

« La qualité de l'enseignement
par l'excellence de la recherche »

Licence Economie et Gestion

Parcours International Economics and Management

Program

Semester 5	
Major Courses (30 hours) 3 ECTS for each course	Minor Courses* (20 hours) 3 ECTS for each course
European Macroeconomics	Economy of Happiness
Microeconomics	Innovation and Creative industries
Finance	Geopolitics
Economics and Business Strategy	History of arts
Contemporary Economic Facts	International entrepreneurship
Statistics for Economics and Business	Political philosophy
	International Project Management
	International Trade Theory
	International Finance
	Philosophy of Money and the Good Life
	Climate change and globalization
	Quality of life: concepts and measurements
Semester 6	
Research report and oral presentation (10 ECTS)	International Internship (20 ECTS)
*: Each year, a selection of at least 4 minors is made available to students.	

Exam regulations

During the course of your degree you will be assessed by a mixture of examinations

Semester 5:

- Midterm (30% of the final grade) and final test (50% of the final grade)
- Course work and participation (20% of the final grade)

Semester 6:

- Independent research project: written report (70% of the final grade) and oral presentation (30% of the final grade)
- International Internship (written report)

The assessment consists of a cumulative grade which evaluates acquired proficiency.

Exam can be retaken during second exam session as it is mentioned in the official document of the "licence d'économie et de gestion" de l'université de Strasbourg.

L3 - SEMESTER 5 **Parcours International Economics and Management (30 CREDITS)**

Intitulé cours	Volume horaire		Crédits ECTS	Coef.	Session initiale Coef./Nature épreuve	Session rattrapage Nature épreuve
	Cours	TD				
UE Economie			9	9		CTU (3h)
European Macroeconomics	30h			3		CC
Microeconomics	30h			3		CC
Contemporary Economic Facts	30h			3		CC
UE Management			9	9		CTU (3h)
Finance	30h			3		CC
Economics and Business Strategy	30h			3		CC
Statistics for Economics and Business	30h			3		CC
UE Minor courses**			12			CTU (3h)
Economy of Happiness	20h			3		CC
Innovation and Creative industries	20h			3		CC
Geopolitics	20h			3		CC
History of arts	20h			3		CC
Climate change and globalization	20h			3		CC
Philosophy of Money and the Good Life	24h			3		CC
Quality of life: concepts and measurements	20h			3		CC
International entrepreneurship	20h			3		CC
Political philosophy	20h			3		CC
International Project Management	20h			3		CC
International Trade Theory	20h			3		CC

*(**) Each year a selection of at least 4 minors is made available to students*

CC : Midterm (30% of the final grade), course work and participation (20% of final grade) and final test (50% of the final grade)

Cf. les dispositions spécifiques à la Licence Economie-Gestion pour les modalités relatives aux différents types d'épreuves CTU.

Organisation des épreuves : le calendrier publié au cours du semestre précise les périodes des évaluations. Ce calendrier tient lieu de convocation.

L3 - SEMESTER 6 **Parcours International Economics and Management (30 CREDITS)**

Intitulé cours	Volume horaire		Crédits ECTS	Coef.	Session initiale Coef./Nature épreuve	Session rattrapage Nature épreuve
	Cours	TD				
UE Research			10	10		Non reproductible
Research report and oral presentation				10	Report & oral presentation	
UE Internship			20	20		Non reproductible
International Internship				20	Report	

SYLLABUS

Major courses

European macroeconomics (30 hours)

Name of the lecturer: Amélie BARBIER-GAUCHARD (abarbier@unistra.fr)

Objective / summary of the lecture:

This lecture on "European macroeconomics" mainly focuses on the governance of economic policies in the EU. More precisely, this course proposes to present the main steps of the European integration process, to explain the originality of the Eurozone and to offer an original presentation of fiscal policy in the EU to underline the multi-level governance of public finance in the EU.

Plan of the lecture:

Introduction - The main steps of the European integration process

Chapter 1 – the monetary integration of the EU: the main features of the EMU

- I. From Maastricht Treaty (1992) to the birth of the Eurozone (1999)
- II. The ECB and the monetary strategy

Chapter 2 - The original organization of fiscal power in the EU

- I. The Community budget
- II. The multi-level governance of public finance in the EU
- III. The EU, a particular form of fiscal federalism?

Chapter 3 - The European Strategy to support growth and employment

- I. The Lisbon Strategy (2001-2010)
- II. The Europe 2020 Strategy (2011-2020)

Chapter 4 - Fiscal discipline and economic governance in the EMU

- I. From Maastricht Treaty (1992) to the Stability and Growth Pact (1996)
- II. The European Semester, the Six Pack, the Two Pack and the Fiscal Compact

Chapter 5 – The various form of the Europeanisation of public expenditure

- I. Non-Community European spending: A little known yet substantial reality
- II. FESF and MES
- III. *Project bonds and Eurobonds*

Main references:

Barbier-Gauchard (2014), *European public expenditure: Community level and National level*, Study for European Parliament, Directorate General for Internal Policies, Policy Department: Budgetary Affairs.

BARBIER-GAUCHARD Amélie (2013), *Non community European Spending: A little known yet substantial reality*, Notre Europe-Institut Jacques Delors, Policy Paper, n95, september.

BARBIER-GAUCHARD Amélie et RUBIO Eulalia (2012), *Spending better together - Analysis and recommendations*, Notre Europe-Institut Jacques Delors, Synthesis, november.

BARBIER-GAUCHARD Amélie, LE GUILLY Marie-Françoise et MAREUGE Céline (2012), *Scoreboard of European public spending: An aggregated approach to clarify the organisation of public finance in the EU*, Centre d'Analyse Stratégique, february.

BARBIER-GAUCHARD Amélie (2011), *Thinking the EU budget and public spending in Europe: the need to use an aggregate approach*, Notre Europe, Brefs, n29, june.

Microeconomics (30 hours)

PART I (17 hours)

Name of the lecturer: Mathieu LEFEVRE (m.lefevre@unistra.fr)

Biography:

Mathieu Lefebvre is assistant professor at University of Strasbourg (BETA). He is in charge of the Master in Insurance and risk management. He holds a PhD from the University of Liège (Belgium). His main areas of research deals with labour and public economics and more specifically the redistributive effects of public policies. Since June 2016, he is the director of the Laboratory of Experimental Economics of Strasbourg (LEES).

Course content:

The course aims to provide a thorough introduction to microeconomic theory of choice. Starting from the basic concepts of "preference", we will extend the analysis to the revealed preference approach and the choice under risk and uncertainty. We will use the standard concepts of game theory and incorporate behavioral into the traditional approach in order to explain some counterintuitive results.

Learning Outcomes:

A comprehensive approach to the main decision-theoretic microeconomic models, with applications to market analysis and strategic thinking.

Teaching methods:

- (a) We will survey of specific theories that explain the economic behavior and will confront them with empirical and experimental results.
- (b) A few practical exercises will be performed by the students and we will also spend some sessions in the lab to test the theories through small and easy experiments.

Main references:

Hal R. VARIAN (2010): Intermediate Microeconomics: A Modern Approach, WW Norton & Co., 8th edition.

PART II (13 hours): Markets and Information

Name of the lecturer: Marie BOLTZ (m.boltz@unistra.fr)

Objective / summary of the lecture :

The second part of this course focuses on issues related to the (in)efficiency of competitive market and the role of information. It is designed to analyse how economic agents choose strategies and interact between them in different market structures. The course also discusses consequences of asymmetric information and externalities as well as regularisation in case of market failure and inefficiency. Practical examples are analysed to shed light on different concepts.

Course content:

Chapter 1 : General equilibrium and economic efficiency

- 1.1. Interdependent markets
- 1.2. General equilibrium in competitive markets
- 1.3. Efficiency and social welfare
- 1.4. Exercises

Chapter 2 : Externalities, public goods and inefficiency of competitive markets

- 2.1. Externalities and inefficiency of competitive markets
- 2.2. Public goods and markets failure
- 2.3. Exercises

Chapter 3 : Markets with asymmetric information

- 3.1. Asymmetric information and market failure
- 3.2. The Principal-Agent framework
- 3.3. Asymmetric information and incentives
- 3.4. Exercises

Main references:

- Macho-Stadler I. and Pérez-Castrillo D. (2005), *An Introduction to the Economics of Information*, Oxford University Press.
- Pindyck, R. and Rubinfeld D. (2005), *Microeconomics*, 6th Edition, Pearson Education.
- Snyder C. and Nicholson W. (2012), *Microeconomic Theory: Basic Principles and Extensions*, 11th Edition, International Edition.
- Varian, H.R. (2006), *Intermediate Microeconomics*, 7th Edition, Norton International Student Edition.
- Handouts of lectures will be available on the platform *Moodle*

Finance (30 hours)

Name of the lecturer: André SCHMITT (a.schmitt@unistra.fr)

Biography :

Mr André SCHMITT, Ph.D.

Since September 2013, he is in charge of the Master in International Project Management (MPI). He was director of the Centre Franco-Vietnamien de Formation à la Gestion (CFVG) in Ho Chi Minh City, Vietnam from December 2008 to July 2011.

He holds a Ph.D. in Management Sciences from the University of Strasbourg, France. His main research areas deal with environmental economics and management, asset evaluation and mergers and acquisitions. He published papers in the Journal of Environmental Economics and Management, European Financial Management, Revue Economique, International Journal of Global Energy Issues. He has worked on several scientific programs financed by the French Energy Council (CFE) from 2002 to 2007.

He teaches corporate finance, financial management, derivatives, interest rate risk management and portfolio management.

Course content:

This course aims at providing a global view on financial markets and an introduction to corporate finance. Tools developed show how finance can create value and support executives to make investment, financing and distribution decisions.

Learning Outcomes:

A comprehensive approach to the major financial management decisions

At the end of the course, students should be able to (or will have):

- A broad view on the foundations of modern finance theory that ground any financial decision
- Apply the general objective framework of stock value maximization regarding investment and financing decisions.
- Compute all relevant information on excel spreadsheets.
- Apply the general principles of asset valuation to stocks and bonds.
- Apply portfolio theory in corporate finance and compute the WACC
- Extract useful information from financial statements to support financial decisions
- Apply capital budgeting principles
- Know about the principles guiding capital structure

Main references:

Aswath DAMODARAN: Corporate Finance, Wiley 2nd edition.

Resources on the text's web site: <http://www.wiley.com/college/damodaran>

Academic paper: John R. Graham, Campbell R. Harvey (2001), "The theory and practice of corporate finance: evidence from the field", Journal of Financial Economics 60, 187-243.

Methodology:

Lectures and real case studies or exercises to be presented at the end of the session

Economics of Strategy (30 hours)

Name of the lecturer: Robin Cowan (cowan@unistra.fr) / Julien Pénin (penin@unistra.fr)

Objective / summary of the lecture :

This course introduces the basics in economics and strategies and, in particular, proposes an economic approach to strategic questions. It focuses on the main concepts and theories of the field and illustrates them with practical case studies and readings. The course presents the different market structures and how they shape and are shaped

by firms' strategy. The focus is mostly on the dynamics of competition and firms' interactions. The last section of the course establishes the link between industrial organization and the more recent theories in economics of innovation.

Plan of the lecture:

Ch1: Basics in microeconomics and game theory (*Besanko 1 and 2, CP 2*)

Ch2: Perfect competition and monopoly (*Besanko 8, CP 3, 4 and 5*)

Ch3: Theories of oligopoly (*Besanko 8, CP 6*)

Ch4: The dynamics of Competition (*Besanko 10*)

Ch5: Entry and exit (*Besanko 9 and 11, CP 11*)

Ch6: The make or buy tradeoff: The firm and the market (*Besanko 3 and 5, CP, 12*)

Ch7: Product differentiation and monopolistic competition (*CP 7*)

Ch 8: To go further: Economics of innovation (*CP 16*)

8.1 Schumpeterian competition

8.2 Intellectual property rights (patents)

Main references :

Main textbooks

Besanko D., Dranove D., Shanley M. and Schaefer S., *Economics of Strategy*, 5th edition, Wiley ed.

Carlton D.W. and Perloff J.M., *Modern Industrial Organization*, 4th edition, Pearson ed.

Other references

Baumol W.J., Panzar J.C., Willig R. (1982), *Contestable markets and the theory of industry structure*, New-York, Harcourt Brace Jovanovitch ed.

Fudenberg D., Tirole J. (1991), *Game theory*, Cambridge, MIT Press.

Gibbons R. (1992), *Game theory for applied economist*, Princeton University Press.

Nelson R.R., Winter S. G. (1982), *An Evolutionary Theory of Economic Change*, Belknap Press series.

Scherer F. (1980), *Industrial Market Structure and Economic Performance*, Boston: Houghton Mifflin ed.

Schumpeter J. A. (1942), *Capitalism, Socialism and Democracy*.

Stigler G. (1968), *The organization of industry*, Homewood ed.

Sutton J. (1991), *Sunk costs and market structure*, MIT Press.

Tirole J. (1988), *The theory of industrial organization*, The MIT Press.

Williamson O. (1985), *The economic institutions of capitalism: Firms, markets, relational contracting*, New-York, The free press.

Contemporary Economic Facts (30 hours)

Name of the lecturer: Francis Munier (fmunier@unistra.fr)

Objective / summary of the lecture:

The purpose of the course is to give students sufficient knowledge to understand the economic facts. We propose to go beyond the conventional ideas, to provide critical elements against the dominant thought since the 80s and to present new approaches.

Plan of the lecture:

- I. Globalization of the economy
- II. The revolution of the 80s
- III. The debate surrounding the concept of free market
- IV. The debate surrounding the question of Public spending and public debt
- V. The debate surrounding the question of tax system
- VI. The debate surrounding inequalities and social justice
- VII. The economy of recognition
- VIII. The economy of empathy
- IX. Different subjects according to the current events.

Main references

- Adrien Blundell –Vignall, Paul Atkinson, Se Hoon Lee (2008), "The current Financial Crisis; Causes and Policies issues" OECD 2008
- Fraser N. (1996), "Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation" *THE TANNER LECTURES ON HUMAN VALUES* Stanford University
- Hoevel C. (2013), *The Economy of Recognition: Person, Market and Society in Antonio Rosmini*, Springer Eds.
- Palley Thomas (2004), "From Keynesianism to Neoliberalism: Shifting Paradigms in Economics", May 5, *Foreign Policy in Focus*
- Piketty T. (2014), *Capital in the Twenty-First Century*, the Belknap Press
- Rifkin J. (2013), *The Empathic Civilization: The Race to Global Consciousness in a World in Crisis*, Tarcher ed.
- J.E Stiglitz (2013), *The Price of Inequality: How Today's Divided Society Endangers Our Future*, W. W. Norton & Company; 1 edition
- J.E Stiglitz (2007), *Making Globalization Work: The Next Steps to Global Justice*, Penguin Collection: PENG.PRESS NF
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Statistics for Economics and Business (30 hours)

Name of the lecturer: Moritz Mueller (mueller@unistra.fr)

Objective / summary of the lecture:

This course provides a foundation in probability and statistics and introduces basic regression analysis. In probability theory, we cover the basic concepts from probability spaces over random variables up to convergence. This theoretical equipment is needed for inductive statistics and regression analysis that aims at drawing conclusions from samples about causes and regularities underlying the population. After the course, students are familiar with the basic concepts in probability, statistics, and regression analysis. Familiarity includes not only theoretical knowledge but also some first experience in handling and describing data, estimation, and testing using the software R. Students are able to compile basic descriptives, and formulate and test hypothesis about the data generation process; including basic regression analysis.

Plan of the lecture:

The course includes 30 hours of lecturing ('cours magistral'). Group exercises need to be handed in on a regular basis. Exercises include pen and paper exercises but also R-programs in which data is analyzed and theoretical concepts are exemplified through simulation. Grading is based on a midterm examination (30%), a final examination (50%), and course work (20%). Main teaching materials are the lecture blackboard/slides, textbooks (see Main references), and computer programs in R.

Detailed content:

Chapter 1 Elements of Probability Theory

1.1 Some Terminology, 1.2 Definitions of Probability, 1.3 Some Probability Theorems, 1.4 Conditional Probability, 1.5 Independence, 1.6 Bayes' Rule

Chapter 2 Univariate Random Variables

2.1 Random Variables and Induced Probability Spaces, 2.2 Discrete Random Variable – PDF and CDF, 2.3 Continuous Random Variable – PDF and CDF, 2.4 Some Remarks On CDFs and PDFs, 2.5 Expectation, Variance and other Properties

Chapter 3 Multivariate Random Variables

3.1 Multivariate Random Variables, PDFs, and CDFs, 3.2 Marginal Probability Density Functions and CDFs, 3.3 Conditional Density Functions, 3.4 Independence of Random Variables

Chapter 4 Basic Asymptotics

4.1 Modes of Convergence and the Law of Large Numbers, 4.2 Convergence in Distribution and the Central Limit Theorem

Chapter 5 Non-parametric density estimation

5.1 Histograms and Kernel Density Estimators, 5.2 Multivariate Density Estimation, 5.3 Kernel Estimation of a Conditional PDF

Chapter 6 Linear model and OLS

6.1 Introduction, 6.2 Linear Regression Models, 6.3 Least Squares Estimator under Classical Assumption, 6.4 Violations of Classical Assumptions

Chapter 7 Testing

7.1 Basic Hypothesis Testing Concepts, 7.2 Parametric Hypothesis Tests and Test Properties, 7.3 Tests in the context of the Linear Regression Model, 7.4 Tests of Distributional Assumptions, 7.5 Permutation Tests and the Bootstrap

Chapter 8 GLMs and the Maximum Likelihood Principle

8.1 Introduction, 8.2 Specification of the Likelihood, 8.3 MLE Properties in Large and Finite Samples, 8.4 Testing in the realm of ML, 8.4 GLM Applications

Main references:

Cameron, A.C. and Trivedi, P.K. (2005), "Microeconometrics: Methods and Applications", Cambridge University Press, New York.

Dekking, F.M., Kraaikamp, C., Lopuhaä, H.P., Meester, L.E. (2005) "A Modern Introduction to Probability and Statistics: Understanding Why and How", Springer-Verlag London Limited.

Li, Q. and Racine, J.S. (2007), "Nonparametric Econometrics: Theory and Practice", Princeton University Press.

Mittelhammer, R.C. (2013) "Mathematical Statistics for Economics and Business, Second Edition", Springer Science+Business Media New York.

Schumacker, R., Tomek, S. (2013) "Understanding Statistics Using R", Springer Science+Business Media New York.

Minor courses

Economics of Happiness (20 hours)

Name of the lecturer: Francis MUNIER (fmunier@unistra.fr)

Objective / summary of the lecture

"We live in a favored age and yet we do not feel favored." The Progress Paradox sets out to explain "why capitalism and liberal democracy, both of which justify themselves on the grounds that they produce the greatest happiness for the greatest number, leave so much dissatisfaction in their wake." Just how important to happiness is wealth? How important is job satisfaction, the rate of unemployment, the rate of economic growth, democratic institutions, or social safety nets, etc.? In other words, how do various factors such as economic growth, unemployment and inflation, as well as institutional variables, affect individual well-being? Are people with a higher income happier than those who earn less? Can we find a correlation between happiness and GDP, both at the individual and national levels? It may appear obvious to ask these kinds of questions, but until recently economists, for the most part, ignored them. Therefore, today's interest in this area constitutes a real revolution in the field of economics. The objective of this course is to consider recent work in economics of happiness which relates to critical issues such as quality of life or sustainable development.

Plan of the lecture:

- I. Some glimpses of Economy of Happiness
 - a. Salient facts on happiness
 - b. GDP and Happiness
 - c. How does income affect happiness?
 - d. How does unemployment and inflation affect happiness?
- II. International Comparisons
 - a. Example of rankings
 - b. The better life index
 - c. How to interpret these international comparisons of happiness?
- III. Creativity and Happiness

Main references

Delle Fave A., Brdar I. , Freire T., Vella-Brodrick D. and Wissing M.P (2011), "The Eudaimonic and Hedonic Components of Happiness: Qualitative and Quantitative Findings," *Social Indicators Research*, January 2011, Volume 100, Issue 2, pp 185-207

- Di Tella R., MacCulloch R.J. and Oswald A.J. (2001), "Preferences over Inflation and Unemployment: Evidence from Surveys of Happiness," *American Economic Review*, vol. 91(1), pages 335-341, March.
- Easterlin, R.A. (1974), "Does economic growth improve the human lot? Some empirical evidence", in P.A. David and M.W. Reder (Eds.), *Nations and households in economic growth: Essays in honor of Moses Abramowitz*. New York: Academic Press.
- Florida R., Mellander C. and Rentfrow J. (2013), "The Happiness of Cities", *Regional Studies*, 47:4, pp. 613-627
- Frey, B.S. and Stutzer A. (2002), "What Can Economists Learn from Happiness Research?" *Journal of Economic Literature*, 40(2), pp. 402-435
- Konow J. and Earley J. (2008), "The Hedonistic Paradox: Is homo economicus happier," *Journal of Public Economics*, vol. 92(1-2), pp. 1-33, February.
- Inglehart R. (1997), *Modernization and Postmodernization*, Princeton University Press, Princeton
- Mellander C., Florida R., Rentfrow J. (2011), "The creative class, post-industrialism and the happiness of nations" *Cambridge Journal of Regions, Economy and Society, Cambridge Political Economy Society*, vol. 5(1), pages 31-43.
- Munier F. and Pan J. (2014), "Creativity, Growth, and Nudge: the Case of Shanghai", *Marché & Organisation*, april, special session China
- Munier F. and El ouardighi J. (2013), "Should the ECB be reformed: Empirical Evidences and Proposals for Public Happiness Policies?", Public Happiness Interdisciplinary Conference Rome June 4-5, 2013, LUMSA University, Rome University of Milan - Bicocca University of Rome - Tor Vergata St. Thomas Aquinas University, Rome HEIRS, CISEPS, IREC
- Stiglitz J.E., Sen A. and Fitoussi J.-P. [2010], Report by the Commission on the Measurement of Economic Performance and Social Progress, www.stiglitz-sen-fitoussi.fr

Learning outcomes

Students will be able to apprehend, to understand, and to explain the progress paradox of hypermodern societies.

Students will be able to understand, to describe, and analyze the new issues to measure progress and to do the link with happiness.

Students will be able to understand, to describe, and analyze the salient facts of happiness.

Students will be able to understand, and to explain the perspectives of economics of happiness on the analysis of unemployment, inflation, inequality and also the impact of the choice of relevant policies.

Students will be able to retain, and to explain main evidences of economics of happiness.



Geopolitics (20 hours)

Name of the lecturer : Diane Bénédic-Meyer, PhD (Department of English studies, Université de Strasbourg)

Course content

The purpose of this course is to reassess selected crucial areas of American socio-economic and political developments since the Second World War. The course also aims at improving the participants' skills to analyze and interpret textual and iconographic documents.

Learning outcomes:

At the end of the course, students should be able to talk about and discuss some of the most important elements of the political and socio-economic evolution of the United States from the Second World War to present times. To do so, they will be trained to: analyze texts and images and use the proper vocabulary, to improve their written and oral skills to develop arguments.

Main References

- ABELSON, Donald. *Do Think Tank Matters?: Assessing the Impact of Public Policy Institutes*, Montreal : McGill's University Press, 2009, 345 p. (chapter 2)
- BRINKLEY, Alan. « The Problem of American Conservatism », *American Historical Review*, vol.99, n° 2 (1994) : 409-429.
- FRASER, Steve & GERSTLE, Gary. *The Rise and Fall of the New Deal Order 1930-1980*. Princeton, NJ : Princeton University Press, 1989, 311 p.
- FREEMAN Jo. « The Political Culture of the Democratic and Republican Parties », *The Political Science Quarterly*, vol. 101, n°3 (Fall 1986) : 327-356
- GODET Aurélie. « 'The Other Netroots' : A Study of Online Conservative Activism from 1998 to 2010 », *Politique, démocratie et culture aux Etats-Unis à l'ère du numérique*, Elisabeth Boulot (dir.). Paris : L'Harmattan, 2011, 17-40.
- KAMARCK, Elaine C. *Primary Politics : How Presidential Candidates Have Shaped the Modern Nominating System*. Washington, D.C. : Brookings Institution Press, 2009, 216 p.
- MURRIN, John M. ed. *Liberty, Equality and Power : A History of the American People : since 1863*, Stamford, Conn. : Wadsworth Publishing Co., sixth edition, 2011, 738 p.
- MILKIS, Sidney. *The American Presidency : Origins and Developments, 1776-2011*, Washington, D.C. : CQ Press, 2013, sixth edition, 575 p
- OLESCZEK, Walter J. *Congressional Procedures and the Policy Process*. Washington D.C. : CQ Press, 2013, neuvième édition, 380 p.

ROOSEVELT, Franklin D. « The Four Freedoms Speech », State of the Union Address, Franklin D. Roosevelt Presidential Library, <http://www.fdrlibrary.marist.edu/fourfreedoms>, 6 janvier 1941.

SHERMER, Elizabeth T. *Barry Goldwater and the Remaking of the American Political Landscape*. Tucson, Ariz. : University of Arizona Press, 2013, 296 p.

SCHLESINGER, Arthur Jr.. « Liberalism in America : A Note for Europeans », 1956, Université de Pennsylvanie [site internet], <http://www.writing.upenn.edu/~afilreis/50s/schleslib.html>, consulté le 06/11/2013.

VAISSE, Justin. *Neoliberalism : The Biography of a Movement*. Boston : Harvard University Press, 2011, 376 p.

WASHINGTON, George. « Farewell address », 26 September 1796.

Video excerpt

BUCHANAN, Pat. 1992 Republican National Convention Speech, 17 August 1992.

KING, Martin L. « I Have a Dream », 28 August 1963

Willie Horton ad for the Republican Party, 1988

Iconographic document

HUDSON, Bill. High School Student attacked by dogs, New York Times, May 4, 1963.

History of arts (20 hours)

Objective / Summary of the lecture:

Aim: learn how to look at a painting, its characteristics, as one would study a book or a poem.

Link historical events to cultural developments in French painting, music and literature. Be able to understand the importance of the evolutions (historical, social or industrial) in the artistic changes.

Our focus will be on major painters who lived and worked in Paris – the world’s artistic capital of the day – between 1863 (the Salon des Refusés) and 1945. We will follow the careers of such brilliant creators as Manet, Monet, Renoir, Lautrec, Cézanne, Gauguin, Van Gogh, Seurat, Picasso and Matisse, and examine the artistic movements with which they were associated: Impressionism, Post-Impressionism, Fauvism, Cubism, etc. Emphasis will be placed on learning how to analyse and write about painting.

Main references:

Works by Ernst Gombrich, Herbert Read, Erwin Panofsky, John Rewald... and catalogues of temporary exhibition

International Entrepreneurship (20 hours)

Name of the lecturer: Prof. Dr. Emmanuelle Fauchart

Objective / summary of the lecture

This class is an introductory course in Entrepreneurship. The purpose of this course is to study entrepreneurship from multiple domain perspectives by showing the most critical questions and challenges that entrepreneurship raises for economics, sociology, history, politics, and management. The course will offer a thorough theoretical

understanding of the factors and variables that might affect the creation of new firms and its impact for both the economy and the entrepreneurs themselves. It should be clear that this course is not about 'how to create a company'. It is a course that aims at understanding the entrepreneurship phenomenon in its different complex aspects. It may help both people willing to start their own company and people willing to work in institutions or arenas that deal with entrepreneurship such as for instance public regional bodies or venture capital companies. Thus, students will understand as they take this course that entrepreneurship is not only of interest for those willing to create a company but also for many other actors such as managers of established companies, political decision makers or bankers.

From a didactic perspective, the course will combine several learning methods. Short lectures will be given by the professor. But students will be asked to participate actively. They will work on and discuss short case studies in class as a matter of introducing the different topics.

They will work on short questions in group as to foster exchanges among students and the sharing of perspectives. As much of the learning will occur in the classroom, class attendance and active class participation are crucial to obtain the value this class is offering. Finally, the course offers an international perspective as the case studies and examples come from multiple origins and differences across countries are dealt with. Also, specific issues raised by the international aspects of entrepreneurship will be evoked, such as for instance the problems emerging from multi-national teams of firm founders.

Plan of the lecture:

Session 1: Introduction

Session 2: On the identification and exploitation of opportunities: a management perspective

Session 3: Psychological perspectives on the entrepreneur

Session 4: Economic aspects of entrepreneurship

Session 5: The role of social networks in entrepreneurship

Session 6: Historical and political perspectives in entrepreneurship

Main references

R. Baron and S. Shane, 'Entrepreneurship: A process perspective', (2008), Thomson South Western.

S. Shane, 'A general theory of entrepreneurship', (2003), Edward Elgar.

Political Philosophy: Freedom and Equality, from J.S. Mill to Today (20 hours)

Name of the lecturer: Raymond Bach, Ph.D.

Dr. Bach has been the Director of the Syracuse University Center in Strasbourg since 2000. Prior to coming to Strasbourg he taught at Texas A&M University, Colgate University, Colby College and the Université de Bourgogne. He received his Ph.D. (Comparative Literature) in 1988 from Stanford University, where he worked under the direction of René Girard.

Objective / summary of the lecture

This course will examine two of the most important principles of political philosophy, liberty (freedom) and equality, as formulated and articulated in the English/American tradition, especially from the nineteenth century onward. Much of our time will be devoted to a detailed analysis of J.S. Mill's seminal essay, "On Liberty," and to its resonance in the thinking of political theorists of the 20th and 21st centuries. Authors to be studied include I. Berlin, R. Nozick, J. Rawls, B. Williams and T. Nagel.

Plan of the Lectures:

1. The English Tradition: Locke and Hume (2 hours)
2. J.S. Mill's On Liberty (8 hours)
3. Early Objections and Responses (2 hours)
4. Equality: A Necessary Building Block for Liberalism or a Stumbling Block for a Coherent Theory? (8 hours)

Main References:

1. J.S. Mill: On Liberty
2. I. Berlin: Four Essays on Liberty
3. R. Nozick: Anarchy, State and Utopia
4. J. Rawls: Political Liberalism
5. T. Nagel: Equality and Partiality
6. B. Williams: "The Idea of Equality"

International Project Management (20 hours)

Name of the lecturer: Jocelyne Bart-Héner (Manager | Strategy and Operations Deloitte Tax & Consulting)

Objective / summary of the lecture

This course aims at providing a global view and sharing experience on project management within an international context. This course focuses on the importance of project management and the need for skilled professional project managers to take new ideas and creative solutions from concept to reality to meet the needs. Sustainability, mega projects, economic uncertainties, and risk are the new project management playing field and

that field will continuously change and move. The future will require skill, discipline, methods, tools and a willingness not only to accept change but to drive it.

By the end of this course, students should be able to manage project management phases, apply and use appropriate methods and tools by producing required deliverables to ensure the project success.

Plan of the lecture:

At the end of the course, students should be able to (or will have):

- Get an overview on the foundations and organizational models of project management
- Apply approaches and assets for effective project management and planning aligned with best practices and standards (PMI) throughout project phases:
 - Plan: Plan the project's overall approach, resources, tools, budget, controls, and schedule to direct and support effective, efficient project execution. Adjust and refine plans and procedures as the project progresses and evolves.
 - Manage: Implement and maintain the controls and metrics used to monitor and control the project. Identify and perform the preventive and corrective actions needed to address project delinquencies.
 - Close: Perform the activities and checkpoints needed to confirm completion and close a project phase or the overall engagement.
- Define tasks to plan and monitor project quality and progress, and to verify and confirm work products.

In addition, assess the project processes and standards.

- Define the project's quality objectives, and plan the tasks, procedures, tools, and participants supporting the quality activities for the project.
- Establish and manage project processes and standards, control work products, and make process improvements
- Determine plans to leverage non-project specialists to help assess, advice, and assist the project team.

Throughout lectures, real case studies and exercises, students shall be capable of participating and/or leading projects in small and big international organizations after successfully finishing this course.

Main references

- A Guide to the Project Management Body of Knowledge (PMBOK® Guide), Fifth Edition by Project Management Institute, Project Management Institute © 2013 (616 pages)

Innovation and creative industries (20 hours)

Name of the lecturer: Laurent BACH (laurent.bach@unistra.fr)

Objective / summary of the lecture

This lecture is an introduction to the economics of creative industries with a special emphasis on the nature and importance of innovation in those industries. It will explain their growing importance while discussing the difficult issues of defining the perimeter of those sectors in particular as regards statistics, and present the main characteristics of those sectors from the point of view of the economic analysis. Innovation dynamics will be looked at in some specific areas such as music and film industries. An analysis of public policies towards creative industries will also be proposed in relation with policies fostering innovation.

Plan of the lecture:

Chapter 1 – Defining and measuring creatives industries

- I. What are creative industries - definition issues
- II. The growing economic importance of creative industries

Chapter 2 - The economic properties of creatives industries

- I. Common issues
- II. Towards Specificities

Chapter 3 - Innovation dynamics in creatives industries

- I. The case of music industry
- II. Miscellaneous cases

Chapter 4 – Policies for creative industries

- I. Innovation policies and creative industries
- II. Creative clusters and policies

Main references

Bach, L. (2013), "Exploring the convergence of the rationales underlying the policies for science, technology and innovation and for creative industries", in T. Burger-Helmcken (ed) "The Economics of Creativity", Routledge, series Routledge Studies in Global Competition, 3-19, February.

Caves, R.E. (2002). Creative industries: contracts between arts and commerce, Harvard University Press, 464 p.

O'Connor, 2007, "The cultural and creative industries: a review of the literature", Creative Partnership Series, Art Council England, London.

Throsby D. (2010), The Economics of Cultural Policy, Cambridge University Press, New York

UNCTAD (2008), 'Creative economy report 2008 – The challenge of assessing the creative economy: towards informed policy-making', UNCTAD/DITC/2008/2. Paris.

International Trade Theory (20 hours)

Name of the lecturer: Yin Xiangshuo, Professor and Deputy Dean, School of Economics Fudan University

(xshyin@fudan.edu.cn)

Objective / summary of the lecture

This course tries to bring together theoretical and empirical studies scattered over the pages of learned journals and books, and discuss the contemporary literature and cutting-edge issues in the research of international trade, so as to provide considerable trainings in both international trade theory and empirical analysis. The course includes five major modules. The first module deals with the Ricardian model and its empirical tests. The second covers H-O-S model and H-O-V model and their empirical applications. The third module examines new trade theory and its empirical tests. The fourth deals with the new-new trade theory and its empirical applications. The fifth module tackles the trade policy problems.

Recommended textbooks and Papers

textbooks:

1. Feenstra, Robert, Advanced International Trade, Princeton University Press, 2004.
2. Borkakoti, J., International Trade: Causes and Consequences, An Empirical and Theoretical Text, Macmillan Press Ltd., 1998.

Papers:

The required papers are listed in the outline.

Course Outlines

1. Ricardian Model and Its Empirical Tests

Reading:

Yue, Changjun and Hua, Ping, 2002, "Does Comparative Advantage Explains Export Patterns in China?" China Economic Review, 13, pp.276-296.

2. The Neoclassical Models and their Empirical Tests (1)

Reading:

Bowen, H.P., 1983, "Changes in the International Distribution of Resources and Their Impact on US Comparative Advantage", Review of Economics and Statistics, 65, pp. 402-414.

3. The Neoclassical Models and their Empirical Tests (2)

Choi, Yong-Seok, and Pravin Krishna, 2004, "The Factor Content of Bilateral Trade: An Empirical Test", Journal of Political Economy, 112, pp. 887-908.

Rodrik, Dani, 2006, "What's So Special about China's Exports?" NBER Working Paper No. 11947.

4. New Trade Theory and the Empirical Tests

Balassa, B. and Bauwens, L., 1987, "Intra-Industry Specialization in a Multi-Country and Multi-Industry Framework", *Economic Journal*, 97, pp. 923-939.

McCallum, John, 1995, "National Borders Matter: Canada-U.S. Regional Trade Patterns", *American Economic Review*, 85(3), pp. 615-23.

5. Multinationals, FDI, Firm Organization and Trade

Clerides, S., Lach, S. and Tybout, J., 1996, "Is Learning by Exporting Important? Micro-dynamic Evidence from Columbia, Mexico and Morocco", NBER Working Paper 5715.

Kraay, A., 1999, "Exports and Economic Performance: Evidence from a Panel of Chinese Enterprises", *Revue d'Economie du Developpement*, vol. 2, pp. 183-207.

International Finance and International Financial institutions (20 hours)

Name of the lecturer: Aristomene VAROUDAKIS

Objective and content of lectures

The lectures will analyze the international financial architecture as it evolved in the post-Bretton-Woods Era and discuss the challenges for domestic and international policy-making in the context of growing financial globalization. The role of the International Financial Institutions in the management of the international financial system will be highlighted, with emphasis on the IMF and the World Bank. The lectures will follow a factual and policy-oriented approach, while presenting, in parallel, the theoretical tools and concepts needed for the analysis.

- Theme 1: Financial globalization: The structure and volatility of international capital flows
- Theme 2: Benefits and challenges of financial globalization: Consumption smoothing, efficient investment, diversification of risk, and sudden stops of capital flows
- Theme 3: Balance of payments and external debt: The limits on how much a country can borrow
- Theme 4: Foreign debt, exchange rate, and banking crises: Impacts and resolution in international perspective
- Theme 5: The management of the postwar international financial system: The Bretton Woods arrangements and the role of the IMF and the World Bank
- Theme 6: The developing country debt crises and the agenda of financial liberalization (the 1980s, East Asia, Russia, Brazil, Argentina)
- Theme 7: The 2008-09 global financial crisis and the Great Recession
- Theme 8 : Development finance and the role of the World Bank: Mission, structure, and operations
- Theme 9 : The World Bank in action: Response to the 2008-09 global financial crisis

Main References:

R.C. Feenstra and A.M. Taylor, "International Macroeconomics", Worth Publishers, 2nd Ed, 2011

J.P. Joyce, "The IMF and Global Financial Crises", Cambridge, 2013

M. Wolf, "The Shifts and the Shocks: What We've Learned – and Have Still to Learn – from the Financial Crisis", Penguin, 2014

The World Bank, Annual Reports (<http://www.worldbank.org/en/about/annual-report>)

The World Bank Group Response to the Global economic Crisis, 2013, (<http://ieq.worldbankgroup.org/world-bank-group-response-global-economic-crisis-phase-ii>)

The World Bank Group, Results and Performance 2014 (<https://ieq.worldbankgroup.org/evaluations/rap2014>)

Bio

Aristomene Varoudakis is Professor of Economics at the University of Strasbourg. He has served in various positions at the World Bank, as Adviser of the Chief Economist, Lead Economist and Country Manager at the Europe and Central Asia and Middle East and North Africa Departments, and as an Adviser at the World Bank's Independent Evaluation Group. Prior to joining the World Bank, he served as Sr. Economist at the OECD Economics Department and the OECD Development Center. His research interests include macroeconomics and growth, development economics, public finance, and international finance. His work has been published in academic journals and collective volumes. He is the author or co-author of four books.

<https://ideas.repec.org/f/pva650.html>

Philosophy of Money and the Good Life (24 hours)

Name of the lecturer: Prof. Gregory Owcarz

Love of money is the root of all evil. - King James Bible *Lack of money is the root of all evil.* - G.B. Shaw
Between work and family, I'm really not spending enough quality time with my money. - Woody Allen

Required Readings

Frozen Desire - James Buchan, *Money, Money, Money* - Michael Toms and Jacob Needleman (eds.),
The Ascent of Money - Niall Ferguson, *Money and the Meaning of Life* - Jacob Needleman

Supplemental Readings

The Philosophy of Money - G. Simmel, *What Is the Meaning of Money?* - R. Droit (ed.),
Money and the Modern Mind by G. Poggi, *The Social Meaning of Money* - V. Zelizer,
The Morality of Money - A. Walsh, *The Communist Manifesto* - K. Marx and F. Engels,
The Gift - M. Mauss, *Capital in the 21st Century* - T. Piketty, *Debt: The First 5000 Years* - D. Graeber,
The Gift: Imagination and the Erotic Life of Property - L. Hyde, *Primitive Money* - P. Einzig,
Money - Y. N. Harari

Course Description

This course will promote critical reflection on the nature and meaning of money in two domains: the personal and the societal. Philosophers since Antiquity have wondered how money relates to a life well-lived. How did money get started? Why do people fantasize about it and fear it? Can meaning and value be defined in monetary terms? Is there such a thing as a pure gift? What kinds of love can money buy? In what ways does gold differ from digital currency? Do market participant misdeeds have rational explanations? Is money finally important? We consider classic theory, current policy, and personal dilemmas in light of such questions.

Learning Outcomes

By the end of the course students will be able to 1) explain the historical and ideological evolution of forms of currency, 2) analyze the philosophical questions that underlie financial market participation through fundamental and technical analysis and through the lens of moral philosophy, 3) discuss and write clearly and critically on individual money dilemmas and societal financial policy decisions, and 4) identify and assess relations between monetary practices and philosophical notions of the good life.

Policies and Requirements

Class Format: Course participation constitutes nearly a quarter of the final course grade, determined by class discussion efforts and demonstrated reading comprehension. Some lectures will be given where necessary to introduce new material or to clarify difficult concepts, but critical discussion is crucial in examining the relevant theories, practices, debates in light of one's own preparations and understanding.

Course Evaluation:

Critical Analysis Essay (30%)

Students must complete a critical analysis essay related to the lectures given and the readings assigned. Suggested topics are to be approved by fifth week of class and papers completed by the ninth week.

Group Presentation Project (20%)

Students will offer presentations that probe the financial dealings and related policy decisions of selected non-profit organizations.

Class Participation (20%)

Students in pairs will lead warm-up discussions on personal moral dilemmas that arise in daily life and will contribute to generating comprehensive course notes for the group.

Comprehensive Final Exam (30%)

NB: Late work will not be accepted, nor will make-up work be offered.

INTRODUCING MONEY

Money - A User's Manual

Readings: "Economy" - Henry David Thoreau, "Mineral Stones" in *Frozen Desire* - James Buchan, "What Is Money?" - Frederic Mishkin

The History of Money

Readings: *The Ascent of Money* - Niall Ferguson, "The Anthropology of Money" - Bill Maurer,

Primitive Money (review) - Paul Enzig, "How Neolithic Farming Sowed the Seeds of Inequality,"
- James Suzman, "Thirty Pieces of Silver" in *Frozen Desire*

CULTURE AND MONEY

Money and Religion

Readings: "Exploring Money and Spirit" and "Money and the Meaning of Life" - Jacob Needleman,
"Lack of Money" - David Loy, "Why Don't Churches Pay Taxes?" - Erik Stanley, "Scientology and Tax Exemptions" -
Matthew Estes, "The Long Marriage of Mindfulness and Money" - Michelle Goldberg

Money and Art

Readings: "Art and Money" - Robert Hughes, "Art and Money" - Adam Gopnik, "Art and Taxpayers" - Arthur Danto,
"Paradox of Art as Work" - A.O. Scott, "Has Conceptual Art Jumped the Shark Tank?" - Denis Dutton, "False Narrative
of Damien Hirst's Rise and Fall" - Felix Salmon

Money and Science

Readings: "Science and Money: Problems and Solutions" - David Resnick, "To He That Hath"
- *The Economist* Editorial Board, "Be Afraid, Very Afraid, of the Tech Crisis" - Andre Geim,
"Has Big Money Corrupted Science" - W. Lepkowski, "Conform and Be Funded" - Joshua Nicholson

Money and Politics

Readings: "Didn't They Notice?" - David Runciman, "The Spider's Web" - Michael Oswald,
"We Are the One Percent" - John Kenney, "How to Finance an Emperor's Election" - Amy Davidson, "How One
Percent of the One Percent Now Dominate Our Elections" - Andy Kroll,
"Is Lobbying a Moral Choice?" - Ginger Grant

IDENTITY AND MONEY

Status and Conspicuous Consumption

Readings: "What Isn't For Sale" and "What Money Can't Buy" - Michael Sandel,
"The Lessons of Bohemia" (article and lecture) - Alain de Botton

Financial Strategies and Money Ways

Readings: "Money and the Modern Mind" - John Bloom, "True Wealth" - Paul Hwoschinsky, "Experience of
Prosperity" - Shakti Gawain, "Students and Money: In Their Own Words"
- University Admissions Essays, "About Getting Rich" - Joe McCracken

Money and Social Order

Readings: "Money and Social Responsibility" - Alan Reder, "The Soul of Money" - Lynne Twist,
"Death in Dean Street" in *Frozen Desire* - James Buchan, "The Social Meaning of Money" and "Special Monies" -
Viviana Zelizer, "Is Gross National Happiness More Important Than GDP?"
- Josh Clark

METAPHYSICS AND MONEY

Giving Money

Readings: "Forgive Us Our Debts" - Ben Kunkel, *The Gift: Imagination and the Erotic Life of Property* - Lewis Hyde,
"Gospels of Giving for the New Gilded Age" - Elizabeth Kolbert, *The Gift* - M. Mauss

Money Ideals

Readings: "Love and Money" - Richard Rorty, "Imagining a Cashless World" - Nathan Heller,
"The Bitcoin Boom" - Maria Bustillos, "Bubble, Bubble, Fraud, and Trouble" - Paul Krugman

Future Money

"The End of the Capitalist Era" - Jeremy Rifkin, "The Future of Money" - Bernard Lietaer, "Tomorrow's Money" - Jacques Lesourne, "Money: A Valediction" - James Buchan

Beyond Money

Readings: "Worlds Without Money" - Michael Phillips, "Money Wisdom" - Joe Dominguez, "Karl Marx Yesterday and Today" - Louis Menand, "Personal Gain and the Gift of Existence" - Jacob Needleman

Climate change and globalization (20 hours)

Name of the lecturer: Matthias Dörries (dorries@unistra.fr)

Biography

Matthias Dörries is professor for history and epistemology of science at the Faculty of Economics and Management of the University of Strasbourg and researcher at AHP - PreST (UMR 7117). His research centers on the history of the (geo)physical sciences in the 19th and 20th centuries, and more particularly, on the history of the atmospheric sciences and climate change.

The course

This course will focus on debates about how best to address the challenges of the currently most pressing environmental issue, climate change. It will critically analyze the various strategies proposed by a multitude of actors, from individuals, to local and national governments, to international institutions. The course will treat the following issues: the origins of climate change in the context of globalization; the history of the debates over the risk of climate change; the impact of major national and international institutions; key management concepts (mitigation, adaptation, climate engineering); communication of scientific research and the role of the media, the political issues of the North-South divide; social inequality and migration; and, finally, the search for policy solutions at local, regional, national and international levels.

Learning outcomes

After completing this course the students will be able to

- use key concepts in climate management
- have a better historical and political understanding of the main actors
- articulate the links between climate change, globalization and inequality

Methodology

Lectures and reading/presentation of basic texts

Evaluation

Class participation: 20%

Presentation: 30%

Final report: 50%

Bibliography

Dessler, Andrew E. and Edward A. Parson, *The Science and Politics of Global Climate Change*, third edition (Cambridge: Cambridge University Press, 2019).

Hulme, Mike (ed.), *Contemporary Climate Change Debates* (Routledge, 2019).

IPCC, *Fifth Assessment Report* (2014).

IPCC, *Special Report on Global Warming of 1.5 °C* (2018).

Jasanoff, Sheila and Marybeth Long Martello, *Earthly Politics. Local and Global in Environmental Governance* (Cambridge: MIT Press, 2004).

Keith, David, Peter Irvine, et al. "Governance of the Deployment of Solar Geoengineering." Harvard Project on Climate Agreements, February 2019.

Weart, Spencer, *The discovery of global warming* (Cambridge: Harvard University Press, 2003); see also: <https://history.aip.org/climate/index.htm>

Quality of life: concepts and measurements (20 hours)

Name of the lecturer: Gaël Brulé

General objectives:

- Understand how to measure quality of life
- Understand the pros and cons of each measure
- Understand the pros and cons of measurement

Quality of life is an umbrella term that includes a wide variety of aspects such as environmental quality, social capital, security, feeling of support or well-being. This means both objective and subjective indicators are needed to measure it. In this course, we describe a few concepts related to quality of life and we try to understand how to operationalize them. In particular, we look at what they bring in terms of information as well as their limits. This course is an invitation to critically think of ways to measure quality of life, as the demand for it is growing from the perspective of politicians, the private sector and the general public.

Activities:

About half of the course will be dedicated to participatory classes and the second half to presentation in groups of 2-3.

Evaluation:

Presentation plus participation (50%)

Exam (50%)

Bibliography:

Brulé, G. & Maggino, F. (2017) Metrics of Subjective Well-being: limits and improvement. Cham: Springer

Economics of Institutions: theory and applications (20 hours)

Name of the lecturer: Estefania SANTACREU-VASUT (santacreuvasut@essec.edu)

Objective / summary of the lecture

The goal of this course is to introduce students to the study of Institutions. We will start presenting the key concepts and seminal contributions of Douglas North and Oliver Williamson, which will allow us to define Institutions and Transaction Costs. We will then focus on studying different types of institutions, including both formal institutions and informal institutions. We will then discuss the methodological challenges faced by the study of Institutions, both theoretical and methodological, including a discussion of how to think and model institutional change and persistence, one of the most fascinating questions of social sciences.

Plan of the lecture:

I. Economics of Institutions

- a. Definition of Institutions
- b. Transaction cost economics
- c. Big picture questions

II. Applications

- a. Formal institutions: legal, financial and political institutions
- b. Informal institutions: the role of culture
- c. Language as an institution

III. Methodological and dynamic issues

- a. Institutional persistence and change
- b. Methodological issues
- c. The role of history

Main references

- Institutions, Douglass C. North, *The Journal of Economic Perspectives*, Vol. 5, No. 1. (Winter, 1991), pp. 97-112.
- Transaction-Cost Economics: The Governance of Contractual Relations Oliver E. Williamson *Journal of Law and Economics*, Vol. 22, No. 2 (Oct., 1979), pp. 233-261
- Does Culture Matter? Raquel Fernandez. Published in, J. Benhabib, M. O. Jackson and A. Bisin, editors, *Handbook of Social Economics*, Vol. 1A, North-Holland, 2011
- The Long Term Effects of Africa's Slave Trades. Nunn, N. *Quarterly Journal of Economics*. 2008;123 (1): 139-17

- Does mother tongue make for women's work? Linguistics, household labor, and gender identity, Hicks, Daniel L., Estefania Santacreu-Vasut and Amir Shoham. *Journal of Economic Behavior Organization*, 2015, 110, 19-44

Learning outcomes

Students will be able to apprehend, to understand, and to explain the role played by institutions in explaining different economic outcomes and development paths. Students will be able to understand, to describe, and analyze the challenges involved in measuring institutions. Students will be able to understand, to describe, and analyze the complex determinants of institutional development, persistence and change.

Guidelines for the Internship and the Research Report

This guide aims to help you carry out the UE "International internship" and the UE "Research report" of the semester 6 of the Licence Economie Gestion parcours International Economics and Management.

It should allow you to solve practical issues (search for the hosting firm or organization, duration, convention, mission, choice of university tutor for the internship, choice of subject and supervisor) and methodological issues (subject, method, preparation, presentation of the internship essay and the research report). The two UE include the drafting of a document (research report and internship essay) and a viva (i.e. defend before a panel of examiners).

The two UE have the goal to complete your learning through the acquisition of practical knowledge and / or complementary theoretical knowledge, and the development of skills through the implementation of knowledge within a specific context, in a company.

The two UE also aim to strengthen your written as well as oral communication skills, and for the internship, your capacity of integration and adaptation into a company. Finally, the work carried out must also be an opportunity for you to establish contacts with institutions and businesses, thus creating a network of relationships that can later be exploited, especially in job search activities.

The internship

Objectives of the internship

The internship is an important step in this programme. The overall objective is to make the connection between the practical and theoretical achievements obtained in the Licence and the reality of the business world.

The internship should enable the student:

- To be involved in a real company project to gain field experience
- To practice one or more skills developed during the training cycle, or develop a skill in a field related to the general thematic of the Licence and / or has not been developed during the Licence's teaching. This may be a technique or method or more generally an approach to economic analysis, management or organization.
- To demonstrate his/her ability to adapt to the workplace, to make relevant use of knowledge developed during his/her studies and to acquire new skills.

Internship search and procedures, administrative matters

Duration and period

The internship lasts for three months at minimum, but a longer period is possible.

It takes place the first week of April of academic year until July 1st. September is the absolute limit: the internship period cannot exceed the academic year that ends late September.

Search for the company / host organization and the theme

The internship must take place abroad, exceptionally in France according to different conditions (foreign company, English is the language for communication, international project).

The internship must include a specific mission regarding the contents of the courses learned during the Licence. The mission should be fulfilled for the hosting company or organisation. The student should also identify a specific topic for the internship essay, also in relation with the content of the Licence. The internship mission and, at least in broad outline, the topic that will be developed in the internship essay must be formally endorsed by the responsible of the Licence before the start of the internship. The topic of the internship essay can correspond exactly to the mission, or can simply be relating to this mission, allowing the student to explore a peculiar dimension of the mission.

Students find the internship by themselves, with the support of the management of the Licence as: information on internship offers sent directly by the companies to the Faculty, the internships of other promotions, informal contacts, the Cellule FISE, and so on. The methodological support is provided by the supervisor (university tutor) and the responsible of the licence IEM. For the student, this research is well training in preparation for the job search.

Given the widespread use of internships, students must quickly contact the business or organisation they are interested. The first contact must preferably be made before the end of October / November, to finalize the internship agreement (length, topic, etc.) in January / February. Once the mission of the internship and the topic of the internship essay are specified, it may be useful to start considering an initial literature search, as the student can easily benefit from the resources of the Faculty; assistance is provided by the supervisor and the responsible of the licence IEM.

The university tutor

A university tutor, who should be member of the teaching staff of the Licence (or failing that, possibly others teacher in the Faculty) will monitor the internship on the Licence "side", and will be the contact point with the company and especially the company tutor (see below). The first role of the university tutor is to ensure the smooth running of the internship and participate (except in special cases) to the viva of the internship. In this perspective, he/she will follow the orientation of the essay. If necessary, the university tutor can also visit the student and its company tutor at the company place. He/she can also, according to his/her skills, provide more technical advice or refer people who can make such advice. The choice of the university tutor is in the first place to the responsibility of the student.

The company tutor

A company tutor must be clearly identified in the company. He/she is the person responsible for monitoring the activity of the student, and to be the contact point of the Faculty and of the teaching staff within the host company. The company tutor is involved (except in special cases) in the viva, and is responsible for the internship essay on the side of the company (including confidentiality issues). The choice of the company tutor is made by the company itself.

The internship period

Upon his arrival in the host company, the student asks his company tutor to send an email to the secretariat of the Licence to confirm his/her arrival. During the internship period, the student addresses to the university tutor, according to a regular set with him/her, an account of the work performed in the hosting company and a report on the progress of his/her internship essay.

A record of arrival in internship (see copy attached "arrival to internship form"), given to students at the beginning of the internship, must be fulfilled by the company and sent back to the secretariat no later than 15 days after the beginning of the internship. It summarizes information on the internship, and allows both coordinating support and conveying information to the following promotions of students.

Before the internship viva, the student will receive an electronic file with an evaluation form / scorecard of trainee (see copy attached "evaluation of the activity of the trainee form"), to be fulfilled by the company tutor, and to be returned to the secretariat of the Licence, before the date of the viva.

The internship agreement ("convention de stage")

An internship agreement governing relations between the host company, the student and the University of Strasbourg must be established. The internship agreement is a contract that commits the student, the company and the university.

A key point is that the request for internship agreement to the University is to be made by the student *via* ENT, at least one week before the start of the internship.

The internship essay

Purpose of the internship essay

This essay must demonstrate the ability of the student to put in practice acquired knowledge, and to enrich this knowledge through experience in the workplace. It should highlight the qualities of synthesis and analysis, with a further reflection on the topic for the essay. Unlike a simple internship report, it must go beyond the description of facts, show the student's ability to define and treat a topic in a structured way, and relate to and use the reference literature. Finally, it must demonstrate the student's ability to step back and to put his/her own work into perspective, about the situation in which it has been conducted, his/her contribution to the hosting company and his/her own professional and personal enrichment at the end of the internship.

Elements of content and form

The plan must be structured in a way to facilitate the understanding of the approach and the results. It is therefore necessary to specify the topic of work and to organize the essay accordingly. It is imperative to discuss the plan with the university tutor before starting to write.

In general, the internship essay necessarily includes (the bullet points listed below are neither a plan nor a list of parts and sub-parts of the essay, but the elements that the reader must find in a way or the other):

- The overall presentation of the company (business areas, establishment locations, main business indicators, brief history, etc.), brief presentation of organization and management, analysis of company's environment and strategies,
- The mission to be fulfilled by the student and how it is related to objectives and organisation of the company,
- The definition of a topic related to the mission, the theoretical and/or practice analysis of this topic, based on a literature search,
- The presentation of hypotheses and of the methodological approach followed by the student to address this problem,
- A statement of work and the difficulties encountered in applying this approach,
- A summary of findings and results including, where appropriate, quantitative results to which the work had led
- A critical assessment of the work, and an assessment of the skills (technical and human, including social / soft skills) acquired during the internship or that remain to be acquired, with a view of establishing a skills assessment that may help in a future job search.
- Overall, the internship essay must of course highlight the specific contribution of the student.

The internship essay must comply with the following presentation requirements:

- The length generally ranges from 30 to 35 pages excluding annexes (Times new roman, 12 point font, 1.5 spacing).
- The cover page must show the names of the University, of the Faculty and of the Licence, the name of the company tutor, the name of the university tutor, the name of the student, the name of the company, the start date and end date of internship, the title of the internship topic (see example attached)
- Table of contents: it presents a detailed plan of the essay with reference to page numbers (bibliography and annexes should be listed). It is possible to put the acknowledgments between the table of contents and the introduction.
- Introduction: on the one hand it presents the company and the context of the student's activities, and on the other it introduces the topic of the essay (justifying the title) and the method used to treat it. Especially, it allows to expose and explain the plan used in the document.
- If the topic developed in the essay does not correspond exactly to the mission completed by the student, the presentation of the mission, the work done and results obtained as part of this mission will be treated separately and will be the subject of a short first part.
- Conclusion: it summarizes the key points developed in the paper by offering some answers to the questions raised in the introduction. It specifies the limitations of the study and possible deepening.
- Bibliography: references are organized by broad categories (sources like internet and other sources should at least be distinguished), ranked in alphabetical order of authors' names (or website). They must be complete, highly accurate, and presented under a unified and systematic format (e.g.: Name, Initial of first name (year), "title", publisher or journal name, place of publication; for websites, indicate the date of last access).
- If necessary, a glossary, a list of abbreviations used and annexes are also included. These are numbered, classified in a logical order (often following the page order of the main text, and / or grouped by theme) and paginated. Their goal is not to increase the size of the document; annexes should not consolidate disparate and unnecessary information. They provide additional information on certain points somewhat marginal to the main argument but of interest to some readers. Their goal is to enable easier reading of the main document by avoiding that the reader loses the thread of the main text with details of little importance for the global understanding.

The internship essay is written in English.

The internship essay must be submitted in 2 copies (as well as pdf version) at least one week after the end of the internship (three month).

If the duration of internship is longer than three months, then the length of the essay will be increased in proportion to the additional period.

It is possible to deal with confidentiality issues on a case by case basis.

Citations and references

To make a citation or a reference, it is enough to simply indicate in brackets the name of the author and year (e.g. (Smith, 2006) or (Smith and Smith, 2006) or (Smith *et al.*, 2006)) in the text, and thus refers to the complete reference to be included in the bibliography.

It is imperative to cite all sources used, either for the figures, text passages, ideas, definitions, classifications, models or analysis tools.... It is possible to take verbatim text passages, but only if appropriate (e.g., definition, sentence expressing a central idea for the analysis ...), by ensuring clear evidence (e.g. quotes) and by giving the reference.

Any loan of a text, whatever its origin (article, book, website, thesis or internship report ...), which is not explicitly cited will be liable to a penalty which may affect the assessment of internship essay, and may even lead to a request for referral to a disciplinary committee of the University of Strasbourg.

Evaluation

The UE "International Internship" accounts for 20 credits (ECTS). The overall mark associated with the UE will be the average of two evaluations, with the following weighting:

- The internship evaluation by the company (mission), based on the evaluation form of the activity of the trainee (20%)
- Assessment of internship essay by the university tutor (80%)

Schedule

Request for creation of the internship agreement: From October via ENT website

Choice of university tutor: Before the beginning of the internship

Sending back of the "arrival to internship form" by the student:

Within 15 days after arrival in hosting company/organisation at the latest (to Aurélie Kessler)

Sending back of the "evaluation of the activity of the trainee form" by the company tutor:

One week before the viva at the latest (to Aurélie Kessler)

Delivery of the internship essay (for the tutor and the library):

The Research report

Objectives of the research report

This is research training through research performing. The overall objective is to deepen student's knowledge in a field or a thematic related to the Licence, and to begin developing a research project aimed at producing "new" knowledge in this area. It can also be the development of highly specialized knowledge allowing to access to employment in a particular field or specific Master.

The research report can of course be an opportunity to develop specialized knowledge in a field related to the general theme of the Licence and that has not been covered during the Licence's teaching.

Search for the research report topic and supervisor, procedures and administrative matters

Duration and period of research report

The period for completion of the research report is at least one month in January. However, it is obviously possible (and recommended) to start before.

Topic of the research report

Research report can be quite varied in terms of theme but also content types. They address a theoretical question, a broad set of techniques or methods, a particular empirical question, or more generally an approach to economic analysis, management or organization. The research report may consist in:

- Proposing a theoretical and / or methodological development on one theme
- Putting into practice one or more aspects developed during the Licence programme, through an empirical study, by testing a model or of a method, or exploring the relevance of the concept and theoretical
- Conducting a review as complete as possible of the literature on an issue; in this case, it should not be purely descriptive, but must allow comparing different approaches and works, their conclusions and contributions from a particular and original viewpoint.

In any case, it is essential that the student finds interest and motivation in the topic and shows curiosity and willingness to enrich the understanding of the theme or subject.

Research Topic

Students choose the topic of research report by themselves, with support from the responsible of the Licence, based on formal themes proposed by members of the teaching team and issues and questions that they have raised in their interventions. Students can also provide general or specific topics, and discuss with members of the teaching team. For the student, this research is a preparatory exercise in defining a research problem.

Choosing a topic is also choosing a field that will have to be deeply explored; this means time spent to obtain information, make contacts and take steps to various investigations.

The research report must then cover a specific theme, related to the content of the lessons learned during the Licence. This theme is set and approved by the supervisor (see below). The theme of the report must be formally endorsed by the responsible of the Licence IEM at the end of the period of courses and exams (December, 10th).

Given the busy schedule of training of teachers and their involvement in the conduct and / or management of several research projects in parallel, students are advised to quickly contact teachers' holders of thematic interest. The first contact must be made before the end of November. Once the theme is stated, it is useful to begin to consider initial literature search.

The supervisor

The supervisor is a member of the teaching staff of the Licence (or failing that, possibly teacher of the Faculty). Its role is to make available to the student skills and experience. Specifically, it is to propose a research report topic or accept the one presented by the student, and mentor the student for the duration of his work:

- Guiding thinking and problematization
- Advising the student on the methodology of research and literature searches
- Guiding on how to practically achieve the research report
- Following the evolution of the work
- Evaluating the memory during the viva, together with the other members of the board of examiners

The unfolding of research report period

Closely with the supervisor, the student shall specify at the beginning of work:

- The thematic boundaries of the topic,
- The main literature references to start with
- The hypotheses to be tested
- The methods (deductive / inductive approaches, respective share of the theoretical or conceptual and empirical investigations)

It is imperative to discuss the plan with the supervisor prior to writing.

For the duration of the research report, the student addresses to the supervisor, according to a regular set with him/her, an account of the work that goes on.

Support to the research methodology is provided by the supervisor.

The research report document

Elements of content and form

The plan must be structured in a way to facilitate the understanding of the approach and the results obtained. It is therefore necessary to specify the topic of work and to organize the research report accordingly. The structure and content of course depend on the subject and the recommendations of the supervisor. But in general, the thesis necessarily includes:

- The overall presentation of the theme, in relation to the state of knowledge in the field ("survey of the literature")
- Formulating hypotheses and explanation of the methodological approach followed
- A statement of work and the difficulties encountered in applying this approach,
- A review of results, from the relevant points of view (theoretical methodological, empirical ...)
- A critical assessment of work and openness to possible extensions

As for the formal presentation, the thesis must comply with the following requirements:

- The length generally ranges from 10 to 20 pages excluding annexes (Times new roman, 12 point font, 1.5 spacing)
- Tables and figures should have a title and be numbered
- The cover page must show the names of the University, of the Faculty and of the Licence, the title of the research report, the name of the supervisor, the name of the student, the period during which the research report was performed (second semester 2014-2015), the names of the members of the board of examiners (see example attached)
- Table of contents: it presents a detailed plan of the research report with reference to page numbers (bibliography and annexes should be listed). It is possible to put the acknowledgments between the table of contents and the introduction.
- Introduction: it presents the topic of the research report (justifying the title) and the method used to treat the subject. In addition, it justifies and exposes the plan used.
- The main text is composed generally of two or three parts, with sub-parts, but there is no absolute rule, the key is to have a plan relevant to the content and to maintain a balance in the size of parts and subparts.
- Conclusion: it summarizes the key points developed in the paper by offering some answers to the questions posed in the introduction. It specifies the limitations of the study and possible deepening.
- Bibliography: references are organized by broad categories (sources like internet and other sources should at least be distinguished), ranked in alphabetical order of authors' names (or website). They must be complete, highly accurate, and presented under a unified and systematic format (e.g.: Name, Initial of first name (year), "title", publisher or journal name, place of publication; for websites, indicate the date of last access).
- If necessary, a glossary, a list of abbreviations used and annexes are also included. These are numbered, classified in a logical order (often following the order of the main text, and / or grouped by theme) and paginated. Their goal is not to increase the size of the document; annexes should not consolidate disparate and unnecessary information. They provide additional information on certain points somewhat marginal to the main argument but of interest to some readers. Their goal is to enable easier reading of the main document by avoiding that the reader loses the thread of the main text with details of little importance for the global understanding.
- Summary (1 page) and list of keywords (no more than a dozen)

The research report must be written in English.

Citations and references

To make a citation or a reference, it is enough to simply indicate in brackets the name of the author and year (eg (Smith, 2006) or (Smith and Smith, 2006) or (Smith *et al.*, 2006)) in the text, and thus refers to the complete reference to be included in the bibliography.

It is imperative to cite all sources used, either for the figures, text passages, ideas, definitions, classifications, models or analysis tools. It is possible to take verbatim text passages, but only if appropriate (e.g., definition,

sentence expressing a central idea for the analysis ...), by ensuring clear evidence (e.g. quotes) and by giving the reference.

Any loan of a text, whatever its origin (article, book, website, thesis or internship report ...), which is not explicitly cited will be liable to a penalty which may affect the assessment of internship essay, and may even lead to a request for referral to a disciplinary committee of the University of Strasbourg.

Submission and viva

The final research report must be submitted in 2 copies printed (and in pdf format) no later than end of January: one for the supervisor, 1 for the Licence Secretariat (other Member of the board of examiners).

Organization

The viva will be conducted in English.

The viva takes place before a board of examiners (BoE hereafter) including at least two people: the supervisor and one member of the teaching staff.

The student is responsible for finding the other member of the BoE and organize the date of viva

Viva will be held at the University during the first week of February. The date and time of each student's research report is fixed by the supervisor in cooperation with stakeholders and with the secretariat of the Licence which must in any case and imperatively be informed once the date is determined. The student is responsible for the logistics of the viva (reservation required audio-visual equipment, installation and verification of its operation the day of the defence, etc.).

The expected duration of the viva is about 45 minutes. The student presents his/her work for about 15 min, then the BoE members provide their comments and ask questions for 30 minutes. These questions may relate directly to research report or to the concepts covered by the student in his work or in his presentation. The BoE then deliberates on the mark, in the absence of the student. The mark is not disclosed to the student at the end of these discussions, since marks can be adjusted by the final jury de licence. However, the research report BoE may give a quick return to the student based on a general qualitative assessment of the work.

Tips for the viva

The presentation can be made according to a different plan than the one used for the essay.

The BoE, who read the memory, should be interested in the presentation. The presentation should describe the approach initiated and highlight the main ideas. The student must explain his choice of the topic, any problems encountered and techniques used to arrive at the result, the main conclusions with respect to assumptions. It can also end his/her presentation with a critical eye on his own work (points that needed to be more developed, important omissions identified too late, etc.).

The presentation should be prepared in writing, but should not be read.

It is therefore useful to practice before the viva (e.g. rehearsal before one or more persons). This helps to check the length of the presentation, its logic and clarity. The presentation should normally be understandable even to a non-specialist.

Good oral presentation means:

Being accepted: Start "strong" and demonstrate competence. Draw the attention of listeners.

Being listened to: Enter the logic of the auditors

Being understood: The argument should be clear. It should be a logical progression of the discourse.

Being followed: Clearly stating the outline of the presentation. Remind where you stand in the reasoning, each major step.

Being memorized: The argument should be simple (not simplistic). Conclude on a strong image for attention at the end.

Evaluation

The UE "Research report" accounts for 10 credits (ECTS). The note associated with the UE will be given by the BoE, especially based on the following points that are mainly dealing with the scientific quality of work:

- Ability to define a problematic, and to put it in perspective with the state of knowledge in the field
- Ability to find relevant documentation and to take advantage from it
- Rigor and consistency of thought, reasoning and approach
- Relevance of the findings, and the ability to compare them with the results known from the literature
- Written presentation, style, spelling, sources citations, etc.
- Ability to speak and communicate.

Schedule

Choice of subject and supervisor:

On 10/12 at the latest

Start of the research report:

On 01/01 at the latest

Delivery of research report document:

End of January

Date of viva

During the first of week February

Annexes

Academic Year

Licence Economie et Gestion
Parcours INTERNATIONAL ECONOMICS AND MANAGEMENT

ARRIVAL TO INTERNSHIP FORM

I undersigned, Ms / Mr _____

Company:

Mailing Address:

Phone:

E-mail:

Certifies that _____ Student of the Licence IEM - University of Strasbourg has arrived (e) in our society on _____ for an internship ending _____, and is under my tutorship during this period.

The exact coordinates of where the trainee can be reached in the company are:

Mailing address:

Phone:

E-mail:

Signatures :

The company tutor

The student

This document must be returned to : Aurélie Boukhers - Faculty of Economics and Management - 61 Avenue Forêt Noire - F-67085 Strasbourg Cedex or by mail (boukhers@unistra.fr) no later than 15 days after the arrival at the place of internship.

Academic Year

Licence Economie et Gestion
Parcours INTERNATIONAL ECONOMICS AND MANAGEMENT

EVALUATION OF THE ACTIVITY OF THE TRAINEE FORM

Name and surname of the student :

Company :

Name of the company tutor :

General behaviour, attitude during the internship:

(Check the appropriate box)

Evaluation	Very good	Good	Well enough	Fair	Insufficient
General presentation					
General behaviour					
Attendance, punctuality					
Integration of the trainee in the company					
Open-mindedness					
Attitude to work					
Ability to communicate					
Efficiency					
Curiosity					
Creativity					
Capacity for teamwork					

see next page

What are the strengths of the training of the student?

.....
.....
.....

What are the weaknesses of the training of the student?

.....
.....
.....

Would you hire him/her if you had the opportunity? Yes no

Overall assessment of the trainee:

.....
.....
.....
.....

Overall assessment: very good good well enough
 Fair insufficient

Mark on 20:

Date and signature of the company tutor:

This document must be returned to:
Aurélie Boukhers - Faculty of Economics and Management - 61 Avenue Forêt Noire - F-67085 Strasbourg Cedex or
by mail (boukhers@unistra.fr) no later than one week before the internship viva.

Licence Economie et Gestion
Parcours INTERNATIONAL ECONOMICS AND MANAGEMENT

Internship Essay

(First name and Surname of the student)

Title of the Essay

Date of the viva:

(First name and Surname) University Tutor
(First name and Surname) Company Tutor
(First name and Surname) Member of the Bo

Licence Economie et Gestion
Parcours INTERNATIONAL ECONOMICS AND MANAGEMENT

Research report

(First name and Surname of the student)

Title of the Research Report

Date of the viva:

(First name and Surname) Supervisor

(First name and Surname) Member of the BoE

CONTACTS

Responsable Licence Parcours IEM

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