Sciences Po Strasbourg

École de l'Université de Strasbourg

Certificate of European Studies

2023-2024

Spring semester (January-June)

Course syllabus

<p style="text-align:center"><strong style="color:red">HISTORY OF EUROPEAN INTEGRATION</p>

<p style="text-align:center">Prof Birte Wassenberg</p>

I. INTRODUCTION: THE EUROPEAN IDEA AND EUROPEAN IDENTITY

1. The origin of the European idea at the end of the 19th 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 it's 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. <u>EUROPEAN CRISES AND EUROSCEPTICISM</u>

    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. <u>CHALLENGES FOR EUROPEAN INTEGRATION AND EUROPEAN IDENTITY IN THE 21st CENTURY</u>

    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?

<u>CONCLUSIONS : WHICH FUTURE FOR EUROPEAN INTEGRATION AND IDENTITY</u>?

BIBLIOGRAPHY

European Idea and integration

BALME, Richard ; CHABANET, Didier, *European governance and democracy. Power and protest in the EU,* Lanham, Rowman & Littelfied, 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.

HARMSEN, Robert ; SPIERING, Menno (dir.), *Euroscepticism : party politics, national identity and European integration*, Amsterdam, Rodopi, 2004.

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 MEuNlER

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 shoncomings of the most powerful governments (and societies) in addressingthe 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 he asked to do some research and explore solutions to specific cases, and encouraged toshare their ideas and dehate 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 presentedregularly 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 hasis of:

-either a presentation (talk show format possible) or a short research paper (in groups depending onnumber 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 G0 to 30 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 Dibliography

Most references will he available on the Internet or uploaded to Moodle. Additional resources will heindicated.

-European Commission climate website: Implementation in EU countries: 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. G7, April 2020: https://doi.org/10.101G/j.erss.2020.101523

-Jotzo, Frank, Joanna Depledge 6 Harald Winkler, "US and international climate policy under president Trump," *Climate Policy*, 18:7, 2018: https://doi.org/10.1080/14G330C2.2018.1430051

-Kalantzakos, Sophia, *The EU, US anal 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 Pesponsihility for Climate Change,* Routledge, 2018: https://www.taylorfrancis.com/hooks/3781315151113

-Morchain, Daniel, "rethinking the framing of climate change adaptation," in *A Critical Approach toClimate Aclaptation,* Klepp, S., Chavez-Rodriguez, L., Routledge, 2018: https://library.oapen.orq/handle/20.500.12G57/27355

-Percival, nohert V., "China's 'Green Leap Forward' Toward Glohal Environmental Leadership," *vermontJournal of Environmental Law,* 2011: http://ssrn.com/ahstract=1355S28

-nose, Gideon, editor, "The Fire Next Time: Hovv to prevent a Climate Catastrophe," *Foreign A ffoirs*

May/June 2020 issue, pages 7-G8. Available through Factiva

-Rosenhaum, Walter, *Environmental Politics and Policy,* 10'ʰ Edition, CC! 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 Low?,* 2015:

https://ssrn.com/ahstract=3411142

 -Vig, Norman, Michael Kraft, *Environmental Policy,* 10ᵗˆ Edition, CC! press, 2015

-wang, Alex, "Climate Change Policy and Law in China," *OxforJ Handbook o f lnternational Climate Change Law,* Cinnamon P. Carlarne, Kevin n. Gray, and Richard Tarasofsky, eds., Oxford Univ. press, 201G: https://papers.ssrn.com/soI3/papers.cfm?ahstract_id=2438242

<p style="color:red; text-align:center">POLITICAL SOCIOLOGY OF THE EUROPEAN UNION:
POLITICAL ELITES AND THE EU</p>

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

INTRODUCTION TO THE EUROPEAN CONVENTION ON HUMAN RIGHTS AND LIBERTIES

Christos Giannopoulos

c.giannopoulos@unistra.fr

GENERAL PRESENTATION

PART I – CONTEXT, BACKGROUND AND INSTITUTIONS OF THE CoE

1. The structure and aims of the Council of Europe

1.1. The origins

1.2. The general aims of the Council of Europe

      1.2.1. Liberal Democracy

      1.2.2. Rule of Law

      1.2.3. Protection of Human Rights

1.3. The Membership to the Council of Europe

1.4. Synthesis

2. Main institutions of the Council of Europe

2.1. The Committee of Ministers

2.2. The Parliamentary Assembly

2.3. The Commissioner for human rights

2.4. The Congress of Local and Regional Authorities

2.5. The European Commission for democracy through Law (Venice Commission)

3. The Evolution of the European Court of Human Rights

3.1. Introduction

3.2. From the 'old system" to the new system of protection

      3.2.1. The adoption of the Protocol N° 11

      3.2.2. The Court's reforms: additional Protocol N° 14

PART II – SELECTIVE ANALYSIS OF THE EUROPEAN CONVENTION'S RIGHTS

1. Interpreting the European Convention of Human Rights

1.1. Is there a hierarchy of rights?

      1.1.1. Distinction between absolute and relative rights

      1.1.2. Limitations common to Articles 8-11

      1.1.3. Proportionality test

1.2. The influence of the Vienna Convention

1.3. Evolutive interpretation and the principle of effectiveness

      1.3.1. Actualization vs originalism

      1.3.2. Limits of evolutive interpretation

1.4. Margin of appreciation

      1.4.1. Approaches and ideologies

      1.4.2. The Protocol n° 15 and the era of subsidiarity

      1.4.3. Applying the Convention: a shared responsibility?

2. Reservations and derogations

2.2. Derogations in emergency situations

2.2. Prohibition of abuse of rights

2.3. Limitation on use of restriction on rights

3. The right to life: protecting the counterstone of political liberalism

3.1. Introduction

3.2. The death penalty and the extraterritorial application of the right to life

3.3. Forced disappearance

      3.3.1. Positive obligation to protect life

      3.3.2. The duty to investigate suspicious deaths

3.4. Euthanasia and the quality of life

4. Protection from slavery and forced labour: Can the Court do more?

4.1. Definitions

4.2. Positive and negative obligations

4.3. Military service

      4.3.1. The evolution of the case-law of the ECtHR

      4.3.2. The evolution of States' practices

4.4. New problems of slavery: prostitution and human trafficking

5. The right to a fair trial in civil and criminal cases: an autonomous interpretation

5.1. The scope of Article 6(1)

5.2. Right to access to court

      5.2.1. Objective and subjective independence

      5.2.2. Objective and subjective impartiality

5.3. The overall requirements of a fair hearing

6. Protecting private and family life: keeping up with the evolution of society?

6.1. Definitions

6.2. The right to adopt

6.3. Protecting the family life

      6.3.1. The family life of non-nationals

      6.3.2. The family life of prisoners

6.4. The right to marry and found a family

      6.4.1. Inherent limits to Article 12

      6.4.2. Equality between spouses

      6.4.3. Evolution due to the principle of non-discrimination

7. Freedom of thought, conscience and religion

7.1. The scope of Article 9

7.2. The manifestation of religion or belief

7.3. What recognition for religious organizations?

8. Protection of property

8.1. Introduction

       8.1.1. Defining possessions

       8.1.2. Deprivation of property

       8.1.3. Controlling the use of property

8.2. Intellectual property

8.3. Other interferences with peacefull enjoyment of possessions

9. The right to education

9.1. Regulating education

9.2. Safeguarding pluralism in education

PUBLIC INTERNATIONAL LAW

Prof Syméon KARAGIANNIS
s.karagiannis@unistra.fr

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 - 2nd year option)

Blandine Zimmer

zimmer@unistra.fr

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 themesis 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 researchand 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 developmentis also carried out in the public sector.

Yet, innovation as well as the resulting economic activity of production and consumption inevitablygenerate 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 totheir 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

Sciences Po Strasbourg - 7 rue de l'Ecarlate 67082

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*, 11th ed., 2018.
- R. Baldwin and C. Wyplosz, *The Economics of European Integration*, McGraw Hill, 6th ed., 2019.

- K. Constant et al., *Economie internationale*, Vuibert, 2018.

Contact :

zimmer@unistra.fr

African American History: From Reconstruction to the Present

Michéle BALOUKA

Course type: online course — 18 hours — 5 ECTS

Language of instruction: English Course

description and objectives:

In the wake of the recent deaths of seorge Floyd and other African American citizens, the Black Lives Matter movement, initiated in 2013, has gained international coverage. This course will help you understand how the movement came about by looking back at the Black American struggle for equal rights. Topics covered will include slavery, the Reconstruction era after the Civil war, Black Codes, Jim Crow laws, lynching and the Ku Klux Klan, the NAACP, the Civil flights Movement (1354 to 10-G8) and ensuing legislation, the history of incarceration and other aspects of systemic racism in the USA.

Teacher:

This course will be taught by a native English speaker, specialized in the Civil Rights Movement. Michéle Balouka has studied and taught in both American and French universities.

online teaching method:

This online course is designed to he interactive. The learning management system Moodle will he used.Mandatory weekly readings will be published on Moodle. All students are expected to read the reading material hefore attending the online class. Each week different students will he asked present the weekly reading to the class. These students will send in preparatory written work to the teacher prior to their presentation, including personal research on the subject, questions that the text raises and discussion topics they find pertinent to introduce in class. Online classes will hegin with the students presenting the weekly reading. Class discussion and input from the professor will follow.

Assessment:

Attendance and participation during the online classes will be assessed, in addition to each student's

presentation and the written work sent in prior to their presentation.

Approaches of Cultural Pluralism: Artistic

Teacher: **Alexandre Kostka** and invited docents

24 hours – 3 ECTS

Place and time: MISHA Building, room "Table ronde", weekly, Tuesday, 14-16h, from February 13 to April 23, plus interactive day excursions to sites of "Dissonant Heritage" in the Upper Rhine region (dates to be discussed with participants).

Since its introduction in 1996, the term "Dissonant heritage" has had a growing fortune in the field of heritage protection and interpretation, and has become acknowledged by the Council of Europe's Faro Convention (2005), and by the European Union which in 2016 launched the "Urban agenda" integrating an "Action Group" specifically dedicated to this topic(https://www.bbsr.bund.de/BBSR/EN/research/programs/ExWoSt/FieldsOfResearch/dissonant-heritage/01-start.html)

During a time-span which encompasses a whole generation, more than 25 years, the use of the term and its significance has necessarily evolved. For its "inventors", the cultural geographers Tunbridge and Ashworth, working on the mental topography of the erased Jewish ghetto in Groningen (a little town in Norther Holland many Euroculture students are familiar with…), it meant foremost a "difficult" heritage, which many prefer to forget, but which through the work of memory specialists can be given a new life – and also exploited for tourism.

In the light of "Critical heritage studies" (Laurajane Smith, 2006), the focus shifted from the object (a place of painful memory) to the discourse that unveils "dissonance" in the public space. Seemingly "evident" places of heritage are in fact the result of power-struggles that refuse to admit their true nature, and sanctify places of the rich and powerful, while minorities are excluded. Recent theoreticians, such as V. Kisic (2016), go as far as to propose a supplementary shift, and speak of "Heritage dissonance", in order to underline that almost every place of heritage can appear as dissonant, a perspective which allows to question "sedimented narratives" and positions heritage in a larger societal, political and cultural context. Tuuli Lähdesmaki and her colleagues have shown how the various forms of discourse of the European institutions assimilate already existing narratives and transform them for their own purposes, frequently using them, according to Bo Strath, as a kind of societal glue to maintain coherence for the unification process after the failure of the European constitution in 2005. The main characteristic of the different forms of narratives surrounding this process is to generate a feeling of "belonging", particularly evident in the flagship project "European heritage label" (initiated 2007).

In the perspective of the Euroculture master, whose main characteristic is to bring together various disciplines in order to reflect on issues of the European society in its largest definition, it appears interesting to use this approach to question old and, particularly, **new** "heritage objects", such as environmental issues, gender biases, generational dissonances, suppressed or emerging memories of minorities, etc…

An extensive reader, which will be used as a reservoir for texts to be presented and discussed in class, is available here: https://www.euroculturemaster.eu/ip-reader-2024 (password euroculturestudent23)

Basic bibliography:

Lähdesmäki, Tuuli, Luisa Passerini, Sigrid Kaasik-Krogerus, and Iris van Huis. *Dissonant Heritages and Memories in Contemporary Europe*. Cham, Switzerland: Palgrave Macmillan, 2019. (Available on internet)

Kisić, Višnja. *Governing Heritage Dissonance: Promises and Realities of Selected Cultural Policies*. European Cultural Foundation, 2016. (Available on internet)

Smith, Laurajane. *Uses of Heritage*. London: Routledge, Taylor & Francis Group, 2006.

Tunbridge, J.E, and G.J Ashworth. *Dissonant Heritage: The Management of the Past As a Resource in Conflict*. Chichester: Wiley, 1996. (Put at the disposal of participants as a pdf).

The Commonwealth of Nations :

From Empire Management to International and Transnational Cooperation Virginie Roiron, maître de conférences en en civilisation britannique et du Commonwealth

Course type : 18 hours - 3 ECTS

Summary :

This course enquires into the evolution of the Commonwealth of Nations from an association within the British Empire and imperial management tool into an independent international organisation. The Commonwealth of Nations, first called the British Commonwealth, was a key instrument in the British decolonisation process. After the decolonisation of Africa at the beginning of the 1960s, the Commonwealth had to work out objectives for itself and find a new role on the international scene. From 1990 on, in addition to its economic commitments, the Commonwealth has focused on the promotion of common political values (democracy, human rights, good governance).

The Commonwealth of Nations is an international association of 53 states but it would be better defined as a network, as it has always put non-state actors and informal proceedings at the heart of its particular identity. With both an international and a transnational dimension, the Commonwealth offers an opportunity to reflect on the legacy of former imperial links in today's international relations, on multilateralism and the circulation of ideas, values, standards in a globalised world, and on the evolution of international relations in the 21st century, and particularly the intervention of new agencies and different forms of diplomacy.

Bibliography :

Brown J.M., Louis W.R. (ed.), *The Oxford History of the British Empire: vol. 4: the Twentieth Century*, Oxford University Press, 2001 Crowder M. (ed.), *The Cambridge History of Africa*, Vol 8, 1940-1975, Cambridge University Press, 1984

Darwin J., *Britain and Decolonisation: The Retreat from Empire in the Post-War World*, Basingstoke, Macmillan, 1988 Hyam R., *Britain's Declining Empire: The Road to Decolonisation, 1918-1968*, Cambridge University Press, 2006 Jackson A., *The British Empire, A very short introduction*, Oxford University Press, 2013

Judd D., *The British Imperial Experience from 1765 to the Present*, London, Harper Collin, 1996 Mansergh N., *The Commonwealth Experience*, University of Toronto Press, 1982 (2nd edition)

Mayall J. (ed.), *The Contemporary Commonwealth, An Assessment, 1965-2009*, London / New-York, Routledge, 2009 McIntyre D., *The Commonwealth of Nations: Origins and Impact, 1869-1971*, University of Minnesota Press, 1977

Moore R.J., *The Making of the New Commonwealth,* Oxford University Press, 1987

O'Neill R. and Vincent R.J. (eds), *The West and the Third World, Essays in Honour of JDB Miller*, Basingstoke, Macmillan, 1990 Porter A. (ed.), The *Oxford History of the British Empire*, vol. 3 *: The Nineteenth Century*, Oxford University Press, 1999

Redonnet J.-C., *Le Commonwealth, politiques, coopération et développement anglophones*, Paris, Presses Universitaires de France, 1998

Shaw T., *Commonwealth: Inter- and Non-State Contributions to Global Governance*, Oxon, New York: Routledge, 2008 Srinivasan K., *The Rise, Decline and Future of the British Commonwealth*, Basingstoke, Palgrave Macmillan, 2005

Torrent M., Roiron V. (dir.), *Le Commonwealth des Nations en mutation : décolonisations, globalisation et gouvernance*, Cahiers Charles V (2010:49), 2013

Assignment :

- Final test during the last class
- A short factsheet (c. 600-800 words) on a Commonwealth-related subject or on a particular Commonwealth state (assessing the legacy of imperial history and/or its relations with the Commonwealth today)

Optional, on a voluntary basis:

- Oral presentation before the class (solo or groups of 2 to 4 students) Regular participation will also be taken into account in the final grade.