

DESCRIPTIF D'ENSEIGNEMENT
COURSE DESCRIPTION
1^{ER} CYCLE – SEMESTRE 2

The Indo-Pacific and Public Policy

Type de cours : CS

Langue du cours : Anglais

Enseignante(s) / Enseignant(s) responsable(s) du cours / Professor(s)

Reia Anquet

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Horaire du cours / Course schedule

lundi : 17.30-19.30

Résumé et objectifs du cours / Course description - Targets

This course explores key challenges and debates in contemporary Indo-Pacific governance and their relationship to policy theory.

The Indo-Pacific region encompasses diverse cultures, economies, and political systems, each contributing to a complex policy landscape. This course investigates the role of international and domestic institutions, the governance of the Indo-Pacific and its commons, and policy implementation across various domains. We will examine the role of state and non-state actors, regional organisations and alliances, and policy tools relevant to the region. Using case studies, we will delve into international fishing, security and defence issues, cultural issues, indigenous peoples' concerns, sea governance, and the dynamics of regional organisations and alliances in the Indo-Pacific.

Subjects included in the CS include:

- Marine governance, International fishing regulations and their impact on the Indo-Pacific.
- Security and defence issues, including maritime security.
- Historical and cultural issues and their influence on public policy.
- Issues concerning indigenous peoples and their rights.

- Sea governance and legal frameworks.
- Role of regional organizations and alliances in policy formation.
- Case studies of specific Indo-Pacific countries and their policy challenges.
- Environmental and sustainability policies in the region.
- The impact of economic policies on regional development.
- Interconnections between regional and global policy issues.

Objectifs d'apprentissage / Learning Outcomes

Upon successful completion, students will have the knowledge and skills to:

- LO 1 Explain the significance of international governance and policy in the Indo-Pacific, and why they matter.
- LO 2 Exhibit fluency with key concepts and paradigms of Indo-Pacific governance and policy.
- LO 3 Explain the technical and governance challenges involved in managing the Indo-Pacific region under increasing human demands and climate change pressures.
- LO 4 Understand the interconnections between the Indo-Pacific region, society, and socio-technical systems (such as energy and food), and how these can shape regional governance and policy.
- LO 5 Analyse and critique various rationales for international and regional management, with reference to their historical and geographical contexts.
- LO 6 Understand the main stakeholder interests in contention in Indo-Pacific policy debates.

Modalités d'évaluation / Assessment

1. (individual activity) A **course journal** (30%). Students are required to take journal notes reflecting on class discussions and readings. The notes should be written and written in note form. Use of AI for this journal will automatically receive a grade of zero. [Learning Outcomes 1 - 6].
2. (group activity) A **group presentation** (30%) on a case study of your choice regarding Indo-Pacific governance and policy. A week before your presentation, you will send out an email to class members indicating a newspaper article or video on your topic. The following week in class, you will lead a class discussion, debate, or activity on your chosen topic that lasts for 20 minutes. [Learning Outcomes 1 - 6]
3. (individual activity) A **written exam** (40%) [Learning Outcomes 1 - 6].

Bibliographie indicative / Bibliography

Reference material will be prepared for each session depending on the selected case study and related issues.

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Syllabus - Cours spécialisé

Othering and State Institutions: Global comparative perspectives on forms of state-sponsored racism, xenophobia, sexism and related processes of alterisation.

2nd semester, 1st cycle

Online shared folder: CS Othering and State Institutions

Course description - Targets

This course offers a global comparative introduction to the political study of state-sponsored forms of othering, with special reference to racism, xenophobia and sexism. It draws on interdisciplinary theoretical and empirical research in social sciences – mainly in Political Science, History, Sociology, Anthropology and Geography – on various processes of othering, in order to provide historical and contemporary insights on the role of state institutions in the “making and unmaking of Others”. The course uses a comparative approach to bring about similarities and differences between such processes across a variety of contexts, primarily located in Europe, Northern America, and Africa. In doing so, the course intends to both decentre the gaze from contexts and dynamics that students may be the most familiar with, and to train students in the methods of Comparative Politics applied to the study of othering.

The course tackles three central aspects of state-sponsored forms of othering:

- (1) state-formation through the making of Others;
- (2) contemporary state practices of producing and reproducing Others; and
- (3) the role of public action, and its politicisation, in the unmaking of Others.

The course is organised in five sections.

In the first introductory section, students get introduced to the aims of the course and to key theoretical approaches and debates for the study of state-sponsored othering. This includes the framing of the concept of “othering” as a theoretical tool to compare various forms of alterisation in relation to states, definitional debates about racism, xenophobia, autochthony, patriarchy and sexism – among other key terms, and a focus on important attempts to think their articulation with processes of state-formation and with public action, including the notions of “discrimination” and “stigmatisation”.

In the following three sections, the course explores forms of state practices of othering, of state formation through othering, and of politicisation of state othering via a focus on the inner workings of three kinds of state institutions: “regalian”, “welfare” and what may be termed as “identity driven” state institutions and policies. Each session centres on a particular policy sector and an associated specific set of state institutions (i.e., the criminal justice system, the immigration services, the education system, public healthcare delivery, civil registration...) and relies on a comparative and historically contextualised study of various international cases to draw conclusive consideration.

Finally, the last section questions the roles of state institutions in the unmaking of Others through a comparative critical analysis of anti-othering policies.

Structure of the sessions

The sessions will typically be structured as follows:

- 5’ for arrival and attendance register
- 20’ of theoretical introduction, defining key concepts and debates, general considerations on the policy sector and the set of state institutions under study
- 45’ of contextualised empirical comparison of selected international cases putting some of these concepts and debates at work
- 5’ of break
- 20’ of radio talk + 10’ of open discussion
- 15’ of complementary comments on the topic of radio talk
- 5’ of conclusive remarks

The discussion of the compulsory readings will feature into the theoretical introduction section or the empirical comparative section, depending on the nature of the texts. **It is therefore crucial for students to read these compulsory texts (one or two per session) in order to foster a more participative and active learning experience. In addition, the comprehension of the content of these compulsory readings will also be assessed during the test.** Students are hence strongly encouraged to compile reading notes throughout the semester for the classes and the preparation of the final test.

However, the sessions 6 and 8 will be organised differently.

Indeed, **for the session 6, students will present their preliminary work on their final papers:** depending on the exact number of papers that the class will be preparing, one hour to one hour and a half will be dedicated to these short presentations and responses.

And **during session 8, students will be taking the test.** Exceptionally, the session will run 20 minutes longer and the students will write the test during the last hour.

Assessment

The assessment is made of four components:

1) **A collective oral grade for a “radio talk” (20%)**

During the sessions 3,4,5,7 and 9, the students will have to perform collective oral exercises in groups of 7 to 8, on a given topic that relates to one of the policy sectors that will be discussed during these sessions.

The radio talk will last for 20 minutes, during which each of the students will have to play one of the following characters:

- a journalist (typically 2 to 3 students – minimum 1)
- a researcher (typically 1 or 2 students – minimum 1)
- a policy expert, in the form of an elected or nominated politician or a government employee (typically 1 or 2 students – minimum 1)
- an activist or another figure of civil society (typically 2 to 3 students)
- a humourist-columnist (typically 1 student)

The oral exercise should take the form of a radio show, which may typically include: short introduction or briefing sections, short field reports, short interviews, a short news report relevant to the topic, a short debate, a satirical sequence... The students can chose how to structure the show and the exact composition of the characters but should stick to the 20 minutes. In addition, they should build the arguments presented in the show **on at least 2 academic publications** on the topic (which they will explicitly reference during the show) and provide **empirical elements from at least two international cases**.

In addition, each group will have to submit a one-page document that will include the structure of the show and the key arguments presented by the characters, sent to jeanne.bouyat@iepg.fr the day before the session, and posted on the shared folder.

Grading scale for the radio talk exercise (/10):

Problematisation (/2)

- the show identifies and conveys key political and social dimensions of the topic
- the show frames and addresses a key question or a series of key questions on the topic which are adapted to the various characters incarnated by the group

Contextualization, factual content (/3)

- the show provides essential key elements to understand the topic
- the choice of characters and of empirical cases of focus are relevant to the topic

Ability to mobilize academic knowledge (/2)

- some of the arguments presented in the show are based on academic knowledge
- academic publications or authors are referenced during the show (at least 2)

Analytical content (2)

- the show presents some key debates and positions on the topic
 - the conveys a synthetic conclusion
 - the group is able to engage on the topic after the show in the collective discussion
- Presentation (/1)
- the show is dynamic and pedagogic, each student talks (time may be unequal)

2) **A collective grade for a comparative final mini-research paper (40%)**

During the whole course, students will be accompanied to prepare a final mini-research paper in groups of 3. The paper will focus on the study of othering in the context of a policy sector and associated set of state institutions and centre on a specific research question. Examples of such questions will be given to the students, and they will be accompanied in the process of framing their research question and methodology throughout the course. In addition, the paper will have to rely on a comparative study of two to three international cases.

The paper will be about 12 pages long, references excluded.

The papers will have to be submitted for the 16/04/2025 (one week after session 9), through sending it in PDF format at jeanne.bouyat@iepg.fr labelled: Paper CS Othering and State Institutions _SURNAME STUDENT 1_SURNAME STUDENT 2_SURNAME STUDENT 3.pdf. Papers lately submitted after the 16th of April will be retrenched 1 point per additional day on the groups' grade.

The paper will include the following sections:

- 1) Introduction: why the topic matters, why it is interesting, both politically or socially and academically; framing of your research question, brief presentation of the comparative cases chosen, the key arguments that will be defended, the outline of the paper
- 2) Theoretical framework: what are the key terms, the key theoretical approaches you are adopting for your paper and why
- 3) Presentation of the methodology: why you chose these cases, what kind of comparison it enables, contextualising the cases
- 4) Empirical sections: these sections may either be organised by case study, followed by a comparative comment; or they may be structured by analytical comparative entries where empirical data of two to three case studies are discussed together.
- 5) Discussion of findings: the session will put the empirical conclusion into explicit discussion with the theoretical framework, and comment on what the theoretical concepts and approach adopted enable to highlight and its limitations.

- 6) Conclusion: Summarizes the key arguments defended by the paper, criticizes some limitations of the papers, opens new connected avenues or implications for research, policy, practice or activism.

The paper will have to use Time new roman 12, headlines of sections in bold 14 (**Section 1**), headlines of subsections in italic 12 (*Subsection 1*). References may be in the form of footnotes or in text, but the referencing system must be consistent throughout the paper, and all the references must be included at the end, using the following format:

- ➔For books: Billig, M. (1995). *Banal nationalism*. SAGE Publications.
- ➔For edited volumes: Anderson, B. and Hughes, V. (eds.) (2015). *Citizenship and its others*. Palgrave Macmillan.
- ➔For chapters in an edited volume: Brace, L. (2015), “Reflections on the Good Citizen” in Anderson, B. and Hughes, V. (eds.). *Citizenship and its others*. Palgrave Macmillan. p. 10-27.
- ➔For journal articles: Crenshaw, K. (1989). “Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics.” *University of Chicago Legal Forum*, 1(8), p. 139–167.
- ➔For websites pages, online press, policy reports or other online publications: these must also be referenced at least with the authors’ names (if they can be found), followed by the title of the page/article/media/report..., followed by the online link, and finally the date of publication.

Grading scale for the papers (/20):

(see details above on the sectional contents)

- Quality of the introduction (/2)
- Quality and relevance of the theoretical framework section (/4)
- Quality of the design of the methodology (/3)
- Quality of the empirical material presented and their discussion (/6)
- Quality of the conclusion (/2)
- Presentation, References (/3) (quality and precision of the writing, respect of format, quality of the references, quality of the annexes or illustrations)

3) **A collective grade for preparatory submissions for the final paper (15%)**

In order to accompany the students in the preparation of their final papers, each group of three students will have to submit two documents during the semester.

- 1) **First, a one-page document to motivate the choice of topic and of case studies to be compared in the paper. This will be submitted for the session 4 (26/02).**

- 2) **Second, a three-page document that will present the preliminary arguments for the paper, based on an initial review of academic literature and empirical data. This will be submitted ahead of session 6 (Friday 14/03 – 1pm). The students will have feedback on these documents by Monday 17/03. They will then have to shortly present in groups during session 6 (19/03).**

The first and second document will both have to be sent in PDF format at jeanne.bouyat@iepg.fr, respectively labelled: Document 1 CS Othering and State Institutions_SURNAME STUDENT 1_SURNAME STUDENT 2_SURNAME STUDENT 3.pdf. and Document 2 CS Othering and State Institutions _SURNAME STUDENT 1_SURNAME STUDENT 2_SURNAME STUDENT 3.pdf.

Here is a detailed timeline of the steps towards the preparation of the final paper:

- For session 2 (05/02): Students must have chosen their groups of three. They must also indicate a preliminary idea of theme for the paper (registration on the chart in the online shared folder).
- For session 4 (26/02): Each group must submit their first preparatory submission (1-page document), in order to obtain feedback and validation of their topic and methodology.
- Ahead of session 6 (14/03 – 1pm): Each group must submit their second preparatory submission (3-pages document), in order to obtain feedback on their progression.
- For session 6 (19/03): Each group briefly present their paper project in class and get collective feedback.
- One week after session 9 (16/04): Each group must submit their paper.

4) **An individual grade at a test (25%)**

The test will take place during session 8, which will exceptionally run until 7.50pm, instead of 7.30pm. It will last for **one hour** during which students will have to **write two short essays** that will require students to synthesize content from the sessions 1 to 7 and the compulsory readings associated. Students will have the opportunity to chose two topics among a list of three.

Outline of the sessions and calendar

Theoretical introduction:

- 1) **Introduction to the comparative study of Othering and State Institution** – 29/01

Focus on regalian institutions:

- 2) **Othering through the law and the criminalisation of Others** – 05/02

Compulsory readings:

- Crenshaw, Kimberley. (1989). “Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics.” *University of Chicago Legal Forum*, 1/8, p. 139–167.
(compulsory: p139-152;157-162;166-167. Full text is optional, French translation made available)
- Wacquant, Loïc. (2010) “Crafting the Neoliberal State: Workfare, Prisonfare, and Social Insecurity”, *Sociological Forum*, 25/2, June 2010, p. 197-220.
(French translation made available)

- 3) **Policing Others and the control of national borders** – 12/02

Radio talk topic 1: Police and Racism.

Compulsory readings:

- Go, Julian. (2023). “Introduction: A Civil Police?” in *Policing Empires. Militarization, Race, and the Imperial Boomerang in Britain and the US*. Oxford University Press. p. 1-31.
- Le Bellec, Amandine. “LGBTIQ Recognition in Asylum Policies: Vulnerability as a Disabling Entitlement” in Bouyat, Jeanne, Le Bellec, Amandine and Puygrenier, Lucas (eds.). (2024) *States and the Making of Others: Perspectives on Social State Institutions and Othering in Southern Africa and Western Europe*. The Sciences Po Series in International Relations and Political Economy. Palgrave Macmillan. p. 229-252.

[no class on 19/02 - postponed]

Focus on welfare institutions:

- 4) **Othering through schooling** – 26/02

Radio talk topic 2: Othering and the policing of appearances at school.

Compulsory reading:

- Carter, Prudence and Russell, S. Garnett. (2019) “When the Past Is in the Present: The Paradox of Educational Opportunity and Social Inclusion in South Africa and Rwanda”, *Sociology of Race and Ethnicity*, 5/4, p. 547-561.

Optional reading:

- Bouyat, Jeanne. (2024) “Gatekeeping the School Against Foreign Others: Three Dimensions of Institutional Xenophobia at School in South Africa” in Bouyat, Jeanne, Le Bellec, Amandine and Puygrenier, Lucas (eds.). (2024) *States and the Making of Others: Perspectives on Social State Institutions and Othering in Southern Africa and Western Europe*. The Sciences Po Series in International Relations and Political Economy. Palgrave Macmillan. p. 167-200.

[no class on 05/03 - vacations]

5) Othering in the context of healthcare delivery and medicalisation – 12/03

Radio talk topic 3: Historical and contemporary medical ignorance on female bodies.

Compulsory readings:

- Prudhomme, Dorothée. (2019) “Race as a Currency? Profitability and Racialization in French Healthcare Institutions” in Johnson, G., Thomas, K., Harrison, A., Grier, S. (eds.) *Race in the Marketplace*. Palgrave Macmillan. p. 245-258.
- Haddad, Marine. (2024). “Claiming Status: How Working State Jobs Mediates French Caribbean Women’s Experiences of Othering” in Bouyat, Jeanne, Le Bellec, Amandine, Puygrenier, Lucas. (eds.). *States and the Making of Others: Perspectives on Social State Institutions and Othering in Southern Africa and Western Europe*. The Sciences Po Series in International Relations and Political Economy. Palgrave Macmillan. p. 201-226.

6) Othering through housing and urban policies – 19/03

No radio talk – Group presentations of paper projects

Compulsory reading:

- Aguilera, Thomas. (2024). “The political use of informal settlements as a reserve of undesirability: displacement, confinement and informality in Madrid.” *City*, 28/1–2, p. 255–279.

Focus on identity-driven policies and state institutions:

7) Memorial policies, mass violence and othering – 26/03

Radio talk topic 4: Public memory and slavery.

Compulsory readings:

- Reim, Lena. (2024). “History-Making as Othering: Perspectives on Zimbabwe’s Patriotic History from Matabeleland.” in Bouyat, Jeanne, Le Bellec, Amandine, Puygrenier, Lucas. (eds.). *States and the Making of Others: Perspectives on Social State Institutions and Othering in Southern Africa and Western Europe*. The Sciences Po Series in International Relations and Political Economy. Palgrave Macmillan. p. 43-75.

8) Civil registration, identification and othering – 02/04 – longer session (7.50pm)

No radio talk – Test

Compulsory reading:

- Breckenridge, Keith. (2014) “Introduction: the global biometric arena” and “Conclusion” in Breckenridge, Keith. *Biometric State: The Global Politics of Identification and Surveillance in South Africa, 1850 to the Present*. Cambridge University Press. p. 1-26; 213-218.

State institutions and the (un)making of Others:

9) Anti-othering (?) state policies – 09/04

Radio talk topic 5: Admissions quotas in higher education.

Compulsory readings:

- Jacquemart, Alban, Revillard, Anne, and Bereni, Laure. (2020) “Gender quotas in the French bureaucratic elite: the soft power of restricted coercion.” *French Politics*, 18/1-2, p.50-70.
- Revillard, Anne. (2023) “The disability employment quota, between social policy and antidiscrimination”. *Global Social Policy*, 23/1, p. 92-108.

Indicative Bibliography

- Anderson, B. & Hughes, V. (Eds.). (2015). *Citizenship and its others*. Palgrave Macmillan.
- Awenengo-Dalberto, S., & Banégas, R. (2021). *Identification and citizenship in Africa: Biometrics, the documentary state and bureaucratic writings of the self*. Routledge.
- Barth, F. (1969). *Ethnic groups and boundaries*. Universitetsforlaget.
- Becker, H. (1963). *Outsiders: Studies in the sociology of deviance*. Free Press Glencoe.
- Billig, M. (1995). *Banal nationalism*. SAGE Publications.
- Bouvet, M. & Chossiere, F. & Duc, M. & Fisson, E. (Eds.). (2024) *Catégoriser. Lexique des constructions sociales des différences*. ENS Editions.
- Bouyat, J. & Le Bellec, A. & Puyregnier, L. (Eds.). (2024) *States and the Making of Others: Perspectives on Social State Institutions and Othering in Southern Africa and Western Europe*. Palgrave Macmillan.
- Brubaker, R. (2015). *Grounds for difference*. Harvard University Press.
- Carmichael, S. & Hamilton, C. (1967). *Black power. The politics of liberation in America*. Random House.
- Delphy, C. (2007). *Classer, dominer. Qui sont les « autres » ?* La Fabrique.
- Elias, N. & Scotson, J. (1994). *The established and the outsiders*. Sage.
- Fourchard, L. (2021). *Classify, exclude, police: Urban lives in South Africa and Nigeria*. Wiley.
- Fredrickson, G. (1982). *White supremacy: A comparative study of American and South African history*. Oxford University Press.
- Keskinen, S. (2022). *Mobilising the racialised 'others': Postethnic activism, neoliberalisation and racial politics*. Taylor & Francis.
- King, D. (2002). *Making Americans: Immigration, Race, and the Origins of the Diverse Democracy*. Harvard University Press.
- Lamont, M., Silva, G., Welburn, J., Guetzkow, J., Mizrachi, N., Herzog, H., & Reis, E. (2016). *Getting respect: Responding to stigma and discrimination in the United States, Brazil and Israël*. Princeton University Press.

Mamdani, M. (2018 [1996]). *Citizen and subject: Contemporary Africa and the legacy of late colonialism* (2nd ed.). Princeton University Press.

Mamdani, M. (2020). *Neither settler nor native: The making and unmaking of permanent minorities*. Harvard University Press.

Mazouz, S. (2022 [2017]). *The Politics of Alterity: France and her Others* (English translation). Rowman and Littlefield.

Mills, C. (1997). *The racial contract*. Cornell University Press.

Pateman, C. (1989). *The disorder of women: Democracy, feminism, and political theory*. Stanford University Press.

Simmel, G. (2008 [1908]). “The stranger” in T. Oakes & P. Price (Eds.), *The cultural geography reader* (reedition). Routledge. p. 323–327

Spivak, G. C. (1985). “The Rani of Sirmur: An essay in reading the archives”. *History and Theory*, 24/3, p. 247–272.

Tilly, C. (1998). *Durable inequality*. University of California Press.

Wacquant, L. (2009). *Punishing the Poor: The Neoliberal Government of Social Insecurity*. Duke University Press.

CS Semester 2
INTEREST GROUPS AND COLLECTIVE ACTION IN THE EUROPEAN UNION

The aim of this class is to study the organisation and the functioning of public and private interest groups (such as trade unions, NGOs, business organisations, firms and social movements) in the European Union. We will look both at the establishment of groups as well as their internal and external working methods.

Public and private interests contribute to the generation, definition and in particular the perception of issues in the European Union policy making processes. This class will attempt to answer the following questions: Who is represented by interest groups at the EU level? Who intervenes in EU agenda-setting processes? How do problems emerge, and are framed by interest groups in the European Union realm? And finally, are interest groups a danger or a force for the European democratic system?

Starting from a conceptual and theoretical approach, analysing interest groups both as a notion and as actors in comparative political systems, we will look in a second part of the class at a number of case studies.

Evaluation:

1. **Group Work (max 3 students/paper): Presentation of one case study of successful or failed interest representation (50%) and a collective 5000-word essay (50%)** on the influence (or absence) of interest groups in one public policy/ directive/ regulation/ decision/judicial politics etc. of your choice. TNR 12, Harvard citation style. To be handed in **electronically on May 5th 2025, 23h59**. Participation in the presentation discussions is compulsory.

REFERENCES

General references:

- Baumgartner Frank and Leech Beth, *Basic Interests: the importance of groups in politics and political science*, Princeton, Princeton University Press 1998
- Courty, Guillaume and Milet, Marc (2022) (eds), *Les Groupes d'intérêt en France*, Paris, Classiques Garnier
- De Bruycker, Iskander and Hanegraaf Marcel (2023), The People vs the Money: What drives interest Group influence in the European Union? *European Journal of Political Research*, 19
- Dür, Andreas & Mateo, Gemma. *Insiders versus outsiders: Interest group politics in multilevel Europe*. Oxford, Oxford University Press, 2016.
- Greenwood Justin, *Representing Interests in the European Union*, London, Macmillan 2011, 3d edition
- Grossman Emiliano et Sabine Saurugger, *Les groupes d'intérêt. Action collective et stratégies de représentation*, Paris, Armand Colin, Collection U, 2012, 2nd edition
- Klüver Heike, *Lobbying in the European Union : interest groups, lobbying conditions, and policy change*, Oxford, Oxford University Press 2013
- Pitoni Andrea and Vincentini Guilia (2022), Something New on the Western Front: Twenty Years of Interest Group Research (1999-2018), *Political Studies Review*, 20(1), 36-46
- Richardson Jeremy and Coen David, (dir), *Lobbying the European Union*, Oxford University Press, 2009
- Saurugger, Sabine & Terpan, Fabien (2016), *The Court of Justice of the European Union and the Politics of Law*, Basingstoke: Palgrave **Chapter 6**
- West European Politics*, 2008, 31(6), Special issue on interest groups
- Journal of European Public Policy*, 2015, 22(4), special issue on interest groups
- Journal of European Public Policy*, 2007 special issues on interest groups
- All issues of ***Interest Groups & Advocacy***

Secondary references

- Courty Guillaume, *Les groupes d'intérêts*, Paris, La découverte, 2006
- Balme R., Chabanet D., Wright V.(ed.), *L'action collective en Europe. Collective Action In Europe*. Presses de Sciences Po, 2002.
- Kollman, Ken, *Outside Lobbying: Public Opinion and Interest Group Strategies*, Princeton, N.J.: Princeton University Press, 1998
- Neveu Eric, *Sociologie des mouvements sociaux*, Paris, La découverte, 2000
- Offerlé Michel, *Sociologie des groupes d'intérêt*, Paris, Montchrestien 1998

Main Journals

Politique européenne

Interest Groups & Advocacy (IG&A)

Journal of Common Market Studies (JCMS)

Journal of European Public Policy (JEPP)

Journal of European Integration (JEI)

European Integration Online Papers (<http://eiop.or.at/eiop>)

European Union Politics (EUP)

West European Politics (WEP)

Journal of European Political Research (EJPR)

Public Administration

Euractiv : <http://www.euractiv.com>

European Parliamentary Research Service: <https://epthinktank.eu/>

Activist blog (careful when using it): <https://corporateeurope.org/>

SYLLABUS

1. Introduction

- The notion of interest groups
- Interest groups and the EU: the puzzle

References :

Baumgartner Frank and Leech Beth, *Basic Interests: the importance of groups in politics and political science*, Princeton, Princeton University Press 1998, Chapter 2

Bernhagen, P., Dür, A., & Marshall, D. (2015). Information or context: what accounts for positional proximity between the European Commission and lobbyists?. *Journal of European Public Policy*, 22(4), 570-587.

Beyers, J., Eising, R., & Maloney, W. (2008). Researching interest group politics in Europe and elsewhere: much we study, little we know?. *West European Politics*, 31(6), 1103-1128.

Dür, A., Bernhagen, P., & Marshall, D. (2015). Interest Group Success in the European Union When (and Why) Does Business Lose?. *Comparative Political Studies*, 48(8), 951-983.

Greenwood Justin, *Representing Interests in the European Union*, London, Palgrave 2011, Chapter 1

Grossman Emiliano and Sabine Saurugger, *Les groupes d'intérêt. Action collective et stratégies de représentation*, Paris, Armand Colin, Collection U, 2012, Introduction

Klüver, H., Braun, C., & Beyers, J. (2015). Legislative lobbying in context: towards a conceptual framework of interest group lobbying in the European Union. *Journal of European Public Policy*, 22(4), 447-461.

Richardson Jeremy and Coen David, (dir), *Lobbying the European Union*, Oxford University Press, 2009 (Chapter 1)

2. Interest groups and the State

- How do interest groups emerge?
- The diversity of State-group relations

References :

- Grossman Emiliano and Sabine Saurugger, *Les groupes d'intérêt. Action collective et stratégies de représentation*, Paris, Armand Colin, Collection U, 2012, Chapters 1 and 2
- Molina Oscar and Martin Rhodes, « Corporatism: the Past, Present and Future of a Concept », *Annual Review of Political Science*, vol. 5, juin 2002, p. 305-331
- Olson Mancur (1965), *The Logic of Collective Action. Public Goods and the Theory of Groups*. Cambridge: Harvard University Press

3. European Institutions and Interest Groups

- Access
- Institutionalized Representation
- Control

References :

- Bouwen Pieter, McCown Margaret, "Lobbying vs. Litigation: political and legal strategies of interest representation in the European Union", *Journal of European Public Policy*, 2007, 14(3), 422-443
- Eising Rainer, "The access of business interests to EU institutions: towards elite pluralism?", *Journal of European Public Policy*, 14(3), 2007, 384-403
- Eising, R., Rasch, D., & Rozbicka, P. (2015). Institutions, policies, and arguments: context and strategy in EU policy framing. *Journal of European Public Policy*, 22(4), 516-533.
- Roederer-Rynning, C., & Greenwood, J. (2016). The European Parliament as a developing legislature: coming of age in trilogues?. *Journal of European Public Policy*, 1-20.

4. Think tanks as interest groups

References

- Abelson, D. E. (2014). Old world, new world: the evolution and influence of foreign affairs think-tanks. *International Affairs*, 90(1), 125-142.
- Denham, A. & Stone, D. (2004) (eds), *Think tank traditions: policy research and the politics of ideas*, Manchester, Manchester University Press

- Fraussen, B., & Halpin, D. (2017). Think tanks and strategic policy-making: the contribution of think tanks to policy advisory systems. *Policy Sciences*, 50(1), 105-124.
- Missiroli A. & Ioannides. (2012) *European Think Tanks and the EU*, Berleymont Paper Issue 2
- Rich, A. (2004), *Think Tanks, Public Policy, and the Politics of Expertise*, Cambridge, Cambridge University Press 2004
- Shaw, S. E., Russell, J., Parsons, W., & Greenhalgh, T. (2015). The view from nowhere? How think tanks work to shape health policy. *Critical Policy Studies*, 9(1), 58-77.

5. Democracy, Governance and Interest Groups

- Political representation
- Participatory democracy
- Empirics

References :

- Courty, G., & Milet, M. (2018). Moraliser au nom de la transparence. Genèse et usages de l'encadrement institutionnel du lobbying en France (2004-2017). *Revue française d'administration publique*, (1), 17-31.
- Greenwood, J (2011) 'The lobby regulation element of the European Transparency Initiative: between liberal and deliberative models of democracy', *Comparative European Politics*, 9, 3, 317-343
- Greenwood, J., & Dreger, J. (2013). The Transparency Register: A European vanguard of strong lobby regulation ?. *Interest Groups & Advocacy*, 2(2), 139-162.
- Heidbreder, E. G. (2012). Civil society participation in EU governance. *Living Reviews in European Governance*, 7(2), 1-42.: <http://www.livingreviews.org>
- Saurugger Sabine, "Interest Groups and Democracy in the EU.", *West European Politics*, 31(6), 2008, 1272-1289
- Smismans Stijn (ed), *Civil Society and Legitimate European Governance*, Edward Elgar 2006
- Steffek, Jens; Kissling, Claudia; Nanz, Patrizia (2007), *Civil Society Participation in European and Global Governance: A Cure for the Democratic Deficit?* Houndmills, Basingstoke: Palgrave Macmillan

6. Environmental Interests

- Environmental Interests
- The effects of European Integration

Références :

- Berny Nathalie, « Le lobbying des ONG internationales d'environnement à Bruxelles », *Revue française de science politique*, 2008, 58(1)
- Golub Jonathan, *New Instruments for Environmental Policy in the European Union*, London Routledge, 1998.
- Jordan, A.J., D. Huitema, D., H. van Asselt, T. Rayner and F. Berkhout (eds) (2010) *Climate Change Policy in the European Union: Confronting the Dilemmas of Mitigation and Adaptation*. Cambridge University Press: Cambridge.
- Wahlström, M., Wennerhag, M., & Rootes, C. (2013). Framing “the climate issue”: patterns of participation and prognostic frames among climate summit protesters. *Global Environmental Politics*, 13(4), 101-122.
- Warleigh Alex, « The hustle: citizenship practice, NGOs and ‘policy coalitions’ in the European Union – the cases of auto-oil, drinking water and unit pricing”, *Journal of European Public Policy*, 6, 2000
- Wurzel Rüdiger, A. Jordan and A. Zito, “New Environmental Policy Instruments (NEPIs) in the European Union. From Government to Governance?”, *Political Studies* 2005, 53(3), 477-96.

7. Case Study 1

Theme(s) & Presenters :

8. Case Study 2

Theme(s) & Presenters :

9. Case Study 3

Theme(s) & Presenters :

Cours spécialisé, Spring Semester 2025-2026

Women, Power, and Representation

Ange Richard, Sciences Po Grenoble, ange.richard@iepg.fr
Esther Hathaway, Sciences Po Grenoble, esther.hathaway@iepg.fr

Overview

Women around the world have progressively gained access to public-facing roles over the past half-century, but this access has been uneven across countries and sectors. Men continue to outnumber women in many formal and informal instances of power; and even where men and women are equally represented, gendered norms and rules continue to pervade institutional practices.

This interdisciplinary course serves as an introduction to the study of gendered representation as it relates to power and institutions. Specifically, it examines the evolution of women's representation and the dynamic role of gender within two specific institutions: journalism and politics. Mobilizing feminist theory and empirical work issued from media studies and political science, we will unpack the different ways that gender has shaped women's unequal representation and how recent gains in women's representation has challenged our understandings of power and gender, with a focus on Western democracies.

Some of the central questions we will be addressing in this course include:

- When and how do women access institutions of power?
- How have these institutions evolved in light of women's professional integration?
- How are notions of gender represented and reproduced within politics and news media?
- How do institutions of power contribute to the construction of gendered norms, values, and behaviors?

The course will be structured around lectures and group discussions. Students are expected to stay up-to-date with weekly readings and will be required to participate in a final poster session, in which they will apply insights from class to current issues at the intersection of gender and representation.

Course objectives

At the end of the course, students will be able to:

- Demonstrate a critical understanding of feminist theories of representation in politics and the news media,
 - Analyze patterns and changes in women's representation across influential institutions,
 - Identify (some of) the ways that gender intersects with institutional norms and practices, social processes, and power relations,
 - Reflect on linkages between gender, politics, and information,
 - Critically apply theories and ideas to current issues.
-

Format

This course is part lecture, part discussion.

Each week you will be assigned two short texts that will form the basis of our in-class discussions. You should plan to spend an average of 30 minutes per week on readings, and are expected to come to class with your reading notes, comments, and questions! Collective debates and respectful argumentation are welcome.

Course materials

All texts and additional course materials can be accessed via the “documents” rubric in Chamilo.

Academic integrity

Plagiarism: Learning is a collective undertaking that involves engaging with discussions, lectures, theories, and texts. We strongly encourage you to do your weekly readings with your classmates – reading as a social experience is often more fun and more fruitful – and you are of course welcome to expand your reading and learning beyond the assigned texts. (Some suggestions are provided in the attached bibliography.)

That said, you are *not* allowed to copy exact text or ideas without proper reference to the original person or text. This is true for academic articles; it is equally true for a classmate's ideas.

AI: There is a strict “no AI” policy for this course, for three primary reasons:

1. This is a class about ideas and problems, and it is evaluated based on a research assignment where you will need to engage your own ideas in a scholarly conversation with your classmates and with other academic thinkers. This can sometimes be hard and time-consuming, but it can also be exciting – and this hard-but-exciting intellectual space is at the heart of your academic learning! Artificial intelligence doesn't give you that kind of learning experience. For that, you need to mobilize your personal capacity for idea-building and critical reflection.

2. This is a class that is about (among other things) the unequal distribution of power among social groups and, more specifically, the harmful impacts of gender biases. AI, and generative AI in particular, is directly contributing to the exacerbation of social inequalities in terms of its training model, economic model, accessibility, individual usage, and environmental impacts.

3. We spend a lot of time evaluating and providing feedback for each individual project in order to help you develop skills and enhance your learning experience. Evaluating AI work is a waste of our time and useless to you. Plus, we are excited about the unique contributions you are capable of making to this course!

All instances of plagiarism or AI use will be reported to the IEP's disciplinary services office.

Coursework and grading

Weekly classes

You will not be graded on your capacity to keep up with the weekly reading assignments or your participation in class. **This does not mean that they do not matter.** On the contrary, reading and participation are both important components of your in-class experience. Understanding foundational concepts and theories, asking questions, articulating your criticisms, and contributing to discussions are all essential for you and your classmates to get the most out of this course.

Final poster session

The main project for this course consists of an informational poster accompanied by a presentation. Each poster/presentation will analyze a current issue related to representation by mobilizing concepts, theories, and empirical work addressed throughout the semester. Your final grade will be based on the prep work, the poster presentation, the oral presentation, and a brief individual reflection.

Contacts

If you have any questions or concerns, feel free to contact the course lecturers*:

- Ange Richard: ange.richard@iepg.fr
- Esther Hathaway: esther.hathaway@iepg.fr

**Please review the syllabus before asking a question that has already been answered. Please respect the lecturers' working hours (weekdays from 9am to 5pm). Any email sent will be responded to in a timely manner, within two days and during the aforementioned working hours.*

Course outline

Week 1. Introduction

Key concepts: News media, Politics, Power

Week 2.

Key concepts: Gender, Sex, Feminist theory

Part 1: The politics of gendered representation

Week 3. Gender and politicization

Key concepts: Public opinion, Ideology, Gender gap, Substantive representation

Week 4. Women in politics

Key concepts: Political access, Equality, Descriptive representation

Week 5. Feminist theories of the state

Key concepts: Feminist institutionalism, Public policy, Symbolic representation

Part 2: Gender and the news media

Week 6. The gendered profession of journalism

Key concepts: Feminization of journalism, Gendered professional hierarchies, Sociology of news production

Week 7. The journalistic production of gender

Key concepts: Gender imbalance, Gendered representations, Media production of gender

Week 8. Representing women in politics

Key concepts: Professional norms, Journalists & sources, Mediation of politics

Week 9. Final poster session

Optional recommended reading

Carter, C., Steiner, L. & Allan, S. (Eds.) (2019). *Journalism, Gender and power*. Routledge. [PDF available on Chamilo]

Duerst-Lahti, G., & Kelly, R. M. (Eds.). (1995). *Gender power, leadership, and governance*. University of Michigan Press. [Book available for check-out at the IEPG library.]

Harding, S. (1992). After the Neutrality Ideal: Science, Politics, and "Strong Objectivity". *Social Research*, 59(3), 567-587. [[Article available via UGA JSTOR access](#)]

Krook, M. L., & Mackay, F. (2011). Introduction: Gender, politics, and institutions. *Gender, politics and institutions: Towards a feminist institutionalism*, 1-20. [[Chapter available via the UGA online library.](#)]

Mansbridge, J. (1999). Should blacks represent blacks and women represent women? A contingent "yes". *The Journal of politics*, 61(3), 628-657. [[Article available as a PDF online.](#)]

Ross, K. Jansen, M., Bürger, T. (2020) The Media World Versus The Real World of Women and Political Representation: Questioning differences and struggling for answers. In *Comparing Gender and Media Equality Across the Globe : A Cross-National Study of the Qualities, Causes, and Consequences of Gender Equality in and through the News Media* (pp. 233–257). [[Chapter available as a PDF online.](#)]

Scott, J. W. (2007). Gender as a useful category of historical analysis. In *Culture, society and sexuality* (pp. 77-97). Routledge. [[Article available as a PDF online.](#)]

West, C., Zimmerman, D.H. (1987). Doing Gender. *Gender & Society*, 1(2), 125-151. [[Article available as a PDF online.](#)]



DESCRIPTIF D'ENSEIGNEMENT

COURSE DESCRIPTION

1^{ER} CYCLE

Titre du cours / Course Title

Communication de Crise

Type de cours : CS

Langue du cours : Français

Enseignante(s) / Enseignant(s) responsable(s) du cours / Professor(s)

Camille Chaussinand

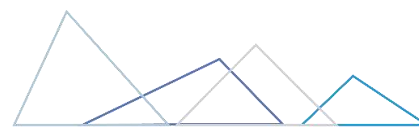
Contact : camille.chaussinand@iepg.fr

Résumé et objectifs du cours / Course description - Targets

Dans ce cours sur la communication et la gestion de crise, nous explorerons les éléments clés pour identifier les déclencheurs d'une crise et les différentes étapes de sa gestion. Vous apprendrez à construire un écosystème de veille pour être prêt à réagir rapidement, à planifier des scénarios de crise et à anticiper les réactions des médias et des influences. En acquérant des méthodes de gestion de crise, vous serez en mesure d'analyser, critiquer et développer des stratégies de communication efficaces pour gérer les situations critiques avec empathie et clarté.

Les objectifs pédagogiques sont les suivants :

- Identifier les déclencheurs d'une crise.
- Identifier les différentes étapes d'une gestion de communication de crise.
- Construire un écosystème de veille, afin d'être en état d'alerte.
- Planifier un scénario de crise.
- Mémoriser et appliquer les étapes et méthodes d'une stratégie d'anticipation médias/influences.
- Acquérir et reproduire les méthodes de gestion d'une crise.
- Analyser et critiquer une gestion de crise.
- Collecter les éléments permettant d'établir un état des lieux et les conséquences de la crise.
- Développer une stratégie de communication de crise.



Modalités d'évaluation / Assessment

La validation du cours se fait à l'aide d'un suivi assidu du cours avec différentes étapes de validation des acquis sous forme d'exercices :

- Savoir construire une matrice d'analyse de la crise
- Savoir construire une carte mentale pour anticiper la crise avec la simulation de différents scénarii
- Savoir construire une cellule de crise
- Savoir animer une cellule de crise
- Savoir bâtir un RETEX

En fonction de l'aménagement possible du cours, il est envisagé de simuler une crise pendant les 4 dernières heures de cours.

Bibliographie indicative / Bibliography

- BARTHES Roland (1964) - Rhétorique de l'image - Communications n° 4 - Seuil – Paris
- BRETON Philippe (1996)- L'argumentation dans la communication - La découverte-Paris
- CHARAUDEAU Patrick (1997) - Les discours d'information médiatique - INA-Nathan – Paris
- JOLY Martine (2002) – L'image et son interprétation - Nathan Cinéma - Paris
- MAINGUENEAU Dominique (1998) - L'analyse des textes de communication – Dunod
- SEMPRINI Andréa - Analyser la communication - Harmattan - Paris 1996
- VÉRON Éliséo (1994) - De l'image sémiologique aux discours - Hermès 13/14 – CNRS
- Laurent, Dominique (2020) "Communication de crise: Gérer l'imprévisible" Dunod.
- Jacquin, Guillaume, & Winkin, Yves (2018) "Les stratégies de communication en temps de crise" Armand Colin.
- Ferréol, Gilles, & Roux-Dufort, Christophe (2019) "Communication de crise: Théorie et pratique" De Boeck Supérieur.
- Frachon, Antoine (2019) "Communication de crise : 7 clés pour réussir" Editions Eyrolles.
- Driguez, Florence, & Dufay, Virginie (2017) "Communication de crise" Éditions Dunod.
- Pras, Bernard (2017) "La communication de crise en pratique" Éditions Vuibert.
- Huet, Jean-Michel, & Desgrées du Lou, Pierre (2018) "Communication de crise et sécurité intérieure" Editions L'Harmattan.

CS S1 Petit Guide de Survie au travail

Laurent Labrot, Docteur en Science-Politique
Professeur Associé Sciences Po Grenoble/ Chercheur Associé CNRS
Titulaire Chaire spécialisée Sciences Po Grenoble Emploi & Dialogue Social

L'étudiant qui termine ses études et accède à un premier emploi se voit confronté à un monde du travail auquel il n'a guère été préparé à l'Université. En effet, sauf à ce qu'il ait déjà exercé une activité professionnelle, les droits et devoirs d'un salarié du secteur public ou privé, les finesses du décryptage de la fiche de paye, ou encore les opportunités possibles en matière de création de son propre emploi sont autant de connaissances indispensables qui lui manquent.

L'objet de ce cours est de proposer de manière attractive l'ensemble des éléments nécessaires au démarrage d'une vie professionnelle. On va ainsi trouver un historique du monde du travail, les bases du droit du travail et du système de protection sociale, le fonctionnement du syndicalisme et de la défense des salariés, les types d'entreprises et leurs processus de création, les carrières dans les fonctions publiques sans oublier des thématiques incontournables aujourd'hui comme la question des compétences, validations des acquis de l'expérience, responsabilité sociale et environnementale des structures etc... Après plusieurs présentations de base, il sera demandé aux étudiants quels sont les sujets qu'ils souhaitent approfondir pour un enseignement à la carte pouvant comporter des présentations de professionnels extérieurs invités dans le cadre du cours, des films et travaux pratiques.

Cet enseignement est susceptible d'intéresser tout étudiant qui souhaite mieux cerner et comprendre l'ensemble des questions et évolutions pratiques qui traversent aujourd'hui le monde du travail français. Il ne s'agit ni d'un cours de droit du travail même si on va y trouver certaines références législatives, ni d'un cours sur la vie en entreprise puisque l'ensemble des statuts et situations professionnelles publiques comme privées y sont abordés.

Evaluation : dossier sur un sujet au choix de l'étudiant mais présentant un lien avec le monde du travail. Il est demandé 5-6 pages rédigées avec une introduction, développement et conclusion. Une bibliographie indicative doit être jointe ainsi que des annexes. Le dossier peut être rendu en français, anglais, italien et espagnol.

ENGLISH VERSION : CS S1 Short workplace survival guide

Students who have completed their studies and secured a first job are faced with a professional world to which they have not been accustomed to at the university level. Unless they already experienced a professional activity, such aspects as duties and rights of an employee (whether in the public or private

sector), the subtleties inherent to the decoding of a payslip or the potential opportunities regarding to the creation of their own job are essential skills that they lack.

The purpose of this course is to present in an attractive manner the full range of elements needed for the beginning of professional life. Thus, an historical background of the working world, rudiments of labor law and social security, the framework of trade unionism and protection of workers, the different types of company and their creation process, careers in public service will be addressed, not to mention current unavoidable topics such as competences, validation of prior experience, social and environmental responsibility of organizations, etc. After several keynote presentations, students will be asked to choose the issues they wish to deal in depth as part of flexible education that may include interventions of external professionals during the class, movies or practical work.

This course may be of special interest to students who intend to gain further insight into the whole evolution at the core of the French working world and all the questions it raises. It should then be noted this is not a course focusing on labor law (despite the mention of a few legislative references) nor a course about the corporate world (since both private and public professional statutes and situations are addressed).

Assessment: The conditions of continuous assessment for this specialized course are as follows: a 5-6 page essay on a topic at the choice of each student, presenting a link with the employment world. It must comprise an introduction, the body of the text and a conclusion, as well as an indicative bibliography and Annexes. This essay can be written in French, English, Italian or Spanish.



DESCRIPTIF D'ENSEIGNEMENT

COURSE DESCRIPTION

1^{ER} CYCLE

Titre du cours / Course Title

La construction de l'État dans les pays du printemps arabe

Type de cours : CS

Langue du cours : Français

Enseignante(s) / Enseignant(s) responsable(s) du cours / Professor(s)

Nom et contact **Jamil SAYAH**

Jamil.sayah@iepg.fr

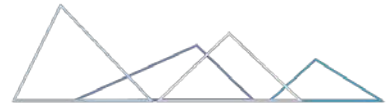
Résumé et objectifs du cours / Course description - Targets

Au Maghreb comme au Machrek, les récentes révolutions constituent une séquence historique d'une grande importance. Elles ont permis aux peuples, dans certains cas, de rompre avec les anciens régimes et dans d'autres de subir la terrible violence de la contre-révolution. Peu importe le résultat, cet évènement est l'origine d'un bouleversement politico-juridique considérable. En effet, des nouveaux régimes sont nés alors que d'autres luttent pour ne pas mourir. Cette nouvelle donne ne cesse d'alimenter interrogations et réflexions

Cet enseignement va se consacrer à l'étude et à l'analyse de cette nouvelle configuration aussi bien dans sa dimension juridique, politique que géopolitique, ce qui impliquera un retour sur les formes et les pratiques institutionnelles des anciens régimes. Et c'est cette pluralité et cette diversité que nous chercherons à saisir et avec elles toutes les différenciations des processus d'évolutions de ces régimes.

Modalités d'évaluation / Assessment

L'évaluation prendra la forme d'une rédaction d'un papier par groupe ou individuellement. Les étudiants internationaux sont les bienvenus.



Bibliographie indicative / Bibliography

- Jacques Benoist-Méchin, *Un Printemps arabes*, Albin Michel, 2016
- Naïma Bouras, *Regards croisé sur le Printemps arabes*, L'Harmattan, 2019
- Naoufel Brahimi, *Le Printemps arabes : une manipulation*, Max Milo, 2016
- Jacques Huntzinger, *Le Printemps arabes et le religieux*, Ed, Parole Silence, 2014
- Nduire Christian, *Printemps arabe ; volonté populaire ou coup d'échecs géopolitique*, Ed, Grands Caractères, 2019
- Jamil Sayah, *La Révolution tunisienne : la part du droit*, L'Harmattan, 2013
- Jamil Sayah, *L'acte II de la Révolution tunisienne : la Constitution*, L'Harmattan, 2015
- Jamil Sayah, *L'acte III de la Révolution tunisienne, la contre-révolution*, L'Harmattan, 2021
- Jamil Sayah, *Philosophie politique de l'Islam. La théorie de l'Etat d'Ibn Khaldoun à aujourd'hui*, Atelier de l'Archers/PUF
- Charles Thépaut, *Le monde arabe en Morceau. Des Printemps arabes à Daeach*, Armand Colin, 2017



DESCRIPTIF D'ENSEIGNEMENT / COURSE DESCRIPTION

1^{ER} CYCLE

LES TERRES AUSTRALES ET ANTARCTIQUES FRANÇAISES, TERRITOIRE FRANÇAIS D'EXCEPTION(S).

Type de cours : *Cours spécialisé*

Langue du cours : Français

Fabienne BONNEFOY

Contact : fabienne.bonnefoy@iepg.fr

Résumé et objectifs du cours / Course description - Targets

Les Terres australes et antarctiques françaises sont un territoire français « du bout du monde » constituant une collectivité sui generis, créée par la loi du 6 août 1955.

Les TAAF, souvent connues par les navigateurs et les explorateurs pour leurs paysages et leur faune d'exception, sont pour autant méconnues du grand public. Seul territoire français sans population permanente, seul territoire français aussi éparpillé et vaste - s'étendant de l'océan Indien à l'Antarctique - cette collectivité est de fait un territoire d'exceptions, que ce soit sur le plan juridique, politique, administratif, économique, environnemental ou bien encore opérationnel. Cette identité particulière place les TAAF à la croisée de multiples enjeux, locaux, nationaux, internationaux et planétaires.

Cet enseignement permettra d'aborder ces spécificités et d'analyser la place des TAAF dans leurs différents écosystèmes :

- *Histoire et géographie*
- *Spécificités juridiques et administratives*
- *Organisation politique*
- *Fonctionnement sur district*
- *Enjeux économiques*
- *Enjeux géopolitiques*
- *Enjeux environnementaux*
- *Enjeux scientifiques*

Plan des séances / Course schedule (détails susceptibles d'évoluer)

Séance	Sujet
Séance 1	Introduction générale
Séance 2	Histoire et géographie
Séance 3	Spécificités juridiques et administratives
Séance 4	Organisation politique
Séance 5	Fonctionnement sur district
Séance 6	Enjeux économiques
Séance 7	Enjeux géopolitiques
Séance 8	Enjeux environnementaux
Séance 9	Enjeux scientifiques



Modalités d'évaluation / *Assessment*

- *Assiduité aux cours.*
- *Examen écrit en temps limité comprenant des QCM, questions de cours et d'analyse.*

Information concernant le plagiat / *Plagiarism*

Il faut impérativement prendre connaissance de la charte anti-plagiat que vous trouvez sur [le site de Sciences Po Grenoble – UGA](#). Le plagiat est formellement interdit et susceptible de sanctions disciplinaires. Les travaux écrits rendus en version électronique seront analysés par un logiciel de détection du plagiat (Compilatio).

L'utilisation de ChatGPT - ou de tout autre dispositif ayant recours à l'intelligence artificielle - comme outil de rédaction de tout ou partie des exercices de cours, écrits comme oraux, est considérée - à l'exception d'un usage pédagogique encadré par un enseignant - comme une fraude au contrôle continu. En particulier tout extrait d'un exercice réalisé par un étudiant, reprenant substantiellement aussi bien que formellement les éléments d'une rédaction produite par un générateur de texte par intelligence artificielle, relève de la fraude et peut à ce titre être soumis aux mêmes sanctions disciplinaires que le plagiat.

Bibliographie indicative / *Bibliography*



DESCRIPTIF D'ENSEIGNEMENT / COURSE DESCRIPTION

1^{ER} CYCLE

Initiation au journalisme

Type de cours : Cours spécialisé

Langue du cours : Français

Enseignante(s) / Enseignant(s) responsable(s) du cours / Professor(s)

Sandy Plas, journaliste indépendante

Contact : sandyplas.pro@gmail.com

Résumé et objectifs du cours / Course description - Targets

Ce cours spécialisé propose une initiation au journalisme, au travers de la découverte du paysage médiatique français, des principes déontologiques qui régissent la profession et des formats journalistiques. Ces aspects théoriques seront complétés par une introduction à l'écriture journalistique et par un suivi hebdomadaire de l'actualité, qui ouvrira chaque séance. En fin de semestre, un temps sera consacré à la préparation aux concours des écoles de journalisme (constitution du dossier, préparation aux épreuves et à l'oral).

Plan des séances / Course schedule (détails susceptibles d'évoluer)

Séance	Sujet	Lectures obligatoires pour préparer la séance
Séance 1	Qu'est-ce qu'un journaliste ? Qu'est-ce qu'une information ?	Lecture régulière de l'actualité.
Séance 2	La déontologie journalistique	Id.
Séance 3	Le paysage médiatique français	Id.
Séance 4	Exploration des formats journalistiques	Id.
Séance 5	Mener une interview	Id.
Séance 6	Initiation à l'écriture journalistique	Id.
Séance 7	Initiation à l'écriture journalistique	Id.
Séance 8	Préparer les concours des écoles de journalisme	Id.
Séance 9	Préparer les concours des écoles de journalisme	Id.



Modalités d'évaluation / *Assessment*

- Assiduité aux cours
- Participation orale pendant les séances
- Présentation orale de 20 minutes, en groupe, sur un sujet d'actualité à problématiser. Pour chaque présentation, une introduction s'appuyant sur un article de presse récent est attendue, avant que le sujet ne soit contextualisé. La présentation, qui s'appuiera obligatoirement sur un support visuel, se terminera par un échange avec la classe, animée par le groupe.
- Examen final écrit en janvier portant sur les différents thèmes évoqués en cours et représentant 50% de la note.

Information concernant le plagiat / *Plagiarism*

Il faut impérativement prendre connaissance de la charte anti-plagiat que vous trouvez sur [le site de Sciences Po Grenoble – UGA](#). Le plagiat est formellement interdit et susceptible de sanctions disciplinaires. Les travaux écrits rendus en version électronique seront analysés par un logiciel de détection du plagiat (Compilatio). L'utilisation de ChatGPT - ou de tout autre dispositif ayant recours à l'intelligence artificielle - comme outil de rédaction de tout ou partie des exercices de cours, écrits comme oraux, est considérée - à l'exception d'un usage pédagogique encadré par un enseignant - comme une fraude au contrôle continu. En particulier tout extrait d'un exercice réalisé par un étudiant, reprenant substantiellement aussi bien que formellement les éléments d'une rédaction produite par un générateur de texte par intelligence artificielle, relève de la fraude et peut à ce titre être soumis aux mêmes sanctions disciplinaires que le plagiat.

Bibliographie indicative / *Bibliography*

Lecture régulière de la presse quotidienne régionale, nationale et internationale.

Nationalismes (taught in Spanish)
Semester 2 – Tuesday 5:30-7:30pm

course description available soon