The Diploma of French and European Studies is a one semester course for international students.

The focus of this program is on France and Europe in the World: Governance, Institutions and Culture. Classes are taught in English in addition to an intensive language course in French.

Students have to choose 8 courses (3 ECTS each) and a compulsory French language course or other options to obtain the DFES which is an in-house degree of Sciences Po Lyon.

The DFES offers courses in Politics, History, Urban Studies and Area studies.
TUITION FEES

Fees are waived for students from partner universities. The latter, will nominate their students by email. Sciences Po Lyon will then send the students all the necessary information about the online application they must complete.

Students coming to Sciences Po Lyon from non-partner universities have to fulfill all application requirements as described on the Sciences Po Lyon website. They have to pay tuition fees of 1,400 € to be admitted to the one-semester in-house degree.

<table>
<thead>
<tr>
<th>students</th>
<th>FEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>from partner universities</td>
<td>0 €</td>
</tr>
<tr>
<td>from non-partner universities</td>
<td>1,400 €</td>
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</tbody>
</table>

CREDIT SYSTEM

At Sciences Po Lyon, the academic year is divided into two twelve-week semesters, Fall (first semester from mid-September to mid-December) and Spring (second semester from mid-January to mid-May).

In the DFES credit system, all core courses are worth 3 ECTS, the French intensive language course (basic) is worth 6 ECTS. French as a foreign language is worth 6 ECTS (intermediate) and other courses are worth 3 ECTS. The degree will be awarded if students obtain 30 ECTS.

Students may transfer from the DFES to another mobility program type for the second semester, if their level in French is satisfactory. (B2 level recommended)

CONTACT

INTERNATIONAL MOBILITY OFFICE

> 14 avenue Berthelot
69365 LYON Cedex 07

mobilite.internationale@sciencespo-lyon.fr
FALL SEMESTER

STUDY PROGRAM

Core courses: Cours d’ouverture (CO)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SPEAKER</th>
<th>ECTS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The US-UK Special Relationship</td>
<td>Thierry FORTIN</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>Unification of Italy: a National or an International Event?</td>
<td>Marcello DE CARO</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>French Politics and Society</td>
<td>Alistair COLE</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>L’Entente Cordiale? A Comparative Analysis of France and Britain in the 19th and 20th Centuries</td>
<td>Timothy BAYCROFT</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>European Imperialism in the 19th Century</td>
<td>Martin PORTER</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>Weak Parties, Weak Democracies: French and US Political Parties in Comparative Perspective</td>
<td>Vincent MICHELOT</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>Justice and Democracy in the Era of Globalization</td>
<td>Sophie PAPAEFTHYMIOU</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>Europe’s Nuclear Independence</td>
<td>Thierry FORTIN</td>
<td>3</td>
<td>24 hrs</td>
</tr>
</tbody>
</table>

Bonus course:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SPEAKER</th>
<th>ECTS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Crisis, Democratic Legitimacy and Institutional Confidence in Contemporary Democracies</td>
<td>Carlos GARCIA-RIVERO</td>
<td>3</td>
<td>24 hrs</td>
</tr>
</tbody>
</table>

Other courses of Visiting Fellows may be offered as part of the DFES program. The students have to validate only 8 courses (core courses or Visiting Fellows courses) per semester.

In the DFES program, in addition to the core courses, students will be placed in one of the three options below depending on the level of proficiency in the French language.

**OPTION 1**

French Intensive Language Course Course (Beginner Level)
6 ECTS

**OPTION 2**

French as a Foreign Language (Intermediate Level)
6 ECTS

**OPTION 3**

2 COs (in English or in French)
3 ECTS/24 hours
SPRING SEMESTER

STUDY PROGRAM

<table>
<thead>
<tr>
<th>Core courses: Cours d’ouverture (CO)</th>
<th>SPEAKER</th>
<th>ECTS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian Politics: a Contemporary Historical Overview</td>
<td>Marcello DE CARO</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>European Economy and the Identity of European Firms</td>
<td>Luciano SEGRETO</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>A Cultural History of Britain</td>
<td>Martin PORTER</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>The British Contribution to the Defence of Europe</td>
<td>Thierry FORTIN</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>Reformation to Revolution: Early Modern European Political Thought in Context</td>
<td>Frédéric HERMANN</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>The United States, France and Europe from Yalta to Trump and Brexit: Liberalism in Question</td>
<td>Vincent MICHELOT</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>The Moral and Legal Status of Non-Human Beings</td>
<td>Sophie PAPAEFTHYMIOU</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>French Influence on the Building of the British Nation</td>
<td>Alma-Pierre BONNET</td>
<td>3</td>
<td>24 hrs</td>
</tr>
<tr>
<td>Bonus course :</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex and Gender Equality Policies in Europe</td>
<td>Mar VENEGAS</td>
<td>3</td>
<td>24 hrs</td>
</tr>
</tbody>
</table>

Other courses of Visiting Fellows may be offered as part of the DFES program. The students have to validate only 8 courses (core courses or Visiting Fellows courses) per semester.

In the DFES program, in addition to the core courses, students will be placed in one of the three options below depending on the level of proficiency in the French language.

<table>
<thead>
<tr>
<th>OPTION 1</th>
<th>OPTION 2</th>
<th>OPTION 3</th>
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<tbody>
<tr>
<td>French Intensive Language Course Course (Beginner Level)</td>
<td>French as a Foreign Language (Intermediate Level)</td>
<td>2 COs (in English or in French)</td>
</tr>
<tr>
<td>6 ECTS</td>
<td>6 ECTS</td>
<td>3 ECTS/24 hours</td>
</tr>
</tbody>
</table>
The standard Sciences Po Lyon grading system uses grades from 0 to 20.

Students have to obtain 10/20 on each course in order to pass exams. The following table will give an idea about the value of the Sciences Po Lyon grading:

<table>
<thead>
<tr>
<th>GRADES AT SCIENCES PO LYON (ECTS)</th>
<th>ECTS GRADE</th>
<th>ECTS DEFINITION</th>
<th>CRITERIA OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 and above</td>
<td>A</td>
<td>Excellent</td>
<td>Excellent work, only minor mistakes</td>
</tr>
<tr>
<td>12 to 13.9</td>
<td>B</td>
<td>Very Good</td>
<td>Some mistakes, but overall still outstanding work</td>
</tr>
<tr>
<td>11 to 11.9</td>
<td>C</td>
<td>Good</td>
<td>Good and sound understanding but some basic mistakes</td>
</tr>
<tr>
<td>10 to 10.9</td>
<td>D</td>
<td>Satisfactory</td>
<td>Average work with deficiencies</td>
</tr>
<tr>
<td>Under 10</td>
<td>F</td>
<td>Fail</td>
<td>Work does not meet basic requirements</td>
</tr>
</tbody>
</table>

Following assessment, student grades will be transferred back to their home institution. They will be reported in the standard 0-20 format on a Sciences Po Lyon transcript.

There is no catchup session for the exams. Do contact the International Mobility Office in case of problem.
THE COURSE PROGRAM
Fall Semester
The course provides the students with a clear understanding of the different periods of collaboration between the US and the UK in various domains (such as politics, economics, diplomacy, defence, culture, etc.) from the origins until now (with a focus on the 1945-2015 period). It also provides elements to understand foreign policy-making as well as an overview of the current state of the relationship.

- Introduction (The Special Relationship: from the origins to the official partnership throughout WW2)
- The transatlantic link against the Eastern Bloc
- Cold War roles – equal partners ?
- The Suez crisis and its impact
- The nuclear bond
- The Vietnam War – dissent and misunderstanding
- The Thatcher-Reagan era
- The Falklands case – myth and reality
- New world order = New relationship? 9/11 – challenges and opportunities
- The future of Anglo-American relations
- Evaluation (essay writing)

BIBLIOGRAPHY

This class seeks to give the student an idea of the evolution of Italy since 1861. The nation quickly modernized, building a large colonial empire including parts of Africa and countries in the Mediterranean. Meanwhile, Southern Italy remained rural and poor, causing the Italian Diaspora (Questione Meridionale).

• Introduction to the Unification of Italy, the mille expedition and the Roman Question. The Historical Right (Destra Storica) and the Historical Left (Sinistra Storica) and the notion of trasformismo (authoritarian and corrupt).
• Giolitti and the early colonialism. The Rise of Nationalism and the first World War.
• The Socialism, Mussolini and the rise of Fascism.
• The Fascism in everyday life and the creation of Myths. Fall of Italian Fascism and the new Italian Republic.
• The Italian economic miracle and immigration.
• 1968 and the left-wing Red Brigades. Gladio and the plan “Stay behind”. From Craxi’s so-called decisionismo to Mani Pulite.
• The Rise of Berlusconi. How the control and use of communications resources has contributed to making Forza Italia and the Alleanza Nazionale members of the political establishment of the Italian Second Republic.
• Berlusconi and the media. Women on TV.

BIBLIOGRAPHY


SMITH Denis Mack, Modern Italy: A Political History, University of Michigan Press.


This course provides a comprehensive understanding of contemporary French politics, society, public administration and policy. By the end of the course, students will have acquired an advanced knowledge of the institutions, representative forces and political, social, international and policy processes at work in France. They will be fully conversant with the major developments in contemporary French politics, with particular reference to the post-1981 period. Students will be offered the opportunity to research material in English and French, though knowledge of French is not a prerequisite.

**Learning Outcomes**

On completion of this module, students should be able:

- to demonstrate a detailed knowledge of the main developments of recent French government and politics;
- to evaluate and analyse the current structure of French government and the nature of the French political process within a clear conceptual framework;
- to develop a critical and detailed awareness of the issues currently shaping French politics;
- understand France in its European and International settings
- to formulate informed and reasoned arguments about the nature of the current challenges facing the French model of Politics and Society.

**Module Content**

There will be 11 x 2 hours sessions, based on lectures, group discussions and student participation. The final session will consist of an evaluation. The lectures will be organised around five or six clusters of topics. The focus of the course will be, by turn, historical, contemporary, polity, internationally, organisationally and policy focussed.

We start with lectures on the historical, political and cultural context within which contemporary French politics is played out. We then cover political leadership, Checks and Balances within the contemporary French polity. The next cluster of lectures and the third seminar is on the French Party System; the fourth on the French model of Society, Citizenship and Identity. The focus of the course then moves to the external constraints that weigh upon France’s action, namely in the sphere of the European Union and International Relations. The course concludes with theoretical reflections on France’s ‘bounded governance’ and a series of concluding judgements on the nature of the contemporary French polity.

**BIBLIOGRAPHY**

Although at the end of the Napoleonic wars France and Britain had been ‘hereditary enemies’, from the nineteenth century onwards they were most often allies – not always agreeing, but on the same side in terms of major conflicts and international diplomacy. That being said, their attitudes and values were different in quite a few other areas of social or economic thought and policy, often with significant long-term consequences.

Many contemporary differences between France and Britain can be understood through an analysis of their nineteenth-century roots.

This comparative course will explore the similarities and differences between France and Britain that shaped their history across these two centuries, often drawing upon key documents from both countries.

BIBLIOGRAPHY

Approaching the concept of ‘imperialism’ through the context of the present day ‘post colonial’ ‘globalized’ world, this course will provide students with a wide ranging examination of the history of Empire and Imperialism.

After evoking a variety of areas of contemporary life in which the ghosts and the inheritors of imperialism can be seen at play, the course will then turn its focus to particular on the most controversial ‘moment’ of imperialism, the so called ‘new imperialism’ that was unleashed by the European powers between 1875 and 1914. Through a series of specific case studies of the imperial actions of specific European powers, beginning with the British in India, it will open up a variety of political, economic, social, cultural and ecological historical perspectives on the debate around this issue, before examining the role of imperial rivalries in bringing about World War in 1914.

Besides a variety of secondary sources such as Hollywood films and works of fiction and works of historians, the course will off students the opportunity to examine a number of primary sources, such as the accounts written by 19th century explorers, missionaries and colonisers, in order to show how different imperial narratives are constructed.

Specific cases studies will include The British India 1600-1857. The British Raj 1857-1947; the British Empire in Africa (South Africa, Egypt and Nigeria); the French Empire in Africa and Indochina; the German Empire in East and West Africa; Leopold II of Belgium ’and the Congo Free State; the impact of Western Imperial powers on Imperial China and Imperial Japan, and the role of these European imperial rivalries play in causing the outbreak of the Great War in 1914.
In the Spring of 2017, France held presidential and then parliamentary elections which revealed the extremely fragile state of French political parties and evidenced a reorganizing of our body politic moving away from a two-party system to a three or potentially four-party system.

Earlier, in 2016, Donald Trump was successful in a hostile take-over of the Republican Party while Hillary Clinton exposed the deep fractures of the Democratic Party. Neither major party was able to retain control of its primaries, which resulted in the election of an outsider to party politics. This class will be looking at the transformations of political parties in the “Sister Republics” and the attending weakening of democratic processes.

- French and US Politics in 2017: state of the field
- Institutional and Partisan Flashback: the Origins of the Fifth Republic
- The US Party System since 1972
- The Second Fifth Republic
- Turn of the Century, Turn of the French Republic
- Turn of the Century, Turn of the United States Republican Model
- France Under Sarkozy: perpetual movement at the head of the State
- Barack Obama and the Reinvention of American Liberalism
- 2012, François Hollande and the redefinition of French Socialism
- The impact of Terrorism on the Two Republics and their Parties
- The Challenges of Populism to the Parties in France and in the US
- Is the Front National a “normal party”?  
- State of political parties in 2017-2018
- Conclusion: Weak parties, weak democracies?

BIBLIOGRAPHY

- *Foreign Affairs*, November-December 2016, Volume 95, Number 6, “The Power of Populism”: see in particular the interview with Marine Le Pen, pp. 2-8, and then Cas Mudde’s piece, “Europe’s Populist Surge”, pp 25-30. It is also important to read Michael Kazin’s “Trump and American Populism”, pp. 17-24 for a contrastive approach to the concept of populism.

- *The American Interest*, November-December 2016, Vol XII, Number 2. See in particular the article by Theda Skocpol, “A Tale of Two Insurgencies”, pp. 26-35


- JUDIS John, *The Populist Explosion, How the Great Recession Transformed American and European Politics*, Columbia Global Reports, New York, 2016. See in particular the introduction (pp. 12-17) and the chapters devoted to Europe (pp. 89-153).
The globalization of economic exchanges and the universalization of risk have challenged the classical theories of justice and democracy, meant to apply to small communities, and have caused a paradigm change in the field of political and social theory.

Contemporary global issues, like climate change, global risk, poverty and migration, have required transnational and international legal regulation and public policies. In theory, they have given way to new conceptions of justice, democracy, sovereignty, citizenship and human rights, which are assumed to be adequate to the new international political order. Global justice, deliberative democracy, cosmopolitan citizenship, universal human rights, “multicultural rights”, “the rights of the others”, are some of the concepts used by political theorists to describe the new reality.

Among the new concepts and constructions, many have proved to be controversial, including the relationship between the concepts of justice and democracy, of particularism and cosmopolitanism, of equality and difference.

The scope of the course is to give an overview of classical and modern theories of justice and democracy, with particular focus on their application to contemporary global issues.

**BIBLIOGRAPHY**

The course provides the students with a clear understanding of the defence-related and energy-related stakes of nuclear power for Europe after WW2, a comparative overview of the nuclear development in France, Britain and other European countries (civilian and military), an overview of the current issues at stake in the nuclear field for the EU.

- Course presentation + The origins of nuclear power
- First European initiatives under US protection
- British first achievements: real independence?
- European nuclear takeoff (British fusion and French fission)
- Cold War nuclear doctrines: reliable concepts?
- French independence from NATO: internal dissent or better strategy?
- The rise of civilian nuclear capabilities in Europe
- Oil crises and impact on European policies
- The fall of the Berlin Wall: end of the nuclear standoff?
- Environmental matters & risks of proliferation: harsh political debates
- Current situation and future prospects: a never-ending story?
- Evaluation (essay writing)

**BIBLIOGRAPHY**

New democracies have enjoyed decades of growth and prosperity, leaving little room to evaluate the real impact of lack of wealth on the democratic health of these regimes. However, this situation changed with the recent world economic recession. The global financial crisis that turned into a crisis of the real economy by 2008 forced the implementation of tough austerity measures and programmes for structural reforms of the welfare state and labour market. To a large extent, these policies were explicitly imposed by external actors, leaving national governments and parliaments little room to manoeuvre in national politics and the economy, and citizens without much capacity to influence decision-making. Social unrest, upheaval and political instability have been the common response of societies to government austerity measures, all of which has left an imprint on the level of legitimacy of the democratic regimes. The lack of acceptance of these measures for citizens and civil society organisations was irrelevant for the structural, fiscal and social policies imposed. In some countries such as Spain, Italy or Greece, social unrest gave rise to new political parties that claimed to represent civil society and ordinary citizens, resulting in confrontations between state and civil society.
THE COURSE PROGRAM
Spring Semester
This class seeks to give the student an idea of the evolution of Italy: a country divided, degenerate and in cultural decline and the Paradoxes of Post-War Italian Political Thought.

- Who wanted a unified Italy?
- Birth of the Republic
- Alcide De Gasperi, founding father of modern Italy and Europe
- The General Elections of 1946
- The Marshall Plan and NATO
- The Italian economic miracle
- The Years of Lead: extra-parliamentary movements and widespread social conflicts and terrorist acts
- The End of a «historic compromise» between the DC and the Communist Party (PCI)
Is the European Firm “Different”? Is there a «European enterprise»? If it exists, what are the features that actually make them different from the U.S. model? To what extent its identity is visible and it’s influencing its attitude, and the reaction of the other institutional actors to its presence and initiative? This is the main topic of the course. To achieve a reasonable response and at the same time «open», it will take into account the various elements that belong to the long period and the various economic and institutional actors, as well as economic and business cultures that have been included in defining both the question and the different possible answers and the media in connection to it.

Indeed, the first element to consider is the complex dialectic process with the world of American business. About 10 years ago literature discussed deeply the question of «Americanization» of European business: did it really happen? Was it an adoption or rather an adaptation of the model of corporate America? What role did play, in this context, the big consulting firms in reorganization of large European companies especially from the sixties and until recent years? Are they the drivers of the American model or the tools they proposed have been adapted to the European economic and business culture?

- Past and present of the European enterprise
- The «Americanization» of European business: limits and responses
- The role of US consulting firms in shaping European big firms
- The European reaction: from the «national champions» to the «European champions»
- The technocratic dream: «Societas Europea»
- The response from the society: are the small and medium size enterprises the «real» European firms? Social and institutional actors for a continental success
- A new front: the debate about corporate governance in Europe
- The market oriented model vs. the network-oriented system. Toward a convergence process or a hybrid model?
- The role of European institutions in shaping the market: too much regulation?
- Conclusions: is there a «European enterprise»?
Beginning in 1900, with Britain at the height of its status as the world’s dominant imperial power, and ending in the present day with the small island post-Brexit globally-oriented power that Great Britain has now come to be, the course takes a chronologically ordered narrative approach to the history of this nation and its people across the course of a long century. A century which saw not only the birth of modern British society - or rather the peculiar British hybrid of ancient and modern - but also the first intimations of the end of that modernity in post-modern Britain.

The course uses a wide variety of icons of British culture, from its food and its music to its films and its theatre, as entry points into a broad, chronological analysis of the most significant aspects of the political, economic, social, and intellectual history of the people on the island just off the coast of continental Europe. There is a website which accompanies the course:

www.mrhistory.eu

BIBLIOGRAPHY

- RUBINSTEIN William D., Twentieth-Century Britain: A Political History.
- MARR Andrew, A History of 20th century Britain.
- PUGH Martin, State and Society: A Social and Political History of Britain Since 1870.
To provide the students with a clear understanding of the challenges Britain had to face to participate in the defence of Western Europe from the end of the Second World War until now. Elements to understand defence policy-making. It also gives the students an overview of the current participation of the UK in the process with a brief look at future threats and potential subsequent commitments.

- Introduction (1945: beginning of a new era?)
- NATO and Britain’s role in the Alliance
- Britain in the Cold War
- UK and the nuclear deterrent
- Intelligence warfare in Europe
- Defence vs Economic setbacks (Britain’s dilemma)
- The peace movements: winds of change?
- Defence of Europe after the fall of the Berlin wall
- UK’s role in UN-led operations in Europe
- 9/11 and its impact on British defence policy
- Current threats and the future of British defence policy
- Evaluation (essay writing)

**BIBLIOGRAPHY**

This course will explore early modern & modern European political thought in context, that is to say how historical events and social & cultural evolutions were understood, theorised and sometimes polemicised by contemporary thinkers, observers and political actors.

We will lay particular emphasis on how the unity of the European political & cultural sphere was envisaged in a time of religious divisions and of emerging national discourses, as well on the efforts to legitimise and/or challenge established power from different perspectives. We will proceed chronologically and each seminar session will be based on a conceptual and historical approach to the study of primary source materials as listed below.

- Introduction to the Course: Methodology, Bibliography, Historiography
- Machiavelli and the Challenges of War
- Luther, Calvin and the Protestant Theories of Resistance
- Grotius and the Advent of International Law
- The Political Ideas of the British Civil Wars
- Hobbes and the Value of Political Obligation
- Locke and the Triumph of Propertied England
- Rousseau and the French Revolution
- The Scottish Enlightenment: Hume, Smith and Ferguson
- Marx and Engels: Power Play?
- John Stuart Mill & the Development of the Self
- Female Voices: Margaret Cavendish, Mary Wollstonecraft, Harriet Taylor
- Assessment: a 1500-word long essay

BIBLIOGRAPHY

France and the United States have been called “Sister Republics” and yet the relationship between the two countries has been a rocky, chaotic roller-coaster alternating between a strong partnership etched in the debt owed by France to the United States and violent bouts of anti-Americanism at moments of US imperialism or unilateralism.

More broadly so, relations between Europe at large - as it was gradually integrating economically and politically from 1945 - and the United States have been characterized by complex redefinitions of liberal values, national interest, and security from the Cold War to the age of terrorism and globalization. This course will explore the dynamics and determinants of the relationship, paying special attention to model transfers and conflicts.

• Europe, the US and the New World Order: Bretton Woods, Yalta, Potsdam and San Francisco
• American Exceptionalism and European Rebuilding in 1945
• From the Truman Doctrine to the Marshall Plan and the Creation of NATO: Security and European Integration
• Decolonization: A French and and European Challenge Under the Watchful Gaze of the US
• GATT, the Treaty of Paris (1951), and the Treaty of Rome (1957): Peace Through Free Trade

• Europe and the United States in the Cold War: from Prague to Budapest and the Suez Crisis
• The Vietnam War and Europe: Anti-Americanism Versus Anti-Communism
• NATO Redefined: From De Gaulle’s Decision in 1966 to the end of the Cold War
• The Post-1989 Order: Re-articulating the US/Europe Relationship from Iraq to Kosovo
• 9/11: “We are all Americans”, really? The Chaotic Road From Empathy to “Freedom Fries”
• The Populist Challenge on Either Side of the Pond: Republics and Europe Fragmented
• Will there be a “Trump Doctrine” in Europe?
Non-human beings have traditionally been used and abused by humans for the purposes of consumption, trade, experimentation, sports and entertainment.

Scientific research on non-human behaviour as well as environmental ethics, education and culture, has led moral and political philosophers, lawyers and activists within industrialized societies to study the relations between human and non-human beings, as well as to recognise a moral and legal status for non-humans.

Within moral philosophy three main approaches, namely the Kantian, the Utilitarian and the one associated with the recognition of moral rights for non-human beings, have responded differently to the question of moral consideration and moral claims for non-humans. Against “exceptionalism”, the view that denies a status to non-humans, two main theories deal with their legal protection: abolitionism, which defends “animal rights”, and “animal welfare”, which defends the legal regulation of their treatment by humans and criticises their unnecessary suffering. A further version of this theory is the “protectionist” approach (“new welfarism”), which defends a more “humane” treatment.

In the field of political philosophy a recent interest in the possibility of including non-humans in the political system, in the ways of protecting them and in the consequences this approach has for democracy and justice has been considered as “the political turn” in the discussions of the relations between humans and non-humans.

Contemporary legal regimes protect non-humans by acknowledging their status of “sensitive beings” (e.g. the French Parliamentary Act of 16 February 2015) and by punishing cruel treatment. Law schools propose courses in “animal studies”.

This course will explore the causes of the paradigm shift in the relations between human and non-human beings. It will then focus on the above mentioned moral and political theories and on their implementation in the law of the European Union and European member states. Legislation and case law will be critically assessed in the light of the relevant international rules.

Particular attention will be paid to the protection of endangered species; to the legal regulation of the breeding and slaughter for consumption of non-human beings; to the abusive practices of bio-medical research, sports and entertainment; to the treatment of pets; to the deliberate extinction of undesirable non-human beings. It will discuss the contribution of the activist movements to the prohibition of cruel traditions (foie gras, corrida, fur industry). Lastly, it will offer an overview of the relations between human and non-human beings in the history of art.

**BIBLIOGRAPHY**

This course aims to provide an overview of the influence of France on the making of modern Britain, from the Norman conquest to the 2017 French presidential elections. The guiding principle being that (almost) every key moment in British history can be linked to France.

Our study will not be limited to history as many other factors, such as culture, linguistics or the economy, have come into play in the development of the Anglo-French relationship over the centuries. We will take a chronological approach which will lead us through this century-old love/hate relationship.

We will see that if wars and economic rivalries were the driving forces behind this (not so) ‘cordiale’ entente, to paraphrase the 1904 agreement, the situation actually changed in the early 20th century, Britain focusing more on the so-called ‘special relationship’ with the US and France, quite recently and unexpectedly, looking up to the British political system.

BIBLIOGRAPHY

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