

Introduction au contrat social de Rousseau

Nom de l'enseignant : Pingeot

Prénom de l'enseignant : Mazarine

Adresse mail : m.pingeot@sciencespobordeaux.fr

Langue d'enseignement : Français

Année : ☒ 1^{re} année

Type d'enseignement : Cours d'ouverture – 12 heures

Description :

Ce cours a pour objectif d'introduire la pensée de Jean-Jacques Rousseau en abordant les notions clés du *Contrat social*. Cette référence indispensable à la pensée politique, non seulement comme jalon historique, mais également et surtout parce qu'elle est toujours d'actualité, doit être maîtrisée par des étudiants de sciences politiques : trop souvent, le livre majeur de Rousseau est cité, que ce soit dans les dissertations d'étudiants ou dans le débat public sans qu'il ne soit lu ni compris. Raison pour laquelle il semble essentiel de réinscrire Rousseau dans la science politique de son temps, et de mettre en lumière la spécificité et l'originalité de son contrat social.

Bibliographie indicative :

Rousseau

Le contrat social (édition indifférente)

Le discours sur l'origine de l'inégalité parmi les hommes (édition indifférente)

NB : ne pas hésiter à utiliser des éditions scolaires, elles sont souvent très bien faites.

Description détaillée des modalités d'évaluation :

Partiel d'1h30. Questions de cours problématisées.

Politics of China – State, Society, and Global Engagement

Nom de l'enseignant : Yuen

Prénom de l'enseignant : Samson

Adresse mail : samsonyuen@hkbu.edu.hk

Langue d'enseignement : Anglais

Année : ☒ 1^{re} année

Type d'enseignement : Cours d'ouverture – 12 heures

Description :

This course provides an exploration of Chinese politics, examining the structure and evolution of the Chinese state, the role of state and society in shaping economy and governance, and China's growing influence on global affairs. Designed with an interactive and analytical approach, students – who may have had no previous opportunity for systematic study of China – will engage in debates and collaborative projects to explore key themes, including the reform era, political economy, and China's rise on the world stage. They will also have the opportunity to engage with both classic and cutting-edge scholarship in the field of Chinese politics. The course emphasizes critical thinking, active participation, and the application of theoretical frameworks to real-world scenarios. Moreover, the course will also introduce common methods and tools that researchers use to study China. The course will be conducted in English, and no prior knowledge of the Chinese language is required – though some Chinese proficiency will be useful.

Bibliographie indicative :

Joseph, William A., ed. Politics in China: an introduction. Oxford University Press, 2024.

Naughton, Barry. The Chinese economy: Transitions and growth. MIT press, 2007.

Shambaugh, David L. China's Communist Party: Atrophy and Adaptation. Univ of California Press, 2008.

Shambaugh, David L. China Goes Global: The Partial Power. Oxford: Oxford University Press, 2013.

Description détaillée des modalités d'évaluation :

Examen terminal écrit - paper

Évaluation des transformations sociopolitiques en Afrique : une perspective critique des approches du développement

Nom de l'enseignant : Mballa

Prénom de l'enseignant : Charlie

Adresse mail :

Langue d'enseignement : Français

Année : ☒ 1^{re} année

Type d'enseignement : Cours d'ouverture – 12 heures

Description :

Ce cours propose une analyse critique des transformations sociopolitiques et des dynamiques de changement social en Afrique, à travers le prisme des approches classiques et contemporaines du développement. Il interroge les cadres théoriques dominants – tels que les paradigmes de la modernisation, du développementalisme ou de la démocratie libérale – ainsi que les méthodologies utilisées dans les outils d'évaluation internationaux (indices, typologies, classements).

À partir d'études de cas concrètes en Afrique subsaharienne, le cours met en évidence la résilience des régimes autoritaires, les mutations de l'État africain contemporain, et la diversité des trajectoires de changement, en intégrant les normes sociales, les pratiques locales de légitimation, ainsi que les tensions entre autoritarisme, démocratie et développement.

Il s'agit également de déconstruire les visions téléologiques et occidentalo-centrées du changement politique, en valorisant des perspectives africaines, critiques et décoloniales, qui permettent de repenser les rapports entre pouvoir, légitimité, autorité et transformation sociale.

Bibliographie indicative :

Banégas, R. (2003). *La démocratie à pas de caméléon*. Paris: Karthala.

Buchanan, A. (2002). "Political Legitimacy and Democracy."

Branch, A. & Mampilly, Z. (2015). *Africa Uprising: Popular Protest and Political Change*.

Cheeseman, N. (2015). *Democracy in Africa: Successes, Failures, and the Struggle for Political Reform*. Cambridge University Press.

Hountondji, Paulin J. , ed. 2002. *Struggle for Meaning: Reflections on Philosophy, Culture, and Democracy in Africa*. Athens: Ohio University Press.

Gazibo, M. & Thiriot, C. (2009). *Le politique en Afrique : État des débats et pistes de recherche*. Paris: Karthala.

Hagmann, T., & Péclard, D. (2010). Negotiating Statehood: Dynamics of Power and Domination in Africa. *Development and Change*, 41(4), 539-562.

Hyden, G. (2013). *African Politics in Comparative Perspective*.

Médard, J.-F. (2014). *États d'Afrique noire : Formation, mécanismes et crise*. Paris: Karthala.

Munck, G. L. & Verkuilen, J. (2002). "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices." *Comparative Political Studies*, Vol. 35 No. 1, February 2002 5-34.

Santos, Boaventura de Sousa (2014). *Epistemologies of the South*, Routledge.

Santos, Boaventura de Sousa (2005). *Democratizing Democracy: Beyond the Liberal Democratic Cano*. London: Verso.

Santos, Boaventura de Sousa ., ed. 2007. *Another Knowledge Is Possible: Beyond Northern Epistemologie*. London: Verso.

Mode de validation : Examen terminal écrit – paper.

A History of pandemics

Nom de l'enseignant : Champeaud

Prénom de l'enseignant : Grégory

Adresse mail : g.champeaud@sciencespobordeaux.fr

Langue d'enseignement : Anglais

Année :

☒ 1^{re} année

Type d'enseignement : Cours d'ouverture – 12 heures

Description :

This 12-hour course offers a broad survey on the role of pandemics in history, on how they allow to explore political, economic and socio-cultural practices in different places and times, through their consequences on populations.

How does a pandemic start? How does it end? What are the different measures taken to try to cope with it and how do they relate with COVID19 responses?

Going from antiquity to the present day, this course will investigate diseases such as the plague, smallpox, cholera, influenza and AIDS/HIV.

By the end of this course, the students will be able to:

- appreciate the role played by pandemics in shaping the past and transforming societies;
- critically analyse source materials to understand pandemics in history;
- use historical analysis to discover the continuing challenges of pandemics today, notably with COVID-19.

Bibliographie indicative :

Along with the selected bibliography here below, we will use an “AHOP” Sourcebook that I will provide for every lecture.

Books which can be found at Sciences Po library or other libraries on the campus:

- Lawrence O. Gostin, *The AIDS pandemic complacency, injustice, and unfulfilled expectations*, University of North Carolina Press, 2003.
- Monica H. Green (ed.), *Pandemic disease in the medieval world: rethinking the Black Death*, Arc Medieval Press, 2015.
- Elizabeth Outka, *Viral modernism: the influenza pandemic and interwar literature*, Columbia University Press, 2020.

Other material:

- Alfred Jay Bollet, *Plagues and Poxes – The Impact of Human History on Epidemic Disease*, New York, Demos Medical Publishing, Inc., 2004.
- Dr Jeremy Brown, *Influenza: The Hundred-Year Hunt to Cure the Deadliest Disease in History*, Atria Books, 2018.
- Elizabeth A. Fenn, *Pox Americana: The Great Smallpox Epidemic of 1775-82*, Hill & Wang, 2002.
- J. N. Hays, *Epidemics and Pandemics: Their Impacts on Human History*, California, ABC-CLIO, Inc., 2005.
- Victoria Lacroix, *All About Pandemics: Epidemic of Infectious Disease*, Delhi, University Publications, 2012.
- William McNeill, *Plagues and Peoples*, Anchor, 1977.
- Terence Ranger and Paul Slack, *Epidemics and Ideas – Essays on the Historical Perception of Pestilence*, Cambridge, Cambridge University Press, 1999.
- William Rosen, *Justinian's Flea: Plague, Empire, and the Birth of Europe*, New York, Viking Penguin, 2007.
- Randy Shilts, *And the Band Played On: Politics, People, and the AIDS Epidemic*, St. Martin's Griffin, 2007

Description détaillée des modalités d'évaluation :

The final examination will consist in answering one transversal question related to the whole course (2 pages maximum). It will be held on Thursday, March 12th 2026, from 4 to 5 pm.

La philanthropie et les fondations : une approche sociopolitique

Nom de l'enseignant : Lefèvre

Prénom de l'enseignant : Sylvain

Adresse mail : lefevre.sylvain@uqam.ca

Langue d'enseignement : Français

Année :

☒ 1^{re} année

Type d'enseignement : Cours d'ouverture – 12 heures

Description :

Dans ce cours, nous aborderons ces dimensions de la philanthropie mais nous nous concentrerons plus spécifiquement sur son organisation, à travers des acteurs (les fondations), des relations et des modalités d'action qui caractérisent un écosystème philanthropique. Le contexte actuel est à ce titre caractérisé par une montée en puissance des fondations, à la fois du point de vue de leur capital financier, de leurs champs d'action, voire de leur influence dans le financement du monde associatif mais aussi dans l'architecture de certaines politiques publiques. Nous analyserons donc le rôle politique des fondations, leur légitimité et leur pouvoir mais aussi l'évolution historique de ceux-ci face à l'État, la diversité de leurs stratégies, voir leurs oppositions entre elles, sur des sujets comme l'urgence écologique ou les inégalités sociales. Nous aborderons aussi les controverses entourant les prérogatives des fondations, du point de vue démocratique notamment. Nous nous concentrerons sur le monde des fondations nord-américaines (États-Unis et Canada) mais nous ferons aussi des ponts avec les débats actuels du secteur philanthropique en France.

Bibliographie indicative :

Duvoux N. (2015), Les oubliés du rêve américain. Philanthropie, Etat et pauvreté urbaine aux Etats-Unis, Paris, PUF.

Lambelet A. (2014), La philanthropie, Paris, Presses de Sciences po.

Lefèvre S., Monier A. (Dir) (2021), Philanthropes en démocratie, Paris, PUF, La vie des idées.

Reich, R. (2018), Just Giving. Why Philanthropy is failing Democracy and how it can do better, Princeton, Princeton University Press.

Ludovic TOURNÈS (dir.). - L'argent de l'influence. Les fondations américaines et leurs réseaux européens. Paris, Autrement, 2010, 200 pages.

Zunz O. (2012), La philanthropie en Amérique. Argent

Description détaillée des modalités d'évaluation :

Examen terminal écrit - paper



Fiche de cours (Professeur invité) Course description form (Visiting Professor)

Nom de l'enseignant.e / Last Name :

Prénom de l'enseignant.e / First Name :

Langue d'enseignement / Language of instruction :

Adresse e-mail de l'enseignant / E-mail :

Description du cours / Course Description :

Bibliographie indicative / Recommended Readings :

Mode d'évaluation (en choisir un) / Course assessment (please choose one) :

Final Written exam (during the last course session) - QCM

Final Written exam (during the last course session) - Paper

Continuous assessment

Note that a continuous assessment requires 2 separate assessments knowing that attendance cannot count as one of these assessments (even if it can be taken into account to determine a final grade).
Notwithstanding, you will have to communicate to the school 1 single final mark which will take into account the different evaluations.

Course Syllabus

CO.[1A. S1]

The Politics of Climate Change

Winter 2026,

Science Po Bordeaux, Room: X

Professor [Erick Lachapelle](#)

Université de Montréal

erick.lachapelle@umontreal.ca

Course Description:

This course examines the political challenges of addressing climate change from a North American perspective. We will first explore the scientific and policy dimensions of climate change, including the science-policy interface and how uncertainty is used in political decision-making. The course then focuses on countermovement strategies and climate denialism, analyzing the role of industry, disinformation campaigns, and ideological resistance. We will then examine public opinion and media framing before shifting to policy debates, including a case study on market-based mechanisms (such as carbon pricing). Finally, we will discuss the political barriers that impede climate action and strategies for overcoming them.

This intensive 12-hour course is designed for students interested in environmental politics, public policy, public opinion, and the strategic interactions between climate advocates and opponents.

Objectives:

By the end of this course, students will have gained an understanding of the political issues and controversies associated with climate change policy-making in a North American context, while integrating theoretical principles related to political science, Science and Technology Studies (STS) and political communication. More specifically, by the end of this course students will:

1. **Understand** the key political debates surrounding climate change, particularly in the North American context.
2. **Analyze** how uncertainty and science are used strategically in climate policymaking.
3. **Evaluate** counter-movement tactics, including corporate influence, lobbying, and misinformation campaigns.
4. **Examine** how media and public opinion shape climate policy decisions.
5. **Assess** how these issues play out in concrete policy debates, with a focus on market-based mechanisms.
6. **Identify** major political barriers to climate action and explore strategic responses to overcome them.

3. Teaching Approach

The teaching of this course is interactive and takes place in the classroom. It is an intensive course spread over two weeks, with three sessions per week. The six 120-minute classes are divided into two types of activities, totaling 12 hours of instruction. The first part of the class will be exclusively dedicated to lectures on the material presented by the instructor, while the remaining time in class will class discussion and debate, group work and case studies.

4. Evaluation Method and Grading:

This course includes two assessments with the following weighting:

1. Final Paper: 80%
 2. In Class Participation: 20%
- Final Paper (80%):

Students will be required to complete a final research paper of approximately 8,000 characters in which they will analyze a disinformation campaign or counter-movement strategy in a country of their choice (around 5-7 pages Times New Roman double space 12pts), excluding tables, images, and references. This report must identify the actors and objectives of the campaign, examine the dissemination channels such as social media, and evaluate the disinformation techniques, or delay tactics used. We will further discuss the structure of the paper in class. **Note that depending on the size of the class, this assignment might become a group project involving 2-4 students. This will be clarified once enrollment is finalized.**

Important dates to remember for the final paper:

- March 13: Select Team Member.
 - March 16: Select Disinformation Campaign.
 - March 27: Paper deadline (12PM).
- Participation (20%):

Students will be evaluated based on their participation in class during discussions and in team assignments. You must come prepare to class and have done the required readings in advance.

5. Prerequisites:

No formal prerequisites are required for this course.

6. Readings

This course includes both required and recommended readings. There are no textbooks or books to purchase; all materials will be available for download. Each class requires approximately 50 pages of reading. Due to the intensive nature of the course, students should note that on the three days with double class sessions, the required readings will amount to around 100 pages. It is crucial to stay current with the readings to fully participate in class discussions and activities. The suggested readings provide opportunities to further explore the topics covered in class and can serve as sources for the final paper.

7. Schedule

I. Monday 9 March : Introduction to Climate Politics

1.1 General Introduction

1.1.1 Overview of climate change as a political issue

1.1.2 Key actors: governments, business, civil society

- Readings:
 - Bernauer, Thomas. 2013. "Climate Change Politics." *Annual Review of Political Science* 16: 421-448.
 - Colgan, Jeff D., Jessica F. Green, and Thomas N. Hale. 2021. "Asset Revaluation and the Existential Politics of Climate Change." *International Organization* 75 (2): 586–610.
- Suggested readings:
 - Keohane, Robert O. 2015. "The Global Politics of Climate Change: Challenge for Political Science." *PS: Political Science & Politics* 48 (01): 19–26.
 - Purdon, Mark. 2015. "Advancing Comparative Climate Change Politics: Theory and Method." *Global Environmental Politics* 15 (3): 1–26.

II. Wednesday 11 March: The Science-Policy Interface & Uncertainty in Decision-Making

2.1 How scientific knowledge is used (or ignored) in policymaking

2.2 The politicization of climate science and uncertainty

2.3 The role of experts vs. political narratives

- Readings:
 - Lidskog, Rolf, and Göran Sundqvist. 2014. "When Does Science Matter? International Relations Meets Science and Technology Studies." *Global Environmental Politics* 15 (1): 1–20.
 - Sarewitz, Daniel. 2004. "How Science Makes Environmental Controversies Worse." *Environmental Science & Policy* 7 (5): 385-403.
- Suggested readings:
 - De Pryck, Kari. 2021. "Intergovernmental Panel on Climate Change and the Production of Authoritative Knowledge." *Global Environmental Politics* 21 (1): 120-144.
 - Oreskes, Naomi. 2004. "Science and Public Policy: What's Proof Got to Do with It?" *Environmental Science & Policy* 7 (5): 369-383.

III. Friday 13 March: Countermovement Strategies and Climate Denial

3.1 Industry influence, lobbying, and fossil fuel interests

3.2 Disinformation, “manufactured doubt” and public perception

3.3 The role of conservative think tanks and right-wing media

- Readings:
 - McCright, Aaron M., and Riley E. Dunlap. 2003. “Defeating Kyoto: The Conservative Movement’s Impact on U.S. Climate Change Policy.” *Social Problems* 50 (3): 348–73.
 - Bell, Shannon Elizabeth, and Richard York. 2010. “Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia.” *Rural Sociology* 75 (1): 111–43.
 - Lamb, William F., Giulio Mattioli, Sebastian Levi, J. Timmons Roberts, Stuart Capstick, Felix Creutzig, Jan C. Minx, Finn Müller-Hansen, Trevor Culhane, and Julia K. Steinberger. 2020. “Discourses of Climate Delay.” *Global Sustainability* 3.
- Suggested Readings:
 - Aronczyk, Melissa, Patrick McCurdy, and Chris Russill. 2024. “Greenwashing, Net-Zero, and the Oil Sands in Canada: The Case of Pathways Alliance.” *Energy Research & Social Science* 112 (June): 103502.
 - Boussalis, Constantine, and Travis G. Coan. 2016. “Text-Mining the Signals of Climate Change Doubt.” *Global Environmental Change* 36 (January): 89–100.
 - Brulle, Robert J. 2014. “Institutionalizing Delay: Foundation Funding and the Creation of U.S. Climate Change Counter-Movement Organizations.” *Climatic Change* 122 (4): 681–94.
 - Dunlap, Riley E. et Peter J. Jacques. “Climate Change Denial Books and Conservative Think Tanks: Exploring the Connection” *American Behavioral Scientist* 57 (6): 699-731.
 - Franta, Benjamin. 2021. “Early Oil Industry Disinformation on Global Warming.” *Environmental Politics* 30 (4): 663–68.
 - McCright, Aaron, and Riley Dunlap. 2010. “Anti-Reflexivity: The American Conservative Movement’s Success in Undermining Climate Science and Policy.” *Theory Culture & Society - THEOR CULT SOC* 27 (May): 100–133.
 - McCright, Aaron M., and Riley E. Dunlap. 2000. “Challenging Global Warming as a Social Problem: An Analysis of the Conservative Movement’s Counter-Claims.” *Social Problems* 47 (4): 499–522.
 - Skocpol, Theda and Alexander Hertel-Fernandez. 2016. The Koch Network and Republican Party Extremism. *Perspectives on Politics* 14(3) : 681-699.
 - Supran, Geoffrey, and Naomi Oreskes. 2017. “Assessing ExxonMobil’s Climate Change Communications (1977–2014).” *Environmental Research Letters* 12 (8): 084019.
 - Supran, Geoffrey, and Naomi Oreskes. 2021. “Rhetoric and Frame Analysis of ExxonMobil’s Climate Change Communications.” *One Earth* 4 (5): 696–719.

IV. Monday 16 March: Public Opinion, Media, and Framing Climate Change

4.1 How media coverage shapes climate debates

4.2 The role of psychological biases and cultural cognition

4.3 Effective messaging for motivating climate action

- Readings:
 - Grundmann, Reiner. 2007. "Climate Change and Knowledge Politics" *Environmental Politics*, 16 (3), 414-432.
 - Kahan, Dan M., Hank C. Jenkins-Smith, and Donald Braman. 2011. "Cultural Cognition of Scientific Consensus." *Journal of Risk Research* 14(2): 147-74.
 - Nisbet, Matthew C. 2009. "Communicating Climate Change: Why Frames Matter for Public Engagement." *Environment: Science and Policy for Sustainable Development* 51 (2): 12-23.
 -
- Suggested readings:
 - Boykoff, Maxwell, and Olivia Pearman. 2019. "Now or Never: How Media Coverage of the IPCC Special Report on 1.5°C Shaped Climate-Action Deadlines." *One Earth* 1 (3): 285-88.
 - Capstick, S. B., & Pidgeon, N. F. (2014). What is climate change scepticism? Examination of the concept using a mixed methods study of the UK public. *Global Environmental Change*, 24, 389-401.
 - Konisky, David M., Llewelyn Hughes, and Charles H. Kaylor. 2016. "Extreme Weather Events and Climate Change Concern." *Climatic Change* 134 (4): 533-47.
 - Lakoff, George. 2010. "Why It Matters How We Frame the Environment." *Environmental Communication* 4 (1): 70-81.
 - McCright, Aaron M. and Riley E. Dunlap. 2011. "Cool dudes: The denial of climate change among conservative white males in the United States." *Global Environmental Change*. 21: 1163-1172.
 - Newman, T. P., Nisbet, E. C., & Nisbet, M. C. (2018). *Climate change, cultural cognition, and media effects: Worldviews drive news selectivity, biased processing, and polarized attitudes*. *Public Understanding of Science*, 27(8), 985-1002.
 - Tranter, Bruce, and Kate Booth. 2015. "Scepticism in a Changing Climate: A Cross-National Study." *Global Environmental Change* 33 (July): 154-64.

V. Wednesday 18 March: Political Barriers to Climate Policy Implementation

5.1 Electoral backlash and partisanship

5.2 Solution aversion

5.3 Case study on carbon pricing and lessons from North America

- Readings
 - Stokes, Leah C. 2016. "Electoral Backlash against Climate Policy." *American Journal of Political Science* 60 (4): 958-974.
 - Campbell, T. H., & Kay, A. C. (2014). Solution aversion: On the relation between ideology and motivated disbelief. *Journal of Personality and Social Psychology*, 107(5), 809-824.
 - Mildenberger, Matto, Erick Lachapelle, Kathryn Harrison, and Isabelle Stadelmann-Steffen. 2022. "Limited Impacts of Carbon Tax Rebate Programmes on Public Support for Carbon Pricing." *Nature Climate Change* 12 (2): 141-47.
- Suggested readings:

- Douenne, Thomas, and Adrien Fabre. 2020. "French Attitudes on Climate Change, Carbon Taxation and Other Climate Policies." *Ecological Economics* 169 (March): 106496
- Beck, Marisa, Nicholas Rivers, and Hidemichi Yonezawa. 2016. "A Rural Myth? Sources and Implications of the Perceived Unfairness of Carbon Taxes in Rural Communities." *Ecological Economics* 124 (April): 124–34.
- Klenert, David, Linus Mattauch, Emmanuel Combet, Ottmar Edenhofer, Cameron Hepburn, Ryan Rafaty, and Nicholas Stern. 2018. "Making Carbon Pricing Work for Citizens." *Nature Climate Change* 8 (8): 669–77.
- Madden, Nathan J. 2014. "Green Means Stop: Veto Players and Their Impact on Climate-Change Policy Outputs." *Environmental Politics* 23 (4): 570–89.
- MacNeil, Robert. 2016. "Death and Environmental Taxes: Why Market Environmentalism Fails in Liberal Market Economies." *Global Environmental Politics* 16 (1): 21–37.
- Povitkina, Marina, Sverker Carlsson Jagers, Simon Matti, and Johan Martinsson. 2021. "Why Are Carbon Taxes Unfair? Disentangling Public Perceptions of Fairness." *Global Environmental Change* 70 (September): 102356.

VI. Friday 20 March: Political Strategies for Climate Action

6.1 Political strategies for overcoming opposition

6.2 Policy interactions and sequencing

6.3 Proximizing climate change

- Readings
 - Downie, Christian. 2017. Business actors, political resistance, and strategies for policymakers. *Energy Policy* 108 : 583-592.
 - Meckling, Jonas, Phillip Y. Lipscy, Jared J. Finnegan, and Florence Metz. 2022. "Why Nations Lead or Lag in Energy Transitions." *Science* 378 (6615): 31–33
 - Petrovic, N., Madrigano, J., & Zaval, L. (2014). *Motivating mitigation: When health matters more than climate change*. *Climatic Change*, 126(1-2), 245–254.
- Suggested readings:
 - Breetz, Hanna, Matto Mildenerberger and Leah Stokes. 2018. The political logics of clean energy transitions. *Business and Politics*, 20(4): 492-522.
 - Brügger, Adrian, Thomas A. Morton, and Suraje Dessai. 2016. "'Proximising' Climate Change Reconsidered: A Construal Level Theory Perspective." *Journal of Environmental Psychology* 46 (June):125–42.
 - Meckling, J., Kelsey, N., Biber, E., & Zysman, J. (2015). Winning coalitions for climate policy. *Science*, 349(6253), 1170–1171.
 - Rosenbloom, Daniel, Jochen Markard, Frank W. Geels, and Lea Fuenfschilling. 2020. "Opinion: Why Carbon Pricing Is Not Sufficient to Mitigate Climate Change—and How 'Sustainability Transition Policy' Can Help." *Proceedings of the National Academy of Sciences* 117 (16): 8664–68.

Transformation of law in the context of digitalization

Nom des enseignants : PAILLOT/ VERDON

Prénoms des enseignants : Pierre-Louis / Elia

Adresse mail : pierre-louis.paillot@u-bordeaux.fr / elia.verdon@u-bordeaux.fr

Langue d'enseignement : Anglais

Année : ☒ 1^{RE} année

Type d'enseignement : Cours d'ouverture – 12 heures

Description :

This twelve-hour lecture aims to analyze the issues linked to digital transformations affecting the legal and jurisdictional system or activities.

New technologies and law are interrelated in many ways, affecting a wide range of areas: justice, democracy, fundamental rights, etc.

The topics are listed below:

Lesson 1 & 2 : New and emerging technologies and fundamental rights: the evolution of privacy and data protection in the digital age

Lesson 3: Legal issues of artificial intelligence (IA) : principles and legal framework

Lesson 4: Legal issues of artificial intelligence (IA) : risks and fundamental rights

Lesson 5 & 6 : Government use of surveillance: history, security laws, data mining, facial recognition, drones

Lesson 7: Parliamentary use of new technologies: “e-Parliament”, communication, social media, vote, petition

Lesson 8: Freedom of expression in the digital age: fake news, deep fake, social media moderation

Bibliographie indicative :

Lesson 1 & 2

- D. Flaherty, On the Utility of Constitutional Rights to Privacy and Data Protection, *Case Western Reserve Law Review*, 1991, Vol. 41, No. 3, p. 831-855.
- J. Whitman, The Two Western Cultures of Privacy: Dignity Versus Liberty, *The Yale Law Journal*, 2004, p. 1151-1221.
- J. Kokott and C. Sobotta, The distinction between privacy and data protection in the jurisprudence of the CJEU and the ECtHR, *International Data Privacy Law*, 2013, Vol. 3, No. 4, p. 222-228.

Lesson 3 & 4

- G. De Minico, Towards an “Algorithm constitutional by design”, *BioLaw Journal*, 2021, <https://teseo.unitn.it/biolaw/article/view/1609>
- P. Nemitz, Constitutional democracy and technology in the age of artificial intelligence, *Philosophical Transactions*, 2019
- A. Dyeve, Text-mining for Lawyers, *ELR*, 2021
- Conseil de l'Europe, A legal framework for AI systems, 2021, <https://edoc.coe.int/fr/intelligence-artificielle/9648-a-legal-framework-for-ai-systems.html>

Lesson 5 & 6

- O. Aim, Chapitre 8 : la naissance de la nouvelle surveillance, in *Les théories de la surveillance*, 2020, <https://www.cairn.info/les-theories-de-la-surveillance--9782200623494-page-161.htm>
- V. Srivastava and I. Daair, Being Watched: How surveillance amplifies racist policing and threatens the right to protest - Don't Call Me Resilient, 2021, <https://theconversation.com/being-watched-how-surveillance-amplifies-racist-policing-and-threatens-the-right-to-protest-dont-call-me-resilient-ep-10-transcript-167523>
- Y. Nabat et E. Verdon, Proposition de loi sur la reconnaissance faciale : un pas de plus vers la surveillance généralisée ?, *The Conversation*, 2023, <https://theconversation.com/proposition-de-loi-sur-la-reconnaissance-faciale-un-pas-de-plus-vers-la-surveillance-generalisee-207677>

Lesson 7

- D. Koryzis, A. Dalas, D. Spiliotopoulos & F. Fitsilis. ParlTech : Transformation Framework for the Digital Parliament, *Big Data Cogn. Comput*, 2021, <https://www.mdpi.com/2504-2289/5/1/15>
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Géopolitique des outre-mer

Nom de l'enseignant : Bertile

Prénom de l'enseignant : Véronique

Adresse mail : veronique.bertile@u-bordeaux.fr

Langue d'enseignement : Français

Année : ☒ 1^{re} année

Type d'enseignement : Cours d'ouverture – 12 heures

Description:

Grâce à ses outre-mer, la France est présente dans les trois océans et possède la 2^e plus grande zone économique exclusive (ZEE) du monde. 80% de la biodiversité française se trouvent en outre-mer. Ces territoires français aux défis nombreux (sociaux, économiques, politiques, culturels, environnementaux...) sont pourtant souvent méconnus. Ce cours propose de les présenter sous un angle géopolitique, mêlant histoire, science politique et droit. Il s'articulera en 3 temps :

1. Présentation générale des outre-mer français
2. Statuts en droit interne
3. Statuts en droit européen

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