2025-2026

Diploma of Political Studies in English (DPSE- 2 semesters)

Certificate of Political Studies in English (CPSE - 1 semester)

Program Syllabi

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CLASS DENOMINATION	SEM.	TOTAL ECTS
French Language 1	S1	6
French history and civilisation	S1	6
Environmental Politics	S1	6
External actions of the EU	S1	6
Migration	S1	6
French Language 2	S2	6
Comparative politics	S2	6
Democracies & Parliamentarisms in the EU	S2	6
Contemporary Politics and Elections in Central Eastern Europe	S2	6
Cities & Regions in Europe	S2	6

In addition to the courses required by the program, students who wish to do so may choose to take one or more lectures in French. These courses will be credited with 3 ECTS

French as a Foreign Language (FLE) 1 & 2

Instructor : Sébastien GREGOV
No. of hours : 44h – each semester
ECTS credits: 6 ECTS – each semester
Erasmus code: SPR-EI-FRA-S1 / SPR-EI-FRA-S2

DESCRIPTION

Courses are specific to each semester in each level, so a student staying for one year, even if in the same level, will not take the same course in two consecutive semesters (whether arriving in September or January).
VOLUME OF TEACHING :
- Two 2-hour classes a week, i.e. 4 hours a week, for 11 weeks or 44 semesters for the 2 beginner levels;
- One 2-hour weekly class for 11 weeks or 22h semester for the 2 to 3 advanced levels.
NUMBER OF STUDENTS PER CLASS: 6-24 (average 17) (depending on language levels).
GROUPS: 4 to 5 level groups depending on total number of students; distribution by level group after an initial test (face-to-face or distance learning) and final assignment after 2 to 3 weeks of observation - experimentation.
MANUAL: Depending on the level of the group assigned: Tendances A1, A2, B1, B2, C1-C2, CLE International, book (and activity book for beginners).

FOLLOW-UP: Description of each lesson, with homework, recorded in an online textbook with free access at the end of each session, updated from one session to the next. Note: at the start of the 2022-2023 academic year, Sciences Po will introduce courses on the Moodle platform. Each course is accompanied by a homework assignment for the following class, which may be graded. Exercises can be written (grammar exercises, listening comprehension based on audio or video documents, free or semi-guided essays on the theme seen in class) or oral (press review, class presentation in binational pairs, sketch, diary of outings, TEDx-type solo performance, etc.).
EVALUATION: Continuous (50% of final grade) and final (2-hour written test on knowledge acquired during the semester, including CE (reading comprehension), CO (oral comprehension), EE (written expression). (50% of the final grade out of 20).
The course is validated if the average of the two marks is ≥ or =10/20.

French history and civilisation: a global history of France

Instructor: Pierre REMOND
NO. of hours: 20H – Semester 1
ECTS credits : 6 ECTS
Erasmus code : SPR-EI-ANG-S1-HIST

DESCRIPTION

The course aims to introduce students of foreign programmes to the major issues of contemporary French history and culture. It will stress the link between the national history and the major developments in Europe and in the world from the French Revolution to present day. Different issues will be addressed from a global history perspective to shed light on today's problems. The methodological focus will be an international comparison to understand the specificities of the French society. Understanding the French case will serve as an analytical tool to enable international students to compare with their own national context.

Course outline
1) Introduction
2) France out of France: The birth of the "Great Nation"
3) Revolutionary France: The origins of a modern political myth
4) The republican culture in France: The promise of equality
5) The French "laicity": A specific relationship with religions
6) The French social system: A European genesis
7) The French language: Influences and evolutions of a multinational language
8) The Fifth Republic: The republican stabilisation
9) The Choice of Europe: A national strategy in the globalisation
10) Facing "the shock of the global": Mutations of the national identity

BIBLIOGRAPHY

- Patrick Boucheron (ed.), France in the World: A New Global History, New York, Other Press, 2019.
- Jonathan Fenby, France: A Modern History from the Revolution to the War with Terror, New York, St. Martin's Press, 2016.
- Jeremy Popkin, A History of Modern France, New York, Routledge, 2013.
- Tyler Stovall, Transnational France. The Modern History of a Universal Nation, Boulder, Westview Press, 2015.

ASSESSMENT

Written exam on course questions (2 hours)

Migration

Instructor: Lucille HAGEGE
NO. of hours: 20H – Semester 1
ECTS credits : 6 ECTS
Erasmus code : SPR-EI-ANG-MIGR

SYLLABUS TO BE UPDATED IN SEPTEMBER 2025

Synopsis: Despite being linked to positive economic growth, (im)migration still plays a divisive role in national politics around the globe and is often perceived as threatening to national cultures. In this student-led seminar, you will interrogate this complex issue via a variety of case studies from around the world with a special focus on the rise of far-right populism and the political, social and cultural drivers of anti-immigration attitudes.

Class format: The "migrations" course is traditionally **an interactive, student-led seminar**. Each year, we choose a common topic and let the students investigate the geographical/political areas that most interest them. The Professor will give introductory lectures the first two weeks, but the following weeks, the students take the lead with oral presentation and class discussions. The goal is to harness the group's collective, international knowledge to expand our understanding of human migration and explore different case studies from around the world.

Evaluation

- Group presentation (in pairs) : 50%
- Final exam (oral): 50%

o Group presentations:

In groups of two (or more depending on class size), you will choose **a case study** (from anywhere around the world) that provides insight into what drives anti-immigration attitudes and present it to your classmates in **a 30mn presentation**.

You will also select **one academic article (or book chapter)** from your research to share with the class. The goal is for all of you to finish the semester with a collective bibliography on the topic of human migration.

You will then lead **a class discussion** around your topic. Your group is responsible for the quality of the class interaction, so make sure to **prepare discussion questions** in advance and to think ahead of how you want to orchestrate it (for example: separate the class into 4 small groups, with a discussion question each. Then regroup to share the results of the small group discussions).

The **slideshow** for you presentation must include:

- *Brief historical contextualization of the migration*
- *Overview of current situation*
- *Analysis of anti-immigration attitude (media, politics, culture)*
- *Political/ social consequences if any*
- *A brief summary of the academic article you selected for the class (main idea, reason why you chose it)*
- Your sources

Evaluation criteria for the oral presentation: pertinence of the choice of case study/article, quality of the outline/argumentation, quality of the oral performance, dynamism of the class discussion. *Make sure to spread the speaking time equally between all participants.*

o Final exam:

Format: 10mn **oral interview based on class material (content of oral presentations + reading**

materials)

Evaluation criteria for the oral exam: ability to define key concepts, good understanding of the reading material, ability to offer a personal reflexion and analysis on the topics discussed

Instructor: Benoît JOSSET
NO. of hours: 20H – Semester 1
ECTS credits : 6 ECTS
Erasmus code : SPR-EI-ANG-EXTACT

DESCRIPTION

Presentation and teaching objectives

The course provides a comprehensive examination of the formation, shape, and conduct of the external action of the European Union (EU). This includes a detailed look at its institutional design and how these elements unfold in practice.

The term 'external action' is a relatively recent designation that emerged alongside the establishment of the European External Action Service (EEAS). This concept refers to the result of combining various EU policy fields that were previously distinct from one another. Before the Lisbon Treaty came into effect, these fields included community external relations on one side and the common foreign and security policy on the other, along with aspects related to defense. Since then, these different domains have significantly expanded, especially throughout the 1990s. Initially, the focus was primarily on development, economic cooperation, and trade, as well as the coordination of the foreign and defense policies of Member States. However, the scope of the EU's external action today encompasses a much wider range of subject matters. This includes establishing issues such as development, trade, and technical and financial assistance to candidate or neighboring countries. Additionally, it addresses pressing concerns like counter-terrorism, border security, and migration control. Importantly, EU external action now comprises both explicitly external measures and policies, as well as the 'external dimension' of internal EU policies. This means that actions taken within the EU can have significant implications for its relationships with other countries and regions.

Program

1 Introduction
2 The EU organization
3 The European external action service and national foreign ministries
4 The EU in the Eastern Mediterranean
5 Externationalization of Research and higher education
6 Religion social rights and the European External Action Service
7 Borders and the EU
8 Enlargement of the EU
9 European Foreign Policy on the Environment
10 Diplomacy with conflict zones

Assessment methods

The course is assessed in three complementary ways:

1.   Class   attendance   and   participation   (~10%):
An active attitude on the part of students is in class. At each session, the text on the reading sheet is discussed collectively. Everyone is expected to have read the text beforehand and to have thought about its presentation in class. In addition, the extracts from scientific texts in the booklet will be systematically worked on in class and presented in small groups seriously.

2.   presentation   by   students   (~40%)   :
following the methodology detailed in moodle, each group of two students, will make a presentation of 20 minutes on a subject dealing with the European Union's external action.

3.   The   research   report(~50%):
this collective work, in small groups, must describe the conditions under which the aspect of the external relations take place and its main results. It consists to research and write a 3,500 words (pure text) policy paper on a relevant EU external action topic. Policy briefs will be modeled upon those prepared by the European Parliament Research Service (DG EPRS, see: https://europarl.europa.eu/thinktank/en/home.html

Environmental Politics

Instructor: Pierre WOKURI
NO. of hours: 20H – Semester 1
ECTS credits : 6 ECTS
Erasmus code : SPR-M1-S5-CM-ENVP

DESCRIPTION

In the introduction to his book "The Environment. From Surplus to Scarcity", sociologist Allan Schnaiberg, after briefly listing "the environmental problems of the 1970s", raises three key questions"How has "society " generated these environmental problems? How has "society" responded to such problems in the recent and distant past? What are the long-term social options for responding to future resource problems?" This threefold question structures the course Environmental Politics, organized in four sections:

Part 1: Defining, explaining andunderstanding environmental politics
Part 2: Actors and Interests
Part 3: Institutions and Policies
Part 4: Bargaining over the Environment

Across these four sections, this course aims to introduce you to environmental politics and policies through a variety of social sciences approaches and case studies from a diversity of contexts.The teaching is conducted in the form of lectures, seminars and group work.

Course description	
Learning Objectives What will you learn? (subject specific and transferable skills)	The aim of the course is for you to understand the political challenges that environmental issues pose to societies and political systems across the world, as well as to systems of governance at different levels. We will discuss what makes environmental issues so contentious and so difficult to address, as well as who are the 'winners' and 'losers' (most affected countries, communities, and social classes). To do so, this course deals with the relationship between states, international organizations, the scientific community, and non-governmental actors (e.g. the environmental movement and companies) as well as the role of these different actors in intergovernmental climate change negotiations, international regimes, transnational environmental regulations and the political economy.
Learning Outcomes	By the end of the course, students will be expected to have:

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Gradings and Assessments	**1.** You must choose between the two following assessments (60%) .1 **2-3 pages Research proposal:** This proposal should 1) identify a clear empirical puzzle and 2) propose a research strategy for solving this puzzle. A puzzle is an empirical fact or observation that cannot be easily explained by existing theories. Why did carbon taxes pass in Denmark but not Germany in the mid-1990s? Why have India and China's international environmental commitments diverged over the past half decade? Why is agriculture included in New Zealand's emissions trading scheme, but not in Australia's? To identify a puzzle, you should read broadly about a topic that interests you, both in the academic literature and in the popular press. You will quickly run into patterns that you cannot easily explain. Not all research questions are puzzles. A research question of the form, "What is the role of international NGOs in shaping domestic climate policies", is not a puzzle. It is simply a theoretical question. Your term paper must be animated by a compelling puzzle. Once you

have identified your puzzle, you should articulate a research strategy to solve the puzzle. This strategy will include a review of relevant theory and literatures that speak to your puzzle, a research design to causally identify a puzzle answer, a data collection strategy that makes your research design tractable, and a preliminary plan for how you will analyze this data. You are welcome to come speak with me about choosing a topic and puzzle (The design of this assessment is inspired by the one done for a Comparative and International Environmental Politics course at the University of California Santa Barbara Political Science, United States of America, taught by Professor Matto Mildenberger)

1.2 Policy or Advocacy brief: Two steps

A) **A draft plan,** no longer than 1000-1500 words, presenting the main argument(s), key sources, structure and (provisional) conclusions, as well as a list of tentative recommendations. The draft can be presented in the form of bullet points or notes.

B) **A policy or advocacy brief** summarizing in no more than two-three A4 pages (usual margins and font) the main findings and recommendations of your report. The draft brief should be written and directed at policy makers working in the chosen policy or industry sector and present succinctly, clearly and authoritatively your key arguments, data/findings and policy recommendations (The design of this assessment is inspired by the one done for the following course taught by Dr Pierre Bocquillon at the University of East Anglia, United Kingdom: Greening the World: The Politics of Energy & Climate Change)

	3. Class participation (30%)
	1 Thread around one reading: It has to be done between session 3 and session 10. An instance of such way to summarize/contextualize an article is shown later on below
	2 A comparative group presentation (10-15 minutes. Groups are made of two students. The comparative presentations consist of a comparison of two conflicts, climate litigations, institutions, organizations, international environmental agreements, state policies or profiles, political parties' manifestos, documents related to environmental issues (e.g: social movements flyers, policy memos, newspaper pictures…), divestment pledges or between a newspaper, an advocacy report and an academic article. It has to be done between session 3 and session 10
	3 Participations to activities and contributions to discussions in class
	4 Green Climate Fund Simulation Participation

Democracies and Parliamentarisms in the EU

Instructor: Philippe POIRIER
NO. of hours: 20H – Semester 2
ECTS credits : 6 ECTS
Erasmus code : SPR-EI-ANG-DEMOC

DESCRIPTION

These course objectives are, on one hand studying parliamentarianism and on the other hand, assessing its efficiency in the decision-making process in Europe. Therefore, in this course, we will analyse the status of the political regimes, where law expresses the general will, it shapes public policies, and where Parliamentary Assembly monitors the Executive, and ensures a limited judicialization of Politics. In addition, we will also address the three contemporary types of European parliamentarianism, which are both competing and complementary regarding the way they define and enunciate laws, and to the way they standardise and practice representative democracy:

The European parliament as a legislative body with power of co-decision in the European Union and as an institution in permanent quest of legitimacy.

European assemblies which cooperate in the field of democratisation, security and/or regional cooperation and the implementation of the latter in the process of governance, (the Parliamentary Assembly of the Council of Europe, the Interparliamentary European Security and Defence Assembly, the NATO Parliamentary Assembly, the Organization for Security and Co-operation in Europe Parliamentary Assembly (OSCE PA), European Senates, the Nordic Council of Ministers, the Benelux Parliament, the Parliamentary Assembly of the Black Sea Economic Cooperation (PABSEC), the Euro-Mediterranean Parliamentary Assembly, etc

National parliaments which monitor the activity of member States of the Council of Europe and of the European Union, and which have helped strengthening the democratic legitimacy of the EU and have contributed to the creation of its regulatory framework ever since the entry into force of the Lisbon Treaty in 2010. Moreover, we will be looking at regional parliaments with constitutional powers, whose number and extent of power have increased steeply (at least apparently) since the mid-nineties, especially in Germany, Austria, Belgium, Spain, Finland, Italy and United Kingdom.

As part of the Chair of Legislative Studies, this course will also address the transformation of the actual work of parliaments (relationship between the Parliaments and the Governments, cooperation between the European Parliament and the National Parliaments, convergence between Parliaments and Ombudsmen, links between Parliaments and Constitutional Courts, Committees and interest groups work, changes in the regulatory and constitutional framework in view of creating norms and laws in a comparative manner, etc.). Finally, this course will be

looking at different election procedures, the nature of Parliamentary groups, public funding of political life, and its consequences on the representative democracy in Europe.

European Parliament, National and/ or Regional Parliaments practitioners (members of Parliaments, high officials, lobbyist, etc.) will also be invited to our course.

ACQUIRED SKILLS

At the end of this course, the students shall be able to:

- To analyse the logic and the functioning of contemporary political regimes in Europe.
- To understand the main challenges and the role of different actors in the development, the statement and the legitimation of the legislative framework in Europe.
- To know the different types of representative democracy in Europe.
- To be introduced to scientific literature on legislative studies in English, French and in other European languages.

COURSE OUTLINE

1. 2. History (es) and institutionalisation(s) of Parliamentarism (2h00)

2. Theories, types and contemporary debates about Parliamentarism and about representative democracy in Europe (2h00)

3. European legislative process (2h00)

4. The nature and the functions of the European Parliament (2h00)

5. The role of the national and regional parliaments having constitutional power in the decision-making process in Europe (2h00)

6. European Parliaments in international and intra-parliamentary relations: Bundestag, Assemblée Nationale, and the European Parliament (2h00)

7. Actors of law-making I: Executive bodies of Parliaments (2h00)

8. Actors of law-making II: Parliamentary Committees (2h00)

9. Actors of law-making III: Parliamentary groups (2h00)

10. Actors of law-making IV: Parliaments incompatibilities, discipline, deontology and funding (2h00)

11. Actors of law-making V: Parliaments relations with Councils of State and Courts of Auditors (2h00).

COURSE ASSESSMENT

The examination consists of three sections:

Section 1: Students are required to prepare and present orally a PowerPoint about a topic proposed by the Professor, which will be sent 24 hours prior to the exam (80% of the student's final course mark). The students can present either in French or in English.

Section 2: The readings are mandatory, and they will be randomly verified at each course (10% of the student's final course mark)

Section 3: Effective course participation will be weighted at 10% of the student's final course mark.

Comparative politics

Nom de l'enseignant : Sarah TANKE
Nombre d'heures : 22H – Semestre 2
Crédits ECTS : 6 ECTS
Code Erasmus : to be defined

DESCRIPTION

This class is taught in English. It aims at explaining the main concepts and questions of comparative politics, spark your interest in this subject and inspire your critical thinking. Several central aspects have been chosen in order to provide an overview and make you familiar with this field of study. These are in particular: political regimes, political structures and institutions, political actors and processes, and public policies.

EVALUATION

There will be a final written exam in order to pass the class (can be different for international/exchange students)

PROGRAMME

1. Introduction
2. The nation state
3. Democracies
4. Authoritarian regimes
5. Legislatures
6. Governments & bureaucracies
7. Political parties
8. Political culture
9. political participation
10. Policymaking
11. Beyond the nation state

BIBLIOGRAPHIE SELECTIVE

Caramani, Daniele (ed.). Comparative Politics. 6th edition. New York: Oxford University Press, 2023.

Déloye, Yves & Jean-Michel De Waele (ed.). Politique comparée. Bruxelles: Bruylant, 2018.

Dickovick, J. Tyler & Jonathan Eastwood (ed.). Comparative Politics: Classic and Contemporary Readings.
New York: Oxford University Press, 2017.

———. Comparative Politics: Integrating Theories, Methods, and Cases. 3rd edition.
New York: Oxford University Press, 2018.

Gazibo, Mamoudou & Jane Jenson. La politique comparée : Fondements, enjeux et approches théoriques.
2e édition. Montréal: Les Presses de l'Université de Montréal, 2015.

Morlino, Leonardo. Introduction à la politique comparée. Paris: A. Colin, 2013.

Newton, Kenneth & Jan W. van Deth. Foundations of Comparative Politics. 3rd edition. Cambridge:

Cambridge University Press, 2016.

O'Neil, Patrick H. Essentials of Comparative Politics. 7th Edition. New York: W.W. Norton & Company,

2021.

Contemporary Politics and Elections in Central Eastern Europe

Instructor : Michal PINK
No. Of hours : 20H – Semester 2
ECTS credits : 6 ECTS
Code Erasmus : SPR-EI-ANG-CONT

DESCRIPTION

COURSE OBJECTIVES:
The main goal of the course is to present the basic social and political characteristics of Central European countries with an emphasis on the 20th century. At the end of the course, students will be able to perceive the internal diversity of society and its form through different political preferences. In the lectures, students will get acquainted with the basics of political systems and societal traditions, attitudes and value priorities.

COURSE MATERIALS: All assigned readings will be provided from the lecturer by email.

EVALUATIONS: A written exam at the end of the course based on the literature and lectures.

Czech politics and modern time – Politics of Václav Havel and Václav Klaus two most important persons in national and international politics.
Reading:
Mansfeldová, Zdenka. 2006 The Czech Republic: critical democrats and the persistence of democratic values. In Klingemann, Hans-Dieter and Fuchs, Dieter and Zielonka, Jan. Democracy and Political Culture in Eastern Europe. Routledge, London and New York 2006. PP. 101 – 118.
Auer, Stefan. 2004. Liberal nationalism in Central Europe. Routledge, London and New York 2006, pp. 95 – 130
Maškarinec, Pavel. (2019) The rise of new populist political parties in Czech parliamentary elections between 2010 and 2017: the geography of party replacement, Eurasian Geography and Economics, 60:5, 511-547, DOI: 10.1080/15387216.2019.1691928.

Slovakia – Young national state, development of the relationship between Czechs and Slovaks during the democratization, including the legacy of history, the hyphen war, the dispute over competences and economic aspects.
Reading:
Hilde, Paal Sigurd (1999): Slovak Nationalism and the Break-Up of Czechoslovakia. Europe-Asia Studies, Vol. 51, No. 4, pp. 647-665
Lipták, Ľubomír (2000): Slovakia in the 20th Century. In Mannová, E. (ed.): A Concise

History of Slovakia. Bratislava: Historický ústav SAV, pp. 244 – 272.

Mesežnikov, G. - Gyárfašová, O.: Slovakia's Conflicting Camps, Journal of Democracy 29, 2018, pp. 78-90

Voda, Petr and Pink, Michal. Explanation of spatial differentiation of electoral results in the Czech Republic and Slovak Republic. Communist and Post-Communist Studies, Los Angeles: University of California. Elsevier Ltd., 2015, n. 4, pp. 301-316. ISSN 0967-067X. doi:10.1016/j.postcomstud.2015.09.002.

Poland – How state formation process influence modern politics
Reading:
Lukowski, Jerzy – Zawadski, Hubert: A concise history of Poland. Cambridge: Cambridge University Press, 2019. pp. 279-449

Zarycki, Tomasz. The Electoral Geography of Poland: Between stable spatial strucutures and their changing interpretations. Erdkunde, 2015. Vol. 69 · No. 2 · 107 - 124.

Hungary – Modernisation of agrarian society
Reading:
Toomey, Michael. 2018. History, Nationalism, and democracy: Myth and Narrative in Viktor Orbán´s illiberal Hungary. Interdisciplinary Journal of Central & East European Politics and International Relations, Vol. 26, No. 1/2018 pp. 87 – 108.

Haerpfer, W., Christian. 2006. Hungary: structure and dynamics of democratic consolidation. In: Klingemann, Hans-Dieter and Fuchs, Dieter and Zielonka, Jan. Democracy and Political Culture in Eastern Europe. Routledge, London and New York 2006. Pp. 148 – 171. Pp. 172 – 202

Austria – Central Europe and modern trends in "pillarization" and "proporz"
Reading:
Bischof, Gunter and Plasser, Fritz. 2008. The changing Austrian Voter. Transaction Publishers, New Brunswick.

Romania and shadows of the past
Reading:
Henry Rammenlt. Shadows of the past: common effects of communism or different pre-communist legacies? An analysis of discrepancies in social mobilization throughout Romanian regions. Erdkunde, 2015. Vol. 69 · No. 2 · 151 – 160.

East Europe and State creation – Ukraina in modern history
Reading:
Dobysh, M., & Yatsenko, B. (2020). Borders, Constituency Politics, and "Our Man" Voting in Electoral Geography of Ukraine. Belgeo, 2. https://doi.org/10.4000/belgeo.38851

Phantom Borders – How historical legacies exist until today
Reading:
Šimon, M. (2015). Measuring phantom borders: the case of Czech/Czechoslovakian electoral geography. *ERDKUNDE*, *69*(2), 139–150. https://doi.org/10.3112/erdkunde.2015.02.04

von Löwis, S. (2015). Phantom borders in the political geography of East Central Europe: an introduction. *ERDKUNDE*, *69*(2), 99–106. https://doi.org/10.3112/erdkunde.2015.02.01

Baars, R., & Schlottmann, A. (2015). Spatial Multidimensionalities in the Politics of Regions: Constituting the 'Phantom Region' of Central Germany. *ERDKUNDE*, *69*(2),

175–186. https://doi.org/10.3112/erdkunde.2015.02.07

Germany – important state in Central Europe and heritage of the past
Reading:
Wuhs, Stevens and McLaughlin, Eric. 2018. Explaining Germany's Electoral Geography - Evidence from the Eastern States. German Politics and Society. https://doi.org/10.3167/gps.2018.370101

Final test
At the end of the course teacher prepare final test. Three open questions, two of which the student answers. They can get a maximum of 20 points, of which 10 are necessary to get a positive assessment.

Cities and regions in Europe

Instructors: Thomas AGUILERA, Romain, PASQUIER,
No. Of hours: 20H – Semester 2
ECTS credits: 6 ECTS
Code Erasmus : SPR-EI-ANG-CITIES

DESCRIPTION

During the second half of the 20th century, European political institutions, territories and societies have known dramatic changes. European states have been confronted to multiple pressures through economic globalization, European integration and the growing claims for autonomy from regional and local political communities. As a result of decentralization reforms, europeanization and, more generally, the increasing globalization of the overall economic context, the central administrative Western states have partially lost their monopoly on political initiative. The growing role and influence of cities and regions in the public policy making and implementation is one of the most striking consequences of the double process of decentralization and globalization. On the one hand, central governments have put local institutions in competition pushing them to attract capital and population. On the other hand, central governments have developed mechanisms of recentralization in order to maintain national integration and struggled against regionalisms and territorial fragmentation. All these processes have challenged the narratives of the Nation state that appear nowadays as myth. At the contrary, local institutions like Cities and Regions have gained new legitimacy and developed stronger capacities to take decisions, implement policies, regulate markets and even develop international relations and networks on very diverse domains. Indirectly, but significantly, these developments serve to reinforce both the capacity and the growing legitimacy of the actions taken by cities and regions in Europe.
During this course students will be provided with an understanding of territorial politics in Europe, new regionalism, urban strategies and development and subnational paradiplomacy. Students will have to follow 10 sessions on the changing territorial organization of States, regionalisms, Europeanization, sustainable cities, smart cities, political economy of cities, informal cities... Course methodology encourages shared learning through structured debates and discussions while reading the fundamental literature in political science, sociology and geography on public policies, European studies, multilevel governance and urban sociology.

Session 1: Cities and Regions in Europe: Powers, governance, territories (Thomas Aguilera)

Session 2: Regionalism and Territorial Politics in Europe (Romain Pasquier)
Group presentation: « The Catalan crisis : the end of the State of autonomies? »

Readings :
• Keating Michael, « Thirty years of Territorial Politics », *West European Politics*, 31 (1-2), 2008, p. 60- 81.
• Rokkan Stein, Urwin Derek, *Economy, Territory, Identity. Politics of West European Peripheries*, London, Sage, 1983.
• Special issue Catalonia, *Policy and Practice*, november 2019,
• https://rsaiconnect.onlinelibrary.wiley.com/toc/17577802/2019/11/5

Session 3: Regions and the EU Cohesion Policy (Romain Pasquier)

Group presentation: « The governance of the EU cohesion policy : is there a local and regional empowerment ? »
Readings :
• Cole, Alistair, et Romain Pasquier. « The impact of European integration on centre/periphery relations. A comparison France/United-Kingdom », *Politique européenne*, vol. 36, no. 1, 2012, pp. 160- 182.
• Hooghe Liesbet, ed., *Cohesion policy and European integration: building multi-level governance*, Oxford, Oxford University Press, 1996.
• Wallace Helen Wallace William eds, *Policy-making in the European Union*, Oxford, Oxford University Press, 2000

Session 4: - Regions, Paradiplomacy and Multilevel Governance in the EU

Group presentation: "Why local and regional actors develop international strategies?»
Readings :
• Lachapelle Guy, Paquin Stéphane, eds, Mastering Globalization. New Sub-States' governance and strategies, London Routledge, 2005. https://www.stephanepaquin.com/wp-content/uploads/2017/06/Mastering.pdf
• Andrew Hyde Fitzgerald, "Understanding Paradiplomacy: An Analysis of Subnational Diplomatic Activity in Brazil, Belgium, and the United States", 2017, https://ipr.blogs.ie.edu/files/2019/06/Understanding-Paradiplomacy-An-Analysis-of-Subnational-Diplomatic-Activity-in-Brazil-Belgium-and-the-United-States.pdf
• https://cpmr.org/fr/

Session 4: The Capitalist City: regulating Capitalism in the Age of Urban Globalization (Thomas Aguilera)
Group presentation: "Are Urban policies only driven by economic interests and Finance in Europe?"

Readings :
• Guironnet A., K. Attuyer, L. Halbert (2015), « Building Cities on Financial Assets : The Financialisation of Property Markets and its implications for City Governments in the Paris City- Region », *Urban Studies*.
• Lorrain, D. (2005). « Urban capitalisms. European models in competition », *International Journal of Urban and Regional Research*, 29(2), p. 231-267.
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Session 5 : The Tourist City: Conflicts and Regulation (Thomas Aguilera)

Group presentation : « The effects of tourism on cities and urban governance in Europe »
Readings :
• Cocola-Gant A., & A. Galo, (2019) « Airbnb, buy-to-let investment and tourism-driven displacement : A case study in Lisbon », *Environmental Planning A*, 1-18.
• Füller H. & B. Michel (2014), « 'Stop Being a Tourist !' New Dynamics of Urban Tourism in Berlin- Kreuzberg », *International Journal of Urban and Regional Research*, 38(4) : 1304-18.
• Gonzalez S. (2010), « Bilbao and Barcelona 'in Motion'. How Urban Regeneration Models travel and mutate in the Global Flows of Policy Tourism », *Urban Studies*, 48(7) : 1397-1418.
• Maitland, R. (2008), « Conviviality and everyday life : the appeal of new areas in London for visitors », in *International Journal of Tourism Research*, 10 : 15-25.

Session 6 : The sustainable City: a multilevel governance analysis

Group presentation: « The green city: a bottom-up or top-down political approach? »
Readings :
• United Nations, *Report of the World Commission on Environment and Development: Our Common Future*, 1987, Oxford University Press.
• Rees, William. (1997), "Is 'sustainable city' an oxymoron?", *Local Environment*, Vol 2, n°3, 1997, p. 303-310.
• Emelianoff, Cyria. « La ville durable : l'hypothèse d'un tournant urbanistique en Europe », *L'Information géographique*, vol. 71, no. 3, 2007, p. 48-65.

Session 7: Smart cities versus Ecocities: New urban strategies (Anne-Marie Thirion)

Group presentation: « Bedzed or Masdar versus Vauban: more common or different strategic features? »
Readings :
• Meijer, A., & Bolívar, M. P. R., "Governing the smart city: a review of the literature on smart urban governance", *International Review of Administrative Sciences*, n°*82*, 2016, p. 392-408.
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Session 8 : Shadow Cities: The Dark Side of Urban Governance (Thomas Aguilera)

Group presentation : « Urban informality in European Cities : practices, conflicts, regulation»
Readings :
• Aguilera, T. (2017), « Racialization of informal settlements, de-politicization of squatting and everyday resistances in French slums », in Chattopadhyay S. et Mudu P. (dir.), *Migrations, squatting and radical autonomy*, Routledge, p. 130-142.
• Chiodelli F. (2019), « The Dark Side of Urban Informality in The Global North : Housing Illegality and Organized Crime in Northern Italy », *International Journal of Urban and Regional Research*, 497-516.
• Martinez M. (2016), « Squatters and Migrants in Madrid : Interactions, Contexts and Cycles », *Urban Studies*, 1-18.
• Rivke J. & M. Koster (2019), « The Myth of Formality in the Global North : Informality-as-Innovation in Dutch Governance », *International Journal of Urban and Regional Research*, 563-568.

Session 10: The Territorial Politics of Pandemics (Thomas Aguilera)
Group presentation: "Who governs the Pandemics ? States, Cities and Citizens in a Global Crisis"
Readings :
• Cezar Guzman-Concha (2020), "When the pandemic meets the insurrection. Santiago, Chile", in *International Journal of Urban and Regional Research* (online).
• Creighton Connolly, Roger Keil, S. Harris Ali (2021), "Extended Urbanization and the spatialities of infectious disease: demographic change, infrastructure and governance", in *Urban Studies*, vol. 58 (2), p. 245-263.
• Roger Keil, S. Harris Ali (2016), "Global Cities and the Spread of Infectious