

The version you're consulting is not final. This course description may change. The final version will be published on 1st June.

5.00 credits










30.0 h + 15.0 h

Q1

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| Teacher(s) | Delmotte Florence ; |
| Language : | French |
| Place of the course | Bruxelles Saint-Louis |
| Prerequisites | <i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i> |
| Learning outcomes | <p>At the end of this learning unit, the student is able to :</p> <p>The course aims to give an overview of the major political doctrines, from their origins in antiquity to the ideologies of the 20th century. Based on the reading of classical and contemporary authors and textbooks, but also using other media - press articles, film extracts and others - the perspective adopted brings conceptual history into dialogue with political and social history. The course and seminar aim to show that it is possible to better understand the contemporary world - its problems, challenges and possibilities - using the tools of philosophy and political thought. On the pedagogical level, the course aims, through lectures, readings, discussions and seminar presentations, to encourage students to improve their note-taking, to supplement their notes with articles and extracts from reference works, to develop their spirit of synthesis and the linking of knowledge, and to deepen their understanding of certain questions related to their readings, guest lectures and current debates.</p> |
| Evaluation methods | <p>The examination is written. It includes questions on the lecture course (lecture, conferences, additional compulsory readings) for approximately 2/3 of the final mark (13 points out of 20) and on the reading seminar (presentations and compulsory readings as presented in the seminar) for approximately 1/3 of the final mark (7 points out of 20). In order to recognise students' active participation in the seminar sessions, a "bonus" point (in addition to the mark obtained for the written exam, in the 1st or 2nd session) may be awarded to students who have actively participated in all the seminar sessions. Attendance is compulsory for both the course and the seminar. All students are expected to present a paper in the seminar.</p> |
| Teaching methods | <p>Description of the lecture:</p> <p>Rooted in the history and analysis of political ideas, the course gives students an overview of what can be understood by political "doctrines" and "ideologies". The aim is first to identify the foundations of modern and contemporary political thought since Antiquity and the invention of the Polis. It then presents the major theories of the state and sovereignty and the main political doctrines from Machiavelli to Marx and the criticisms of industrial society in the 19th century. Finally, it is a question of painting a picture of the great currents of ideas that marked the 20th century (socialism and communism, fascism), emphasising the elements of continuity and rupture with respect to the "classics". The presentation is oral, based on a detailed lesson plan, readings of articles or viewing of excerpts, and includes, depending on the opportunities, guest lectures by external speakers or participation in certain scientific events.</p> <p>Description of the activity involved and of the reading seminar:</p> <p>In a word, the students will have to read and participate as actively as possible. On the one hand, the lecture will be complemented by the reading of a book; for each part of the course, complementary readings will also be proposed. On the other hand, the reading seminar is structured on an agenda and a portfolio of readings (texts, extracts or chapters). Students will be asked to take turns presenting, alone or in small groups, the extract(s) that serve as a support for each session. The other students will have to report on their readings, their difficulties and what they have learned from their readings. The texts are chosen in relation to the sessions of the lecture course. Students should be able to synthesise what they read (themes, thesis, argumentation of the text), relate the texts and authors studied, and question them in relation to the themes of the course and current political issues. As the seminar sessions take place in smaller groups, they are also an additional opportunity to ask questions of elucidation and a place for debate.</p> <p>Articulation between the lecture, the involving activity and the reading seminar:</p> <p>As already mentioned, the reading of a book complements the lectures, deepening or broadening themes seen in the course from another angle and in another format, requiring the development of a spirit of synthesis.</p> <p>The readings of the seminar may concern extracts from classical authors generally studied in political doctrines (Hobbes, Locke, Rousseau, Marx, Arendt...) or articles or book extracts on these classics, the questions they raise or most recent debates.</p> |
| Content | <p>The lectures cover the following themes and authors:</p> <p>Part 1: At the origins of contemporary political doctrines</p> |

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| | <p>1. Antiquity 2. The confrontation between the Ancient and the Modern 3. The links between religious and political doctrines Part 2: Political doctrines from Machiavelli to Marx 4. Modern theories of the state and sovereignty Machiavelli, Bodin, Hobbes: absolute sovereignty Rousseau: popular sovereignty Locke: liberalism and limits to the power of the state 5. Reactionary and conservative thinking 6. Marx: understanding the world to change it Part 3: Ideologies of the 20th century 7. Socialism(s) and communism 8. Fascism(s) and National Socialism</p> <p>The reading seminar, after an introductory session and presentation of the expected results, goes into more detail on the following themes (based on the reading and presentation by students of texts from authors, whether or not they were studied in the framework of the lecture and cited here for information purposes):</p> <p>Session 1: Ancient and Modern (Benjamin Constant) Session 2: The State (Thomas Hobbes, Elsa Dorlin) Session 3: Feminist criticisms (Olympe de Gouges et Françoise Vergès) Session 4: Social criticisms (Karl Marx, Rosa Luxemburg) Session 5: (De-)Colonialism, racism and totalitarianism (Aimé Césaire, Michel Foucault, Hannah Arendt) Session 6: Democracy? (Joëlle Zask) Session 7: What ecological political doctrines for the future? (Baptiste Morizot)</p> |
| <p>Inline resources</p> | <p>The detailed course outline, supplementary readings and texts seen in seminars, as well as PPT présentations, are posted online on Moodle.</p> |
| <p>Bibliography</p> | <p>Références (sélection) du cours magistral (lectures non obligatoires)</p> <p>Catherine Audard, Qu'est-ce que le libéralisme?, Paris, Gallimard, 2009, p. 48-67. Jean-Jacques Chevallier, Les grandes œuvres politiques de Machiavel à nos jours, Paris, Armand Colin, 1970, rééd. Jean-Marc Ferry et Justine Lacroix, La pensée politique contemporaine, Bruxelles, Bruylant, 2000. Simone Goyard-Fabre, L'État, figure moderne de la politique, Paris, Armand Colin, 1999, pp. 5-44. Gérard Mairet, Les grandes œuvres politiques, Paris, Le Livre de Poche, 1993 rééd. Gérard Mairet, Le principe de souveraineté, Paris, Gallimard, Folio/Essais, 1997. Pierre Manent, Histoire intellectuelle du libéralisme, Paris, Hachette, 1987, pp. 89-117 (Ch. IV: Locke, le travail et la propriété). Pierre Manent, « Présentation » à Joseph de Maistre, Considérations sur la France (1797), Bruxelles, Complexe, 1988, rééd., pp. VII-XVIII. Olivier Nay, Histoire des idées politiques, Paris, Armand Colin, 2007, rééd. Olivier Nay, Johan Michel et Antoine Roger, Dictionnaire de la pensée politique, Paris, Armand Colin, 2005. Pascal Ory (dir.), Nouvelle histoire des idées politiques, Paris, Fayard, 2010. Philippe Raynaud, « Préface » à Edmund Burke, Réflexions sur la révolution de France (1790), Paris, Hachette, 2004, pp. IX-CV. Julien Weisbein et Samuel Hayat, Introduction à la sociohistoire des idées politiques, Bruxelles, Louvain-la-Neuve, De Boeck Supérieur, 2020.</p> <p>Exemples de lectures complémentaires pour le cours magistral (à titre indicatif, à préciser en début d'année)</p> <p>Silvia Federici, Le capitalisme patriarcal, trad., Paris, La Fabrique Éditions, 2019, 184 p. Philippe Lacoue-Labarthe et Jean-Luc Nancy, Le mythe nazi, Éditions de L'Aube, 1991, rééd. 2016, 80 p. Rosa Luxemburg, La Révolution russe, trad., Éditions de L'Aube, 2013, 64 p.</p> <p>Exemples de lectures obligatoires pour le séminaire (à titre indicatif, est susceptible de changer chaque année, est précisé avant le début des séances de séminaire)</p> <p>Séance 1 : Benjamin Constant, De la liberté des Anciens comparée à celle des Modernes, Paris, L. G. F., Coll. Pluriel, 1980, pp. 493-515 Séance 2 : Thomas Hobbes, Le Léviathan ou Matière, forme et puissance de l'État chrétien et civil, Folio, 2000 [1651], pp. 336-353 Séance 3 : Olympe de Gouges, Déclaration des droits de la femme et de la citoyenne ; Françoise Vergès, Le féminisme décolonial (extraits), La Fabrique.(en ligne) ; Simone Weil, Réflexions sur les causes de la liberté et de l'oppression sociale (extraits) Séance 4 : Karl Marx, Le manifeste du Parti Communiste [1848], Chapitre I : Bourgeois et Prolétaires Séance 5 : Aimé Césaire, Discours sur le colonialisme ; Michel Foucault, « Il faut défendre la société » (extraits) Séance 6 : Chantal Mouffe, L'illusion du consensus (extraits) Séance 7 : Baptiste Morizot, Manières d'être vivant (extraits), Actes Sud</p> |

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| <p>Other infos</p> | <p>For the 'lecture' part of the teaching unit, students may be asked to attend 1 or 2 conferences or lectures given by external guests as part of scientific events outside the course and related to the content of the course. If students are unable to attend due to a time conflict, support or an alternative will be provided. The content of these events forms part of the course content.</p> <p>Similarly, the teacher may invite a researcher to give a talk during the course. These presentations are also considered to be part of the course.</p> <p>Finally, students are asked to supplement the lecture by reading a work - usually an essay - on which they will be questioned in the final exam. The book is given at the beginning of the term.</p> |
| <p>Faculty or entity in charge</p> | <p>ESPB</p> |

| Programmes containing this learning unit (UE) | | | | |
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| Program title | Acronym | Credits | Prerequisite | Learning outcomes |
| Bachelor in Information and Communication | COMB1BA | 5 | BESPO1162 |  |
| Bachelor in Information and Communication (French-English) | COAB1BA | 5 | BESPO1165 |  |
| Bachelor in Information and Communication (French-Dutch-English) | COTB1BA | 5 | BESPO1165 |  |
| Bachelor in Sociology and Anthropology | SOCB1BA | 5 | BESPO1162 |  |
| Bachelor in Sociology and Anthropology (French-English) | SOAB1BA | 5 | BESPO1165 |  |
| Bachelor in Sociology and Anthropology (French-Dutch-English) | SOTB1BA | 5 | BESPO1165 |  |
| Bachelor in Political Sciences | SPOB1BA | 5 | BESPO1162 |  |
| Bachelor in Political Sciences (French-English) | SPAB1BA | 5 | BESPO1165 |  |
| Bachelor in Political Sciences (French-Dutch-English) | SPTB1BA | 5 | BESPO1165 |  |