## COURSES TAUGHT IN ENGLISH
### (Fall 2016 - Spring 2017)

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Prof.</th>
<th>N° Hours</th>
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<tbody>
<tr>
<td><strong>1st year</strong></td>
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<tr>
<td>History of Political Ideas</td>
<td>Catherine Marshall &amp; Alan Kahan</td>
<td>22</td>
<td>4</td>
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<tr>
<td><strong>Café philo (1)</strong></td>
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<tr>
<td><em>(in French and/or in English)</em></td>
<td>Michel Delattre</td>
<td>10</td>
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<tr>
<td><strong>2nd year</strong></td>
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<tr>
<td>The Staging of Power in Society <em>(1640-1800)</em></td>
<td>Carlos Miguel Pimentel</td>
<td>15</td>
<td>2</td>
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<tr>
<td>Police, State and Society <em>(in French and in English)</em></td>
<td>Jacques de Maillard &amp; Pierre Piazza</td>
<td>15</td>
<td>3</td>
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<tr>
<td>Inequalities in Contemporary Societies</td>
<td>Arnaud Lefranc</td>
<td>15</td>
<td>3</td>
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<tr>
<td>International Relations</td>
<td>Julien Théron</td>
<td>22</td>
<td>4</td>
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<tr>
<td>Contemporary Economic Issues</td>
<td>Arnaud Lefranc</td>
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<tr>
<td>Democracies and the Democratization Process</td>
<td>Visiting Fellow, Luke O’Sullivan Univ. of Singapore</td>
<td>12</td>
<td>3</td>
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<tr>
<td><strong>3rd year</strong></td>
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<tr>
<td>*French as a Foreign language-French Culture and Society <em>(not in English – for foreign students) (1)</em></td>
<td>French teacher</td>
<td>6h a week/12 weeks</td>
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<tr>
<td>Health Policy in Europe</td>
<td>Patrick Hassenteufel</td>
<td>18</td>
<td>3</td>
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<tr>
<td>Contested Decolonization</td>
<td>Martin Thomas Visiting Fellow Univ. Exeter, UK</td>
<td>12</td>
<td>3</td>
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<tr>
<td>Portraits of France <em>(1)</em></td>
<td>Catherine Marshall (coord.)</td>
<td>18</td>
<td>3</td>
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<td><strong>4th year</strong></td>
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<tr>
<td>Comparative Cultural Policy</td>
<td>Cécile Doustaly</td>
<td>18</td>
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## SPRING SEMESTER

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<td>Course Title</td>
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<tr>
<td>Geopolitics of Energy and Raw Materials</td>
<td>Vincent Geronimi, &amp; Frédéric Leriche</td>
<td>20</td>
<td>3</td>
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<tr>
<td>Café philo (2) <em>(in French or in English)</em></td>
<td>Michel Delattre</td>
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<th>2nd year</th>
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<tbody>
<tr>
<td>The Political Economy of Crime</td>
<td>Jean Cartier Bresson</td>
<td>15</td>
<td>3</td>
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<tr>
<td>Digital Media and Society</td>
<td>Thomas Lindemann</td>
<td>15</td>
<td>3</td>
<td></td>
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<tr>
<td>Theory of International Relations</td>
<td>Joanna Nowicki (Coord.)</td>
<td>24</td>
<td>3</td>
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<tr>
<td>European Issues</td>
<td>Visiting Fellow, International Relations To be selected</td>
<td>12</td>
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<tr>
<td><em>French as a Foreign language-French Culture and Society (not in English – for foreign students) (2)</em></td>
<td>French teacher</td>
<td>6h a week/12 weeks</td>
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<tr>
<td>Financial Crisis</td>
<td>Gabriel Desgranges</td>
<td>15</td>
<td>3</td>
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<tr>
<td>Approches philosophique du policite <em>(taught in French but with readings in English)</em></td>
<td>Michel Delattre &amp; Blaise Bachofen</td>
<td>18</td>
<td>3</td>
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<tr>
<td>Portraits of France (2)</td>
<td>Catherine Marshall (coord.)</td>
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<tr>
<td>The Institution of a Caring Democracy</td>
<td>Fabienne Brugère, University of Paris 8</td>
<td>18</td>
<td>3</td>
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<tr>
<td>Criminal Policies in France and in the UK since the 80s</td>
<td>Olivier Cahn</td>
<td>18</td>
<td>3</td>
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* FLE (1) & (2): A student who follows 3 courses of 2h over a period of 12 weeks will get 6 credits at the end of the semester

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SYLLABI COURSES TAUGHT IN ENGLISH

(Fall 2016 and Spring 2017 semesters)

1st year


This course is an introduction to the history of political ideas as they have emerged in the western intellectual tradition. The course will focus on “Liberalism and its Critics”. We will read the work of a number of political theorists from the seventeenth century through the present, including thinkers such as Hobbes, Locke, Constant, Tocqueville, John Stuart Mill, Marx, Hegel, Nietzsche, Hayek, Rawls, and Nozick. The course is structured chronologically around main figures, but will also centre on key political problems such as “Constitutions and Declarations of Rights”, “the Limits of State Intervention” and “Liberalism and Character”. Excerpts from these and other political theorists will be read each week as we trace the evolution of “Liberalism” and the evolving responses of its critics. The lectures will provide an introduction to the ideas and contexts that helped to shape liberalism, while the classes (2 in English, 2 in French) will enable students to specialise in specific areas and discuss the major problems that arise relating to Liberalism, presenting papers on topics related to their readings. Students will be expected to acquire both a theoretical and practical understanding of the methodology of the History of Political Thought through the reading and use of primary sources.

Bibliography:
David Boucher and Paul Kelly, Political Thinkers From Socrates to the Present (OUP, 2003)
Iain Hampsher-Monk, A History of Modern Political Thought, (Basil Blackwell, 1992.)
John Rawls, Lectures on the History of Political Philosophy (Harvard, 2007)


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

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main results of economic analysis of raw materials international markets and stakeholders. Several applications are then proposed, concerning African conflicts, the role of China in land-grabbing in Africa, the resurgence of deep-sea mining projects in international and national sea areas, and the role of oil in the US leadership. The course concludes on the prominent role of representations and beliefs in the geopolitics of energy and raw materials.

Bibliography:
Chalmin Ph., 2015, *Pour qui sonne le glas?*, Rapport CycIope.

«Café philo » (1) & (2), *Michel Delattre*.

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

2nd year


The first question addressed will be to understand why, especially during the XVIIIth century, interior architecture (the so called « distribution »), was considered as an « art » in itself, in which the French architects were particularly prominent. Such an art was soon to be completely forgotten in the standardized bourgeois apartment: today, there is nothing « artistic » in the way we combine the diverse rooms of a home, albeit a few exceptions. But in the French Ancien Régime, the interior organization of a house was considered as an art in itself, for instance, in the way of concealing from all eyes a secret garden and a complete apartment for Mme de Maintenon, the king’s mistress, at the « Trianon de marbre », an example to be followed, more than a century later and quite ironically, for a famous courtesan, dancer at the opera, to receive her lovers with greater discretion.
The origins of the answer lies in a strong constraint about the king’s apartments, which appeared during the reign of Louis XII, on the eve of the Renaissance: proclaimed as « père du peuple » (father of his people), the king was supposed to be easily accessible for all the gentry of his realm, « love » being the most important link with his subjects. Hence a very strong tradition of simplicity in the apartments of the king, which endured until the 1640’s: the king’s lodgings, albeit bigger and more magnificent, should not be structurally different from those of a simple esquire, a gentilhomme campagnard: a simple hall (salle), the king’s room, a king’s cabinet or wardrobe, and that was all. But during the Renaissance, the enormous expansion of the court made that model entirely unmanageable: there were simply too many people in a small space to keep a minimum of order and hierarchy in the royal apartments, so that, around 1600, the french court was considered as the most disordered in all Europe, with no protocol or decency at all. As the Spanish, English or Italian princes had developed impressive suites of antechambers to filter the visitors before giving them, very scarcely, an access to their royal person, the French had developed nothing of that kind, and anarchy continued to rule at the french court.

The french architects, therefore, had no other resources than using tricks, in a clever and cunning manner, to expand the king’s apartments without it being clearly noticeable. The final solution came around 1640-1645, with the invention of the « chambre de parade » (State chamber), which functioned as a kind of theater. In the alcôve, which was the equivalent of a stage, the king made himself visible to his subjects, around the sacrosanct royal bed. Actually, he could appear there, with a few high ranking courtiers of his entourage, through backdoors leading to other splendid rooms, although concealed from the publick eye. The king and the happy few paraded in the alcôve, while the crowd of ordinary courtiers were reduced to the status of mere spectators in the main space of the room. But the sacred principle still applied: the king was easily visible from his subjects. Thus, the french court did achieve, in architectural terms, a political ideal never realized in the institutional sphere: a régimen mixtum (mixed government) between the one, the few and the many.

Once they had found a solution to the royal problem, the french architects developed all kinds of inventions to make the apartments of the elite cleverly conceived. They, in particular, developed during the XVIIIth century a new distinction, between « appartements de parade » (state apartments) and « appartements de société », both different from the « petits appartements » (an equivalent of our modern private apartments). The « appartement de parade », used during the morning for official transactions, mimicked the royal court on a smaller scale: everybody could come there, and wait in one of the antechambers, hoping to meet the master in his « chambre de parade » or his « grand cabinet ». The « appartement de société » was used for leisure, during the afternoon and evening, by a mixed, though highly selected society of high ranking nobles, bourgeois financiers, writers (« hommes de lettres ») and leading courtesans, commoners and nobility alike, in an amazing diversity of rooms (« salons de musique », « boudoirs », « salons d’automne » and so on), in which the inventions of the architects became almost infinite. This dual conception of social relations, completely destroyed by the accession of a bourgeois society, is probably the most interesting feature of the pre-revolutionary interior architecture. In particular, the « appartements de société » helped to create an elite crossing the borders between nobility and high commoners. It helps to explain how, in 1788, the Tiers Etat perceived the separation of the orders, for the Estates General to come, as a betrayal from a nobility it had been accustomed to live with for decades. It thus strongly contributed to the hatred against nobility which developed on the eve of the Estates General.
Police of Western countries have experienced these past thirty years considerable transformations. Faced with new challenges (rise of mass delinquency, relative decline of trust from the population, tensions between police and minorities, decreased clearance rate, accentuated budget constraints, competition from private security forces, etc.), they have seen their legitimacy and effectiveness questioned. In this context that policy makers but also police and experts have promoted new policing doctrines redefining the means, modes of action and sometimes the objectives of police. A set of polymorphic transformations has been promoted: search for new relations with the public, introduction of managerial techniques, increased sanctions vis-à-vis petty crime, territorial reorganization of police forces, new relations with private actors. Analysing all these developments, the seminar seeks to introduction to the relationship between police, states and societies.

Bibliography:

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

The acceleration of the globalization process induced the intensification of international relations, which got more complex in the same time. Their very nature changed, as the concept of “nation” itself is not anymore at the centre of the global game. New major actors modified it and its rules: international and regional organizations, State-led or private groups of interests, too-big-to-fail multinationals, institutionalized NGOs, more or less legitimate civil movements, paramilitary militias or intelligence services. Geopolitics and geostategy appeared to be more and more important in theory and practice. This conference of method aims to present, explain and exemplify those changes, using a lot of practical situations following news.
The conference’s approach is enriched by several theoretical fields, as various as sociology of international relations, global economy, military affairs or the evolution of religions. Its aim is to give the students the finest asset in understanding how the world’s complexity functions and what its inward contemporary trends are. Its pretention is to give a sound knowledge of contemporary international relations and global affairs as well as to offer acute assets to design a pro-active prospective scope.

**Bibliography:**
Alain Dieckhoff, *La nation dans tous ses états*.
Amin Maalouf, *Les identités meurtrières*.
Ghassan Salamé, *Appels d’empire. Ingérences et résistances à l’âge de la mondialisation*.
Sara Daniel (dir., ouvrage collectif)*Guerres d’Aujourd’hui - Pourquoi ces conflits ? Peut on les résoudre ?*
Robert Jervis, *Perception and Misperception in International Politics*.
Amartya Sen, *Development as Freedom*.
Gyula Csurgai, *Geopolitics: Schools of Thought, Method of Analysis, Case Studies*.
Raymond Duncan, Barbara Jancar-Webster & Bob Switky *World Politics in the 21st Century*.

« *Contemporary Economic Issues*, Arnaud Lefranc.«

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

Prerequisite: an introductory course in microeconomics is strongly recommended.

« *The Political Economy of Crime*, Jean Cartier Bresson.«

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

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

References:

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

« International Relations », Julien Théron
The current phase of globalization brought an enhanced weight of international relations (IR). The interconnection of world classical political entities themselves – i.e. states – as well as with other entities like NGOs, companies, non-state political entities, social movements or militias drew a new, intertwined landscape. Such IR prevalence has to be understood within the framework of regular international relations theories. The emergence of new theoretical ideas is also drastic in order to apprehend how the world is currently shaped and how it might evolve.

The course’s approach will therefore be based as a main objective on an accurate, regular study of IR theories. It will also develop other influential fields to understand contemporary IR, e.g. geopolitics, strategy, sociology of international relations, international law or political philosophy. Finally, it will also touch, case by case, to some related topics such as political theory, military matters or religious studies. This global approach aims to provide the best tools to develop their knowledge and analytical skills of contemporary international relations.

« European Issues », Joanna Nowicki (coord.).
Course in English for International students enrolled in the IEP program and for French students open to international studies.

This course aims to give 2nd and 3rd year students from various backgrounds a global overview of the European space as a cultural, political, economic and social entity. Focusing on contemporary topics, a historical perspective will also be included in order to better comprehend current issues.

The course will extend beyond a simple study of Europe as the European Union and its organizations. An analytical view of what a shared European culture represents will be addressed through comprehensive viewpoints and rhetoric.

8 séances. Introductory séance 1hour, 7x 2 hour séances

1. Discourses On Europe- Joanna Nowicki (Pr in SIC, UCP-IEP)
2. The Difficulties On Thinking Europe— Georges Lomné (MCF en histoire, Paris Est)
3. European International Relations– Thomas Gomard (IFRI)
4. Economic issues in the construction of Europe— Françoise Nicolas (IFRI)
5. The Meaning of European Patrimony- Krzysztof Kowalski (UJ-Cracovie Erasmus invitation)
6. Ecological Europe - Bertrand Alliot (Paris Est)
7. Migration and The Refugee Problem in Europe Today – Joseph Krulic
8. Wider Europe or Reunified Europe- Joanna Nowicki

An oral knowledge test will be conducted in front of a panel composed of teachers from this program.


Democratic government is currently under strain throughout the Western world as a result of a variety of powerful movements. Some of these challenges are internal, the expression of a populist nationalism. Others are both internal and external, notably Islamism. But in assessing the it is important to remember that democracy has never been universally welcomed as a form of government. This series of six seminars re-examines some of the key arguments that have been made for and against democracy across a variety of historical epochs, beginning with the ancient world. Students will be expected to engage directly with the primary texts and arrive at their own judgments regarding the strengths and weaknesses of the arguments put forward by both sides.

3rd year

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

Students’ language skills are tested at the beginning of each semester - September and February - to be then appointed in appropriate groups according to their language fluency. Throughout the year, students can follow the six-hour-per-week course in French on top of their main studies. Full details of the programme are given to students at the beginning of each semester. The FLE courses aim at providing non-French speaking students with facilities for integration into the French students’ life. A broad range of learning materials are available including iconographic, audio, video and hardcopy media, and the key aspects of French language and culture are offered to each student.

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

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

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

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

« Contested Decolonisation », Martin Thomas (Visiting Fellow, University of Exeter).

This course adopts a comparative approach to study the collapse of French, British, Portuguese and Belgian colonial control in the late twentieth century. It investigates the political, social and economic origins of decolonisation, the impact of World War on the European colonial systems, emerging international rights discourses, and the rise of indigenous nationalist movements in the colonial societies studied. Issues of causation and agency in decolonisation are investigated through a number of colonial case studies. By comparing individual colonial states and conflicts, the four course classes will explore the meanings attached to managed decolonisation, constructive nationalism, liberation struggles, transfers of power, human rights and neo-colonialism. To this end the module assesses the relative importance of external pressures such as the development of the Cold War, the power of the United Nations as an interventionist agency, and the emergence of the non-aligned movement of former colonial states. It further considers the significance of internal dynamics in late colonial societies such as racial exclusion, urbanisation, and the emergence of organised labour movements.

Four classes, each of three hours, will consider the following issues:
Seminar 1: Introduction: What is Decolonisation?
Seminar 2: Decolonisation and World War
Seminar 3: Contesting Empire: Forms of opposition
Seminar 4: Contesting Decolonisation: An unfinished process?

« Portraits of France » (1) & (2), Catherine Marshall (coord.).

Portraits of France is a program that focuses on historical, economic, sociological and political French issues. It is multidisciplinary and hopes to help students enhance what they can learn about France in their everyday life by familiarizing them with the political, historical and economic aspects of France. The point will also be the help foreign students understand the country’s role in the contemporary world.

« Health Policy in Europe », Patrick Hassenteufel

This course is focused on four main topics:

1. The comparative analysis of European healthcare systems based on the differences between health insurance systems and national health services so as between centralized and decentralized systems. The historical perspective adopted tries to give clues to explain the diversity of European health systems.
2. The actors of health policy (power resources, collective organisation, position in the health system ...): public actors, professional actors, private actors, health providers, patients... An actor-centred policy analysis framework is proposed in order to understand health policies in Europe.
3. The main issues of recent healthcare reforms and how they are tackled in different European countries: cost containment, privatisation, managerialisation, health quality assessment, public health, new modes of governance...
4. The Europeanization of health policies and the question of progressive convergence between European healthcare systems.

« Approches philosophique du politique », Michel Delattre & Blaise Bachofen.

“This course will cover some major topics of political philosophy. References to authors will therefore not intend to know them for themselves, even if their works must be studied as part of their doctrine, but to show how they help to understand a particular political issue. The lectures should allow students to use the work done in other courses within the same fields (history, law, sociology especially).

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Assessment: a written work (as a final examination).
The course will be given in French but students may use English to express and develop their ideas. Whenever possible, in the case of English primary sources, English versions of the texts studied will be given."

« Financial Crisis », Gabriel Desgranges

« Comparative Cultural Policy », Cécile Doustaly.

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

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

« The Institution of a Caring Democracy », Fabienne Brugère (University of Paris 8 Vincennes-Saint Denis).

The ethics of care is a new intellectual movement, which is born in the United States of America during the eighties. It can be understood as a reaction against the presidential mandate of Ronald
Reagan in so far as it has developed a conception of justice opposite to the liberal one, taking for granted that there is a special moral voice embodied by women.

Care has many meanings. It denotes a burden when it means repetitive care activity or work. But, when we say “I care for you”, we also express love. Care always expresses an action, a disposition or relationships. Generally, it is understood as a project for an ethics – a good care-. What happens when care is a matter for a political theory in a democratic way? Such an investigation involves four steps. 1/ Political life is ultimately about the allocation of caring responsibilities. It changes the subject of political life from an abstract set of concerns (in terms of rights, about the “economy”) to a way of coping with real people’s lives. 2/”Public” and “private” become reconfigured. 3/ To care about and for democracy is a task for all citizens. 4/ Democracy means equality of voices for men and women.

Democracy itself, as a form of governing in which citizens participate, requires care. In this context, we will analyse how institutions for care emerge in a pluralistic democracy.

« Criminal policies in France and in the UK since the 80s », Olivier Cahn.

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

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

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

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

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

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