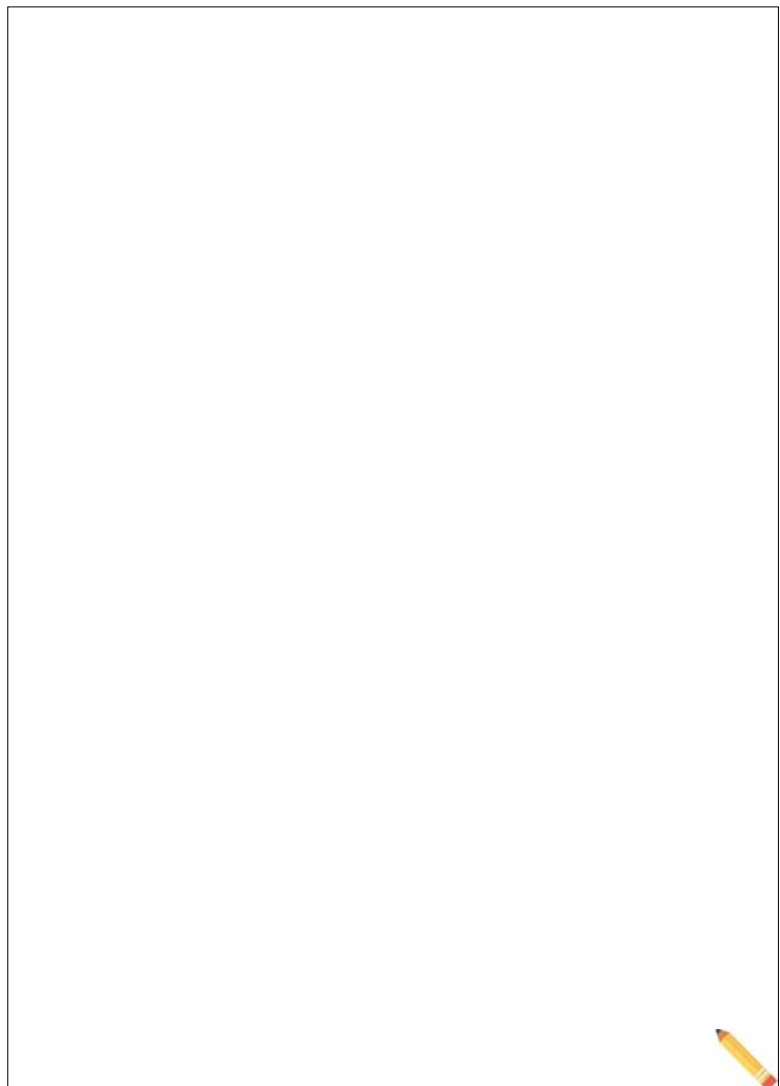
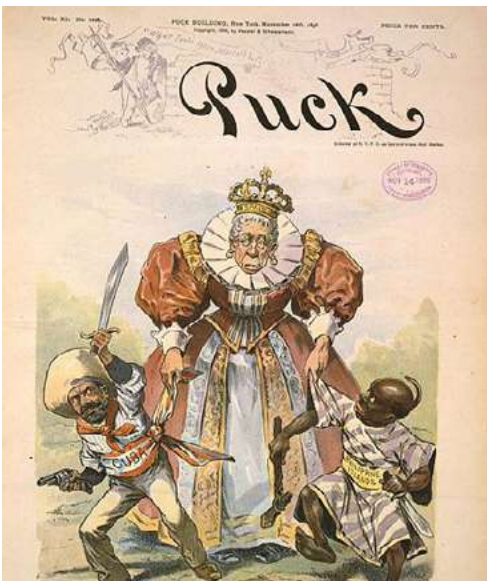
### Activity 3

**British Empire** is an example of Empire that connected many distant parts of the world. Britain was a Colonial Empire: a colonial empire consists of a State (**the Mother Land**) which has conquered some parts of the world (**the Colonies**), and trade with them in a profitable way, many times exploiting the resources of the conquered lands.

When a Colonial Empire is established, **the economies of the Mother Land and those of the Colonies depend on each other**. The colonies are often forced to produce only certain types of products wanted to the Mother Land, they are forced to sell to the Mother Land at certain prices, and are forced to buy products from the Mother Land. As a result, even though the Motherland and the Colonies are linked, **the Colonies depend on the Mother Land** more than how the Mother Land depend on its Colonies.

### Creative Task

The so called «Mother Land» was a very strange mother for her kids. How do the mother and her kids look like were they people in the flesh? **Draw them!**



Activity 4

Colonial Empires started developing in the XVsec.

As we have seen in the map of the British Empire, the Mother Land ruled over great parts of the globe and had an enormous economical and military power.

Try to guess which countries have been a Colonial Empire.

France

Belgium

Netherlands

Germany

Brazil

Portugal

Spain

China

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## Activity 5

**Some countries that today are very powerful, like China, were not Colonial Empire.** European countries became Colonial Empire in modern times (the Mother Land of these Empires was based in Europe).

**The main Colonial Empires were Portuguese, Spanish, Dutch, French and British Empires.** Small States with a tiny population, such as Portugal or Netherlands, had Colonies throughout the globe, ruling on massive portions of land (like Brazil for the Portuguese, or India for the British). In some cases only the harbors were controlled, because the Mother Land was interested in controlling trades and not territories.

Other European Countries, such as Italy, Germany and Belgium had huge Colonies as well but their Empires were not so big as the other's or they did not last for long.



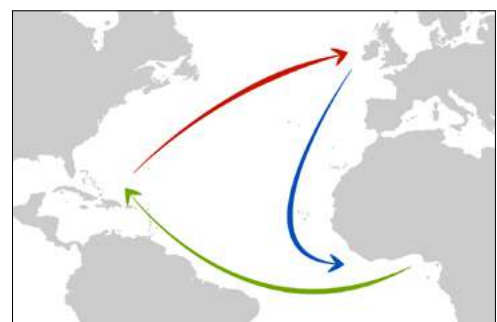
Dutch Colonial Empire



Portuguese Colonial Empire

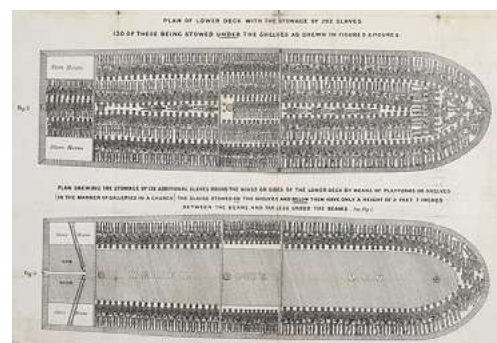
## Activity 6

**Ocean trade has always been very important for Colonial Empires.** During the centuries different ocean routes have been used. In the picture on the right you can see one of the first route established by Colonial Empires in the Atlantic Ocean. It has been called «**the Triangular Trading System**» because ships went from **West Europe** to **West Africa**, from West Africa to **Americas**, and then from Americas to West Europe.



**But which products were exchanged through the Triangular Trading System?** Among the products that were exchanged there was one that is very typical of this period. This product is shown in the image on the right.

What is this? Try to guess before going to the next page.



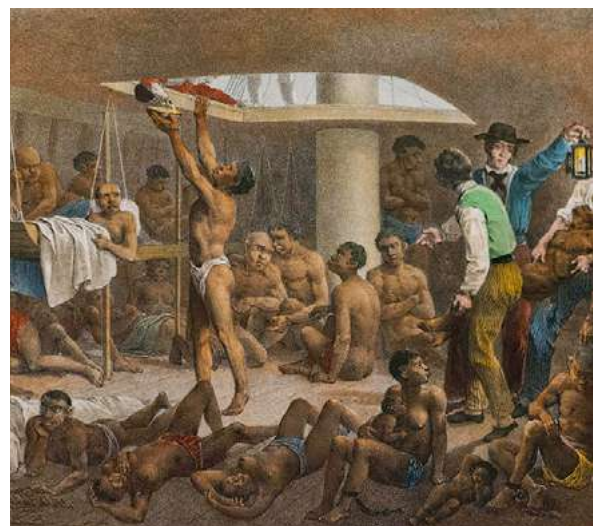
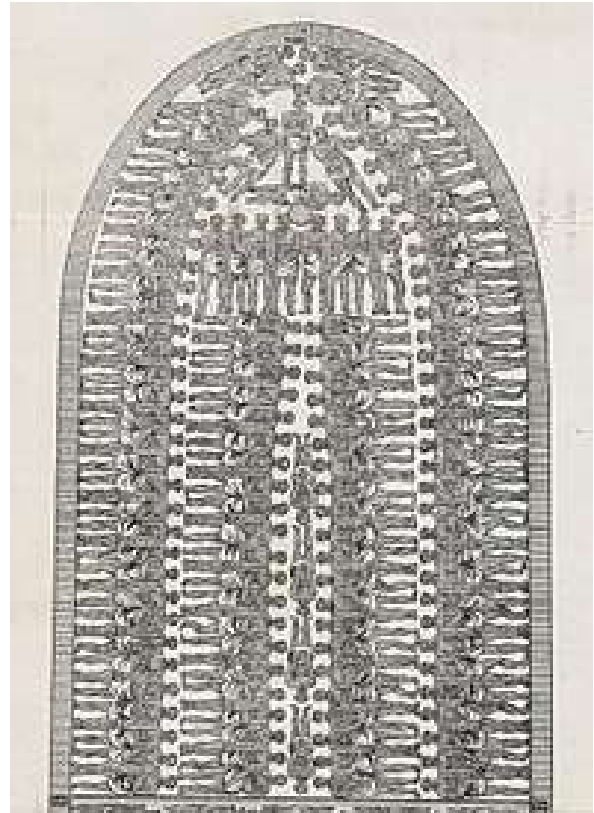


The bitter truth is that **many Colonial Powers involved in the Triangular Trade bought and sold slaves**. A slave is a person that is completely under the control of her master. Slaves were not the only workers that were not free. In the past there were many figures of people under the control of other people, like serfs, but slave's loss of freedom was complete. Differently from serfs, **slaves could have been separated from their families and brought in distant places**. They were a very mobile labor force.

In the Triangular Trade Colonial Empires (like British Empire, Dutch Empire or French Empire) make their ships going from Europe to West Africa. In West Africa they sold end-products (realized in European factories) and goods coming from The Americas and bought slaves. **They loaded the ships with hundreds of slaves and sailed to the Caribbean where slaves were sold to local European masters that needed workers for plantations**. Finally, the ships full of exotic products bought in the Caribbean (like sugar and rum) returned to Europe in their Mother Land.

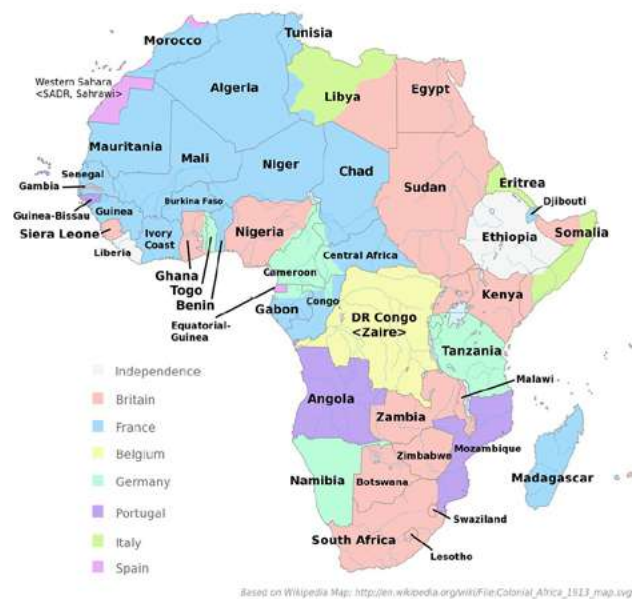
The beautiful drawing is **Turner's** (a great British painter). **It portrays a terrible event occurred during the slave trade**. In a ship full of African slaves, water supplies were running out. If slaves had died of thirst on board, the owners of the ship would have had an economic loss. But there was a law according to which if a part of the cargoes on board were threw into the sea to save the other part of the cargoes, then the owners of the ship would have had back a part of the value of the cargoes.

This is an extreme example of what means treating people like goods. **The sailors on the ship used the rule for cargoes for their cargoes, that were slaves. And the result was that they threw into the ocean human beings alive**.



The Triangular Trade declined over the centuries and the slave trade was abolished. European Colonial Empires expanded in other parts of the world, like in the Indian Ocean and in Africa. In many parts of Africa there were not States with a precise territory and clear borders. **Therefore, the conquest of Africa by European Colonial Empires divided all the Africa with borders for the first time ("The scramble for Africa").**

Still, European Colonial Empires did not create modern states in their African colonies. As we have seen in the lesson 1, modern states provide their citizens with public services. **Public services in African Colonies were not fostered by European Empires, because European Empires were not interested in building up modern states in their colonies.** They were more interested about exploiting local resources and limit the expansion of their opponents (other European Empires). For example, in many colonies, European Colonial Empires established the capital near to the coast and not at the center of the colony. In some cases the capital of the colony was outside the territory of the colony (it is like the capital of Spain would be in Russia!).



## Globalization

*Colonial Empires have fallen in the second half of XX century, during a process that has been called "Decolonization". Colonial Empires connected the economies of very distant lands, but this connection has not come to an end with their collapse. In fact, today world economy is the more connected of the entire human history. Products and workers travel around the globe as never in the past. This situation is often called Globalization.*

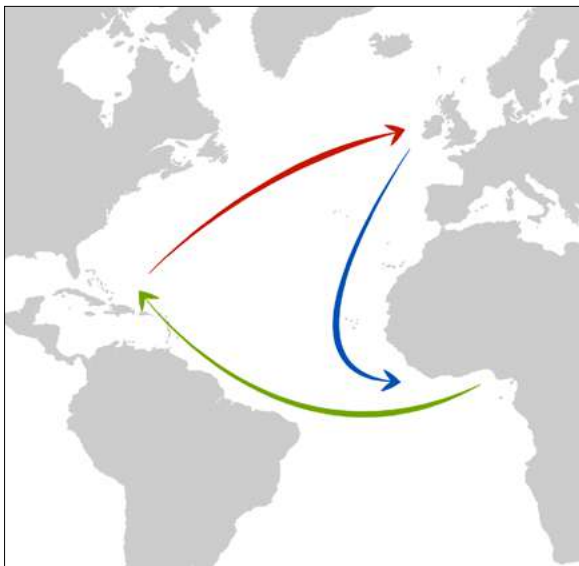
*When Colonial Empire established trade routes with their colonies, they exploited the colonies for their profit. Quite often the Mother Land decided that the whole production of the Colony should be devoted to certain specific raw materials. The Colony had been required to sell these raw materials almost entirely to the Mother Land. The Mother Land in return sold to the Colonies final-products. The result of this system was that colonies became totally dependent by the Mother Land.*

*Is today global economy so unfair as it was during the Colonial Empires? This question is hard to answer. Economists do not have elaborated a precise answer. From one hand, many poor countries are still exploited: for example, only a tiny share of the price of their products that are sold in rich countries goes to workers. From another hand, many poor countries of the past have increased enormously their wealth. In particular, some economists think that Globalization is an advantage for workers in developing countries, and a disadvantage for workers that do not have high skills in the rich countries of XX century.*

Exercises 1,2,3,4,5

1. Closed Answer

Here there is a list of goods. According to the lesson learned, put the goods that were traded during the era of Colonial Empires in the appropriate commercial route. Do not worry if you do not know exactly which good were traded, what is important to answer correctly is dividing raw materials from end-products.



● Commercial route from Europe to Africa

\_\_\_\_\_

\_\_\_\_\_

● Commercial route from Africa to America

\_\_\_\_\_

\_\_\_\_\_

● Commercial route from America to Europe

\_\_\_\_\_

\_\_\_\_\_

- SLAVES    WOOD    SUGAR    RIFLES    CLOTHES    GOLD    WATCHES    SILVER

2. Closed Answer

Colonial Empires can be recognized by looking at a map. Mark the Colonial Empires.



French Empire



Italian Empire



Holy Roman Empire



Achaemenid Empire

### 3. Closed Answer

Make a research and find which European Colonial Empire conquered each of the States of the list.



Mali

\_\_\_\_\_



Pakistan

\_\_\_\_\_



D.R. Congo

\_\_\_\_\_



Ghana

\_\_\_\_\_



India

\_\_\_\_\_



Ethiopia

\_\_\_\_\_



Angola

\_\_\_\_\_



Syria

\_\_\_\_\_

### 4. Complete the sentences with the appropriate words

Spaniards conquered many parts of South ..... and .....

At the beginning they tried to ..... people who lived there (Amerindian people) for agriculture and ..... mining.

But local people were killed by ..... brought by Europeans. Because they no longer had people to make work for them, Spaniards started using .....

For Spaniards, slaves were even better than Amerindian people. In fact they were more ..... than Amerindian people.

Why? Because they spoke different ..... they needed to use Spanish to communicate. Because they did not have common ..... they accepted Spaniards' rules.

EXPLOIT	GERMS	TRADITIONS, CUSTOMS, RULES	MESOAMERICA	LANGUAGES
AFRICAN SLAVES	AMERICA	SUBMISSIVE	SILVER AND GOLD	



## 5. Closed answer

In a global economy many products are the result of a process involving many countries (**global supply chain**).

**How are smart phones produced? Which countries are involved in the global supply chain of smart phones ?**

In order to answer these questions you have to **put in the right order the different phase of production and complete each phase with the name of the right State where the phase takes place** (in order to choose the right State you can use the descriptions below).

*Phases of production to be ordered and completed with the correct country:*

**(A)** component manufacture and assembly is not the last stage of the chain. Advertisement campaign have to be organized to sell the products. One of the most competitive country in this sector is .....

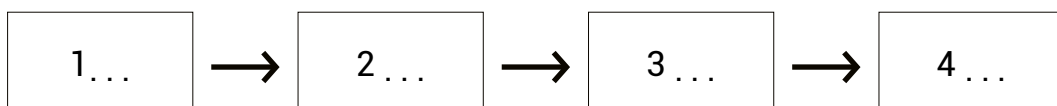
**(B)** Cobalt is used to build the batteries of smart phones. In ..... the mines where cobalt is extracted are very dangerous and the wage is very low (around two dollars for a working day). Many children are used in the mines.

**(C)** The global supply chain starts with the development of the model (the design) of the smartphone and the related technologies. This step takes place primarily in .....

**(D)** Foxconn (which is based in ..... ) is one of the biggest factories in the world, with about one million workers involved in manufacturing and assembling smartphones. Working conditions are very harsh.

*List of Countries involved in the global supply chain:*

- **Democratic Republic of the Congo (D.R.C.):** D.R.C. is one of the poorest countries in the world but its soil is full of natural resources (like oil, diamonds, gold and cobalt).
- **China:** China has a huge highly-skilled workforce. Workers' wages in China are lower than in Europe, and this makes China ideal for the production of technological products.
- **United States (U.S.):** In U.S. there are many companies which develop digital technologies.
- **United Kingdom (U.K.):** In U.K. the industrial sector is not very competitive today, but U.K. Is one of the leading country in the advertising sector.



## European Union

### Activity 1

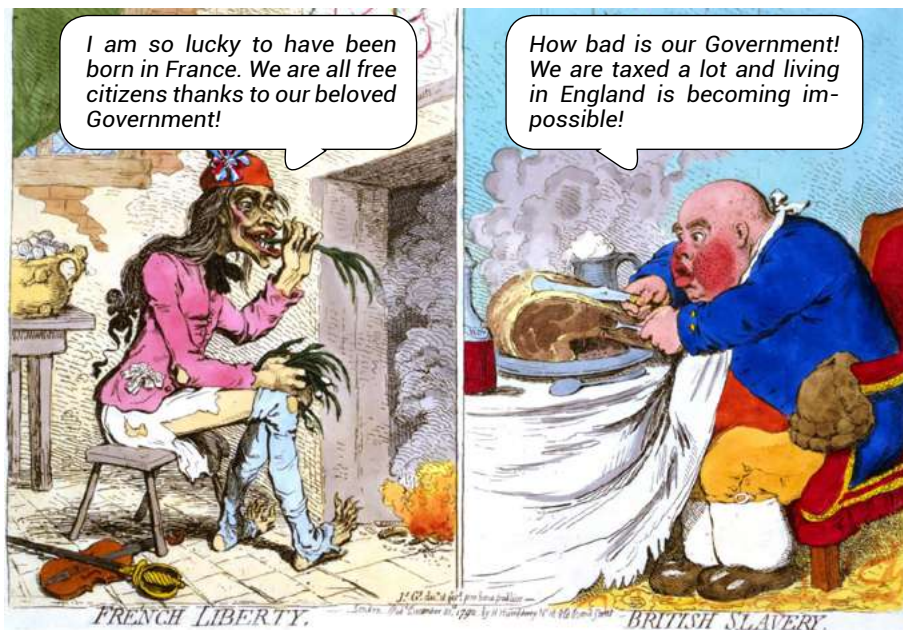
#### Stereotypes

Is there an European Common Identity? Do the citizens of different EU countries think that they are very similar to their neighbors?

In Europe, in the past as well as in the present, the citizens of each country have often represented themselves as very different from the citizens of another country. They have exaggerated some differences creating **national or cultural stereotypes**.

**Stereotypes** are generalizations or over-simplified ideas about how a group of people is. There are stereotypes about the women, homosexuals, poor people, rich people, and the like. Stereotypes may target the citizens of a country as a whole. Stereotypes are often mistaken and offensive. Many times offensive stereotypes about a certain group of people are created by a different group of people. But in certain cases a group can create an offensive stereotype about itself.

Look at the image below. The drawing represents Frenchmen and Englishmen's stereotypes a couple of centuries ago. Try to describe in your words which are the two stereotypes involved (you can help yourself by using the words below).



Frenchmen \_\_\_\_\_

Englishmen \_\_\_\_\_

RICH

POOR

DREAMER

UNGRATEFUL

## Activity 2



### Which are the main stereotypes about the European Countries?

Not all the countries agree on the same stereotypes. For example Germans and Dutch People may have a stereotyped image of Italians, while Greeks may have a different image. Italian may have another different image of themselves. You can help yourself by using the words listed below:

- Loud
- Friendly
- Reliable
- Nationalists
- Organized
- Corrupt
- They love singing
- They drink a lot of alcohol
- Sporty
- Lazy
- Hard-workers

## Exercise 1

Have you already attributed stereotypes to different European Countries?

Well done! Now **think about your country of origin or another area of the world that you know. Then describe the stereotypes about the people living there. Finally say which European stereotypes correspond to the stereotypes of the people living in the countries you have chosen** (ex. Italians are loud and religious, so they are similar to Nigerians).

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## Activity 3

**Europe, theatre of war.**

National stereotypes may correspond to real and violent hatred between different nations. European countries have fought each other during the past centuries. **In XX century World War I and World War II involved almost all European Countries as well as many other countries in the world.** At that time European States have an enormous military and economical power, controlling many parts of the world, especially in Africa and in Asia (see Lesson 2, Colonialism and Globalization). Outside Europe, U.S. were already very powerful but they did not interfere a lot with Europeans' power. World War I and World War II have been the two bloodiest and most brutal war of the entire human history.

**War stereotypes**

Reading the map: The two maps below represents World War I.

European Countries are represented either by their national symbols (like the Bear for Russia or the Eagle for Imperial Germany) or by national stereotypes (like the beggar with a big nose to represent Italy).

**Can you understand the main contents of these two maps? Can you say which countries are fighting each other?**

Looking at the first map, who are the good guys and **who are the bad guys according to the author of the maps?** (A clue: the author drew her\his favorite nations as handsome soldiers while the enemy as ugly or coward people).





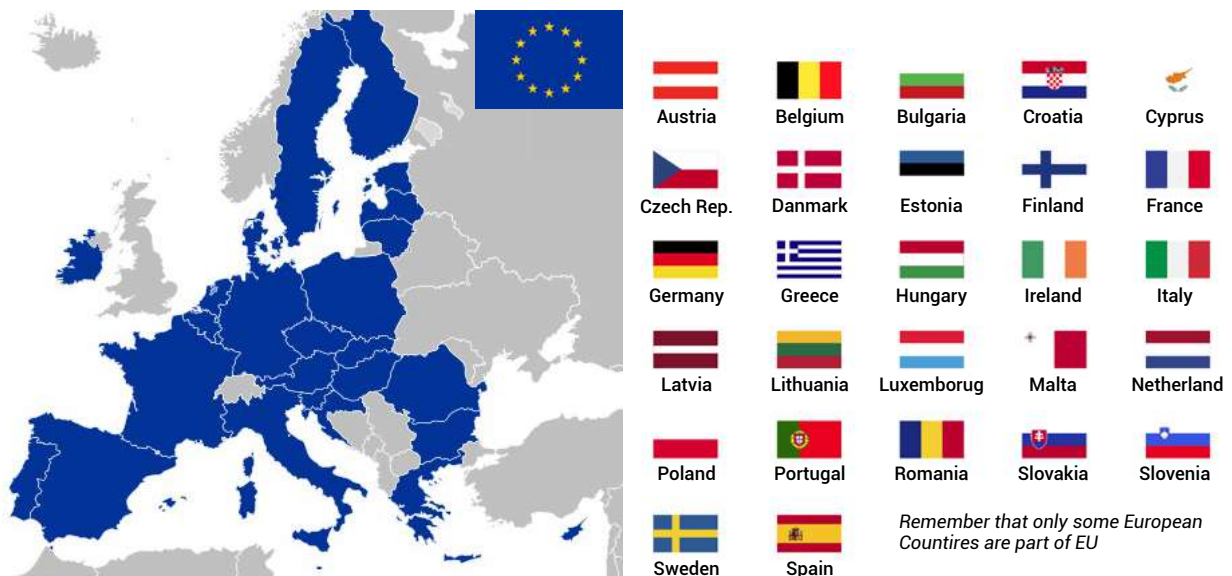
## Activity 4

**European Union: peace in Europe**

After the World War II some European Countries formed the European Economic Community.

**The countries of the European Economic Community chose to integrate their economies so to prevent wars for the futures.** The European integration was pursued through the establishment of a **Single Internal Market**, that is a space (including the countries that were part of the Community) in which goods and services might have been freely exchanged. In 1993 the European Economic Community became the European Union.

During these decades many European countries have joined the European Union. Today the **competences** of the European Union are no longer limited to **economic cooperation**: European Union has competences in the in **climate, health, justice and migration**, just to name few of them. European Union has also contributed to realize a long period of peace – with some exceptions, like the Balkan Wars – in all Europe.

**European Union is not a complete political union**

When a Country joins European Union, it adopts European Union (EU) Law. This does not mean that National Law disappears. **European Law covers many important fields but there remain many other important fields that are still regulated by National Law.** For example it is national law that regulates how people get the national citizenship, not EU Law. When a certain issue is not regulated by EU Law, national judges have to use National Law. But when a certain issue is regulated by EU Law, then national judges have to use EU Law. In this latter case, it may happen that National Law and EU Law regulate a certain issue differently (**a contrast between National and EU Law**). In this case the national judge has to use EU Law instead of National Law.

So, it is not true that all EU countries are under the same law. **EU countries are uniform under certain points of view and different under other points of view.** The co-existence of EU Law and national law can cause troubles. We will see this in a particular case occurred in 2004.

## Activity 5

## The Case of Mrs. Chan



Mrs. Chan has a problem. She is a **Chinese citizen**. She is pregnant but she already has a child and Chinese Government discourages people to have more than one child. So Chan's family could have troubles if remains in China.

Mrs. Chan can travel to United Kingdom (which was part of EU at that time), find a job, and raise her child there. But they will live under the threat that one day United Kingdom will ask them to go back to China and they will have trouble in living in China. **What can Mrs. Chan do?**



If Mrs. Chan gives birth in the **United Kingdom**, her child will **not become automatically a British citizen**. In fact, the United Kingdom (as many other countries in Europe) does not give citizenship to everyone is born within its borders.

If you are born in a State but your parents are not citizens of that state (nor they have a permanent stay), then you do not become citizen of that State too. To become citizen of that State you must have at least one parent who is citizen (or has a permanent stay). To become citizen you need a citizen's blood in you veins (or the blood of someone with a permanent stay). **Ius Sanguinis** is a Latin expression that means «the right of the blood». Many States in the world regulate the acquisition of citizenship on the basis of some version of *Ius Sanguinis*.



But if Mrs. Chan gives birth in **Ireland**, her child **will acquire Irish citizenship**. In fact at that time (but not today) Ireland gave the citizenship to everyone who had been born within its borders. So Ireland, but not United Kingdom, is the place in which Mrs. Chan wants to give birth.

Some countries give citizenship to anyone born within their borders. If you are born in a country like this, you become a citizen even though you parents are not citizens and even though they do not have a permanent stay. What is important is not the condition of your parents (their blood in your veins) but the place (the land) in which you are born. **Ius Soli** is a Latin expression that means «the right of the soil».



If Mrs. Chan will have her child in Ireland, then the baby will get Irish citizenship and they could stay in Ireland. **But Mrs. Chan wants to keep on working in the United Kingdom**, not in Ireland. Mrs. Chan wants the right to stay with her child in the United Kingdom, but the United Kingdom does not give a stable right to stay, work and use public services to Mrs. Chan and her future Irish child. Who is going to give them this right?



**The answer is European Union.** According to European Union Law if you are the citizen of a Member State, you are also a **European citizen**, and you have the freedom to go and stay in the other Member States (provided that you must prove that you will not be a burden for the public services, like public health system or social security system).



**Now Mrs. Chan has her plan!**



She will travel to **Ireland** and give birth there. Her child will **acquire Irish citizenship and European citizenship**.



Then they could **move back to the United Kingdom** and live there thanks to the child's rights (who is an EU citizen) to move and stay in every EU countries with her family.



The case of Mrs. Chan shows that the States which are members of EU have to respect EU law. If EU law says that an Irish citizen can go to live and work to the United Kingdom, the Member State has to allow it.

But this does not mean that national law lost its importance. EU law leaves to national law how to acquire citizenship. At the time of our story Irish law and UK law were very different. Mrs. Chan had to go to Ireland to give birth even though she wanted to stay in UK, because only Ireland was giving citizenship or anyone born within its borders.

The case of Mrs. Chan shows also that Member States can complain about how EU law combines with their national law: UK held that Mrs. Chan was unfairly taking advantage of this combination, but EU authorities replied at the end that everything was fine.

## Exercises 2, 3, 4

## 2. Closed answer

European integration process has taken different steps involving different countries through time. **Put in the right order the maps** representing the different stages (the paragraph below contains some hints).










Many Countries in West Europe were involved in World War II. These countries were: U.K., France, Germany, Italy, The Netherlands, and Belgium. With the exception of U.K. these countries are the original core of the European Integration process.

Afterwards many other Western European countries joined what will become European Union. Eastern European Countries (like Poland or Romania) became part of EU only later in the 21st century. Recently EU has lost one of its members (U.K.).



### 3. Closed answer

Becoming a Judge. Read the case and provide answer like you were a Judge. Remember that a Judge must know the law. So, in order to answer the question, look at the law.

- Mr. Micheletti is an Argentinian citizen who wants to live in Spain. Argentina is not part of EU, while Spain is part of the EU. Could Spain stop Mr.Micheletti from coming to live in Spain?

Yes  No

*The Law: Countries that are member of EU are free to stop people coming from third countries (Third countries are those countries that are not members of EU).*

- But the case of Mr.Micheletti does not end here. In fact, Mr.Micheletti is not just an Argentinian citizen, he is also an Italian citizen. Is Italy a third country?

Yes  No

*The Law: You must know the answer at this point!*

- But Mr.Micheletti has lived in Argentina, not in Italy. Spanish national law says that in this case only the Argentinian citizenship matters. Can Spain ignore the Italian citizenship?

Yes  No

*The Law: Each EU country has to recognize the citizenship of other member states, even in the case of double citizenship.*

- Mr.Micheletti is an Italian citizen who wants to live in Spain. Could Spain stop Mr.Micheletti from coming to live in Spain?

Yes  No

*The Law: Each EU Country cannot stop citizens of other EU countries. Each Country have to allow citizens of other EU countries to come and stay in their territory.*

### 4. Open question

- Do you think that, here in Europe, States have great relevance in the daily life of people? Why?

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- Is there in your region something close to EU? Do you think that it is a good idea having regional unions of states?

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- Would you like living in a world ruled by just one state, so that all human beings would be citizens of the same state, or do you think that the existence of many States is a good thing?

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## LEARNING UNIT 3

### Human Rights

## From Desires to Human Rights

### Dream and reality

Some people say that we must accept the world as it is, and we must stop wasting our time fantasizing, like children. But there is nothing childish in desiring to change the reality, if we work out a realistic plan.

We should accept that **life is not fair**. Take a great football player who is **born** with extraordinary skills. He will earn for a single match more than how an unskilled worker will earn in his entire life. This is not fair but this is the life! The world is divided between **rich people and poor people** and **the Government** should not take money from those who became rich and give to poor people.



**Milton Friedman**  
(U.S. economist)

Nature is not fair: not everybody may become a great football player. But we must not accept **nature, or life, or the world** has they are today. We can know how unjust life is **today** and create better living conditions for the **future**.



**John Rawls**  
(U.S. philosopher)

### Exercise 1

#### The world as it actually is, the world as it should be

- The following text is **Martin Luther King's most famous speech «I have a Dream»**. In King's speech there is a striking contrast between how the society is and how the society should be. **Mark in blue all the sentences or expressions in bold describing how the society is, and in red those describing how it should be.**

Let us not wallow in the valley of despair, I say to you today, my friends. And so even though **we face the difficulties of today and tomorrow**, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that **all men are created equal**." I have a dream that one day on the red hills of Georgia, **the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood**. I have a dream that one day even the state of Mississippi, a state **sweltering with the heat of injustice, sweltering with the heat of oppression**, will be transformed into **an oasis of freedom and justice**. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today! I have a dream that one day, down in Alabama, with **its vicious racists**, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama **little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers**. I have a dream today! I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together. This is our hope, and this is the faith that I go back to the South with. With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

## Activity 1

### Their list of desires:

Try to take the point of view of the people portrayed in these drawings. Describe the subject as you understand the image and then imagine what she or he is desiring.





### Example



**Subject:** a young man carrying his old father on his back is fleeing war and destruction.

**What he is desiring:** He is desiring not to be forced to leave his country by war.

**Write down the list of desires of the previous images characters!**

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### Your list of desires



**Write down your list of desires!**

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You have written two lists of desires now: your list and their list for desires. Can you recognize any difference between the list of your desires and «their» list of desires? How do you explain these differences? **Which desires of your and their list do you think that are more important?**

## Activity 2

### Collective exercise

The following text is a simplified version of the **Universal Declaration of Human Rights**, a document adopted by UN in 1948.

Take the desires that you think are more important and find in the following text the corresponding right. In order to accomplish this task, match every expression in bold with the desires you have written down beforehand.

#### From the Universal Declaration of Human Rights

(...) Because the violations of human rights have outraged the conscience of mankind, and the highest aspiration of common people is that human beings shall enjoy **freedom of speech and belief** and **freedom from fear and want**(...) Because either human rights are protected by the State through the law, or people will be compelled to have recourse, as a last resort, to **rebellion against tyranny and oppression** (...) Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS which must be observed by every individual and nation and must become part of every persons' education. (...) All human beings are born **free and equal** in dignity and rights (...) Everyone has the **right to life, liberty and security** of person (...) No one shall be subjected to **torture** or to **cruel, inhuman or degrading treatment or punishment** (...) Everyone charged with a penal offence has the right to be presumed **innocent until proved guilty**, to have a **public trial** and to be defended by a lawyer(...) Everyone has the right to seek and to enjoy in other countries **asylum** from persecution (...) Everyone has the right to own **property** alone as well as in association with others. (...) Everyone has the right to **freedom of thought, conscience and religion** (...) Everyone has the right to take part in the **government of his country**, directly or through freely chosen representatives. (...) Everyone has the right of equal access to **public service** in his country. (...) (1) Everyone has the right to **work**, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. (2) Everyone, without any discrimination, has the right to equal pay for equal work.(3) Everyone who works has the right to a remuneration ensuring for himself and his family good standard of living(...) Everyone has the right to **health** for himself and for his family, including **food, clothing, housing and medical care** and necessary social services, and the right to be protected from unemployment, sickness, disability, widowhood, old age or other misfortune(...) Everyone has the **right to education**. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

As you may see, there is a strict connection between desires and fundamental rights. Fundamental rights protect some of our fundamental desires. Still, some desires cannot become rights. Can you imagine some cases in which desires do not become rights?

## Activity 3

**Fundamental Rights protected by the State**

When a right corresponding to a certain desire is recognized, it means that the State has to take concrete measures to realize the desire.

The State as the **protector** of our rights: the State protects our rights either stopping people to violate other people's rights, or through essential public services.



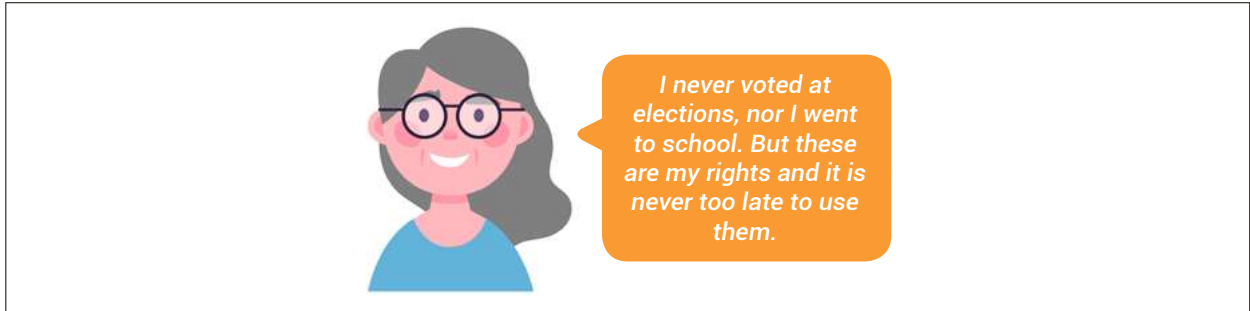
The State is not always the protector of our rights. The State may be the first **violator** of our rights. This is true, for example, when the police or the army is used to arrest and torture remonstrators or when the State preserves enormous economic inequalities. Often fighting for our rights mean fighting against the State asking for a change in the leadership.



## Activity 4

## Features of fundamental rights

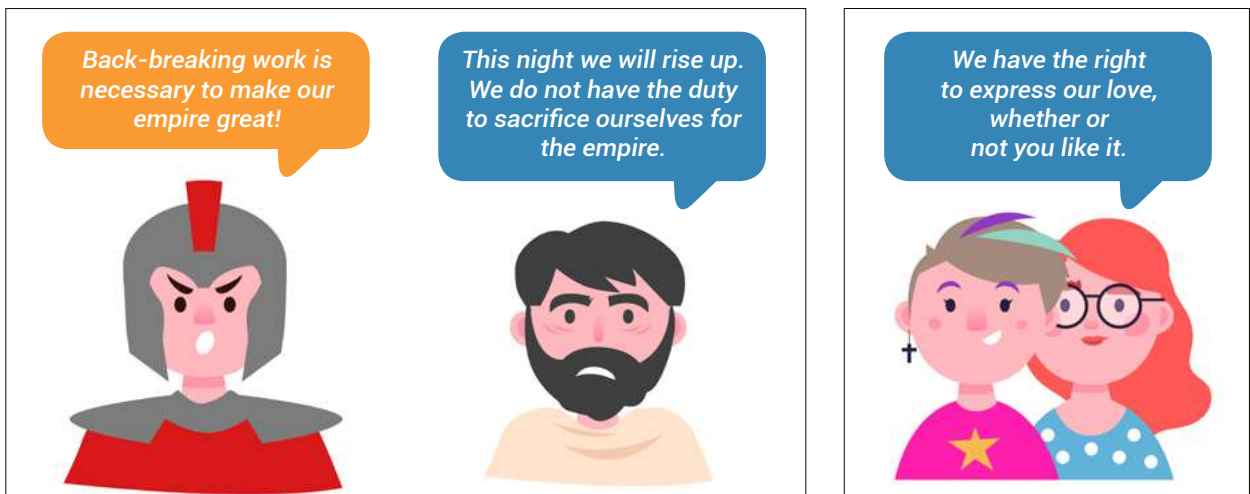
1. Everyone who has a fundamental right keeps holding her right even though she never used the power given by the right. Fundamental rights are told to be imprescriptible.



2. Everyone who has a fundamental right does not have the possibility to waive her right. Nobody may choose to become a slave or a serf waiving her freedom. Fundamental rights are told to be unalienable or unwaivable.



3. Fundamental rights are not be violated even in case in which their sacrifice may secure the economic development of the nation or their exercise is considered immoral or disgusting by many people.





## Exercises 2, 3, 4, 5

2. The text describes a story of a person whose rights have been violated three times. Which rights have been violated? Draw a line connecting each of the three violations with the correct right in the column on the left (you can find a description of these rights in the *Universal Declaration of Human Rights*).

1. I was speaking with some friends outside in the street. I said "In my opinion the Government is doing the interests of the rich at the expense of ours". Someone reported my words to the police, and two days later I was put in jail.

a) Prohibition of torture

b) Right to life

2. I stayed in jail for many months without even knowing which was the charge against me. They didn't allow me to stay in touch with a lawyer before and during the trial.

c) Prohibition of slavery and forced labor

d) Right of asylum

3. A few times during the period I stayed in jail I was awakened by some policemen in the middle of the night. They brought me in a room. They beat me for hours asking me to tell whether I was plotting against the Government.

e) Freedom of expression

f) Right to be defended during a trial

3. The text on the left describes a story of a person whose rights have been violated three times. Which rights have been violated? Draw a line connecting each of the three violations with the correct right in the column on the left (you can find a description of these rights in the *Universal Declaration of Human Rights*).

1. My family and I live in a slum near to a river. The sewer of the city discharges into this river so the water is very polluted: because we do not have any chance to find other water, we must use this polluted water.

a) Freedom of thoughts and expression

b) Right to work

c) Right to health

2. I have never gone to school. I can only write my name and I am not able to read.

d) Prohibition of torture

e) Right to participate to election for the formation of national Government

3. The only job I found is paid very little. They always pay you very little when you come from the slum. As a result my wage is not enough to provide my family with food and a decent house.

f) Right to education

g) Right of rebellion against the oppressor

4. Giving voice to our needs correctly: *How to write a banner for a demonstration.* When we claim a better protection of our desires or needs it is primarily important choosing the appropriate right, pointing out the authors or the causes of the human right violations, and asking the appropriate public policies. Complete each banner with the appropriate expression.



**Every day tons of toxic wastes are drawn in our sea and buried in our soil.**

1

- *Right to health: We don't want to be poisoned anymore!*
- *Right to education: We want a school in every village!*
- *Right to work: We want back our factories!*

2

- *Government, stop factories from intoxicating us!*
- *Government, stop policemen from firing on demonstrators!*
- *Government, build houses for homeless!*



**Every day thousands of women are raped or sexually assaulted.**

1

- *A holy place for everyone: Women's right to religion has been violated!*
- *«I can do this!» Women workers should be paid as much as men workers!*
- *Touch me not! Women's dignity and physical integrity has been violated*

2

- *Government, the flood ruined us: we need food and shelters, now!*
- *Government, punish assaulters, teach respect!*
- *Government, stop with war, welcome refugees!*

**5. Read the following text and answer the question.**

*When Christians arrived from Europe to Americas they enslaved native Americans. European Christians forced Native Americans to change their religion. Europeans make Native Americans work for them. Thanks to the work of thousands of native-american slaves, some States in Europe became wealthier and more powerful.*



a) Which rights are violated by the Europeans?

- Prohibition of forced labor
- Freedom of religion
- Prohibition of torture

Yes	No
Yes	No
Yes	No

b) Native Americans have lost the war, so they have lost their rights as well.

True	False
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c) Native Americans' rights are not violated by Europeans because their enslavement is useful for the economic development of Europe and Americas.

True	False
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## A Just Society

### Dream Worlds and a Just Society



Sometimes we dream a world in which there is no sorrow but only joy, or perhaps a world in which we are young forever, or one in which all the people love each other and hatred does not exist. Most of such desired worlds cannot exist. **These worlds are just Dream Worlds.**



A just society is a world in which many of our desires are fulfilled. Still, a Just Society is not just another Dream World, insofar as, although it does not exist now, it may be created in the future.



#### A problem:

people may disagree about what a Just Society should consist in, because they have different desires.



## Activity 1

**Disagreements:**



a) Mother



b) Lady



c) Champion



d) Impaired person



e) Scientist

**How do they want their society? (match each image with the appropriate lines)**

- "I think that Just Society is a place in which who has born with extraordinary natural talents (like being a football star) earns far more than those who do not have extraordinary talents". [ ..... ]
- "I think that Just Society is a place in which the State use a part of the wealth produced by people who can work to help people who unluckily were born with severe illness or impairments and cannot work". [ ..... ]
- "I think that Just Society is a place in which every woman and man are given money and goods by the States to live by, regardless their social class and regardless even their talents. More money and goods should be given to people who have children in order to sustain their families". [ ..... ]
- "I think that Just Society is a place in which the State respect the privileges of those who are born in a rich and noble family. If you are wealthy today it is because your parents, your grandparents or your far ancestors did extraordinary things". [ ..... ]
- "I think that Just Society is a place in which scientists are rewarded with high wages, media attention and political roles. Scientist deserve all of that because their talent is useful to understand nature and to improve the well-being of humanity. Everyone who have the talents to become a scientist should have this possibility. Therefore the State should support public education". [ ..... ]

**They have different desires. So if a just society is just the society that is desired by each of us, we disagree about what is a Just Society: we cannot live together.**

## Exercise 1

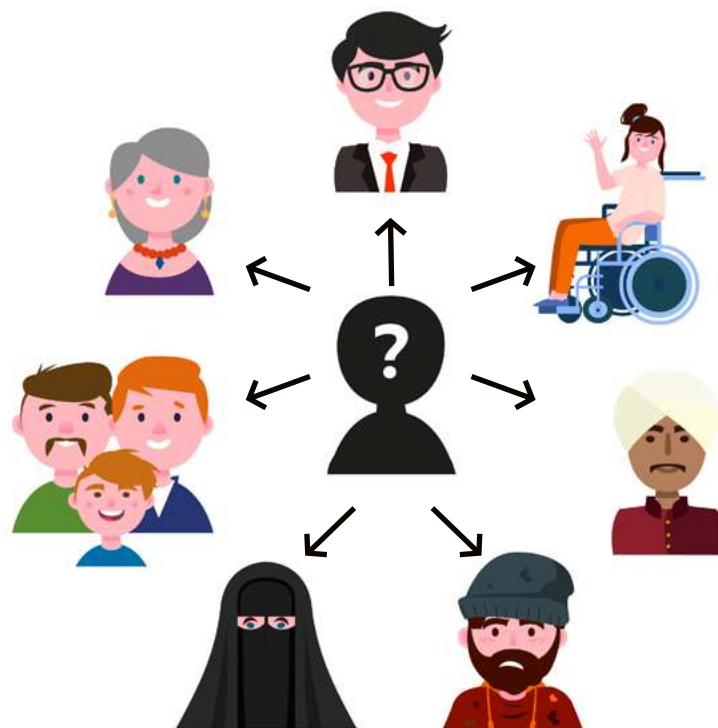
**1. Disagreements: now find who is disagreeing with whom about what is a Just Society (it may be the case that more than one character is disagreeing with another):**

Told by:	Sentence:	Against:
	<i>"In your just society extraordinary talents make the difference. But some talents are more important than others: Scientific knowledge is more important than fo-tball talent!"</i>	
	<i>"Stop speaking about talents and privileges of rich family! There are people who live in bad conditions either because they are impaired or because they were born in poor families. State should help these people. The only talents I respect are those which help people in need!"</i>	
	<i>"State should award people with extraordinary talents. Perhaps your parents did extraordinary things, but you do not inherit their merits, so you do not deserve to be rich!"</i>	

## Activity 2

Let's play a **game** in order to overcome the problem of disagreement between people about what a Just Society should consist in. The basis of this game is the idea that some disagreements about justice vanishes when people do not know who they will be in the society.







So you have to look for policies that you **would desire** if you do not know whether you will be a man or a woman, a rich person or a poor person, Muslim, Christian or atheist, homosexual, heterosexual or trans-gender, and the like.



### Preparatory phase: role-taking

The following game is based on the idea of *role-taking*. Role-taking is an activity in which you are told to be a certain person with some particular feature and you have to imagine how this person would think or behave.

To enter the mood of role-taking before we start playing our game, **throw a die four times, get a new identity**, think about the desires and fears you would have with this different identity and speak with your classmates about it. (*for example* if you get 4, 2, 6, 4 then you are a young woman, who is a Christian priest, who generally is considered very pleasant by people, and who actually is Muslim).

-  1) Young man ; 2) you work in a big company and you are very rich; 3) you are strong, tall and healthy; 4) you are depressed.
-  1) Old man; 2) **you are a Christian priest**; 3) you are crippled and weak; 4) you like junk foods.
-  1) Child; 2) you are a painter; 3) you are very fat; 4) you have the phobias of penguins.
-  1) **Young woman**; 2) you are migrant just arrived in a new country; 3) you are very short; 4) **you are Muslim**.
-  1) Middle-aged lesbian woman; 2) you are a doctor; 3) people do not like you; 4) you like nature.
-  1) Teenager; 2) you are a sailor travelling around the world; 3) **people like you a lot**; 4) you are scared to die.

### Activity 3

#### Choose the right policy

*Instructions:* this game consists in two rounds. In each round you are required to choose which among three policies is the best. After you have answered at each round you can read in the next page a simulation of the consequences of your choice. Perhaps you will find these consequences unjust. In this case read the simulation of the consequences of the other policies to see which of them is the best.

#### 1) Policy about taxation:

- A) *"I think Just Society is RichLand. Richland is a place in which the State does not steal wealth from your family through taxes. In RichLand rich people are politicians, managers, scientists and they lead the country".*
- B) *"My Just Society is TalentLand. TalentLand is a place in which everyone thanks to her\his talents (like playing football very well) become rich and powerful. What is important is you, your talents and your efforts, not your family. Once you have become rich, the State leaves you the money you have earned thanks to your work and your talents".*
- C) *"My Just Society is EqualLand. EqualLand is a place in which both the wealth of your family and the wealth that you have earned thanks to your talents is heavily taxed. The State has a huge amount of money and use this money to guarantee to everyone decent food, decent education and a decent place to live in. It is really hard to accumulate a lot of wealth.".*

#### What would you choose?

##### Have you chosen Richland ?

Perhaps you have chosen Richland because you want to be reach. But you cannot be sure that in RichLAnd you are among the Rich! Throw three dices, if the sum is 17 or 18 you are born in a very rich and powerful family, if the result is below 17 you are born in a poor family. If you belong to the rich family you live in luxury and you are a powerful person respected and feared by people. Even so, you must pay attention because poor people want rob you of your wealth. If you belong to a poor family, you will struggle to provide food for your children. There are no public hospitals, and public schools for you and your family in RichLand. You cannot do anything to improve your living conditions and you will never be respected by wealthy people.

##### Have you chosen TalentLand?

TalentLand resembles a race: who is fast wins and who is slow loses. Throw two dices. If the sum is 10 or more you are born in a rich family which helps you to develop your talents or you have some natural talent. In this case you will win the race: you become rich and respected. If the sum is less than 10 you do not have natural talents and you are not supported in developing other talents. You loose the race. There are no public hospitals, and public schools for you and your family in TalentLand, so your life is miserable. You will be poor and talented people will not respect you. Because your family is poor you cannot help your children to develop their talents: they will be poor as you unless they will have some extraordinary natural talent.

### Have you chosen EqualLand ?

Well, now throw two dices. If the sum is 10 or more you are a rich person. Well, not very rich because nobody is very rich in EqualLand! A huge part of rich people's wealth is taken from them and given to people in need. You do not have a castle, servants, a private airplane and you cannot do a party every night, but you have comfortable house in the wood or in the city center and the possibility to travel around the world during holidays. If the sum is less than 10 you are a common person. You have a regular job and a house. If you cannot afford food, housing and education, the State provides you with them. Your children will be actively supported in developing their talents by the public education system. If you did not become rich, perhaps your children could.



### 2) Policy about freedom and minorities

- A) "I think Just Society is **WildLand**. WildLand is a place in which the police does not exist, there are no laws, and everyone is free to do whatever she wants. Who is strong and clever wins, who is weak and stupid loses".
- B) "I think Just Society is **LikeLand**. LikeLand is a place in which the desires of the majority are law also for the minorities who have different desires and life-plans. For example, if the majority of men and women likes that women mainly hold the house and raise the children, then those women who would like to become full-time professionals (as doctors, engineers, soldiers, priests, etc.) are forbidden to do what they want, they are forced to hold the house and raise the children".
- C) "I think Just Society is **DifferenceLand**. DifferenceLand is a place in which the law respects the differences among people: people with different religions are free to express their religion, women who desires to hold the house are free to do so, but women who want to become doctors, engineers, soldiers or priests are free as well to try. In DifferenceLand the majority cannot force the minority to behave as it likes in many matters (religion, life-plans). At the same time, in DifferenceLand the law stops people to use the violence: none has the freedom to do whatever she\he wants".

### Have you chosen WildLand?

Well, now throw one die. If you obtain less than five you are at the mercy of people that are stronger or clever than you. They can get from you what they want using violence: they can take your money,



your food, your house and they can force you to work for them like a slave. Police does not protect you, because police does not exist. If you obtain five or six you are strong and clever. If you want you can take from weaker people what you want ( their money, their houses, and the like). However you do not sleep well too, because who have been offended by you will get revenge when you will be distracted.

### Have you chosen LikeLand?

Well, now throw one die. If you obtain more than two, you belong to the majority. You are Christian. You think that women must hold the house and raise children and they cannot become doctors, engineers, soldiers or priests. You do not like homosexuals. The Law forces people to be Christian, forces women to hold the house, punish homosexuals. So, everything is ok for you. If you obtain one or two, you belong to the minority. Perhaps you are Muslim and not Christian, in that case you will be punished. Perhaps you are a woman who wants to be a doctor, in that case you will be forced to hold the house. Perhaps you are a homosexual, in that case you will be imprisoned.

### Have you chosen DifferenceLand ?

Well, now throw one die. If you obtain more than two you belong to the majority. You are Christian, you want women hold the house, you dislike homosexuals. Still, the law protects people who are not Christians, women who wants to become doctors, engineers, soldiers or priests. You may be annoyed by these people who can live contrary to your will, but, annoyed or not, your life will not be ruined. If the result is one or two you are part of the minority. Perhaps you are Muslim, or a woman who wants to be soldier, or a homosexual. In any case the law protect your difference and your life will not be ruined by what the majority thinks you should be.



Exercises 2, 3, 4, 5

2. **Dream Worlds and a Just Society.** Make one or more examples of a possible Just Society and one or more examples of a Dream World which is impossible to realize today.



**Dream Worlds**

*Example: a Dream World today may be one in which there are not environmental problems because mankind has colonized other planets full of natural resources.*

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**Just Society**

*Example: in a Just Society natural resources are used equally by every country considering its population and sustainably leaving enough natural resources to people who will live on earth in the future.*

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**3. Match the kind of society shown in the boxes below with the appropriate description.**

- *In this society who has extraordinary abilities (like being a football champion) earns millions of euros, while many people are poor. [ ..... ]*
- *In this society the State gives to everyone food, housing and free education. The State takes a lot of money from rich people and helps people in need. [ ..... ]*
- *In this society the majority of people has the power to ban black people from the underground, from parks, and from other public spaces. [ ..... ]*

A) EqualLand

B) LikeLand

C) TalentLand

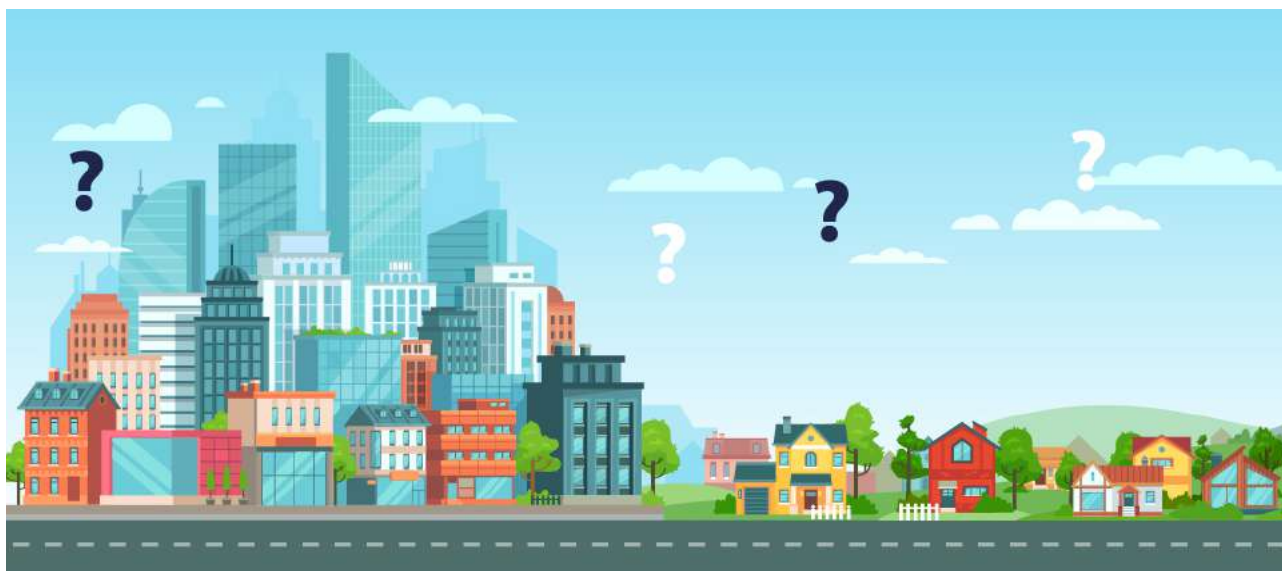
**4. Find a partner among your classmates. One of you choose which society is Just among RichLand, TalentLand and EqualLand, while the other choose which society is Just among WildLand, LikeLand and DifferenceLand, without telling the other her\his choice. Then each of you has to guess which society has been chosen by the other.**

**Questions about RichLand-TalentLand- EqualLand:**

- *Have poor people the possibility to become wealthy and powerful?*
- *Are there many poor people who became wealthy and powerful?*
- *Are taxes high?*

**Questions about WildLand, LikeLand, DiffereceLand:**

- *Can a woman become a soldier?*
- *Does police arrest homosexuals?*
- *Does police protect people from violence?*



### 5. Read Leo's story and answer the questions.

*«I live in a Just Society. Our society is like a very tall ladder or skyscraper, and I live on the top of it. I live in luxury. I have a beautiful house and a flying car. I work six hours a day for four days every week and I have many times for myself and my family: every three months we go on vacation around the world. My children are young but they have already seen all the continents. They started primary schools in the best school in our city and take private lessons in the afternoon as I did for all my childhood and teens.*

*My society is just because I do not have all these things because I have been lucky, but because I deserved them. I am a famous physician but before I was only a student. The exam to become physician is open to everybody wants to try it. That day, many years ago, we were thousands. Many rich guys like me did the exam but many poor guys tried it as well, even though only few of them succeeded. Anyway, I studied more than many others and scored high. Many people like me didn't study as I did or simply were not as endowed as I am. I deserved all I have today»*



- Where does Leo live? In EqualLand, RichLand or TalentLand?
- 

- Do you think that Leo is right in saying that he lives in a Just Society?
- 

- Who is unlucky in this society?
- 

- Has Leo been helped by someone or something in his brilliant performance at the exam?
-



## Deciding: How to Make a Society Work

### Activity 1

#### Old times, the judgment of King Solomon



Two prostitutes arrive at King Solomon's court carrying two children one alive and one death. Both women claim to be the mother of the children alive.



*I and the other woman live in the same house. Her son died because she accidentally laid over him during the night. So she has entered my bedroom, she has replaced my son with her dead son, and now she claims to be the mother. But I can recognize my son. My son is alive!*

*You are lying! The child alive is mine and the dead one is yours!*



*That is not true, you are lying!*

*One woman says one thing, the other woman says the opposite. I order that one of my soldier will take his sword and will divide the baby in two halves, one for each woman.*



At this point one of the two woman accepted King Solomon's decision, while the other said, while crying, that she preferred that the child would go to the other woman if this was necessary to spare his life. Noting that only this latter woman was showing the love of a mother for her son, King Solomon gave the child to her.

## Who has replaced King Solomon Today? General Decisions v.s. Particular Decisions

King Solomon settled the case alone. He was both the King and the Judge of his people. Today things are more complicated than at King Solomon's times. There are more people living in the same State and more problems. Instead of just one chief we have many people with different powers.

**Constitution:** A Constitution is the supreme law of the country. Fundamental Rights are written in the Constitution. Often Constitution are laid down after revolutions, wars or the creation of a new State. Because the Constitution is the supreme law it cannot be changed by other normal laws.



**Legislation:** The Government and the Parliament are elected in different ways by the citizens of the State. The Government and the Parliament make laws which have to be respected by everyone in the country. The law they make are **general decisions**, that is, decisions which will affect the life of many people without knowing who will be affected. For example: "all the citizens should pay taxes", "all the workers should be paid more than eight euros per hour".



**Particular decisions:** Judges, the police, the coast guard, the employees who help you in case of unemployment are examples of public officials who take everyday particular decisions about you. **Particular decisions** are decisions which will affect only one time people or things which identity is known in advance. For example: "Mrs. Roth has to pay a fine of 300,00 euros", "Nideesh's request for Visa has been rejected" "the 2nd floor in Bachstraße 12, Dresden, cannot be used for living". In taking these decisions they have to respect the law that have been issued by the Parliament as well as the constitutional principles.



## Exercise 1

Below there is a list of decisions. **Mark in blue general decisions and in red particular decisions:**

1. *People have to wear the mask in every supermarket.*
2. *Half of the seats in the Parliament are reserved to women.*
3. *Mr. and Mrs. Williams have got their divorce.*
4. *All the components of Müller family have been recognized to be Spanish citizens.*
5. *The owner of the car with the registration number AS 925XV has to pay a fine.*
6. *Only who has been sentenced to more than four years of prison has lost the right to vote at general election.*

## Activity 2

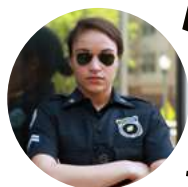
### From general laws to particular decisions. The Decision-making process

Government and Parliament work together with particular decision-makers. In fact particular decision-makers are not free to say "Mrs. Roth has to pay a fine of 300,00 euros" when they want, because they have to say so only when the general law says that "drivers crossing with the red light shall be punished with a fine of 300,00 euros".



#### Formation of the law:

*the Parliament voted a general law according to which «drivers crossing with the red light shall be punished with a fine of 300,00 euros»*



#### Application of the law:

*the policeman in charge sees Mrs. Roth and fines Mrs. Roth for having crossed with red; the amount of the fine is 300,00 euros.*



#### Further application of the law:

*Mrs. Roth denies that he has to pay the fine and goes to the judge. The judge confirms that Mrs. Roth has to pay a fine of 300,00 euros.*

#### Conclusion:

*Mrs. Roth has been fined and has to pay 300,00 euros.*

## Exercise 2

**Rewrite in the right timeline the sentences below.**

- *Mrs. Appiah was feeling sad that day so she left Palermo and went to Trapani to see her friends who lived there.*
- *The judge confirmed police decision and rejected her defense.*
- *The Italian Parliament approved a law in which is written that, due to the pandemic, someone can leave his city or town only out of strict necessity.*
- *The policeman fined Mrs. Appiah because she was strolling around Trapani while living in Palermo. Mrs. Appiah asked for a trial.*

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_



Activity 3

The problem of the application of the law

Some **Rulers** (the Government and the Parliament) do not want to solve their people's problems. But there are also some good Rulers who really want to solve their people's problems. In order to solve people's problems, Rulers have to give orders to judges, the police, people working at post-offices, in the hospitals, teachers, etc. Unfortunately, giving orders to them is very complicated.

A story:

One day a woman, Mrs. Donoghue, buys a can of coke at Mr. Mannon's shop. She is very thirsty and drinks the coke all in one breath. The coke has a disgusting taste.

She discovers a decomposed snail in the can.

Mrs. Donoghue falls ill.



Now let's imagine a good rulers and a good judge:



«Who sells goods to customers which are dangerous for their health shall be punished».



It seems a good order because customers must be protected against unscrupulous sellers. But what will happen in the case of the snail in the can of coke?



Mr. Mannon, the shopkeeper of the town, has sold a can of coke with a dead snail to Mrs. Donoghue, Mr. Mannon shall be punished



That does not seem fair. Mr. Mannon had no chance to control the content of his cans of coke.

Imagine that the Ruler had issued a different command to the judge:



«Protect customers from goods which turn out to be dangerous for their health».



«Mr. Mannon couldn't know that there was a snail in the can. Mr. Stevenson manufactures the cans and only he can know the content of the cans. If I punish Mr. Stevenson, entrepreneurs who manufactures food will pay more attention to their products, and customers won't be poisoned. Mr. Stevenson shall be punished!».



Perhaps these are not good news for Mr. Stevenson but the solution for the case seems fair.

### Activity 4

**What is the difference between these two types of commands?** (try to answer on your own before reading the explanation)

«Who sells goods to customers which are dangerous for their health shall be punished».

«Protect customers from goods which turn out to be dangerous for their health!».

In both cases the ruler is not interested on punishing sellers, but just in protecting people's health. But while the second command states only what we want to obtain (**the protection of people's health**), the first command states a specific measure to obtain it: **punishing who has sold a dangerous product**. We can call this first command "**a rule**". And the second "**a principle**".

You may face an alternative like this in your everyday life. Imagine that you want to cook a dinner that your friends will enjoy. The principle is just cooking whatever your friends like, the rule is to use, as you always do, your mother's recipe for chicken. However, rules, like recipes, may result insufficient to get what we want, like protecting people's health or delight our friends. Imagine that you have used your mother recipe but your friends do not eat chicken!

### Exercise 3

Below you can find examples of principles and rules. **Mark with "P" the principles and with "R" the rules.** After that try to match the Principles and Rules dealing with the same kind of issues.

«Whoever dumps wastes in a wood or in the sea should be fined. Whoever dumps toxic wastes should be imprisoned».

«Who in the last year has earned less than 12.000,00 euros does not have to pay the income tax. The income between 12.000,00 and 30.000,00 is taxed at 20%. The income between 30.000,00 and 50.000,00 is taxed at 30%. The income exceeding 50.000,00 is taxed at 50%».

«Rich people have to contribute to fund public services much more than poor people».

«Covid Emergency: Stay home!».

«Everyone has the fundamental right to live in a healthy environment».

«Covid Emergency: Stay alert!».

## Activity 5

Let's do practice with this problem about rules. This problem arises not only between Rulers (like the Parliament and the Government) and judges or other public officials, but arises also at work or in the family context (everywhere there is someone who gives order to someone else).

Below you find two cases in which the problem of the rules may arise. For each case try to say which is the original concern of the person who gives the order and imagine a possible failure of the order which has been given.



Which is the owner's real concern?

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Imagine a case in which not allowing dogs to enter is stupid given the owner's real concern:

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Which is the director's real concern?

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Imagine a case in which not allowing vehicles to enter is stupid given the owner's real concern:

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## Activity 6

As we have seen in the case of the snail in the can of coke, a possible solution to the problem of the rules may be that of using principles instead of rules.



*If we give a rule to our workers they will not do what we really want. Perhaps we should just share our wants with them like the Ruler did in the case of the snail in the can of coke. He said "Protect customers from goods which turn out to be dangerous for their health", and it worked well in the case of the snail in the can of coke!*



*Perhaps you are right. Let's try to use with our workers just principles!*

Let's try again.



*You have to make our customers experience*



*I love dogs. In my house I have five big and furry dogs. I love eating with them. If someone arrive with a dog I will allow her to enter and I will also give dogfood to the dog so that it will have a meal alongside the customers too.*

...but the door-keeper's tastes were not shared by many customers who were very annoyed by the dogs and left the restaurant.



### The lesson learned

Giving general instructions proves to be a hard task. In order to pursue our purposes we may give precise instructions or «rules» to our subordinates. But there is the risk that there will be cases in which following the rules is very stupid.

To avoid this risk we may be tempted to use principles instead of rules. But in this case we should hope that our subordinates have really understood which are our purposes and share our tastes, otherwise it is better to provide them with rules.



Exercises 4, 5

4. Complete the following text by filling the blank spaces with the missing expressions taken from the list below.

..... does not want that people build their houses near to the coast because this stops other people to go and enjoy the seaside, and ruins the landscape.

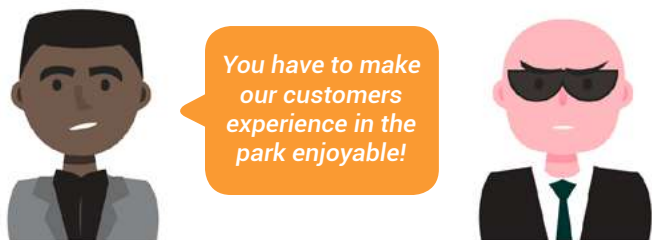
For these reasons it has issued ..... which says that .....

This law has to be applied by ..... throughout the country. But there are some cases in which this law yields very strange results.

For example, Birgitta Svenson want to live in a ..... . But, before buying it, she wants to know whether she will be punished by judges for owing such a strange kind of house, because she couldn't keep the legal distance from the sea!

FAMILY	THE ARMY	A GENERAL LAW	HOUSEBOAT	THE PARLIAMENT
JUDGES AND ANOTHER PUBLIC OFFICIALS	A FLAT IN A SKYSCRAPER	"NO DOGS ARE ALLOWED IN THE PARK"	SMALL BUILDING OF THREE FLOORS	A PARTICULAR DECISION
FIREMAN	"FISHING IS PROHIBITED"	PRIVATE CITIZENS	"PRIVATE HOUSES MUST BE LOCATE AT LEAST 100 METERS FROM THE SEA"	

5. Imagine some terrible or funny consequences of this command given to the wrong kind of subordinate:




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Activity 10

**Work in groups or in pairs**

it is time for a debate about what would be better whether using a rule or a principle. You or your team have to choose a certain issue to regulate, to imagine a rule and a principle to regulate it, and to decide whether it would be better using a rule or a principle to regulate it. Your sparring partner or the other team have to imagine some catastrophic effects of you choice. Here below there are two issues to regulate with some hints, but feel free to make up new issues to settle or new rules and principles for the issues of the examples.

**Issue to regulate:** *driving in the highway*

	<b>Principle</b> « <i>people should drive with care or they will be punished!</i> ».
	<b>Rule</b> _____ _____

Terrible or funny applications of the principle

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Terrible or funny applications of the rule

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**Issue to regulate:** *Covid emergency*

	<b>Principle</b> « <i>Stay alert!</i> ».
	<b>Rule</b> « <i>Stay home!</i> ».

Terrible or funny applications of the principle

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Terrible or funny applications of the rule

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Stereotypes about south-italian woman.

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Aristocrats walking. Thomas Gainsborough, "Mr and Mrs William Hallett ('The Morning Walk')", Public Domain, [https://en.wikipedia.org/wiki/Thomas\\_Gainsborough#/media/File:Thomas\\_Gainsborough\\_-\\_Mr\\_and\\_Mrs\\_William\\_Hallett\\_\('The\\_Morning\\_Walk'\)\\_-\\_WGA8418.jpg](https://en.wikipedia.org/wiki/Thomas_Gainsborough#/media/File:Thomas_Gainsborough_-_Mr_and_Mrs_William_Hallett_('The_Morning_Walk')_-_WGA8418.jpg)

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Statue of Cecil Rhodes (Oxford). Christopher Hilton, "Statue of Cecil Rhodes, High Street frontage of Oriel College, Oxford", CC BY-SA , 2.0, detail of the original image, [https://commons.wikimedia.org/wiki/File:Statue\\_of\\_Cecil\\_Rhodes,\\_High\\_Street\\_frontage\\_of\\_Oriel\\_College,\\_Oxford\\_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File:Statue_of_Cecil_Rhodes,_High_Street_frontage_of_Oriel_College,_Oxford_(cropped).jpg)

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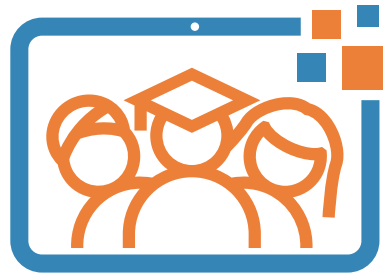
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