

COURSES TAUGHT IN ENGLISH

(Fall 2017 - Spring 2018)

FALL SEMESTER			
Course Title	Prof.	N° Hours	Credits
Undergraduate courses			
Police state and society : an international perspective	Jacques de Maillard	15	3
Inequalities in contemporary societies	Arnaud Lefranc	15	3
International relations	Thomas Lindemann	22	4
Contemporary Economic Issues	Arnaud Lefranc	22	4
Graduate courses			
Comparative Cultural Policy	Cécile Doustaly	24	4
War and Peace Studies	Thomas Lindemann	24	4
The institution of a caring democracy	Fabienne Brugères	24	4
Criminal Policies	Olivier Khan	24	4
Industrial Organization	Alejandro Ispano	24	4
International students' program			
Mind vs. Money	Alan Kahan	15	4
Philosophy debates (1)	Michel Delattre	10	2
*French as a Foreign language (1) Compulsory for non francophone students	French teachers	66	6

** FLE (1) & (2): A student who follows 3 courses of 2h over a period of 11 weeks will get 6 credits at the end of the semester*

SPRING SEMESTER			
Course Title	Prof.	N° Hours	Credits
Undergraduate courses			
Geopolitics of Energy and Raw Materials	Vincent Geronimi, & Frédéric Leriche	20	3
History of political ideas	Catherine Marshall & Alan Kahan	22	4
The political economy of crime	Jean Cartier-Bresson	15	3
Digital Media and Society	To be named	15	3
Theory of International relations	Thomas Lindemann	22	3
Financial Crisis	Gabriel Desgranges	15	3
International students' program			
A Political History of France	Catherine Marshall	15	4
Political Issues in Contemporary France	Valérian Benazeth	15	4
Educational Public Policies in France	Nathalie Mons	15	4
European and National Laws	Vincent Couronne	15	4
Philosophy debates (2)	Michel Delattre	10	2
*French as a Foreign language (2) Compulsory for non francophone students	French teachers	66	6

** FLE (1) & (2): A student who follows 3 courses of 2h over a period of 11 weeks will get 6 credits at the end of the semester*

SYLLABI COURSES TAUGHT IN ENGLISH

(Fall 2017 and Spring 2018 semesters)

Undergraduate courses

« History of Political Ideas », Catherine Marshall & Alan Kahan

This course is an introduction to the history of political ideas as they have emerged in the western intellectual tradition.

The course will focus on “Liberalism and its Critics”. We will read the work of a number of political theorists from the seventeenth century through the present, including thinkers such as Hobbes, Locke, Constant, Tocqueville, John Stuart Mill, Marx, Hegel, Nietzsche, Hayek, Rawls, and Nozick.

The course is structured chronologically around main figures, but will also centre on key political problems such as “Constitutions and Declarations of Rights”, “the Limits of State Intervention” and “Liberalism and Character”.

Excerpts from these and other political theorists will be read each week as we trace the evolution of “Liberalism” and the evolving responses of its critics.

The lectures will provide an introduction to the ideas and contexts that helped to shape liberalism, while the classes (2 in English, 2 in French) will enable students to specialise in specific areas and discuss the major problems that arise relating to Liberalism, presenting papers on topics related to their readings.

Students will be expected to acquire both a theoretical and practical understanding of the methodology of the History of Political Thought through the reading and use of primary sources.

Bibliography:

David Boucher and Paul Kelly, *Political Thinkers From Socrates to the Present* (OUP, 2003)

Janet Coleman, *A History of Political Thought*, Vols. I and II (Oxford, 2000).

Iain Hampsher-Monk, *A History of Modern Political Thought*, (Basil Blackwell, 1992.)

Quentin Skinner, *Visions of Politics*, (Cambridge, 2002)

John Rawls, *Lectures on the History of Political Philosophy* (Harvard, 2007)

Alan Ryan, *On Politics: A History of Political Thought: From Herodotus to the Present* (London, 2012)

Alan Ryan, *The Making of Modern Liberalism* (Princeton, 2012)

« Geopolitics of Energy and Raw Materials », Vincent Geronimi & Frédéric Leriche.

This course focuses on the stakes of energy and raw materials access and uses from a geopolitical point of view. Starting from the analysis of the weakening of Nation-States in the dynamics of globalization, this course emphasizes the conflictual dimension of strategic resources as a source of international power. This last notion is at the center of international debates concerning the definition of what makes a resource “strategic”. The course proceeds then with an overview of the

main results of economic analysis of raw materials international markets and stakeholders. Several applications are then proposed, concerning African conflicts, the role of China in land-grabbing in

Africa, the resurgence of deep-sea mining projects in international and national sea areas, and the role of oil in the US leadership. The course concludes on the prominent role of representations and beliefs in the geopolitics of energy and raw materials.

Bibliography:

Chalmin Ph., 2015, *Pour qui sonne le glas ?*, Rapport CyclOpe.

Chaponnière J.R., J.J. Gabas, 2012, *Le temps de la Chine en Afrique*, Karthala-Gemdev.

Collier P.,A.Hoeffler, 2001, *Greed and Grievance in Civil War*, World Bank Policy Research Working Paper 2355.

Couharde C., V. Geronimi, A. Taranco, 2012, Les hausses récentes des cours des matières premières traduisent-elles l'entrée dans un régime de prix plus élevés ?, *Revue Tiers-Monde* n°211, septembre.

Geronimi V., E. Maître d'Hôtel, 2012, Fluctuations des cours des matières premières agricoles et développement, *Revue Tiers-Monde*, n°211, septembre.

Leriche F., 2012, *La puissance des Etats-Unis : du local au global, approche géographique*, PUM.

« Police state and society : an international perspective », Jacques de Maillard.

Police of Western countries have experienced these past thirty years considerable transformations. Faced with new challenges (rise of mass delinquency, relative decline of trust from the population, tensions between police and minorities, decreased clearance rate, accentuated budget constraints, competition from private security forces, etc.), they have seen their legitimacy and effectiveness questioned. In this context that policy makers but also police and experts have promoted new policing doctrines redefining the means, modes of action and sometimes the objectives of police. A set of polymorphic transformations has been promoted: search for new relations with the public, introduction of managerial techniques, increased sanctions vis-à-vis petty crime, territorial reorganization of police forces, new relations with private actors. Analysing all these developments, the seminar seeks to introduction to the relationship between police, states and societies.

Bibliography:

Jobard F., de Maillard J., *Sociologie de la police*, Armand Colin, 2015.

Reiner, R., *The politics of the police*, Oxford University Press, 2010.

Bayley, D., *Police for the future*, Oxford University Press, 1994.

Newburn, T. (dir.), 2008, *Handbook of Policing*. Cullompton, Willan

Skogan, W., Frydl, K., 2004. *Fairness and effectiveness in policing: the evidence*, Washington DC, The National Academies Press.

« Inequalities in contemporary societies », Arnaud Lefranc.

This seminar will provide an inventory of inequality in modern societies. It will rely on a multidisciplinary perspective drawing mostly upon economic analysis, but extending to political theory and sociology. After discussing the methodological issues involved in the definition and the measurement of inequality, it will provide a comprehensive overview of social and economic inequality, with special emphasis on inequality in education, earnings and wealth. It will then discuss the main theoretical explanations of the production and reproduction of inequality, as well as normative assessments of legitimacy of inequality. Lastly, it will examine the scope for redistributive and equality of opportunity policies.

« **International relations** », *Thomas Lindemann.*

The acceleration of the globalization process induced the intensification of international relations, which got more complex in the same time. Their very nature changed, as the concept of “nation” itself is not anymore at the centre of the global game. New major actors modified it and its rules: international and regional organizations, State-led or private groups of interests, too-big-to-fail multinationals, institutionalized NGOs, more or less legitimate civil movements, paramilitary militias or intelligence services. Geopolitics and geostrategy appeared to be more and more important in theory and practice. This conference of method aims to present, explain and exemplify those changes, using a lot of practical situations following news.

The conference’s approach is enriched by several theoretical fields, as various as sociology of international relations, global economy, military affairs or the evolution of religions. Its aim is to give the students the finest asset in understanding how the world’s complexity functions and what its inward contemporary trends are. Its pretention is to give a sound knowledge of contemporary international relations and global affairs as well as to offer acute assets to design a pro-active prospective scope.

Bibliography:

- Philippe Moreau Defarges, *Introduction à la géopolitique* (3^{ème} édition).
 Alain Dieckhoff, *La nation dans tous ses états.*
 Amin Maalouf, *Les identités meurtrières.*
 Ghassan Salamé, *Appels d'empire. Ingérences et résistances à l'âge de la mondialisation.*
 Sara Daniel (dir., ouvrage collectif) *Guerres d'Aujourd'hui - Pourquoi ces conflits ? Peut on les résoudre?*
 Robert Jervis, *Perception and Misperception in International Politics.*
 Amartya Sen, *Identity and Violence: The Illusion of Destiny.*
 Amartya Sen, *Development as Freedom.*
 Arundhati Roy, *Power Politics (Second Edition).*
 John Mearsheimer, *The Tragedy of Great Power Politics.*
 Gyula Csurgai, *Geopolitics: Schools of Thought, Method of Analysis, Case Studies.*
 Raymond Duncan, Barbara Jancar-Webster & Bob Switky *World Politics in the 21st Century.*

« **Contemporary Economic Issues** », *Arnaud Lefranc.*

Course contents and learning objectives : The objective of the course is to discuss salient issues in contemporary economic using the tools of modern economic analysis (e.g. general equilibrium analysis, imperfect competition, decision under uncertainty). Four main topics are addressed in the course. The first topic focuses on international trade and will analyze the determinants and consequences of trade between nations and discuss international trade agreements. The second topic examines the determinants of economic growth, development and under-development. The third topic will deal with environmental and will examine the environmental impact of economic activities and seek to understand how markets and regulations allow to cope with such interactions, including the threat of global warming. The last topic will analyze the extent, evolution and determinants of economic inequality in modern societies and the role of redistributive policy.

Prerequisite : an introductory course in microeconomics is strongly recommended.

« **The political economy of crime** », *Jean Cartier-Bresson*.

The seminar presents and discusses the various economic and socio-economic analyses of crimes based first on an overview and then on applications by theme. Documents will be provided in advance to prepare for each session.

The seminar is based on the presentation of the theoretical model of the crime and punishment by G. Becker and shows its limitations in the context of a historical-institutionalist analysis. The seminar will present the state of theoretical and empirical knowledge on the drug economy, the political economy of corruption and governance, and finally the political economy of civil wars.

References:

Cooter R., Ulen T. (1998) *Law and Economics*, Addison-Wesley Educ. Pub Inc.

Humphreys M. (2003) *Economics and Violent Conflict*,

<http://www.preventconflict.org/portal/economics>

Khan M. (2007) *Governance, Economic Growth and Development since the 1960s*, DESA; Working Paper, n° 54.

Moran M., Rein M., Goodin R. (2006) *The Oxford Handbook of Public Policy*.

Weinsgat B., Wittman D. (2006), *The Oxford Handbook of Political Economy*.

« **Digital Media and Society** », *To be named*.

This course provides students with an understanding of the changing nature of both social relations and political activities, in the context of digital communications and media. By drawing on specialist research as well as concrete case studies and examples, it addresses issues such as identity and social interactions, virality and social contagion, network privacy and surveillance, open data and the politics of transparency, digital dimensions of citizenship and engagement etc.

« Theory of International relations », *Thomas Lindemann*

The acceleration of the globalization process induced the intensification of international relations, which got more complex in the same time. Their very nature changed, as the concept of “nation” itself is not anymore at the centre of the global game. New major actors modified it and its rules: international and regional organizations, State-led or private groups of interests, too-big-to-fail multinationals, institutionalized NGOs, more or less legitimate civil movements, paramilitary militias or intelligence services. Geopolitics and geostrategy appeared to be more and more important in theory and practice. This conference of method aims to present, explain and exemplify those changes, using a lot of practical situations following news.

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 Raymond Duncan, Barbara Jancar-Webster & Bob Switky *World Politics in the 21st Century*.

« Financial Crisis », *Gabriel Desgranges*.

This course is intended to give a broad overview of modern theories of financial crisis and the elements of financial theory necessary to understand them. Financial crisis are a pervasive phenomenon, and they are so numerous that they seem impossible to eliminate through an appropriate organization of financial markets. Financial crisis are of different kinds: Bubbles and crashes on financial markets, currency crisis, Sovereign debt crisis, bankrupts and panics, credit crunches... A few examples illustrate this variety: the South Sea bubble in the XVIIIth century, the debt crisis in Latin America in the 1980s, speculative attacks against the European Monetary System before the euro was created, banking crisis in the US before the creation of the Federal Reserve

System in 1913, and, last but not least, the recent subprimes crisis... The first part of the course will consist in an introduction to the theory of financial markets and the banking system (fundamental value of an asset, risk premium, balance sheet of a bank,...). The second part will be devoted to an informal exposition of the main mechanisms at work in financial crisis (based on recent research articles).

Graduate courses

« Comparative Cultural Policy », Cécile Doustaly.

Cultural policies have become an integral part of social, economic and urban policies as well as a tool for international development and cultural diplomacy, also known as soft power. Far from being limited to the arts and heritage or associated only with "cultural" objectives, the field of cultural policy has expanded as the meaning of culture widened to include cultural diversity and multiculturalism, tourism, innovation, the creative industries and more largely ways of life and identity forming.

This course will start by studying the evolution of the concepts of culture, arts and heritage along with the genesis of cultural policies and institutional frameworks. It will then introduce international, national and local cultural policy models since the 1980s, and compare case studies on Paris, London and other cities in the world. This intercultural course will underline the importance, but also the methodological pitfalls associated with international policy comparisons. It will discuss recent evolutions and issues, notably the increasing co-production of policies by rebalancing expert decision-making with citizens' engagement, or the expansion of marketing, event-making and labeling strategies for cities, sites and institutions alike (UNESCO world heritage, EU cities of culture, international mega events such as the Olympics or World Exhibitions)."

« War and Peace Studies », Thomas Lindemann.

« The Institutions of a Caring Democracy », Fabienne Brugères.

The course will argue that democracy is in time of crisis and that it is important to rethink it from a caring perspective. It will provide students the theoretical framework necessary to help them think critically about a narrow conception of "democracy" and "public good". The first part of the course focuses on the crisis of "democracy" including a prospect on the history of democratic values. The second part of the course will analyse care activities and the way to connect them with "public good" and "responsibility". The third part of the course will argue that the notion of "caring with" is a fundamental democratic ideal that enables us to restructure the institutions in a democracy, especially from a new point of view about welfare state.

« Criminal Policies », *Olivier Khan.*

The course will concentrate on the French and the English criminal justice systems.

The English and French criminal justice systems have for long been regarded as antagonistic. Both systems were commonly referred to to illustrate differences between both inquisitorial and accusatorial criminal procedure models and between community and state policing. The role and prerogatives devoted to most actors (police forces, prosecutors, trial judges) were governed by hardly reconcilable rules. This resulted mainly from opposite political and philosophical conceptions of police and justice, inherited from history - namely Hobbes v. Rousseau, Fouché v. Pitt, ontological v. procedural conceptions of judicial truth, judicial authority v. judicial power.

Since the early 1960's, police forces on both side of the Channel have cooperated but judicial cooperation proved more difficult. Besides, both penal policies and criminal justice systems remained hardly consistent.

Nonetheless, since the early 1980's, both criminal justice systems foundations have been challenged, on the one hand, by the influence of European institutions and, on the other hand, by the adherence of English and French political leaders to US Law and order theories.

Both states being strongly attached to their sovereignty and showing pride for their criminal justice models that have for long influenced other countries, the adaptation of their criminal policies to these « external » influences proved somehow difficult.

The course will focus, on the one hand, on changes induced under the influence of both the European Court of Human Rights case law and, following the coming into force of the Amsterdam treaty and, furthermore, the Lisbon treaty, approximation of criminal law and procedure rules instruments passed by the European Union; and, on the other hand, on the influence of the Law and order consensus among the main political parties on both side of the Channel, established by the aggiornamento of the New Labour and the Socialist party at the end of the 1990's.

« Industrial Organizations », *Alejandro Ispano.*

International Students' program

« French as a Foreign Language (FLE) » (1) & (2)

Students' language skills are tested at the beginning of each semester - September and February - to be then appointed in appropriate groups according to their language fluency.

Throughout the year, students can follow the six-hour-per-week course in French on top of their main studies. Full details of the programme are given to students at the beginning of each semester.

The FLE courses aim at providing non-French speaking students with facilities for integration into the French students' life. A broad range of learning materials are available including iconographic, audio, video and hardcopy media, and the key aspects of French language and culture are offered to each student.

In order to benefit from varieties of national heritage, cultural activities are arranged for students in Paris and Saint-Germain-en-Laye, throughout guided tours and exhibitions. Participants are being briefed before each event by the FLE education team and they are requested to debrief after.

At the end of each semester, upon request, students that attended classes on regular basis are given French Language results indicating their level for the semester (Beginner; A1.1; A1.2; A2.1; A2.2; B1.1; B1.2; B2 or C1), the grade and the number of ECTS (European Credit Transfer System).

NB: the core units taught are compatible with the ECTS. A student who follows 3 courses of two hours over a period of 12 weeks will be awarded with 6 ECTS at the end of the semester (one unit = 2 ECTS).

Students, from all over the world, are encouraged to provide a feedback form on the FLE programme: many of them emphasize upon the originality of the course which offers a different approach to the French language learning. Lessons are often described as being "lively" and "very imaginative", and adapted to a more efficient learning process.

«Philosophy debates » (1) & (2), Michel Delattre.

'Philosophy debates' is a tutorial on philosophical and social issues. Each session offers the possibility for the students to express and present their ideas on subjects chosen by them. Current events as well as philosophical, historical and literary sources may be referred to, as far as they are useful. The main rules for debating are based on freedom of thought and the respect of the opinion of others. Assessment will not focus on the opinion of the students but on their ability to write a report on one of the debates, paying close attention to what the main arguments were. The student may use either English or French to express their thought. The teacher will speak French but use some English to help the students.