





5.00 credits

30.0 h

Q1

Teacher(s)	Ferreras Isabelle ;Thiry Géraldine ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	As a first step, from a socio-economic problem given different analytical frameworks will be developed in turn by the sociologist and economist. At best, three or four frames must be submitted and in any event, two frames are the minimum number. The diversity of approaches must be real and marked so that the objective of the course can be achieved. For example, if a specific issue in the field of social policy was taken as a common problem, the teachers how to develop (a) the new institutional economics, (b) the economy of the conventions, (c) the neoclassical theory Contract or (d) economic sociology address this issue. In a second step, we compare these analytical frameworks them to better understand their contributions and their limitations and their impact on the design of public policies.
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>The course of Economy and Society is given jointly by a sociologist and an economist. The course aims to introduce students to the analysis of economic issues through interdisciplinary, ie in Dialogue between, particularly, the contribution of economics and sociology to the analysis of economic facts. Several current or methodological paradigms will be reviewed in order to awaken students to the plurality of views and tools available for analysis. It is also to understand how the diversity of these analytical frameworks in our societies influence the nature of public debate and the processes of political decision. After completing this course, students should be able to better understand the specificities of the different analytical frameworks. It will be able to take a critical look at the benefits and limitations of key approaches. This course is linked to the purpose of "Political Economy, standards and institutions" which it provides the light on the multi-economic facts which is based .</p>
Evaluation methods	Students will be assessed on the basis of an oral exam at the end of the semester (offered in English and in French according to the student's preference).
Teaching methods	<p>The main feature of this course will be its will to engage students as peers instructing one another. Advance readings have to be made prior to the session, and the dynamic of the class (some classes being online, others on site, cf. the course detailed schedule) will be as interactive as possible. You are expected to be willing to get actively involved during the class and make the required readings prior to it. If for any reason this is not an option for you, we recommend you not to take this course, or we urge you to come to discuss your concerns with the instructors.</p> <p>This is especially important because the course is based on the readings, and on the students' personal contributions to the discussion in class. This course is structured as a reading seminar in which students have maximal space for participation (as much as possible given the sanitary constraints). The instructors' role will be to offer synthesis or clarification, but the material of the course will be built up from the readings and the discussions. This class is instructed in English as a way to offer you an opportunity in your curriculum to hold conceptual and intellectual discussion in English, more than to deal with technical problems and vocabulary. The course material is composed of the slides, and of the instructors' notes, to be completed by your personal notes. This material should ease the task of those who fear not to be fully competent in English. A fully passive command of English is required in order to understand readings and discussions in class. A weaker active command is acceptable, reflected in the fact that the oral exam is offered in both English and French.</p>
Content	<p>The course is taught in English.</p> <p>Different analytical frameworks - from sociological and economic fields - will be developed. We will highlight their foundations and reflect on how to address the socio-economic issues (design of economic agents, market, public action of the State ...). Our aim, in this course, is to introduce students to systematically assess the scope and implications of different social sciences approaches to socio-economic phenomena. The analyses will address two specific topics: labor and nature. The methodology developed will allow the student to mobilize these different strands of analysis in relation to two socio-economic issues (work and nature) to develop a pluralist perspective on economic facts and on public policies resulting from these strands.</p>
Inline resources	The course material is to be found on Moodle.

Bibliography	<p>Cass R. Sunstein; Lucia A. Reisch, "Automatically Green: Behavioral Economics and Environmental Protection", 38 Harv. Envtl. L. Rev. 127 (2014)</p> <p>Ferreras, I., (2015), "What is work? Understanding the logic of work in the service-based democratic society", Working Paper</p> <p>Ferreras, I. (2019), <i>Democratising Firms —A Cornerstone of Shared and Sustainable Prosperity</i>, CUSP ESSAY SERIES #10 https://www.cusp.ac.uk/wp-content/uploads/10-Democratising-firms-online.pdf</p> <p>Frey C.B. et M.A. Osborne (2013), <i>The future of employment: how susceptible are jobs to computerization?</i>, Oxford Martin School Working Papers, September.</p> <p>Martinache, I., Roman, P., & Thiry, G. (2019). Éditorial. Le paradigme comportemental, un nouvel impérialisme économique?. <i>Revue française de socio-économie</i>, (1), 7-17.</p> <p>Phu Nguyen-van, Thi Kim Cuong Pham, (2019), "Environmental Incentives Over Time: From the First Forms of Regulation to the Recognition of Cognitive Biases", in Ouvrard, B. and Stenger, A. (Eds.), <i>Incentives and Environmental Policies: From Theory to Empirical Novelities</i>, Jhon Wiley and Sons, 2019.</p> <p>Soma, K, Vatn, A. (2014), "Representing the common goods – Stakeholders vs. Citizens", <i>Land Use Policy</i> 41, p. 325-333.</p> <p>Vandenberghe, V. (2012), "Are firms willing to employ a greying and feminizing workforce?", <i>Labour Economics</i> 22, p. 30 – 46</p> <p>Zografos, Ch., Howarth, R. (2010), "Deliberative Ecological Economics for Sustainability", <i>Sustainability</i> 2, pp. 3399-3417.</p>
Other infos	<p>Prerequisite: Political Economics, basic course sociology</p> <p>Course support: Reading Portfolio (available on Moodle)</p>
Faculty or entity in charge	ECON

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Certificat d'université en éthique et société	ETES9CE	5		
Master [120] in Sociology	SOC2M	5		
Master [60] in Economics : General	ECON2M1	5		
Master [120] in Economics: General	ECON2M	5		
Master [120] in Political Sciences: General	SPOL2M	5		