STATISTICS ECTS 9
Prof. Simone Borra
 Contents
The Statistics course covers four different fields of knowledge: descriptive statistics, probability calculation, statistical inference, dependency analysis. In descriptive statistics, the different types of statistical characters will be introduced and the main methods of describing and displaying data both from a univariate and bivariate perspective will be illustrated. In particular, we will introduce frequency distributions, position and variability indices, double frequency distributions, association indices and we will study the most suitable graphical representation methods for the type of character. As regards the second area of knowledge, the basic principles of probability calculation and the properties of discrete and continuous random factors will be addressed: probability distribution, distribution function, expected value and variance. Finally, the main random variables will be illustrated: v.c. Bernoulli, v. c. Binomial, v.c. Normal. From statistical inference, the principles of simple and stratified random statistical sampling, the theory of point estimation and the properties of estimators, confidence intervals and statistical tests for the mean and the proportion of a population will be introduced. Finally, the concept of statistical model and the simple linear regression model will be introduced.

Educational goals
Knowledge and understanding:
The course deals with the basic elements of descriptive statistics, probability calculation and statistical inference (punctual estimation, confidence intervals, hypothesis testing and regression model), highlighting their potential applications in the economic and social fields.
Ability to apply knowledge and understanding:
At the end of the course the student will be able to design a data extraction process and to apply the descriptive statistics tools to synthesize them through tables, graphs and appropriate statistical indexes. You will be able to apply elements of the statistical inference process to produce point estimates, confidence intervals and tests using sample data. Finally, you will be able to study and verify the presence of linear dependence relationships between quantitative variables.

Making judgments:
Through exercises and group work concerning the statistical analysis of data, the student will be able to collect and analyze data of a socio-economic nature in order to describe the phenomenon under study, to verify possible research questions and to autonomously arrive at of the conclusions. Communication skills:
The oral exam and possible presentations in the classroom will allow the student to learn how to communicate the results of the analyzes using a language appropriate to the statistical description of the phenomena. You will also be able to select the most effective tabular and graphical representations to communicate the characteristics of the phenomenon under study.

Ability to learn:
The written and oral test of the final exam and any intermediate tests will allow to verify the level of learning necessary for the continuation of more advanced statistical studies.

Didactic method
The teaching of the course will be based on frontal lessons which will cover both theory and exercises. In addition to the exercises done in the classroom, the student will be assigned exercises to do at home. Students will be shown how to use the free SAS University edition statistical software with their own computer to carry out statistical analyzes using a set of datasets that can be downloaded from the course website and used during the lessons. Statistical applications, simulations and statistical calculators available on the Internet will be used as teaching support.

Specific content
     Theme 1
• Characters, measurement scales
• The distribution of a character and its graphical representation
• Summary of the distribution of a trait: the analytical and position averages
     Theme 2
• Summary of the distribution of a trait: variability and concentration
     Theme 3
• Analysis of the association between two characters: double distribution; double frequency tables; conditional distributions; independence and dependence;
• Association indices for a double table: Chi-squared, phi-squared, Cramer's V; concordance, discordance, correlation index.
     Theme 4
• Calculus of probabilities: primitive concepts; events and event algebra; postulates; main theorems of probability calculus. Conditional probability and independence.
     Theme 5
• Random variables and probability distributions: Discrete and continuous simple random variables; properties of simple random variables;
• multiple random variables; functions of random variables; central limit theorem.
     Theme 6
• Sampling and sampling distributions. The properties of the sample mean
     Theme 7
• Point estimate: the theoretical basis; finite and asymptotic properties of the estimators; the estimator for the population mean and proportion
• Interval estimation: the theoretical basis of interval estimation; confidence interval for the population mean and proportion
     Theme 8
• Statistical hypothesis testing: the theoretical basis of hypothesis testing;
• Hypothesis testing for the population mean and proportion
     Theme 9
• The simple linear regression model: the assumptions of the model;
• parameter estimation; the goodness of fit; inference on the model parameters.

Assessment
Halfway through the course, a written test simulation is carried out, with optional participation, to verify learning on the first part of the program (descriptive statistics). No evaluation will be assigned to the test but only a judgment and the solutions will be given in the classroom at the end of the test. The final exam consists of an oral test to evaluate the theoretical and conceptual knowledge of statistical methods. During the oral exam, students will be asked to carry out simple exercises or demonstrations. The teacher will formulate an evaluation out of thirty. All students, without distinction, will have to follow the same program and face the same exam methods.

Description of the methods and criteria for verifying learning

The exam evaluates the overall preparation of the student, the ability to integrate the knowledge of the different parts of the program, the consequentiality of reasoning, analytical ability and independent judgement. Furthermore, language property and expository clarity are evaluated, in compliance with the Dublin descriptors (1. Knowledge and understanding); 2. Ability to apply knowledge and understanding; 3 Making judgments 4. Learning skills 5: Communication skills.

The final grade will be related for 70% to the degree of knowledge and for 30% to the expressive ability (written and oral) and autonomous critical judgment demonstrated by the student.

The exam will be evaluated according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalizations and limited critical and judgment skills; the arguments are presented in an incoherent manner and with inappropriate language.

18-20: just sufficient knowledge and understanding of the topics, with possible generalizations and imperfections; sufficient ability to analyze synthesis and independent judgement, the arguments are frequently presented in an incoherent manner and with an inappropriate/technical language;

21-23: knowledge and understanding of surface topics; correct analysis and synthesis skills with sufficiently coherent logical argumentation and appropriate/technical language.

24-26: good knowledge and understanding of the topics; good analysis and synthesis skills with rigorously expressed arguments, but with a language that is not always appropriate/technical. 27-29: complete knowledge and understanding of the topics; remarkable skills of analysis and synthesis. Good autonomy of judgment. Arguments presented rigorously and with appropriate/technical language.

30-30L: excellent level of knowledge and in-depth understanding of the topics. Excellent skills of analysis, synthesis and independent judgement. Arguments expressed in an original way and with appropriate technical language.

Textbooks

Borra, S., Di Ciaccio A. Statistics, Methodologies for Economic and Social Sciences, Fourth Edition McGraw-Hill, 2021 ISBN: 9788838696329

Reception hours

Location: B5 3rd floor building B Faculty of Economics Office phone: 06.72595943

Email: borra@economia.uniroma2.it

Reception: Thursday 14-16 at the office

Teacher's website:

http://www
.economia.uniroma2.it/nuovo/facolta/docenti/docenti.asp?IdProfessore=148&IdProfessore=&IdProfessore=&B1=VISUALIZZA

Web teaching

http://highered.mheducation.com/sites/8838696322/student_view0/index.html

POLITICAL PHILOSOPHY Credits 9

Prof. Claudio Corradetti
 Contents
The course is aimed at those who wish to acquire a structured and detailed overview of the political-philosophical development of the modern and contemporary liberal-democratic state. The lessons will provide a selection of primary texts by classical authors accompanied by the support of secondary literature. Main topics will include the definition of normative, realist, utilitarian, etc. political thought. as with the relationship between morality, politics and law, as well as the role of individual and collective subjectivity.
Particular consideration will be devoted to modern contractualism as well as to the great philosophical breakthroughs such as idealism, Marxism and liberalism.
The first lessons will be dedicated to the introduction of the theme and to the Greek roots of Western political thought. These initial lessons will include the presentation of general themes, texts and philosophical traditions which will be taken up and developed later.
Overall, the lessons will be grouped around six themes: Theme 1 – Introduction to the study of political philosophy; Theme 2 – Ancient thought Theme 3 – Contract law and natural law Theme 4 – Kant and cosmopolitanism: beyond utopia, Theme 5 – Political justice: structures, capitalism and normative standards, Theme 6 – Contemporary liberal democracy: potential and limits .

Educational goals
The course aims to provide the cognitive and methodological tools related to the study and analysis of the ancient and modern classics of political-philosophical thought. The student will acquire a historical-conceptual perspective of these developments, addressing the philosophical reflections that have contributed from time to time to the theorization of power, state, rights, authority. At the end of the course the student will be able to orient himself autonomously, and to manage the methodological tools related to the topics addressed. At the end of the course, the student will be able to use the knowledge acquired in order to: distinguish between primary and secondary sources of knowledge, express evaluations regarding the development of Western political philosophical thought. The lessons will also aim to promote communication skills both within the group-class context and with respect to the teacher.

Didactic method
Frontal teaching in the classroom with readings of selected passages from the classics of modern political philosophy and possible use of power-point presentations. Students will be encouraged to discuss and comment on the topics addressed in the course. The invitation of experts and the organization of workshops related to the topics covered in the course are also foreseen.

Specific content
As anticipated, the course is structured around six themes. Theme 1 – Introduction to the study of political philosophy; Theme 2 – The birth of the state, Theme 3 – Authority and rights, Theme 4 – Cosmopolitanism: beyond utopia, Theme 5 – Political justice: structures, capitalism and normative standards, Theme 6 – Contemporary liberal democracy: potential and limits .

Theme 1 Introduction to the study of the classics of political philosophy: the origins of the Greek polis.

Theme 2 Classics of ancient thought: the theme of the birth of political philosophical thought will be analyzed with reference to the classical authors of Greek thought: Plato and Aristotle.

Theme 3 Contract law and natural law. This module will continue and deepen the theme of the modern liberal state starting from the study of classical works with particular reference to Hobbes, Locke, Hume.

Theme 4 Kant and cosmopolitanism: beyond utopia. In parallel with the examination of the concepts of state, the lines of development of trans-state thought will be traced with reference to the reflection on political utopianism and its overcoming with Kant.

Theme 5 Political justice: structures, capitalism and normative standards. This module will deal with the classic themes of nineteenth-century state reflection with particular reference to Hegel and Marx.

Theme 6 Contemporary liberal democracy: potential and limits. In this last module, the theoretical-political constructions of the 2 most important liberal-democratic thinkers of the 20th century will be examined: Rawls and Habermas.

Textbooks
Attending Students1 (with at least 75% attendance in class)
- Collection of selected passages - classics of political philosophy - made available by the teacher (PDF) during the lessons.
- Two in-depth texts by different authors chosen from the following:
1-G. Bedeschi, Introduction to Marx, Laterza, Rome-Bari, 1995 and following.
OR S.Petrucciani, Marx, Carocci, 2009;
2-P. Casini, Introduction to Rousseau, Laterza, Rome-Bari, 2002 and following. (available only in libraries),
3-G.Sasso, Niccolò Machiavelli, vol.1, (chapter on the Prince), Il Mulino, Bologna, 1980 ;
4-M.Mori, Peace and reason, Il Mulino, OR C.Corradetti, Kant and the cosmopolitan constitution, Mimesis, 2016;
5-V.Verra, Introduction to Hegel, Laterza, Rome-Bari, 2010 OR G. Cesarale, The disappearing mediation, Carocci, Rome, 2009;
6-Warrender, Hobbes' political thought, Laterza, Rome-Bari, 1995 and following;
7- S. Maffettone, Introduction to Rawls, Laterza, Rome-Bari, 2010;
8-J.W.Yolton, John Locke, Il Mulino, Bologna, 1990 and following;
NB texts not on the market are available in pdf.

Non-attending students (in addition to the attending programme)
- In addition to the attending program (collection of selected passages and the two texts indicated above), the student will choose a third text among those indicated above and the following text:
S.Petrucciani, Models of political philosophy, Einaudi, Turin, 2003.
Assessment
Attending students will be able to choose to take the written exemption or the oral exam according to the indicated calendar. Non-attending students will only be able to take the oral exam. Please note that the vote of exemption does not prevent the candidate from appearing for the oral exam in the first useful session.
Erasmus students who do not have a command of the Italian language will have to agree on a program in English with the teacher. There is no written exemption in such cases.
Description of the methods and criteria for verifying learning

The exam evaluates the overall preparation of the student, the ability to integrate the knowledge of the different parts of the program, the consequentiality of reasoning, analytical ability and independent judgement. Furthermore, language property and expository clarity are evaluated, in compliance with the Dublin descriptors (1. Knowledge and understanding);

2. Ability to apply knowledge and understanding; 3 . Making judgments 4. Learning skills 5: Communication skills

(communication skills).

The final grade will be related for 70% to the degree of knowledge and for 30% to the expressive ability

(written and oral) and independent critical judgment demonstrated by the student.

The exam will be evaluated according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalizations and limited critical and judgment skills; arguments are presented inconsistently and with language

inappropriate.

18-20: just sufficient knowledge and understanding of the topics, with possible generalizations and imperfections; sufficient capacity for analysis, synthesis and independence of judgment, the arguments are frequently presented in an incoherent manner and with little language

appropriate/technical;

21-23: knowledge and understanding of surface topics; analysis and synthesis skills

corrected with sufficiently coherent logical argument and appropriate/technical language.

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

arguments expressed rigorously, but with a language that is not always appropriate/technical.

27-29: complete knowledge and understanding of the topics; remarkable skills of analysis and synthesis. Good autonomy of judgment. Arguments presented rigorously and with language

appropriate/technical.

30-30L: excellent level of knowledge and in-depth understanding of the topics. Excellent skills of analysis, synthesis and independent judgement. Arguments expressed in an original way and with

appropriate technical language.

Reception hours

The reception will always take place after the lesson. It is possible to arrange an ad hoc reception via Teams.

The teacher can be contacted at the following email: Claudio.Corradetti@uniroma2.it

Web teaching

https://didattica.uniroma2.it/docenti/curriculum/15029-Claudio-Corradetti

History of International Relations (9 credits)
Prof.ssa Daniela Felisini

Training contents and objectives
The course aims to provide students with a valid knowledge and orientation skills with respect to the main issues concerning the level of international relations from the end of the 19th century to the present day. The disciplinary field of international relations will be developed in its broadest sense, not limited to the level of diplomatic relations between States, but including all forms of interaction between countries, economies, peoples, cultures. A common thread of the lessons will be the focus on the growing degree of interdependence between the different areas of the planet, considered as a characterizing feature of the contemporary age. Specific attention will be devoted to the post-Cold War globalization phase and its crisis, up to the current deglobalization scenarios. After an introductory meeting on the history of international relations in a multidisciplinary key, the course will be divided into three teaching units: a first dedicated to the theme Wars and conflicts from the age of catastrophe to the cold war (Topics 1-5, edited by prof. Gianluca Flake); a second of History of international economic relations. Europe between integration and globalization (Themes 6-9, edited by Prof. Daniela Felisini); a third concerning Globalization, crisis and geopolitics in the post-bipolar system (Topics 10-14, edited by Prof. Alessandro Ricci).

Didactic method
A fundamental part of the teaching is made up of the frontal lessons, designed to provide students with all the tools necessary for a full understanding, and autonomous elaboration, of the program and of the textbooks provided. During the lessons, the reconstruction of events and problems will be accompanied by the reading and commentary of documents and sources of the time.

Specific content
Theme 1: Total industrial warfare and the crisis of the Eurocentric order. Theme 2: The international system between the two world wars.
Theme 3: The Second World War: a "constituent" war. Theme 4: The Cold War and the Nuclear Question.
Theme 5: Decolonization and the North-South question.
Theme 6: Overcoming the world wars: open economy and mixed economy. The major international organizations and the multilateral development cooperation policy.
Theme 7: The process of European integration during the Cold War.
Theme 8: The process of European integration after 1989.
Theme 9: Who rules the world? New players on the global scene.
Theme 10: The global crisis after the fall of the Berlin Wall.
Theme 11: Post-Cold War Globalization.
Theme 12: The geopolitical crises of the 21st century.
Theme 13: Challenges to the unipolar order.
Theme 14: The Global War on Terror and the Islamic State.

Textbooks:
- Federico Romero, International history of the contemporary age, Rome, Carocci, 2012.
- Leonardo Rapone, History of European integration (new edition), Rome, Carocci, 2015.
- Paolo Pizzolo, Eurasianism. A conservative ideology at the service of geopolitics), Rome, Aracne, 2021.
Evaluation method:
For attending students:
At the end of each didactic unit there will be a written test with an intermediate evaluation exemption value, for a total of three exemptions, the average of which will provide the final

grade. Only those who have passed at least two exemptions will be able to complete the exam orally. The detailed rules of the written tests are given below.

A positive evaluation will also be given to the assiduous attendance of the lessons and to the active participation in them.

REGULATION OF THE WRITTEN TESTS

1) The final grade is the result of the average of the grades of the three written tests, rounded up or down (up to 0.50 is rounded down to the lowest grade, above 0.50 to the highest grade).

2) In the oral exam, the mark of only one of the three written tests can be recovered, when this mark is lower than 24. In this case, the interview will focus on the lecture notes and on the parts of the exam bibliography relating to the test to be recovered. If you want to recover two parts, you will have to retake the entire exam.

3) Those who have skipped or failed one of the written tests will be able to bring only the missing section to the oral test. The interview will focus on the lecture notes and on the parts of the exam bibliography relating to the section to be recovered.

4) In the event that you intend to improve the overall mark of the writings, you must present yourself in the oral exam on the entire program (notes and complete bibliography). The overall grade of the written exam will form a basis that the commission will take into account, but it should be specified that depending on the progress of the oral exam, this grade may change both positively and negatively.

5) Whoever accepts the overall grade of the writings will still have to book on Delphi for one of the appeals to allow the vote to be recorded.

For non-attending students:

Oral examination.

Receipt:

The timetable will be communicated at the beginning of the courses. However, it will be possible to ask teachers for information on the sidelines of the lessons, or by contacting them at their e-mail address: felisini@uniroma2.it; alessandro.ricci@uniroma2.it; fiocco@lettere.uniroma2.it

Economic Policy 10 credits
Prof. Paolo Paesani

Contents
The course allows students to deepen the knowledge in the economic field acquired by the first year courses, focusing on the different forms of state intervention in the economy at a sectoral and macroeconomic level.
Educational goals
KNOWLEDGE AND UNDERSTANDING: Students will acquire notions useful for an in-depth understanding of the main areas of economic policy: 1) Logic of public intervention in the economy, 2) Market failures and regulation, 3) Inequality and welfare state, 4) Public budget and stabilization of the economy through fiscal policy 5) Central bank, price stability, financial stability, 6) International dimension of economic policy.
ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING: The course intends to provide useful tools for understanding the complexity of the economy as a human science, which studies the organization of the relations of production, exchange and consumption, within a political-institutional framework in which the State plays a primary role as an actor in the economic system. By following the lessons, students will consolidate their knowledge of the fundamental concepts of Economic Policy, the ability to independently apply the knowledge learned to the critical analysis of present economic phenomena.
MAKING JUDGMENTS: The ability to draw independent judgments and conclusions on the themes and major debates of economic policy and on the relevance of these debates in today's world is stimulated by highlighting the connections between the concepts developed during the course and the notions acquired in previous courses and the links between these notions and major contemporary economic problems.
COMMUNICATION SKILLS: By attending the course and interacting with the teacher, students will be able to develop their communication skills and their ability to develop and share articulated reasoning, combining notions of economic theory, economic policy, history of economic ideas and facts
Didactic method
Frontal lessons
Specific content

Theme 1 1.1. The role of the state in the economy. – 1.2. The protagonists of public intervention in the economy. – 1.3. Thinking about economic policy: problems, objectives, instruments. – 1.4. Models of economic policy. – 1.5. Implementation and evaluation.

Theme 2 2.1. Allocative efficiency, competition and welfare. – 2.2. Externalities. – 2.3. Public goods. – 2.4. Monopoly and market power. 2.5. Information asymmetries and expensive information. – 2.6. Sectoral disparities and territorial imbalances. – 2.7. State bankruptcies (notes).

Theme 3 3.1. The reduction of inequality as a policy objective. – 3.2. Income distribution and poverty. – 3.3. The welfare state. – 3.4. From original income to final income

Theme 4 4.1. Work, employment and unemployment: basic concepts. – 4.2. The labor market according to the neoclassical perspective. – 4.3. The Keynesian theory of employment. – 4.4. Unemployment and rigidity in the labor market. – 4.5. The Phillips curve and its reformulations. – 4.6. Employment and unemployment policies. Appendix I. Incomes policy. Appendix II. Pensions.

Theme5 5.1. The state budget: structure and analysis of balances. – 5.2. Fiscal policy from the point of view of neoclassical economics. – 5.3. The Keynesian multiplier. – 5.4. The income-expenditure model and the accelerator. 5.5. Fiscal policy and economic growth

(notes). – 5.6. The public debt. Appendix I. Government bonds: characteristics, yield, price. – Appendix II. European tax rules (notes).

Theme 6

6.1. Money: basic concepts. – 6.2. Credit and banks. – 6.3. The markets and the financial system. 6.4. The central bank. – 6.5. The process of creating the money supply: comparing views. – 6.6. The coin according to the neoclassical vision. – 6.7. Money according to Keynes. – 6.8. The IS-LM.6.9 model. The IS-MP-IA model. – 6.10. Monetary policy: objectives, strategies, instruments, transmission. Appendix I. Central bank independence. – Appendix II. The European Central Bank. – Appendix III. Financial regulation (notes).

Theme 7 The balance of payments. – 7.2. Exchange rates and regimes. – 7.3. The foreign exchange market. – 7.4. Policies to improve the balance on external accounts. – 7.5. The Mundell-Fleming model. – 7.6. Measuring global competitiveness. – Appendix I. National accounts in the open economy. – Appendix II. International economic institutions (outline).

Theme 8 History of economic policy in Italy from the seventies to today

Textbooks

Paesani P. (2020) Lessons in economic policy. Second edition. Giappichelli, Torino
Rossi S. (2020) Italian economic policy from 1968 to today. Laterza, Bari
Slides and other teaching material distributed during the course.

Assessment

The final exam consists of a compulsory written exam and an optional oral exam at the discretion of the teacher. Access to the oral test is subject to passing the written test.

The written test consists of open-ended questions and exercises. The final grade is given by the sum of the scores of the individual questions. Minimum score to pass the written test 18 out of 30.

Once the written test has been passed and the evaluation accepted, the student discusses the results of the written test with the teacher who evaluates the opportunity for the candidate to take an oral test.

The candidate who reports a mark between 15 and 17 in the written test, and accepts the mark, takes a compulsory oral test. Those who do not pass the written test or refuse the grade assigned can take the exam in the next session. Students can take the exam on all available dates.

Hours

Consult the course website

Reception and thesis

To be agreed with the teacher by writing to paolo.paesani@uniroma2.it

Web teaching

Insert here the link to any web teaching pages that the teacher will activate (the course secretariat will give any further communications in this regard and will automatically integrate the program).

Administrative Law 9 credits

Prof. Nino Paolantonio

Contents

The course introduces students to the legal knowledge of public administration law. It does not deal with administrative justice, which is also an integral part of the discipline and of the scientific disciplinary sector of reference.

The basic knowledge of administrative law is an essential element for every S.A.R.I. Student, regardless of the privileged courses and the choices on the possible two-year post-graduate period.

Administrative law studies the juridical rules of the way of being and acting of public apparatuses, rigorously limited by the formal law. It is therefore essential to know the structure and internal organization of the cc.dd. public bodies and figures equivalent to them. Knowledge of the forms of action of public bodies is also fundamental, characterized by the exercise of powers, which are also assigned and strictly limited by law, in the exclusive pursuit of typical objectives of public interest.

The course also aims to illustrate the methods and forms of delivery of public services at central and local level and the organizational models placed to oversee them, to guarantee the essential needs of citizens and users in general.

Finally, the course will introduce the study of the civil and administrative liability of public bodies, and therefore the pathological aspects of the action of bodies and officials, in line with the constitutional design of excluding any form of impunity of subjects invested with the burden of ensuring the good common.

Educational goals

The educational objectives that the course aspires to achieve concern the mastery of the methods of knowledge of the bureaucracy, from a purely legal point of view, declined according to the needs of the present time, thus lowering the classical institutes into the new realities that see the public administrations involved: simplification , digitalisation, artificial intelligence, sustainable development, care and protection of democracy against new forms of underground destabilisation, fight against corruption and maladministration (for example, in the management of financial resources, assets, bargaining, welfare and more generally of each sector regulated by law for the care of ultra-individual interests).

Didactic method

Frontal teaching provided by the titular teacher exclusively in presence. Attendance is not compulsory. The topics covered in class are an integral part of the exam programme.

Further initiatives will be agreed with the students concerned (participation in hearings before the Regional Administrative Court of Lazio, seminars, in-depth analysis of topics of particular social and political relevance).

Specific content

Theme 1 Concept of administrative law

Theme 2 The public administration in the subjective sense: public bodies, public subjective figures, organization, inter-organisational relationships, controls

Theme 3 The administrative procedure

Theme 4 The administrative provision and its invalidities

Theme 5 Public services

Theme 6 Public goods

Theme 7 The responsibility of administrations and public officials

Textbooks
M. Clarich, Manuale di Diritto amministrativo, Bologna, Il Mulino, 2022, fifth edition, limited to the following parts:
chapter I - Introduction
chapter III - The legal-administrative relationship
chapter IV - The provision chapter V - The procedure chapter VI - Controls
chapter VII - Responsibility chapter VIII - Organization chapter IX - Public services chapter XI - Goods
Assessment
Oral examination. There are no qualifying tests.
Reception hours
The teacher will receive students before and after class and every day, by appointment, in person or remotely (email: nino.paolantonio@studioclarizia.com).
Web teaching
As of December 17, 2022, the list of courses owned by the teacher is not updated either on didacticweb or on Delphi. For any clarification, please contact the teacher at the above email account.