

<b>Sciences Po Strasbourg</b>		
École	de l'Université de Strasbourg	

**Certificate of European Studies**

**2021-2022**

**Spring semester (January-June)**

**Course syllabus**

# HISTORY OF EUROPEAN INTEGRATION

Prof Birte Wassenberg

## **I. INTRODUCTION: THE EUROPEAN IDEA AND EUROPEAN IDENTITY**

1. The origin of the European idea at the end of the 19<sup>th</sup> century
2. European identity: cultural basis, values, diversity
3. The First World War and its repercussions on the conception of European civilization

## **II. THE RISE AND FALL OF EUROPEAN UNIFICATION CONCEPTS FROM 1919 TO 1945**

- 1. The situation of Europe after WWI**
2. Visions of European integration in the 1920s
3. Initiatives of European cooperation within and without the League of Nations (1920s and 1930s)
4. The decline of European civilization? Nazi Germany, WWII and European resistance (1940-1945)

## **III. THE REALIZATION OF EUROPEAN INTEGRATION (1945-1958)**

1. The idea of a united Europe against the threat of communism (Winston Churchill)
2. The process towards the creation of a Council of Europe (1948-1949)
3. The functionalist approach of the Six within the ECSC and the EDC (1950-1952)
4. The setting-up of the European Communities (EC) (1955-1957)

## **IV. THE DEVELOPMENT OF THE EC OF THE SIX (1958-1973)**

1. The realization of the Common Market and the Common Agricultural Policy (1958-1962)
2. Europe in crisis: Political Union projects and the Empty Chair Policy
3. The establishment of a Franco-German couple
4. The United Kingdom and its attitude to Europe until EC-membership

## **V. DEEPENING AND ENLARGMENT OF THE EC (1973-1989)**

1. Economic crises and responses: towards a European Monetary System
2. The regional policy of the EEC/EU from 1975
3. The Mediterranean Enlargement (1981, 1987)
4. The path towards a European Single Market (1985-1987)

## **VI. FROM THE EC TOWARDS THE EU (1989-1995)**

1. The consequences of the fall of the Berlin wall for European Integration in the EC and the Council of Europe (1989-1991)
2. The Maastricht Treaty: towards monetary and political union (1992)
3. The EU and the Balkan war (1991-1995)
4. The Northern Enlargement (1995)

## **VII. TOWARDS A (PAN)EUROPEAN EU (1995-2009)**

1. From the Schengen agreement to the Amsterdam Treaty (1995-1997)
2. The path towards Eastern Enlargement
3. The path towards the Monetary Union (1992-2002)
4. The failure European Constitution and the adoption of the Lisbon Treaty (2001-2009)

## **VIII. EUROPEAN CRISES AND EUROSCEPTICISM**

- 1 The origins of Euroscepticism in the 1980s and decreasing support of public opinion for Europe since the Treaty of Maastricht (1992)
- 2 The European Economic Crisis and its remedies (2008-2014)
- 3 The EU and international conflicts: A Common Defense and Security Policy?
4. The EU and the immigration crisis

## **IX. CHALLENGES FOR EUROPEAN INTEGRATION AND EUROPEAN IDENTITY IN THE 21<sup>ST</sup> CENTURY**

- 1 The threat of globalization
- 2 The threat of capitalism : economic crisis and decline
- 3 The deficits of the institutional framework of European organizations
- 4 The decline of the European Idea?

## **CONCLUSIONS : WHICH FUTURE FOR EUROPEAN INTEGRATION AND IDENTITY?**

### **BIBLIOGRAPHY**

#### **European Idea and integration**

- BALME, Richard ; CHABANET, Didier, *European governance and democracy. Power and protest in the EU*, Lanham, Rowman & Littlefield, 2008.
- BARTOLINI, Stefano, *Restructuring Europe*, Oxford, Oxford University Press, 2005.
- BITSCH, M.T., *Histoire de la construction européenne*, Bruxelles, 2004
- DADDOW, Olivier, J. (dir.), *Harold Wilson and European integration. Britain's second application to join the EEC*, London, 2003.
- DEIGHTON, Anne; MILWARD, Alan (dir.), *Widening, Deepening and Acceleration: the European Economic Community, 1957-1963*, vol. 7, Bruylant/Bruxelles; Giuffrè/Milano; LGDJ/Paris-Nomos; Verlag/Baden-Baden 1999.
- DEIGHTON, Anne, *Western European Union 1954-1997. Defense, Security, Integration*, Oxford, European Independence research unit, 1997.
- DIEZ MEDRANO, Juan, *Framing Europe : attitudes to European integration in Germany, Spain and the United Kingdom*, Princeton, Princeton University Press, 2003.
- DUMOULIN, Michel (dir.), *Socio-economic governance and European identity*, Yuste, 2005.
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- KOPECKY, Petr/MUDDE, Cas, « The two sides of Euroscepticism: party positions on European integration in East Central Europe », *European Union Politics*, 2002, vol. 3, n° 3, p. 297-326
- LINDBERG, Leon ; SCHEINGOLD, Stuart, *Europe's would be polity. Patterns of change in the European Community*, New Jersey, Prentice Hall, 1970.
- LOTH, Wilfried (dir.), *Crises and compromises, the European project, 1963-1969*, vol. 8, Bruylant/Bruxelles; Giuffrè/Milano; LGDJ/Paris-Nomos; Verlag/Baden-Baden, 2001.
- LUDLOW, Piers N., *Dealing with Britain, the Six and the first UK application to the EEC*, Cambridge, 1997
- LUDLOW, Piers, N., *The European Community and the crises of the 1960s: negotiating the Gaullist challenge*, Routledge, London, 2006.
- MARKS, Gary; STEENBERGEN, Marco, R. (dir.), *European integration and political conflict*, Cambridge, Cambridge University Press, 2004.
- MILWARD, Alan, *The Reconstruction of Western Europe 1945-1971*, London, Methuen, 1984.
- MILWARD, Alan, *The European rescue of the Nation State*, London, Routledge, 1992.
- MILWARD, Alan, S., *The frontier of National sovereignty. History and theory (1945-1992)*, London, 1994
- PADGEN, Anthony, *The idea of Europe. From Antiquity to the European Union*, Cambridge, 2002.
- PARKER, Noel; ARMSTRONG, Bill (dir.), *Margins in European integration*. Basingtoke, Macmillan, 2000.

- PISTONE, Sergio, *The union of European federalists. From the foundation to the decision on direct election of the European parliament (1946-1974)*, Milan, Giuffrè, 2008.
- ROVNY, Jan, *Conceptualising party-based Euroscepticism: magnitude and motivations*, Bruges, Collège d'Europe, 2004.
- RUANE, Kevin, *the rise and fall of the European Defense Community. Anglo-American relations and the crisis of European defense (1950-1955)*, New York, 2000.
- TAGGART, Paul/SZCZERBIAK, Aleks (dir.), *Opposing Europe ? The Comparative Party Politics of Euroscepticism*, Oxford, Oxford University Press, 2007.
- VARSORI, Antonio (dir.), *Inside the European Community. Actors and Policies in European Integration 1957-1972*, Baden-Baden, Nomos, 2006.

#### **Council of Europe**

- BOND, Martyn *The Council of Europe and human rights - An introduction to the European Convention on Human Rights*, Council of Europe, Strasbourg, 2010
- COLEMAN, John, *The conscience of Europe*, Council of Europe, Strasbourg, 1999
- HALLER, Bruno, *An Assembly for Europe - The Council of Europe's Parliamentary Assembly 1949-1989*, Council of Europe, Strasbourg, 2006
- The Parliamentary Assembly - Practice and Procedure*, Council of Europe, Strasbourg, 2009
- HUBER, Denis, *A decade which made History - The Council of Europe 1989-1999*, Council of Europe, Strasbourg, 2009
- KICKER, Renate, *The Council of Europe - Pioneer and guarantor for human rights and democracy*, Council of Europe, Strasbourg, 2010.
- ROYER, Aline, *The Council of Europe*, Council of Europe, Strasbourg, 2010
- The challenges of a greater Europe - the Council of Europe and democratic security*, Council of Europe, Strasbourg, 1998
- WASSENBERG, Birte, *History of the Council of Europe*, Strasbourg, 2013.

## **The Challenge of Climate Change:**

### **Strategies of the European union, the united States and China**

**(Le Défi du Changement Climatique : Stratégies de l'Union européenne, les États-Unis, la Chine)**

**Melanie MEUNIER**

**Course type:** online course – 18 hours – 5 ECTS

**Language of instruction:** English

#### **Course description and objectives**

This course will examine the state of the world in terms of climate change and focus on the response of three world leaders: the European Union, the United States and China. First, we will survey the current context and trends: temperature rise, sea level rise, glacier melt, biodiversity, human population and consumption of natural resources. Then, we will explore and compare the records (greenhouse gas emissions, resource consumption, etc.), goals (reduce ecological footprint), and progress of the three leaders, as well as the effectiveness of a selection of international agreements (UNFCCC, Kyoto Protocol, Paris Agreement).

Fundamental questions will be debated in class, such as: Is it still possible to reverse climate change or has the point of no return been passed, requiring forced adaptation to new circumstances? is the goal of keeping global temperature increase to 2°C possible without a paradigm shift? what level of action - individual (lifestyle), nation-state, international – offers the greatest chance of mitigating the effects of climate change? Given the shortcomings of the most powerful governments (and societies) in addressing the crisis, what solutions should be pursued? will the recent experience of massive confinement be the catalyst for real progress after decades of disappointing results in emissions reduction strategies?

Students will be asked to do some research and explore solutions to specific cases, and encouraged to share their ideas and debate the merits of different approaches.

#### **Teacher(s)**

PhD, certified English teacher, American, degrees from Dartmouth College, Sciences Po Paris, Universities of Paris 16 Strasbourg.

Courses on environmental issues taught in Strasbourg at Sciences Po, Dept. of Applied Foreign Languages, Master 2 Clusters (Institute of Translation, Interpretation-International relations).

research areas: environmental issues, American politics and society. Research articles presented regularly at international interdisciplinary and American studies conferences.

#### **online teaching method**

Zoom, Moodle: Reading material, videos will be referenced or available on Moodle. Zoom will be used for videoconferences.

## Assessment

Continuous assessment on the basis of:

- either a presentation (talk show format possible) or a short research paper (in groups depending on number of students)
- participation in class exercises and discussion
- final written: personal-thought essay (answer one of 2 questions, maximum 700 words)

## Course outline

The following outline gives a rough idea of progression through the material. Interactive activities (debates, presentations, talk shows, mock national or international conferences) will take place during most sessions and will generally last 60 to 90 minutes.

class	content
1	
2	Introduction, presentation of class The present state of the planet
3	International cooperation S effectiveness? Interactive activity, discussion
4	USA — record, goals, progress?
5	Interactive activity, discussion EU — record, goals, progress?
6	Interactive activity, discussion China — record, goals, progress?
7	Interactive activity, discussion US-China
8	Interactive activity, discussion
9	EU-China

## Select Bibliography

Most references will be available on the Internet or uploaded to Moodle. Additional resources will be indicated.

-European Commission climate website: Implementation in EU countries: [https://ec.europa.eu/info/energy-climate-change-environment/implementation-eu-countries\\_en](https://ec.europa.eu/info/energy-climate-change-environment/implementation-eu-countries_en)

-European Green Deal: <https://www.euractiv.com/sections/climate-strategy-2050/>

-Galvin, Nay, Noel Healy, "The Green New Deal in the United States: What it is and how to pay for it,"

*Energy research and Social Science*, vol. 67, April 2020: <https://doi.org/10.1016/j.erss.2020.101523>

-Jotzo, Frank, Joanna Depledge & Harald Winkler, "US and international climate policy under president Trump," *Climate Policy*, 18:7, 2018: <https://doi.org/10.1080/146330C2.2018.1430051>

-Kalantzakos, Sophia, *The EU, US and China Tackling Climate Change*, Routledge, 2017

- Klein, Naomi, *On Fire. the (Durning) Case for a Green New Deal*, 2015; *This Changes Everything. Capitalism vs The Climate*, 2015; *The Shock Doctrine*, 2007
- Kopra, Sanna, *China and Great Power Responsibility for Climate Change*, Routledge, 2018:  
<https://www.taylorfrancis.com/hooks/3781315151113>
- Morchain, Daniel, "rethinking the framing of climate change adaptation," in *A Critical Approach to Climate Adaptation*, Klepp, S., Chavez-Rodriguez, L., Routledge, 2018:  
<https://library.oapen.org/handle/20.500.12657/27355>
- Percival, Robert V., "China's 'Green Leap Forward' Toward Global Environmental Leadership," *Vermont Journal of Environmental Law*, 2011: <http://ssrn.com/abstract=1355528>
- Nose, Gideon, editor, "The Fire Next Time: How to prevent a Climate Catastrophe," *Foreign Affairs* May/June 2020 issue, pages 7-68. Available through Factiva
- Rosenbaum, Walter, *Environmental Politics and Policy*, 10<sup>th</sup> Edition, CQ press, 2017
- Selby, Jan, "The Trump presidency, Climate Change, and the Prospect of a Disorderly Energy Transition," *Sussex research Online*, 2017: <http://sro.sussex.ac.uk>
- Tucker, Todd, *The Green New Deal. A Ten-Year window to Reshape International Economic Law?*, 2015:  
<https://ssrn.com/abstract=3411142>
- Vig, Norman, Michael Kraft, *Environmental Policy*, 10<sup>th</sup> Edition, CQ press, 2015
- Wang, Alex, "Climate Change Policy and Law in China," *Oxford Handbook of International Climate Change Law*, Cinnamon P. Carlisle, Kevin N. Gray, and Richard Tarasofsky, eds., Oxford Univ. press, 2016:  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2438242](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2438242)



**POLITICAL SOCIOLOGY OF THE EUROPEAN UNION:  
POLITICAL ELITES AND THE EU**

Bianca Polo del Vecchio

**Objectives**

Through this course students should gain an understanding of the important interplay between national politics and EU integration. We will begin by studying the consequences of EU membership for states' domestic institutions and policies, accounting for differences in states' experiences of membership, and the institutional means available to states to advance their preferences. We will then turn to focus on the impacts that EU membership has had on domestic politics, again accounting for inter-state differences. We will identify the factors key to determining a party's position on EU integration before considering the rise of Eurosceptic and anti-EU parties, and increasing popular Euroscepticism. The course will end with focused studies on the debate around the EU issue in both France and the UK. In doing so, we will seek to determine whether, and if so, why, it can be said that there is mainstream consensus on EU membership in France, while in the UK there is not.

**Course Overview**

*1. The EU and the state*

The Europeanization of member state institutions and policies

Accounting for variations in the impact of EU membership

The representation of member state preferences within the EU's institutions

*2. The EU and national politics*

The Europeanization of national politics

Accounting for variations in the importance of the EU issue on the domestic political agenda

Accounting for party positions on EU integration

The rise of Eurosceptic and anti-EU parties

Explaining popular Euroscepticism

*3. The cases of France and the UK*

Mainstream consensus in France

Mainstream discord in the UK

**Assessment**

50% of the final grade will be based on a research presentation given in class.

50% of the final grade will be based on a short written exam to take place at the end of the semester.

**Bibliography**

Bulmer, S. and Lequesne, C. (eds), *The Member States of the European Union*, Oxford

Featherstone, K. and Radaelli, C.M. (eds), *The Politics of Europeanization*, Oxford

Ladrech, R., *Europeanization and National Politics*, Palgrave Macmillan

Leconte, C., *Understanding Euroscepticism*, Palgrave Macmillan

Harmsen, R. and Spiering, M. (eds), *Euroscepticism. Party Politics, National Identity and European Integration*, Rodopi

Guyomarch, A., Machin, H. and Ritchie, E., *France in the European Union*, Palgrave Macmillan

Geddes, A., *The European Union and British Politics*, Palgrave Macmillan

## THE EUROPEAN COURT OF HUMAN RIGHTS

**Prof Peggy Ducoulombier**

This 18-hour course provides an introduction to the European Convention of Human Rights and to the European Court of Human Rights. In the aftermath of World War II and at the beginning of the cold War, Western European nations established the Council of Europe (1949). The ECHR is an international treaty that was created under the aegis of the Council of Europe and signed in Rome in 1950. The Convention entered into force in 1953. The ECHR is widely regarded as the most successful international mechanism for human rights protection. That is due to the fact that an efficient individual complaint mechanism was set up. The purpose of these lectures is to present the enforcement machinery of the ECHR and the rights guaranteed by the Convention.

Prospective lectures:

Lecture 1: Introduction to the ECHR

Lecture 2: The scope of the Convention

Lecture 3: The right of individual application

Lecture 4: The rights protected by the Convention

Lecture 5: The interpretation of the Convention

Lecture 6: The Right to life

Lecture 7: Prohibition of torture, inhuman and degrading treatment or punishment

Lecture 8: Freedom of thought, conscience and religion

Lecture 9: Freedom of expression

Recommended textbook:

Jacobs, White and Ovey, *The European Convention on Human Rights*, 7<sup>th</sup> edition, Oxford University Press, 2017.

Additional material will be placed on moodle. Register yourself to the course European Convention on Human Rights with the key ECHR.

Assessment will take the form of a one-hour written exam.

**UNDERSTANDING CONTEMPORARY AFRICA:  
NATIONAL CONSTRUCTIONS, DEMOCRATIZATION AND DEVELOPMENT**

**Dr Virginie Roiron**

**Introduction**

**I- The state in Africa: an imported or hybrid concept?**

- A) Colonialism and Independence
- B) Construction and formation of the African state: governance and sovereignty in the post-independence era.

**II- Facilitating political change: democratic transitions and consolidation**

- A) Democratisation processes: national conferences, multi-party politics, elections
- B) A return to authoritarian politics?

**III- War and Conflict**

- A) The intangibility of borders: the limits of self-determination
- B) Ethnicity and violence
- C) The privatisation of violence
- D) The expansion of Islamic fundamentalism

**IV- Economic issues: poverty, development, emergence**

- A) From post-independence developmentalism to structural adjustment policies
- B) Africa in the global economy: investment, aid and trade
- C) The limits of emergence: the case of South Africa
- D) The "commodity curse": the case of Nigeria and the DRC

**V- Africa's international relations**

- A) The limits of regional integration
- B) An "African renaissance"?: the African Union and NEPAD
- C) The regionalisation of conflicts and peace-brokering: "African solutions to African problems"
- D) China and Africa

### **Selected bibliography**

- Chris Alden, *China in Africa*, Zed Books, 2007
- Daniel C. Bach, Mamoudou Gazibo (dirs.), *L'Etat néo-patrimonial : Genèse et Trajectoires Contemporaines*, Presses de l'Université d'Ottawa, 2011
- Bertrand Badie, *L'Etat importé : l'occidentalisation de l'ordre politique*, Fayard, 1992
- Jean-Pierre Bat, *Le syndrome Foccart: la politique française en Afrique de 1959 à nos jours*, Folio, 2012.
- Jean-François Bayart, *L'Etat en Afrique. La politique du ventre*, Paris, Fayard, (1989), 2006
- Jean-François Bayart, Achille Mbembe, Comi Toulabor, *Le Politique par le bas en Afrique noire*, Paris, Karthala, (1992) 2008
- Patrick Chabal, Jean-Pascal Daloz, *Africa works : Disorder as political instrument*, James Currey, 1999 / *L'Afrique est partie! Du désordre comme instrument politique*, Paris, Economica, 1999
- Frederick Cooper. *Africa since 1940: The past of the present*, Cambridge University Press, 2002 / *L'Afrique depuis 1940*, Payot/Rivages (2008) 2012.
- Frederick Cooper, *L'Afrique dans le monde : capitalisme, empire, Etat-nation*, Payot, 2015.
- Momar-Coumba Diop, Mamadou Diouf (dirs), *Les Figures du politique en Afrique. Des pouvoirs hérités aux pouvoirs élus*, CODESRIA/Karthala, 1999
- Jonathan Farley, *Southern Africa*, London, Routledge, 2008
- Jean-Pierre Gabas, Jean-Raphaël Chaponnière, *Le temps de la Chine en Afrique : enjeux et réalités au sud du Sahara*, GEMDEV-Khartala, 2012
- Mamoudou Gazibo, *Introduction à la politique africaine*, Presses de l'Université de Montréal, 2010
- Göran Hydén, *African Politics in Comparative Perspective*. Cambridge, UK: Cambridge University Press, 2006
- John Iliffe, *Les Africains : histoire d'un continent*, (1997) Flammarion, 2009
- Olivier Mbabia, *La Chine en Afrique*, Ellipses, 2012.
- Martin Meredith, *The State of Africa: a history of fifty years of independence*, Public Affairs, 2005.
- Mahmoud Mamdani, *Citizen and Subject: Contemporary Africa and the legacy of late colonialism*, Princeton University Press, 1996
- Nelson Mandela, *Long Walk to Freedom*, Hachette, 1995
- Paul Nugent, *Africa since Independence: A Comparative History*. 2d ed. Basingstoke: Palgrave Macmillan, 2012.
- Terence Ranger, "The Invention of tradition in Colonial Africa", in Terence Ranger, Eric Hobsbawm (eds), *The Invention of Tradition*, Cambridge University Press (1983), 2012
- Crawford Young, *The Postcolonial State in Africa: Fifty Years of Independence, 1960–2010* Madison: University of Wisconsin Press, 2012.

## PUBLIC INTERNATIONAL LAW

Prof Syméon KARAGIANNIS

A GENERAL INTRODUCTION TO PUBLIC INTERNATIONAL LAW

PART I

SOURCES OF PUBLIC INTERNATIONAL LAW

CHAPTER 1: INTERNATIONAL TREATIES

Section 1: The Concept of International Treaties

§1: Definition of international treaties

§2: International Instruments without legal effects

Section 2: Conclusion of international treaties

§1: Entities concluding international treaties

A. States

a) Treaty making power of States

b) Constitutional organs in charge of treaty making policy of States

B. International organisations

C. Other entities?

a) The case of "pre-State" entities

b) The case of private persons

§2: The process of international treaties making

A. Negotiating international treaties

a) Methods of international negotiation

b) Ending negotiations on treaties

c) Formal aspects of treaties

B. Entry into force of international treaties

a) General aspects concerning entry into force

b) The consent to be internationally bound

c) The *pactum de contrahendo*

C. Reservations to treaties

Section 2: Legal effects of international treaties

§1: Legal effects of treaties on States parties to a treaty

A. Implementing international treaties

a) *Pacta sunt servanda*

b) Contradictory engagements

c) Guarantees concerning implementation of international treaties

2

d) Legal effects of treaties in national law

B. Interpreting international treaties

§2: Legal effects on non-parties to treaties

A. Rights of third parties

a) A general rule in favour of third parties

b) The particular case of the most favoured nation clause

B. Obligations of third parties

a) The restrictive scope of obligations on third parties

b) The particular case of objective regimes

Section 3: End of validity of international treaties

§1: Termination of international treaties

A. Ordinary causes of termination of treaties

a) End of effects of treaties provided by treaties

b) Denunciation of treaties

- B) Extraordinary causes of termination of treaties
  - a) General aspects
  - b) The *rebus sic stantibus* clause
  - c) The emergence of a new peremptory norm of international law
- §2: Cases of invalidity of international treaties
  - a) Problems with the consent to be bound
  - b) Treaties contrary to existing peremptory norms
- CHAPTER 2: THE OTHER SOURCES OF PUBLIC INTERNATIONAL LAW
- Section 1: International customary law
  - §1/ The constituent elements of international customs
    - A. International practice
    - B. *Opinio iuris sive necessitatis*
  - §2: International customs in their relations to international treaties
- Section 2: Marginal sources of international law
  - §1: General principles of law recognized by civilised nations
  - §2: Judicial decisions and teaching of international publicists
- Section 3: Controversial sources of international law
  - §1: Decisions of international organisations
  - §2: Unilateral acts of States
- 3
- PART II:
- DISPUTE SETTLEMENT IN INTERNATIONAL LAW
- CHAPTER 1: DIPLOMATIC MEANS FOR SETTLING INTERNATIONAL DISPUTES
- Section 1: Political negotiations between parties to the dispute
- Section 2: Third parties interventions
  - §1: Informal procedures
    - A. Good offices
    - B) Mediation
  - §2: Formalised procedures
    - A) International enquiry commissions
    - B) International conciliation commissions
- CHAPTER 2: SETTLING INTERNATIONAL DISPUTES BY "COMPULSORY" MEANS
- Section 1: International arbitration
  - §1: International arbitration in its historical evolution
  - §2: General characteristics of the international arbitration
    - A) The arbitration agreement (*compromis*)
    - B) "Compulsory" recourse to arbitration
  - §3: Arbitral tribunals
    - A) Composition of arbitral tribunals
    - B) Applicable law and legal effects of arbitral awards
- Section 2: The international Court of Justice
  - §1: The Court's internal organization
  - §2: The Court's competence
    - A) The Court's contentious competence
    - B) The Courts' advisory competence
- Section 3: Multiplication of international judicial and quasi-judicial bodies
  - §1: Reasons of the multiplication of these bodies
    - A) The challenge of the specialisation
    - B) The challenge of the regionalisation

§2: An assessment of the multiplication

4

CHAPTER 3: A NON-PEACEFUL SETTLEMENT OF INTERNATIONAL  
DISPUTES?

Section 1: Resort to non-peaceful means before the UN Charter

Section 2: The prohibition of war according the the Charter

Section 3: Derogations to the principle of prohibition of resorting to force

## THE ECONOMICS OF PUBLIC ISSUES

**Prof. Eser Karakas**

[eserldk@gmail.com](mailto:eserldk@gmail.com)

**Mobile: 0669234049**

**Course objectives :** Understanding the meaning of public policy;

Understanding how public policy is related to economics and also to other disciplines like law and political science; enhancing the critical and analytical thinking skills; to be able to analyse daily public policy issues in the light of economics and law.

**Course Description:** Application of the foundations of economic analysis to daily public issues; the use of fundamental supply and demand analysis to social issues.

**Educational Outcomes:** To make the student more critical and analytical in analysing the daily issues

**Main Textbook:**

The Economics of Public Issues

Roger LeRoy Miller, Daniel K. Benjamin, Douglas North (Nobel Prize in Economics)

Nineteenth Edition, Pearson Publication

**Additional reading material will be suggested and given to the students.**

**Course Outline:**

Theme 1: Death by Bureaucrat

Theme 2: The Mystery of Wealth

Theme 3: Economics of Public Policy

Theme 4: The Economics of sex, booze and drug  
Theme 5: The Economics of organ transplantation:  
Kidneys for sale

Theme 6: (Why) are women paid less?

Theme 7: The effects of minimum wages

Theme 8: The Economics of Global Climate Change

Theme 9: The Globalization and Economic Prosperity



<b>Teaching Methodology</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;"><b>Lectures</b></td> <td style="padding: 5px; text-align: center;"><b>9x 2 =18h</b></td> </tr> <tr> <td style="padding: 5px;"><b>Tutorials</b></td> <td style="padding: 5px; text-align: center;"><b>None</b></td> </tr> <tr> <td></td> <td style="padding: 5px; text-align: center;"><b>Total = 18 h</b></td> </tr> </table>	<b>Lectures</b>	<b>9x 2 =18h</b>	<b>Tutorials</b>	<b>None</b>		<b>Total = 18 h</b>		
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	<b>Total = 18 h</b>								
<b>Evaluation</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;"><b>Final Exam</b></td> <td style="padding: 5px; text-align: center;"><b>30%</b></td> </tr> <tr> <td style="padding: 5px;"><b>Course Participation</b></td> <td style="padding: 5px; text-align: center;"><b>50%</b></td> </tr> <tr> <td style="padding: 5px;"><b>Paper(s)</b></td> <td style="padding: 5px; text-align: center;"><b>20%</b></td> </tr> <tr> <td></td> <td style="padding: 5px; text-align: center;"><b>100%</b></td> </tr> </table>	<b>Final Exam</b>	<b>30%</b>	<b>Course Participation</b>	<b>50%</b>	<b>Paper(s)</b>	<b>20%</b>		<b>100%</b>
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<b>Paper(s)</b>	<b>20%</b>								
	<b>100%</b>								

<b>General note</b>	<p>While the 'Course Objectives' and 'Educational Outcomes' above remain immutable, the 'Course Content' and 'Course Outline' may be altered in order to accommodate students' needs and individual professors' approaches. Bibliography and reading materials may vary accordingly.</p>
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## The Evolution of the Media in the 21st Century

Mélanie MEUNIER

The media industry today, like most sectors, is forced to adapt to changing circumstances brought about, and accelerated, by the fourth industrial revolution. Not so long ago, the vast majority of people received the news by watching television or reading the written press. In the space of a few decades, the ways of accessing the news have exploded from broadcast news (CBS, NBC and ABC) to cable news (CNN, Fox News) to online media (including Youtube) and social networks. New technologies have revolutionized what is considered news, who reports the news, how newscasts are produced, and how ordinary people get the news. News outlets have had to adapt their offer to a faster-paced world of shorter attention spans (Twitter is the ultimate example), and they have had to compete with ordinary citizens who post videos and publish pieces on personal blogs. It is estimated that more than 60% of Americans obtain the news through Facebook, which is a platform for friends and family to communicate. Posting links to articles and "liking" them allows people to read only the news that reinforces their pre-existing personal opinions.

In addition, the free access to much of this information on the Internet has reduced subscriptions to traditional media, like newspapers, which in turn, have had to change their business plans and find ways to remain profitable. One response has been to offer much of their material on the Internet at reduced cost. Another has been to increase the entertainment component to the detriment of more in-depth analysis of major issues. "Infotainment" has blurred the distinction between what is worthy of being considered news. For example, Donald Trump's constant insults of his competitors and less than factual statements during the 2016 election campaign caused major networks to accord him a great deal of air time rather than to cover serious issues, such as health policy, infrastructure and foreign policy. All of this has had a major impact on both society and people's trust in government.

The freedom of the press was enshrined in the First Amendment of the US Constitution and Thomas Jefferson, amongst others, repeatedly defended it as the foundational freedom upon which all other freedoms depend. In a letter to the Marquis de Lafayette in 1823, he wrote: "the only security of all is in a free press. The force of public opinion cannot be resisted, when permitted freely to be expressed." In the aftermath of the 2016 presidential election, Margaret Sullivan, journalist at the Washington Post, wrote: "... journalists must write and report aggressively and fearlessly and be willing to fight for access, getting involved with civil and media rights and backing officials that champion free expression."

This course will take the United States as an example, but comparisons with other countries will be encouraged. Numerous issues pertaining to the media will be explored, such as:

Freedom of the press vs security issues

Media failures (example of the 2016 US presidential campaign or other)

The new age of reporting (how journalists' jobs are evolving)

Impact of new technology on the media

- Democratization vs professional production of the news
- Citizen reporters and the authenticity of information

- Role and responsibility of social media platforms (Facebook, Twitter)
- Ethics: Whistleblowing vs leaking (Wikileaks, Snowden, Chelsea Manning, Panama Papers)
- Net neutrality: pros and cons

Spinning the news (stretching the facts, cherrypicking the facts, fake news, lying)

The line between news and entertainment

Limits to the freedom of expression? (hate speech publications)

Media as elite organization: Disconnection with large swaths of the population; journalists: highly educated, based mostly in big cities on the coasts

Post-text future? (Rise of audio and video -casts)

Competition, innovation and environment  
(24 hours - 2<sup>nd</sup> year option)

**Blandine Zimmer**

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The course covers three topics of microeconomics: competition, innovation and environment. It offers the students basic tools to analyse practical issues in these subjects. Central to these themes is the problem of market failure requiring the implementation of public regulation policies.

We begin with competition policy. We first analyse the public authorities' objectives and instruments before considering their main intervention fields, that is situations of mergers, abuse of a dominant position and cartels. A question will eventually be raised: how to ensure the firms' competitive behaviour without discouraging their productive investments in particular, in research and development activities?

To address this question, we consider in the second part of the course the firms' innovation incentives. It is important to identify them in order to implement efficient policy tools promoting innovation and growth in the economy. Of course, we keep in mind that research and development is also carried out in the public sector.

Yet, innovation as well as the resulting economic activity of production and consumption inevitably generate damaging effects on the environment. The last part of the course deals with this issue by considering the economists' position about pollution and the solutions they propose to limit it. A particular attention is given to the international dimension of environmental problems as well as to their inter-temporal dimension through the concept of sustainable development.

# **International Economy**

**B. Zimmer**

## **Résumé :**

The course provides an overview of the global economic context, characterized by globalization and regional integration processes. It consists of three parts. In the first part, students are introduced to classical and modern theories of international trade. A substantial chapter is dedicated to examination of efficient trade policies.

The second part deals with open macroeconomics, ranging from theories of international finance flows and determination of interest and exchange rates in interconnected economies to macroeconomic policies available to governments.

The final part focuses on European integration and in particular on European monetary integration. The aim is to provide answers to questions such as: Why did Europe set up its single currency? And how? Has the Euro been good for the economies of the members?

## **Plan :**

PART 1: Globalization and international trade – theory and policy

Chapter 1 : World trade – some facts

Chapter 2 : Comparative advantage : the Ricardian model

Chapter 3 : Resources and trade : the Heckscher-Ohlin model

Chapter 4 : Trade policy

PART 2: Open-Economy macroeconomics and exchange rates

Chapter 5 : National incomes accounting and the balance of payments

Chapter 6 : The Foreign Exchange Market and exchange rates

PART 3: Global and regional interdependences - the European Union context

Chapter 7: The history of the European monetary integration

Chapter 8: The specificities of the European Monetary Union (EMU)

Chapter 9: Is the EMU an Optimal Currency Area (OCA) ?

### **Bibliographie sélective :**

- P. Krugman, M. Obstfeld and M. Melitz, *International economics – Theory and policy*, 11<sup>th</sup> ed., 2018.
- R. Baldwin and C. Wyplosz, *The Economics of European Integration*, McGraw Hill, 6<sup>th</sup> ed., 2019.
- K. Constant et al., *Economie internationale*, Vuibert, 2018.

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