

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

**Certificate of European Studies**

**2023-2024**

**Autumn Semester (September-January)**

**Course syllabus**

## History, Institutions, and Policies of the European Union (24h)

### Bianca Polo del Vecchio

Lecturer in European Integration, ITIRI, LSHA

Doctoral Researcher in Political Science, SAGE

18 hours

Compulsory module for CES students (Unit 2)

### Requisites:

Students should have a basic understanding of the concept of European integration and the functioning of the European Union.

Those who feel they lack this should read *John McCormick 'Understanding the European Union : A Concise Introduction', Palgrave Macmillan, 6th Edition, 2014.*

### Objectives and skills

Through this course students will develop a broad understanding of the process of European integration: its origins, its evolution, and its institutional and policy outcomes.

Students will gain the knowledge and tools to allow them to formulate opinions on matters relating to European integration, and will gain in confidence presenting and defending these positions. Students will have the opportunity to take part in class debates and in discussions within smaller groups. Students will be asked to draw and report conclusions, and to make both individual and group presentations.

### Description:

The course begins with an introduction to European integration, the post-World War II geopolitical context and the key theories that have been put forward by scholars to account for the process of integration. With context and theory in mind, students will study, and seek to explain, subsequent developments in European integration from the establishment of the European Communities to the most recent Treaty reforms. Students will learn about the composition, the roles, and the functioning of the European Union's institutions as well as the various steps of the policy-making process. Particular attention will be paid to the Single Market and Economic and Monetary Union, with students critically analyzing the success of these programmes. Students will study the EU's programme of enlargement and considers its consequences for the EU, its member states, and (potential) candidate states. The course ends with students reflecting on Europe in crisis and asking what next for the EU and European integration.

### Reference/reading Materials:

#### Essential

1. John McCormick, *Understanding the European Union: A Concise Introduction*, Palgrave MacMillan, 5<sup>th</sup> Edition, 2011.
2. Michelle Cini & Nieves Pérez-Solórzano Borragan (Eds), *European Union Politics*, Oxford University Press, 5<sup>th</sup> Edition, 2016.
3. EU News Sites : EU Observer ; Euractiv
4. Think Tank websites : Centre for European Reform ; European Council on Foreign Relations ; Centre for European Policy Studies ; European Policy Centre

#### Additional

5. Desmond Dinan (Eds), *Origins and Evolution of the European Union*, Oxford University Press, 2<sup>nd</sup> Edition, 2014.

6. European Union, *Consolidated Treaties – Charter of Fundamental Rights*, Publications Office of the European Union, 2010.
7. Ian Bache, Simon Bulmer, Stephen George, and Owen Parker, *Politics in the European Union*, Oxford University Press, 4th Edition, 2015
8. Simon Hix and BjørnHøyland, *The Political System of the European Union*, Palgrave MacMillan, 3<sup>rd</sup> Edition, 2011.
9. Daniel Kenealy, John Peterson, and Robert Corbett (Eds), *The European Union : How does it work ?*, Oxford University Press, 4th Edition, 2015
10. John Peterson and Michael Shackleton (Eds), *The Institutions of the European Union*, Oxford University Press, 3<sup>rd</sup> Edition, 2012.
11. Helen Wallace, Mark A. Pollack, and Alasdair Young, *Policy-Making in the European Union*, Oxford University Press, 7<sup>th</sup> Edition, 2014.
12. Robert Ladrech, *Europeanization and National Politics*, Palgrave Macmillan, 2010.
13. Cécile Leconte, *Understanding Euroscepticism*, Palgrave Macmillan, 2010.

### **Assessment details**

Students will receive a grade based on performance in class (presence, frequency and quality of participation in debates/discussions, presentation) and a grade based on a written exam to take place in December. The final grade will be the average of these two grades.

## The European Union and the World Economy

18 hours

**Blandine ZIMMER**

Compulsory module for CES students (Unit 2)

### Outline of lectures

The lectures will provide an overview of the European Union's evolving position in the World Economy and the policy issues related to the functioning of the European Monetary Union – the EU's single most important endeavor towards further unification. The focus will be on three main topics: (a) The EU's trade and investment policies, including its impact on developing countries through development assistance and the Common Agricultural Policy (Themes 1-4); (b) The structure of economic policy making in the European Monetary Union (Themes 5-7); and, (c) The vulnerability of the European economy to developments in the world economy, as exemplified by the impact of the 2008-09 global financial crisis (Themes 8-9).

- Theme 1: The process of economic integration in Europe
- Theme 2: EU international trade, trade policy, and development assistance
- Theme 3: The Common Agricultural Policy and its impact on world food markets
- Theme 4: Financial and banking integration in Europe and the international role of the Euro
- Theme 5: The European Monetary Union: Is the Eurozone an optimum currency area?
- Theme 6: Monetary policy in the European Monetary Union and the European Central Bank
- Theme 7: Fiscal policy in the European Monetary Union
- Theme 8: Origins and management of the sovereign debt crisis in the Eurozone
- Theme 9: How to complete the European Monetary Union?

### Main References:

R. Baldwin and C. Wyplosz, *The Economics of European Integration*, McGraw Hill, 4th ed., 2012

P. De Grauwe, *Economics of Monetary Union*, Oxford UP, 10th edition, 2014

M. Wolf, *The Shifts and the Shocks: What We've Learned – and Have Still to Learn – from the Financial Crisis*, Penguin, 2014

### Assessment

Final written exam (1h30) in December.

## **Cultural Policy in Europe**

18hours

**Dr Caroline Lehni**

Module entirely taught in English – 18 hours – 3 ECTS

Compulsory module for CES students (Unit 2) – open to visiting students (restricted intake)

Course material available on Moodle (password: **Glasgow!**)

Contact e-mail address: [caroline.lehni@unistra.fr](mailto:caroline.lehni@unistra.fr)

### **Description of the course:**

This module examines cultural policy in Europe by laying specific emphasis on the ways in which it has been redefined since the early 1980s. We will explore shifts in terms of policy objectives assigned to culture, away from the traditional emphasis on civic education or support for high art.

After defining the type of public action that can be referred to as “cultural policy” and identifying the various actors involved (at EU level, national level but also regional and urban level), the course will focus on a number of case studies in order to analyse how cultural policy intersects with other policy areas (economic policy, city marketing, urban planning, social cohesion, etc.). Our main case study will be Glasgow, which was nominated European City of Culture in 1990 and European City of Architecture and Design in 1999. Glasgow indeed placed cultural policy at the very heart of a strategy aimed at transforming a city marked by unemployment and depression into a revitalised post-industrial city. Many other cities in Europe (Liverpool, Marseille or Bilbao for example) have built a strategy based on the impact of cultural policy on the economy, social cohesion and/or city marketing. In other cases, cultural policy is used as a way of achieving social cohesion, by alleviating social divisions, by bringing together estranged areas within a city or by reconciling divided communities.

Various European cities will be studied in class discussions, like Barcelona, Cork, Ferrara, etc., so as to provide a comparative and critical perspective on the uses of cultural policy in Europe and the effects of such policies on the areas concerned.

This module will be based on lectures and seminars. Most two-hour classes will be divided into one hour of lecture and one hour of seminar discussions based on students’ presentations and readings. This module therefore requires regular attendance, weekly readings and active oral participation in class.

**Provisional class schedule:**

Date	Lecture	Presentation and class discussion
14 Sept.	<b>General introduction:</b> Object and objectives of the course; Practical information; Cultural policy in Europe: General tendencies and variables	
21 Sept.	<b>Glasgow and Urban Regeneration through culture</b> (1) Glasgow's socio-economic context up to the 1980s – The Tradition of City Improvement	
28 Sept.	No class	
5 Oct.	<b>Glasgow and Urban Regeneration through culture</b> (2) City Marketing	<b>Culture-led regeneration in Marseilles and Bilbao.</b> Based on J. P. Lorente. "Urban Cultural Policy and Urban Regeneration: The Special Case of Declining Port Cities–Liverpool, Marseilles, Bilbao." In D. Crane <i>et al.</i> (eds.), <i>Global Culture: Media, Arts, Policy, Globalization</i> . New York: Routledge, 2002, pp. 93-104.
12 Oct.	No class (unless catching up)	
19 Oct.	<b>Glasgow and Urban Regeneration through culture</b> (2) Cultural renaissance in the 1980s	<b>Cultural policy and city marketing (Barcelona).</b> Based on J. Rius Uldemolins. "Culture and authenticity in urban regeneration processes: Place branding in central Barcelona." <i>Urban Studies</i> , vol. 51, no. 14, Nov. 2014, pp. 3026-45.
26 Oct.	<b>Glasgow and Urban Regeneration through culture</b> (3) Building a Culture-led Urban Regeneration Strategy	<b>Building a cultural strategy: actors, products and impact (Ferrara).</b> Based on M.A. Trasforini. "The Immaterial City: Ferrara, a Case Study of Urban Culture in Italy." In D. Crane <i>et al.</i> (eds.), pp. 169-90.
2 <sup>nd</sup> Nov.	AUTUMN BREAK – NO CLASS	
9 Nov.	<b>Glasgow and Urban Regeneration through culture</b> (3) Building a Culture-led Urban Regeneration Strategy (cont.) (4) Glasgow European Capital of Culture: cultural, economic and social achievements	<b>Building a cultural strategy: actors, products and impact (Belfast).</b> Based on C. McManus and C. Carruthers. "Cultural quarters and urban regeneration – the case of Cathedral Quarter Belfast". <i>International Journal of Cultural Policy</i> , vol. 20, no. 1, 2014, pp. 78-98.
16 Nov.	No class (unless catching up)	
23 Nov.	<b>Glasgow and Urban Regeneration through culture</b> (4) Glasgow ECOC, 1990: cultural, economic and social achievements (cont.) (5) The controversy around Glasgow ECOC, 1990.	<b>The cultural, economic and social impacts of major cultural events (Stavanger).</b> Based on N.A. Bergsgard & A. Vassenden, "The legacy of Stavanger as Capital of Culture in Europe 2008: watershed or puff of wind?" <i>International Journal of Cultural Policy</i> , vol. 17, no. 3, 2011, pp. 301-320.
30 <sup>th</sup> Nov.	<b>Glasgow and Urban Regeneration through culture</b> (5): The controversy around Glasgow European Capital of Culture, 1990. (cont.) <b>General conclusion</b>	<b>Protests against culture-led regeneration (Cork)</b> Based on C. O'Callaghan. "Urban anxieties and creative tensions in the European Capital of Culture 2005: 'It couldn't just be about Cork, like'". <i>International Journal of Cultural Policy</i> , vol. 18, no. 2, March 2012, pp. 185-20
7 <sup>th</sup> Dec.	No class (unless catching up)	
14 <sup>th</sup> Dec.	<b>Final in-class exam</b>	

### Assessment:

- EITHER Oral presentation OR Reading record (50%)
- AND Final in-class exam (40%)
- AND Oral participation (10%)

### Presentations:

- Groups of 2 or 3 students
- Duration: 20 minutes
- Should include **a summary and a discussion of the article** under study, as well as **background elements** and/or **complements** on (one of) the case study/ies analysed in the article and, possibly, a **comparative perspective**. Some **research** is needed to complement the content of the article (research articles, press articles, official websites, critical perspectives...). It is important to **tackle the main theme of interest** identified in the table above, but other themes of interest may be developed.
- An introduction, outline and conclusion are needed
- Collective responsibility for the quality of the work presented; individual assessment of each student's performance
- A **powerpoint** with some pictures / graphs / figures, etc. is expected and **should be sent to the instructor by e-mail at least 24 hours in advance, ie on Wednesdays before 16:00**. A penalty will be applied if papers are handed in later than scheduled.
- Sources need to be properly referenced at the end of the powerpoint presentation
- Students are responsible for **distributing speaking time** between themselves evenly and dynamically
- A short **Q&A session** will follow; reactions in this session is fully part of the presentation exercise and will impact the final grade.

### Reading records:

- Collective work (groups of 2 to 3 students)
- Expected length: 1500-2000 words
- Should include **a summary and a discussion of the article** under study, as well as **background elements** and/or **complements** on (one of) the case study/ies analysed in the article and, possibly, a **comparative perspective**. Some **research** is needed to complement the content of the article (research articles, press articles, official websites, critical perspectives...). It is important to **tackle the main theme of interest** identified in the table above, but other themes of interest may be developed.
- The structure of the report should be as follows:
  - Introduction, presenting the article under study and announcing the themes/questions you will develop further (100-350 words)
  - Short summary of the article (150-350 words)
  - Discussion of the contents of the article in at least two thematic parts (*without following the outline of the article*): this can consist in an analysis of the implications of the author's thesis, the development of background elements relevant to the contents of the article, a critical perspective on the contents of the article, a comparison with another article on a similar topic, a comparison with another relevant situation, etc. (at least 1000 words)
  - Conclusion (50-200 words)
  - Bibliography / references
- Collective responsibility for the quality of the work presented
- Sources need to be properly referenced (footnotes)
- **Assignments to be handed in by e-mail at least 24 hours before the paper concerned is to be discussed in class (ie on Wednesdays before 16:00)**. A penalty will be applied if papers are handed in later than scheduled.

- **Authors of reading records are expected to take an active part in the discussion that will follow the presentation;** their oral contribution will be part of assessment.

Registration for presentations and reading records:

- Registration for presentations and reading records will be done through a Google form posted on Moodle on Thursday 29<sup>th</sup> September at 21:00; this form will be available until 3<sup>rd</sup> October 12:00; **failure to register for a presentation or a reading record will entail a grade of 0/20.**

- Groups will be made by the instructor on the basis of preferences mentioned in the form and on a **first-come first-served** basis. Groups will be published on Moodle around 6<sup>th</sup> October.

- **Once registered for a presentation or reading record, students are due to attend the corresponding class.** Absence without proper justification (medical certificate) for the class during which a student was supposed to give a presentation will entail a grade of 0/20. Absence without proper justification (medical certificate) for the class during which a student was supposed to moderate a presentation after writing a reading report will entail halving the student's grade (eg 07/20 instead of 14/20).

- Failure to do a presentation or to hand in a reading record will entail a grade of 0/20.

Final in-class exam:

- Duration: 1h30

- Two essay questions to answer from a choice of 4-6 questions

- Expected length: c.400 words for each question

- Each question should be answered through a **structured essay** (short introduction, development with several paragraphs, short conclusion), presenting a **personal argumentation** based on relevant examples implying a **comparative framework** of analysis. In the whole paper (the 2 questions taken together), students need to refer to **Glasgow** and **at least two other case studies** analysed during the semester (through the presentations and discussions)



## Bibliography

- Ahponen, Pirkkoliisa and Kangas, Anita (eds.). *Construction of Cultural Policy*. Jyväskylä: Minerva, 2004
- Bell, David and Oakley, Kate. *Cultural Policy*. London: Routledge, 2015. [not in Strasbourg]
- Bennett, Tony. *Differing Diversities: Transversal Study on the Theme of Cultural Policy and Cultural Diversity*. Strasbourg: Council of Europe Publishing, 2001.
- Bergsgard, Nils Asle and Vassenden, Anders. "The legacy of Stavanger as Capital of Culture in Europe 2008: watershed or puff of wind?" *International Journal of Cultural Policy*, 2011, vol. 17, no. 3, pp. 301-320.
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- Bianchini, Franco and Albano, Roberto. "The Regenerative Impacts of European City/Capital of Culture Events". In Michael E. Leary and John McCarthy (eds.), *The Routledge Companion to Urban Regeneration*. New York: Routledge, 2013, pp. 515-525.
- Connolly, Mark Gerard. "The 'Liverpool model(s)': cultural planning, Liverpool and Capital of Culture 2008." *International Journal of Cultural Policy*, vol. 19, no. 2, March 2013, p. 162-180
- Crane, Diana, Nobuko Kawashima, and Ken'ichi Kawasaki. *Global Culture: Media, Arts, Policy, and Globalization*. New York : Routledge, 2002.
- D'Angelo, Mario and Vespérini, Paul. *Politiques culturelles en Europe : une approche comparative*. Strasbourg: Council of Europe Publishing, 1998.
- Doak, Peter. "Beyond Derry or Londonderry: Towards a framework for understanding the emerging spatial contradictions of Derry–Londonderry—UK City of Culture 2013." *City*, vol. 18, no. 4/5, Aug-Oct. 2014, p. 488-96.
- Donnison, David and Middleton, Alan. *Regenerating the inner city: Glasgow's experience*. London: Routledge and Kegan Paul, 1987.
- Dubois, Vincent. "Cultural Policy Regimes in Western Europe." *International Encyclopedia of the Social & Behavioral Sciences* (2<sup>nd</sup> ed.), 2015, pp. 460-5.
- Garcia, Beatriz. "Cultural Policy and Urban Regeneration in Western European Cities: Lessons from Experience, Prospects for the Future." *Local Economy*, vol. 19, no. 4, Nov. 2004, p. 312-326.
- . "Deconstructing the City of Culture: The Long-term Cultural Legacies of Glasgow 1990". *Urban Studies*, vol. 42, no. 5-6, May 2005, pp.841-868.
- Gibson, Lianne and Stevenson Deborah (eds.). *Urban Spaces and the Uses of Culture*. Special issue of the *International Journal of Cultural Policy*, vol. 10, no.1, 2004.
- Giovanangeli, Angela. "Marseille, European Capital of Culture 2013 Ins and Offs: A case for rethinking the effects of large-scale cultural initiatives." *French Cultural Studies*, vol 26, no. 3, 2015, pp. 302-16.
- Gomez, M. "Reflective images: the case of urban regeneration in Glasgow and Bilbao". *International Journal of Urban and Regional Research*, vol. 22, no.1, 1998, pp. 106-121.
- Grodach, Carl and Silver, Daniel (eds). *The Politics of Urban Cultural Policy: Global Perspectives*. Abingdon, New York: Routledge, 2013.
- Greffe, Xavier. *La politique culturelle en France*. Paris: La Documentation française, 2009.
- Gunay, Zeynep. "Conservation versus Regeneration?: Case of European Capital of Culture 2010 Istanbul." *European Planning Studies*, vol. 18, no. 8, Aug. 2010, p. 1173-86.
- Immler, Nicole L. "(Re)Programming Europe: European Capitals of Culture: rethinking the role of culture". *Journal of European Studies*, vol. 44 no. 1, March 2014, pp. 3-29.
- Keating, Michael and De Frantz, Monika. "Culture-led strategies for urban regeneration: a comparative perspective on Bilbao." *International Journal of Iberian Studies*, vol. 16 no. 3, 2003, p. 187-194.

- Lähdesmäki, Tuuli. "Cultural activism as a counter-discourse to the European Capital of Culture programme: The case of Turku 2011." *European Journal of Cultural Studies*, vol. 16, no. 5, Oct. 2013, p. 598-619.
- Lewis, Justin and Miller, Toby. *Critical Cultural Policy Studies: A Reader*. Malden, MA ; Oxford : Blackwell, 2003. [IEP: Mag 207-306.4 CRI]
- Littoz-Monnet, Annabelle. *The European Union and Culture: Between Economic Regulation and European Cultural Policy*. Manchester, New York: Manchester University Press, 2007.
- Liu, Yi-De. "Cultural Events and Cultural Tourism Development: Lessons from the European Capitals of Culture." *European Planning Studies*, vol. 22, no. 3, March 2014, pp. 498-514.
- . "Cultural Event and Urban Regeneration: Lessons from Liverpool 2008 European Capital of Culture." *European Review*, vol. 24, no. 1, 2016, pp. 159-176.
- Mairesse, François and Rochelandet, Fabrice. *Économie des arts et de la culture*. Paris : A. Colin, 2015.
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- Mooney, Gerry. "Cultural Policy as Urban Transformation? Critical Reflections on Glasgow, European City of Culture 1990". *Local Economy*, no. 19, Nov. 2004, pp. 327-40.
- Moulinier, Pierre. *Les politiques publiques de la culture en France* (3rd ed.). Paris: Presses universitaires de France, 2005.
- O'Callaghan, Cian. "Urban anxieties and creative tensions in the European Capital of Culture 2005: 'It couldn't just be about Cork, like'". *International Journal of Cultural Policy*, vol. 18, no. 2, March 2012, p. 185-204.
- Ooi, Can-Seng, Håkanson, Lars and LaCava, Laura. "Poetics and Politics of the European Capital of Culture Project". *Procedia - Social and Behavioral Sciences*, no. 148, 2014, pp.420-7.
- Rius Ulldemolins, Joaquim. "Culture and authenticity in urban regeneration processes: Place branding in central Barcelona." *Urban Studies*, vol. 51, no. 14, Nov. 2014, p. 3026-45.
- Schwab, Brigitte. "The Rise of Urban Symbols through Cultural Policies. Three Flagship Cultural Projects between Internationalisation Strategies and Local Resistance". In Franck Eckardt and Dieter Hassenpflug (eds.), *City images and urban regeneration*. Frankfurt-am-Main; New York: Peter Lange, 2004.
- Vinci, Ignazio. "Culture and urban regeneration: the role of the European Union regional policy", Proceedings of the 48th Congress of the European Regional Science Association (ERSA) Culture, Cohesion and Competitiveness: Regional Perspectives, Liverpool, 27-31 August 2008.

## **BRITAIN AN EUROPE FROM 1945 TO BREXIT**

**Virginie ROIRON**

Type de cours /course type : online

18 hours

**Langue du cours/Language of instruction :** English

### **Descriptif du cours et des objectifs pédagogiques / Course description and objectives**

own relative decline in power as well as trying to find remedies to overcome it. In this respect, Britain's The UK emerged from the Second World War as a great power in mind but no longer in fact. Britain's current foreign policy was forged throughout the second half of the 20<sup>th</sup> century by taking stock of her

relation with Europe provides an interesting lens through which to analyse Britain's foreign policy, and particularly the difficulties linked to the adaptation of her role in the post-war international order.

The UK joined the EEC in 1973 after two unsuccessful attempts, more than 15 years after its creation. The

question of membership of the EEC was always a highly divisive issue and remained so even after 1973, only to reach a kind of climax at the end of the last decade with the organisation of the second

referendum on membership and the victory of Brexit.

It will be the object of this module to give some keys to understand Britain's tumultuous and ambiguous

relation to the European construction project and the EEC/EU, from her initial refusal to join the EEC to her repeated applications for membership, which turned into a so called "awkward partnership". The module

will explore how Britain's foreign policy and vision of her role in the world informed, as much as it was informed by, her relation to Europe and European integration.

This module will follow a chronological outline, in order to identify the continuities and changes in

Britain's foreign policy choices and participation to the European regional organisation.

#### **Objectives:**

- To appraise Britain's vision of European construction after WW2
- To account for the ups and downs of Britain/EEC-EU relations since 1973
  
- To understand the various factors that led to Britain's applications, membership and Brexit
- To critically evaluate Britain's foreign policy since 1945 and identify the driving forces behind it as well as

their impact on Britain's European commitment.

- To gain background knowledge in order to have a better grasp of Britain's current foreign policy choices,

challenges and perspectives in the wake of Brexit

**Enseignant.e(s) / Teacher(s)**

Virginie Roiron is a Senior Lecturer in British and Commonwealth history.

## **Dispositif d'enseignement à distance envisagé / Online teaching method**

*Note that the online teaching method as well as the assessment might be slightly adapted according to the number of students actually enrolled.*

- 45mn-to-one-hour online interactive classes every week for nine weeks
- Weekly podcast lectures providing background knowledge on the topic discussed during the class

Profitable participation in class discussions requires regular compulsory readings every week (at least one academic

article among those proposed for each session).

The online classes will take place on BBB (a BBB online class will be created every week in the corresponding section

of the Moodle page)

## **Evaluation / Assessment**

- An oral presentation of a research article that will serve as the basis for class discussion. A written 300- to 500-word reading report will have to be sent to the teacher prior to the class. (40%)
- Participation in class discussions (10%)
- A final paper at the end of the semester (c.1000 words) (50%)

## **Plan des séances / Course outline**

The course will be organised around a number of topics, by chronological order.

### Session 1 : Introduction

1- The post-war paradigm of Britain's foreign policy

- Session 2: Churchill's three circles and Labour's foreign policy in the first years of the Cold War (1945-55)
- Session 3: "Missing the boat"? Britain and the creation of the EEC

2-To join or not to join?

- Session 4: The Macmillan years: consolidating the special relationship with the US to the detriment of Europe?
- Session 5: Walking a tight rope: the representation and meaning of the first application
- Session 6: Between the Devil and the deep blue sea: the second application

3- An awkward partner?

- Session 7: The difficult adjustment of the "sick man of Europe" among the European Six (1973-1979)

- Session 8: From the “European jumper” to the Bruges speech: Britain and the EEC under Thatcher
- Session 9: Towards deeper integration? The making of the EU and the ambiguities of Britain’s European policy.

Concluding remarks on Britain and Europe, and discussion on Britain’s foreign policy choices and perspectives in the wake of Brexit.

### **Bibliographie sélective / Select bibliography**

Bennet G., *Six moments of crisis: inside British foreign policy*, Oxford University Press, 2013

Daddow O., Harold Wilson and European Integration: Britain’s Second Application to join the EEC, London:

Franck Cass, 2003

Daddow O., *Britain and Europe since 1945*, Manchester University Press, 2004

Daddow O., Gaskarth J. (eds), *British Foreign Policy: the New Labour years*, Palgrave Macmillan, 2011

Garnett M., Mabon S. (eds.) *British foreign policy since 1945*, Routledge, 2018

Gibbins J., *Britain, Europe and National Identity: Self and Other in International Relations*, Palgrave Macmillan, 2014

Gowland D., Turner A., Wright A., *Britain and European Integration since 1945*, Routledge, 2010.

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Colin, 2006

Kaiser W., Staerk G (eds.) *British Foreign Policy, 1955-64: Contracting Options*, St Martin's Press, 2000

Liddle R., *The Europe Dilemma: Britain and the Drama of EU Integration*, I.B. Tauris, 2014

McCourt D.M., *Britain and World Power since 1945*, The University of Michigan Press, 2014

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Murphy Ph. *The Empire's new clothes: the myth of Commonwealth*, Hurst&co, 2018

Reynolds D., *Britannia Overruled: British policy and world power in the 20<sup>th</sup> century* (1991) Longman, 2000

Sanders D., *Losing an Empire, finding a role: British foreign policy since 1945*, (2<sup>nd</sup> ed) Palgrave Macmillan, 2017

Schnapper P., Avril E., *Où va le Royaume Uni ? Le Brexit et après*, Odile Jacob, 2019

Smith J., *The UK's journey into and out of the EU: Destinations Unknown*, Routledge, 2017

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University Press, 2012

Turner M., *Britain and the world in the twentieth century: ever-decreasing circles*, Continuum, 2010

## **APPLIED EUROPEAN STUDIES**

**Jean Marie CALYDON / Yoav SHEMER**

Introduction to visits
Visit Council of Europe TBC
Visit Lieu d'Europe TBC
module at the Cardo TBC
Visit Euroorps TBC
Visit European Court Of Human Rights TBC



## Financier Investment

Prof Joël Petey

Optional module for CES students (Unit 4) – 4th year module

### Prerequisites:

- Introductory knowledge in microeconomics and accounting.
- Basic mathematical skills: variance, covariance, derivatives of usual functions.
- Knowledge of investment decision tools (Net Present Value, Internal Rate of Return) is appreciated but not required.

### Outline:

#### Chapter 1 Fixed Income

- Definition and characteristics of bonds
- Bond pricing : zero-coupon rates, yield-to-maturity, the quotation of bonds
- Interest rate risk: sensitivity and duration
- Particular bonds: Floating rate notes, convertibles, mandatories...

#### Chapter 2 Decision making under risk

- Mathematical expectation
- The expectation-variance framework and the risk/return substitution
- Expected utility
- Portfolio choice under risk: An introductory model

#### Chapter 3 Portfolio management

- Risk and return in a portfolio : the two assets case
- Systematic risk and diversification
- The Capital Asset Pricing Model
- Actuarial valuation models : The Gordon-Shapiro model and Price-Earnings ratios

#### Chapter 4 Forward contracts

- Forward transactions and risk transfer
- Characteristics of a forward contract
- Speculation, hedging, and arbitrage

#### Chapter 5 Options

- Definition and basic transactions
- The call/put parity
- Determinants of option prices
- The Black and Scholes formula.

### Reference book:

Finance d'entreprise (Corporate Finance), Jonathan Berk and Peter DeMarzo, Pearson

**Assessment:**

Written final examination, 2 hours

## Microfinance

(24h)

**Prof Régis Blazy**

Optional module for CES students (Unit 4) – 4th year optional module

Microfinance is a collection of banking practices built around providing small loans, most of them without collaterals and leading to weekly repayments, accept tiny savings deposits, and offering slight insurance contracts. These activities are mostly dedicated to the poorest part of the population, helping women, and poor households in developing a business activity. The initial objective of microfinance aims to help the poor countries to develop, and to reduce poverty, both in poor and rich countries. This lesson aims at explaining the mechanisms, the strengths and the limits of microfinance. It relies on both theoretical and empirical aspects.

The core of this lesson is based on the reference book: *The Economics of Microfinance*, Armendariz B. and J. Morduch, MIT Press. For more information: lecture outline available on the IEP's website.

## **The Council of Europe and its relation with the EU**

(24 hours)

Optional module for CES students (Unit 4)

**Prof Birte Wassenberg**

Master-level module open to CES students (unit 4) and Sciences Po Strasbourg's visiting students (6 students maximum)

### **Outline:**

#### **1. Introduction**

Introduction to the course:

- Structure and functioning of the Council of Europe

Working groups:

- The statute of the Council of Europe

#### **2. The beginnings of the Council of Europe (1949-1969)**

From the setting up of the Council of Europe until the Paris summit of the EEC (1949-1969)

Working groups on examples of activities in the Council of Europe:

Human Rights – Culture – Multicultural Society – Teaching of History – Teaching of languages – Protection of environment – Europe and the world – Youth work – Health protection

#### **3. The development in cooperation/opposition to the EEC 1969-1989**

The enlargement and deepening of activities in the Council of Europe and its co-existence with the EEC/EU until the East-West detente (1969-1989)

#### **4. The pan-European Organisation 1989-2009**

In search for a pan-European identity for the Council of Europe: the enlargement of the Council of Europe and its role as a pan-European organization after the fall of the Berlin wall in 1989

Working groups on the enlargement procedure

#### **5. Recent developments (2009-2014)**

The Human Rights Courts reforms

The debate on the accession of the EU to the European Court of Human Rights

The Council of Europe combating new threats: cybercrime, corruption...

Crises in the Council of Europe with recent conflictual situations of Member States

#### **6. Examples of fields of cooperation: Culture, Youth and environment**

The cultural convention and its application

Promoting education, culture and sports for all

Eurimages

The European Youth Centres and its intercultural activities

Protection of environment and animals

Explication of the simulation game on a session of the Parliamentary Assembly on the admission of the Kosovo as a member of the Council

#### **7. Original cooperation methods and structures**

The Venice Commission

Monitoring

The Congress for local and regional authorities

A profusion of decentralised cooperation bodies

Simulation game

#### **8. Which role for the Council of Europe in the European architecture**

Final comparative analysis of the Council of Europe with regards to the EU and other international organizations

- The approach to European integration (theory)
- Objectives and development of the Council
- Relationship with other organizations: between cooperation and competition
- The future ?

Discussion and conclusion

- **During the course: intervention of at least one high civil servant from the Council of Europe on his field of competence.**

#### **Bibliography:**

BATES, Ed, *The evolution of the European Convention of Human Rights. From its inception to the creation of a permanent Court of Human Rights*, Oxford University Press, Oxford, 2010.

BITSCH, Marie-Thérèse, *Histoire de la construction européenne de 1945 à nos jours*, Editions complexe, Paris, 2001

BITSCH, Marie-Thérèse, *Jalons pour une histoire du Conseil de l'Europe*, actes du Colloque, de Strasbourg (8-10 juin 1995), Peter Lang, Berne, 1997

GERBET, Pierre, *La construction de l'Europe*, Imprimerie Nationale, Paris, 1999

GILBERT, Mark, *European Integration. A concise History*, Rowman & Littlefield, 2012.

HALLER, Bruno, *An Assembly for Europe, the Parliamentary Assembly of the Council of Europe 1949-1989*, Council of Europe, Strasbourg, 2006

HUBER, Denis, *Une décennie pour l'Histoire, Le Conseil de l'Europe 1989-1999*, Conseil de l'Europe, Strasbourg, 1999

WASSENBERG, Birte, *Histoire du Conseil de l'Europe*, PIE Peter Lang, Bruxelles, 2012

WASSENBERG, Birte, *History of the Council of Europe*, Council of Europe, Strasbourg, 2013

[www.coe.int](http://www.coe.int)

## **The European Court of Human Rights**

(18 hours)

### **ACADEMIC PROGRAM**

**Juge Ledi BIANKU**

Optional module for CES students (Unit 4)

### **I -Introduction**

The "European Convention on Human Rights" has become a fundamental document for the protection of individuals' rights in Europe and in setting guidelines for the operation of public and private institutions in the member States.

It is therefore crucial for students of political sciences to understand legal issues and solutions around some of the most interesting and difficult debates taking place in the European society and political and judicial institutions.

The development of an academic process in relation to this subject will attempt first of all to give the basic understanding of the European Convention of Human Rights as interpreted by the Strasbourg Court and the impact it has had over the years in shaping legal and social notions amongst the European societies.

The course will offer information on how the system of the European Convention of Human Rights, especially the Court, works. It will also analyse some of the major achievement of the case-law of the Court in relation to the most important substantive and procedural individual rights protected by the Convention.

Most of the course will consist in power point presentation by the professor, L. Bianku, and students are very much invited to participate in the debate during these presentations. Part of the course will be papers prepared by the students on specific judgments to be indicated by the professor. Besides written presentations students will be invited to make very short (10-15 min) presentation of the cases during class discussions.

### **I. The Instruments to achieve the objectives**

1. Theoretical lectures by the lector.
2. The organisation of work-shops, so the presentation and interpretation of cases by the students themselves.
3. The eventual simulation games.
4. Visits at the European Court of Human Rights

### **II. The teaching appointments**

1. Annual teaching appointments:

18 hours of lectures/seminars

2. Weekly teaching appointments:

2 hours per session

3. The academic Year:

The "European Convention on Human Rights" course will take place in the first semester of the academic year 2018-2019 (September-December 2018)

4. Academic obligations:

- 40% presentation during the classes and participation in the debate
- 60% final examination

**III. COURSE STRUCTURE**

1. The character of the international human rights law (1 hour).

2. The European system on the protection of human rights and fundamental freedoms. Problems and solutions. The mechanisms offered by the European Convention for the Protection of Human Rights and Fundamental Freedoms. (1 hour).

3. Right to life - the article 2 of the Convention and its 6th and 13th Protocols - Slavery and servitude - article 4 of the Convention. (2 hours).

4. Torture and inhuman treatments - article 3 of the Convention and the European Convention on the prevention of torture. (2 hours).

6. Right to liberty and security - the article 5 of the Convention.  
(2 hours).

7. Right to a fair trial, non- retro applicability of criminal law and right to an effective remedy - articles 6, 7 & 13 of the Convention. (4 hours).

8. Right for private and family life. Right to found a family - articles 8 & 12 of the Convention. (2 hours).

9. Freedom of thought, conscience and religion, freedom of expression and of peaceful assembly and association - articles 9, 10 & 11 of the Convention. (2 hours).

10. Right to property, education and free elections - Protocol 1 of the Convention. (2 hours).

## ENVIRONMENTAL POLITICS IN THE USA

(24 hours)

Melanie MEUNIER [mmeunier@unistra.fr](mailto:mmeunier@unistra.fr)

Optional module for CES students (Unit 4)

**Evaluation: oral examination in May, date TBA.**

### Course objectives:

To take stock of the current state of environmental protection in the United States To review American attitudes towards nature and natural resources  
To analyze the historical, cultural, and political contexts that shaped current policies To highlight key events, developments or periods that illustrate all of the above

### Selected topics include :

- Review of the political institutions involved in environmental and energy policy
- Political polarization and its impact on policy
- Philosophical underpinnings of the dominant values in American culture
- Resource depletion and the corresponding rise of ecological thought
- The creation of national parks, incipient conservation efforts
- The extension of rights to the natural world
- Citizen activism and the birth of environmentalism
- Climate change, the American response to it, and international agreements

### Selected bibliography

Carson, Rachel, *Silent Spring*, Fawcett Crest, 1962

Clarke, Jeanne and Hanna Cortner, *The State and Nature: Voices Heard, Voices Unheard in America's Environmental Dialogue*, Prentice Hall, 2002

Fox, Stephen, *The American Conservation Movement: John Muir and His Legacy*, University of Wisconsin Press, 1985

Hays, Samuel P., *A History of Environmental Politics Since 1945*, University of Pittsburgh Press, 2000 Leopold, Aldo, *A Sand County Almanac*, Oxford University Press, 1966

Nash, Roderick Frazier, *Wilderness and the American Mind*, Yale University Press, 2014 (or earlier editions, first published 1967)

Nash, Roderick Frazier, *The Rights of Nature*, University of Wisconsin Press, 1989 Runte Alfred, *National Parks:*

*The American Experience*, Taylor Trade Publishing, 2010 Steiguer J.E. de, *The Age of Environmentalism*,

McGraw-Hill, 1997



Thoreau, Henry David,

Worster, Donald, *Dust Bowl*, Oxford University Press, 1979 and any of his other books Yvard-Djahansouz, Gelareh,  
*Histoire du mouvement écologique américain*, Ellipses, 2010

## Understanding the US

**Nom de l'enseignant / Full name of the teacher :** Ghislain Potriquet

**Type de cours / Course type and ECTS credits :** 24 Hours 3 ECTS

**Langue d'enseignement /Language of instruction :** Anglais / english

### Course description and objectives

This series of twelve two-hour lectures will give students a solid background in the diplomatic history of the United States. Emphasis will be put on the domestic sources of U.S. foreign policy to better acquaint students with major themes in U.S. history and government. Primary source (historical) documents will be assigned regularly and used as a basis for stimulating class discussions. The implication of past events on contemporary developments (in Ukraine, China or the Middle East, among others) will be another discussion thread for this class.

### LECTURE TOPICS:

- Colonial beginnings (1607-1776)
- The diplomacy of Independence (1776-1783)
- Parting ways: the Jay Treaty (1794-1795)
- The birth of the "Western Hemisphere" : the Monroe Doctrine (1823)
- Texas annexation, the Mexican-American War and the issue of slavery (1845-1848)
- The burden of empire: the Spanish-American War (1898)
- The world(view) of Woodrow Wilson (1913-1921)

- How did the Cold War begin (1945-1969)?
- How did the Cold War end (1969-1989)?
- The problem with being a “hyper power” (1991-2001)
- The aftermaths of 9/11

#### **Teacher**

Ghislain Potriquet

Course outline non / no

#### **Modalités d'évaluation/Assessment**

mi-semester: un examen écrit d'une heure, sans document autorisé, comptant pour 40% de la note finale. midterm: a one-hour closed-book written exam (40% of the final grade)

examen de fin de semestre : un exposé oral de trente minutes sur un thème défini au préalable final: a thirty-minute oral presentation prepared in advance (60% of the final grade)

#### **Bibliographie indicative /Select bibliography**

BNUS holdings

Brzezinski, Zbigniew. Strategic Vision: America and the Crisis of Global Power. Basic Books, 2013. Charillon, Frederic and Célia Belin. Les États-Unis dans le monde. CNRS éditions, 2016.

David, Charles-Philippe. Théories de la politique étrangère américaine: auteurs, concepts et approches. Presses de l'Université de Montréal, 2018.

---. La politique étrangère des États-Unis: fondements, acteurs, formulation. Les Presses de Sciences Po., 2022.

Ikenberry, John et. al. The crisis of American foreign policy: Wilsonianism in the twenty-first century. Princeton University Press, 2009.

Mélandri, Pierre and Serge Ricard (ed.). La politique extérieure des États-Unis au XXe siècle: le poids des déterminants intérieurs. L'Harmattan, 2008.

---. Les États-Unis: entre uni- et multilatéralisme de Woodrow Wilson à George W. Bush. L'Harmattan, 2008.

Perron, Régine. Histoire du multilatéralisme: l'utopie du siècle américain de 1918 à nos jours. Presses de l'Université Paris-Sorbonne, 2014.

Zakaria, Fareed. Le monde post-américain. Tempus, 2011.

Books available elsewhere (interlibrary loan service and BNF).

Ambrose, Stephen and Douglas G. Brinkley. Rise to Globalism: American Foreign Policy Since 1938. 9th ed. London: Penguin, 2010.

Bennett, Andrew and George Shambaugh. Taking Sides: Clashing Views in American Foreign Policy. 5th ed. New York: McGraw Hill, 2010.

Carter, Ralph G. Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade. 5th ed. Washington D.C.: CQ Press, 2013.

Cobbs Hoffman, Elisabeth. American Umpire. Harvard : Harvard UP, 2013

Herring, George C. From Colony to Superpower: U.S. Foreign Relations since 1776. New York: Oxford UP, 2011.

Hobsbawm, Eric J. The Age of Extremes: a History of the World, 1914-1991. New York: Vintage Books, 1996.

Jentleson, Brice W. American Foreign Policy: the Dynamics of Choice in the 21st Century. 5th ed. Boston: Houghton Mifflin, 2013

LaFeber, Walter. *The American Age: United States Foreign Policy at Home and Abroad, 1750 to the Present*. New York: Norton, 1994.

Lefflin, Melvyn P. *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War*.

New York: Farrar, Straus & Giroux, 2009.

Westad, Odd Arne. *The Cold War: a World History*. New York : Basic

## European Cultural History

Optional module for CES students (Unit 4)

**1/ Staffing:** Dr Ulrich Maximilian Schumann (24h)

**2/ Requisites:** No requisites needed.

### 3/ Objectives and skills

The participants shall be strengthened in their abilities to:

- distinguish the criteria and characteristics of «the European city»
- discern the most significant stages and milestones of its development in relation to political and social changes
- understand the complexity of urban spaces and locate the interfaces of privacy and publicness
- contour actual developments on the basis of historical experience
- participate in class discussions
- choose an individual research topic and handle it scientifically in a term paper

### 4/ Topics: Description:

This course offers an introduction to the broad phenomenon of European culture by focusing on its most complex artefact: the city. Through some of its most illustrative examples, the successful model of "the European City" will be discussed and its characteristics and role in the evolution of European culture highlighted.

Correspondingly, the principal guideline will be cultural complexity. Here, the city will not be reduced to one of its major facets – f.e. technical product, administrative unit, work of art, symbol of its time, expression of anonymous history, mirror of abstract ideas – but regarded as a synthesis: a human artefact able to blend the most diverse interests into a perceptible form.

The course will be taught in the form of a dynamic lecture. The basic inputs will be brought in by the coordinator. The students are encouraged to intervene and put questions across at any time during the lecture. A lot of free room will be offered to the students for discussions and contributions.

### 5/ Reference/reading Materials:

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- introductory reader

Benevolo, Leonardo, *The European City*, Oxford and Cambridge/Mass. (Blackwell) 1993.

Curl, James Stevens, *European Cities and Society: Influence of Political Climate on Town Design*, London (Leonard Hill) 1970.

De Vries, Jan, *European urbanisation, 1500-1800*, London (Methuen) and Cambridge/Mass. (Harvard University Press) 1984

Hall, Peter, *Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880*, Oxford (Blackwell) 1988.

Hinse, Ton, *The Morphology of the Times: European Cities and their Historical Growth*, Berlin (Dom Publishers)

2014.

Laitinen, Riitta and Cohen, Thomas (eds.) Cultural history of early modern European streets, Leiden (Brill) 2009.

Macdonis, John J. and Parrillo, Vincent N., Cities and Urban Life, Upper Saddle River (Pearson) 2010.

Meller, Hellen, European Cities, 1890-1930s: History, Culture and the Built Environment, John Wiley & Sons; Auflage: 1 (April 2001).

Mumford, Lewis, The City in History, New York (Harcourt, Brace & World) 1961.

Ward, Stephen V., Planning the Twentieth-Century City: The Advanced Capitalist World, Chichester (Wiley) 2002

## **6/ Assessment details**

The students' success in the course will be evaluated mainly on the basis of a scientific term paper of approximately ten pages. Active participation in class will be taken into account with 25%.

**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.

## **Fascisms. European history, current challenges**

**Dr Wiebke Keim** (wiebke.keim@misha.fr)

Optional module for CES students (Unit 4)

### **Objectives and skills:**

Students acquire conceptual and theoretical tools regarding analyses of historical fascisms. They then critically discuss in how far one can apply those tools to the current period and to cases outside of the historical and geographical realm of fascism.

### **Description:**

The course introduces key literature in the field of fascism theories. We will first deal with analyses of historical fascisms in Europe. Students then have the task to reflect upon current developments within and outside of Europe referring to the theoretical and conceptual tools they have acquired. Participants will critically discuss what common aspects and what differences there are between the historical fascisms and chosen current examples.

### **Selection of introductory readings:**

Kallis, Aristotle A. (ed.) (2003), *The Fascism Reader*, Routledge: London and New York

Mudde C (2007), *Populist Radical Right Parties in Europe*. Cambridge University Press (marketing excerpt available online: <http://www.cambridge.org/et/academic/subjects/politics-international-relations/european-government-politics-and-policy/populist-radical-right-parties-europe>)

N. Langenberger & B. Schellenberg (eds.) (2011), *Is Europe on the 'right' path? Right-wing extremism and right-wing populism in Europe*. Friedrich Ebert Stiftung: Berlin (available online: <http://library.fes.de/pdf-files/do/08338.pdf>, 1.8.2016)

Blamires, Cyprian P./Jackson, Paul (eds.) (2006), *World Fascism. A Historical Encyclopaedia*. ABC Clío: Santa Barbara, Denver, Oxford

### **Assessment details**

Students choose an empirical example of post-1945 fascisms. Examples of topics could be a singular group or party, a specific country-case, a given time period, a political or scholarly controversy around usage of the term "fascism" in the post-1945 period,... Students are required to relate their chosen case to the theoretical approaches we dealt with in class, and to critically assess the question whether in the chosen case, one can meaningfully speak of fascism or not, and why. Students are encouraged to get into touch with me to discuss their research ideas in the course of the semester.

The format of the assessment is a research paper. This means: that the students do research on their own on the chosen topic; that they construct a corpus of literature, which includes scholarly publications, but can also cover newspaper articles, films, political statements, juridical texts etc.; that they develop an argument in which they link the empirical material to the theoretical approaches we discussed in class; that the paper is written according to scientific standards

## **The Politics of Visual Culture in Divided Societies : The Case of Northern Ireland**

**Dr Caroline Lehni**

**Contact :** caroline.lehni@unistra.fr

**Crédits ECTS :** 3

**Nombre total d'heures de cours :** 24

**Module taught in English exclusively** (cours en langue anglaise)

This course examines the political uses of visual culture in divided and conflicting societies through the case of Northern Ireland. This course aims to provide students with a sound understanding of the historical, political and social dimensions of the conflict in Northern Ireland as well as the peace process that finally led to devolution and power sharing between the catholic and protestant communities. It will also introduce students to the study of visual culture and its political implications. A wide range of pictures will be considered, from stamps, posters and murals to press photographs, cartoons and films.

After a general introduction, the course will follow a chronological outline, in five chapters. Each chapter will include the analysis of at least one (generally several) images and/or film extracts.

All chapters in the course will be backed up by powerpoint presentations that will be made available through the Moodle platform. All students are expected to register on Moodle and use the platform on a regular basis.

This module will be assessed through continuous assessment based on participation in class discussion, one or two quizzes and a final project to be handed in in video format (details to be confirmed within the first two weeks of classes).

In 2023-2024, the module will be held in the first semester.

### **Provisional Outline:**

#### **Lesson 1: From Divisions in Ireland to a Partitioned Island**

1. The Historical Roots of the Northern Irish Question
2. The Growth of Distinct National Aspirations in Nineteenth-Century Ireland
3. Nationalists and Unionists during the Great War
4. The Advent of Republicanism Partitioning Ireland

#### **Lesson 2: "A Protestant State for a Protestant People": Northern Ireland from 1920 to 1963**

1. Stormont: 50 Years of Unionist Rule
  - 1.1. Home Rule in Northern Ireland
  - 1.2. Political Stagnation
2. An Insecure Statelet
  - 2.1. Constitutional Uncertainties
  - 2.2. The Threat from the South
  - 2.3. The Threat from Within
3. A Segregated and Discriminatory State
4. Visual Displays of Triumphant Unionism: Murals in Northern Ireland (1920s-1950s)

### **Lesson 3: From Civil Rights Protest to Insurrection: The Descent into the 'Troubles' (1963-1972)**

1. The O'Neill Years (1963-1969)
  - 1.1. Terence O'Neill's Reformist Agenda
  - 1.2. The Civil Rights Campaign
  - 1.3. Tensions Build Up
2. Towards Armed Conflict: the Emergence of New Actors (1969-1971)
  - 2.1. The Battle of the Bogside
  - 2.2. The Arrival of the British Army
  - 2.3. The IRA: Split and Rebirth
  - 2.4. The Growth of Loyalist Paramilitary Groups
3. The End of an Era (1971-1972)
  - 3.1. Internment and the Escalation of Violence
  - 3.2. Bloody Sunday
  - 3.3. The Abolition of Stormont

### **Lesson 4: Picturing the 'Troubles': The Northern Ireland Conflict and its Visual Representations (1972- 1998)**

1. From Failed Political Solutions to Security Measures (1972-1979)
  - 1.1. Failed Political Solutions: Power Sharing and the 'Irish Dimension'
  - 1.2. Security Measures: Criminalisation and Ulsterisation
2. The Early Thatcher Years (1979-late 1980s)
  - 2.1. The Hunger Strikes and the Emergence of Republican Mural Painting
  - 2.2. The Anglo-Irish Agreement and the Revival of Loyalist Mural Painting
3. Towards the Peace Process (1988-1993)
  - 3.1. Changes in Republicanism?
  - 3.2. The Loyalist Agenda and Paramilitary Activity
  - 3.3. Loyalist and Republican Iconography
4. The Development of the Peace Process (1993-1998)
  - 4.1. The Downing Street Declaration (1993)
  - 4.2. Ceasefires and Ceasefire Murals
  - 4.3. Stagnation, Violence and Negotiations

### **Lesson 5: Peace at last? Post-conflict Reconciliation and Reconstruction (1998-2007)**

1. The Good Friday Agreement (1998)
2. The Deferred Implementation of the Agreement (1998-2007)
3. Post-Agreement Murals: A Peace Iconography?

## **Minorities, Immigrants and Cinema**

### **Description – 6 Classes of 3 hours**

#### **Class 1 Topic :**

Topic of the course, explanation of the syllabus, overview on literature, organization of class Basic concepts: minority, migrants, racism, discrimination.

#### **Class 2 Topic:**

##### **Nationalism and minorities**

1. Typology of nationalisms
2. Nation-States and ethnic groups
3. European nation and regional identities
4. What is a national struggle ?

#### **Class 3 Topic:**

##### **International instruments on the protection of minorities**

1. The League of Nations
2. The United Nations
3. The Council of Europe
4. The OSCE
5. What instruments for monitoring international engagements ?

#### **Class 4 Topic:**

##### **Religious minorities**

1. State-Religion relations in European Union
2. Religious infrastructures and minorities
3. Use of religious freedom
4. What is a minority Religion ?

#### **Class 5 Topic:**

Transnational communities, state policies and public opinion

1. Definition of a Diaspora
2. Differences between Diaspora and Minorities

3. Stateless Diaspora : what protection ?

#### **Class 6 Topic:**

##### **New Minorities: a new concept for a new European identity**

1. Differences between migrants and groups resulting from migrations
2. Participation to political and social life
3. Specific policies for specific needs
4. New minorities and new diasporas in European countries

#### **Class 7 Topic:**

##### **Muslim Minorities in Europe**

1. Legal treatment of Muslim groups in Europe
2. Ad hoc solutions to a European "problem"
3. Triangle of group/resident state/kin state

#### **Class 8 Topic:**

##### **Racism Theories**

1. What is a race?
2. Differences between race and ethnic group
3. History of Racism

#### **Class 9**

##### **Students' presentations**

##### **Reference/reading Materials**

Required reading texts will be distributed during class. Students may refer to the following bibliography too :

Anderson Benedict, *Imagined communities*, London, Verso, 2000 (1983).

Barth Fredrick, *Ethnic Groups and Boundaries*, Boston, Little Brown & Company, 1969.

Brubaker Rogers, *Citizenship and Nationhood in France and Germany*, Cambridge, Harvard University Press, 1992. Cesari Jocelyne, McLoughlin Sean (eds.), *European Muslims and Secular State*, Adelshot, Ashgate, 2006.

*Framework Convention for the Protection of National Minorities- Collected Texts*, Strasbourg, Council of Europe Publishing, 2005

Gellner Ernst, *Nations and Nationalism*, New York, Cornell University Press, 1983.

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### **Assessment details**

Each student will write a research paper and will present his/her work