

Syllabus TUTORIALS

Professor:

Language of instruction: English

Number of hours of class: 10 (4 sessions of 2,5 hours)

Summary

As part of their core courses in the social sciences, Pre-College Programme students will attend a series of 2.5-hour Master Classes, taught by different guest speakers coming from Sciences Po's faculties.

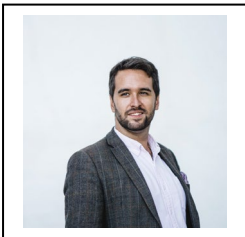
In preparation for Master Classes, students will participate in interactive, small-group tutorials, with an instructor that will accompany them throughout the programme. Tutorials will allow students to develop their understanding of the university-level material and themes addressed during Master Classes.

Objective of the Course

Tutorial classes have three main objectives:

- **Preparing students to the six Master Classes:** during each tutorial session, students will be introduced to the topic and core concepts of the following Master Class and review the required readings.
- **Discussing current issues related to Master Classes topics:** tutorials are meant to be interactive classes, during which students can debate and express their opinions in relation with the themes that will be addressed during Master Classes.
- **Introducing academic exercises encountered at the university level:** through the study of the different topics addressed, students will acquire essential skills such as critical thinking (reviewing press articles, analyzing arguments and texts, identifying a bias, etc.) and oral and written methodology (presenting an argument effectively, writing a good essay, etc).

Professor Biography



Adam Lenton is a doctoral candidate in political science at the George Washington University, in Washington, D.C. His research interests include nationalism and nation-building, political integration, and symbolic politics, with a regional focus on the former Soviet Union, the EU, and the United States. He previously received a dual master's degree in international security from Sciences Po Paris and the Moscow State Institute of International Affairs.

Grade and exams

The knowledge that students have gained in their core courses (Master Classes and tutorials) will be assessed during a **final written exam** (50% of the final grade for core courses). This written exam will consist one short essay related to topics that were covered in the Master Classes. The final grades for core courses will also include **participation and involvement** in tutorials (20% of the final grade for core courses) and a **formative assessment** (30% of the final grade).

SESSION 2 | TUTORIAL 1
**CONTEMPORARY EUROPEAN CHALLENGES:
CALMING A CONFLICTED CONTINENT**

- **Objectives of the session:**
 - 1. Introduce students to the course
 - 2. Understand the “science” in the social sciences. How do social scientists seek to understand and explain the world?
 - 3. Define and explain the state, the nation, sovereignty, nationalism, and free movement
 - 4. Discuss and analyze the key features and institutions of the EU and be able to discuss these in relation to EU integration: to what extent is the EU a sort of state?
 - 5. Homework task (for next tutorial): Identifying key arguments from a scholarly article
- **Optional: Homework before the session** (short text or article, video or podcast, for example)

Find (or take!) a picture of your city and set it as your Zoom background! (But don't tell us what city it is! We'll start with a game!)

- **Organization of the session**
 - **Introductions:** We will get to know one another, acquaint ourselves with the course, and run through some organizational questions at the beginning of the tutorial
 - **What is the “science” in social science?** We will explore the foundations of scientific inquiry and ask how social science both reflects and differs from the natural sciences. We will also gain an insight into the practice of social science as a discipline that seeks to understand and explain a complex world
 - **Key concepts in political science: the state, the nation, sovereignty, nationalism, and free movement.** The most important concept in political science is the state, defined by the famed sociologist Max Weber as “a human community that (successfully) claims the monopoly of the legitimate use of physical force within a given territory.” 27 states are members of the European Union. How these states – and the nations which live within and between them – cooperate and delegate sovereignty is at the heart of European Union politics and contemporary crises. A solid understanding of these concepts will help contextualize these and provide a basis for further study at the university level.
 - **Discussion and analysis:** We will examine the key institutions of the EU and discuss these in relation to European integration: is the EU a sort of state?
 - **Homework task (worth 30% of the final grade):** We will look at how to read and analyze scholarly articles for study at the university level. Students will be provided with some examples and a worksheet to help guide them as they complete a homework task based upon the Rovny reading (“What happened to Europe’s left?”). Worksheets will be due by the following tutorial.

SESSION 2 | TUTORIAL 2

CHALLENGES AND OPPORTUNITIES ON A FINITE PLANET

- **Objectives of the session**
 - 1. Work with complex scientific articles to understand relevant implications for politics
 - 2. Apply social science theories to climate change: modernization theory and rational choice theory
 - 3. Examine the ways in which social science theories can help us to understand the challenge of climate change

- **Organization of the session**
 - **Working with scientific articles:** Building upon the methodological skills gained from the homework exercises, we will work through and extract important political implications from a complex scientific article on climate change.

 - **Social science theories:** The social world is immensely complex. Theories are important tools used by scholars and practitioners to make sense of and analyze the world. In this tutorial we will examine two dominant theoretical traditions in the social sciences: modernization theory, which posits that economic development drives social and political development; and rational choice theory, which can help us to understand the challenges of collective action.

 - **Applying social science theories to climate change:** Both of these theoretical traditions are helpful for thinking about climate change. What pathways do these theories offer us for solving climate change? We will discuss the utility of social science theories for questions related to climate change.

SESSION 2 | TUTORIAL 3
**THE CONCEPT OF HUMAN SECURITY
AND ITS APPLICATION TO BUILDING PEACE**

- **Objectives of the session:**
 - Introduce students to key paradigms in international relations (IR) theory
 - Understand how the United Nations and its Security Council help shape the practice and possibilities of peace and intervention
 - Distinguish between negative and positive peace with relation to Responsibility to Protect (R2P), and use IR theories to evaluate and interpret these phenomena
 - Investigate the security priorities of countries around the globe
- **Organization of the session**
 - **International relations (IR) theory:** International relations focuses on interactions between states. We have already seen that the state is a – if not *the* most – prominent actor in world politics. We will briefly explore the two main theoretical paradigms in IR theory: realism and liberalism
 - **The UN and the UN Security Council:** We will explore the role of the UN and the UN Security Council in intervention and conflict across the globe, assessing the advantages and disadvantages of the current system in which 5 states (the “P5”) wield disproportionate influence in global security.
 - **Responsibility to Protect (R2P) and negative/positive peace:** Existing IR theories may interpret R2P differently. We will explain why this is the case, how R2P emerged, and explore the difference between negative and positive peace.
 - **National security:** in groups we will engage in real-time research on national security in different countries. Methodologically, students will leave the tutorial having acquainted themselves with key sources of data on world military spending, GDP, and global health outcomes, and will be able to use such data to analyze and compare across cases.

SESSION 2 | TUTORIAL 4
FACING NUCLEAR WEAPONS CHALLENGES IN 2021

- **Objectives of the session:**
 - 1. Understand how nuclear weapons work and their effects
 - 2. Use previous tutorials to understand deterrence theory
 - 3. Review key facts about nuclear arms in the world today: which countries own them, how many weapons are there, and what forces limit proliferation?
 - 4. Use primary sources to research near-fatal disasters and to assess the role of luck in avoiding catastrophe
 - 5. Bring together what we have learned, and discuss common challenge and themes

- **Organization of the session**
 - **Introduction to nuclear weapons:** The last master class examined human security as a critique of “traditional” understandings of national security. Nuclear weapons, however, pose an extremely acute threat to both countries and the entire planet. We will examine briefly what nuclear weapons do and how they differ from conventional weapons.
 - **Deterrence theory:** Many argue that nuclear weapons have been a force for peace. They do so by appealing to a logic of deterrence. We will unpack deterrence logic in the context of the Cold War and the post-Cold War system.
 - **Nuclear weapons today:** To understand fully the contemporary security situation, we will review the state of nuclear weapons today, identifying which countries possess them, how many weapons they possess, *how* they would deploy them (important for deterrence theory), and which countries could easily acquire them,
 - **Primary source activity:** There have been several near disasters involving nuclear weapons. In order to understand nuclear weapon challenges, we need to understand the degree to which we have been “lucky” so far. Using primary source materials on near-disasters, students will analyze and assess what went wrong and how important “luck” was in preventing catastrophe.
 - **Bringing together what we’ve learned:** We will finish by reviewing the topics and challenges we have studied together.