Preliminary Proposal for a Master’s Degree accredited by the Paris School of Economics:

“Economic Behaviour and Social Interactions” (EBSI)
(“Economics, Sociology, Psychology and Demography”)
University of Paris 1, University of Paris 5, Ecoles Normales Supérieures of Paris and Cachan, Institut National des Etudes Démographiques

1. Overview

The program’s goals

- The Masters “Economic Behaviour and Social Interactions” (EBSI) is a two-years program of graduate studies which offers a variety of disciplinary and interdisciplinary opportunities for advancing academic or career goals. The program is conceived for those who wish to take advantage of the resources of several disciplines to study a problem or area of interest. It is also very well suited for those who wish to strengthen their training in one discipline – while acquiring some knowledge (advanced or basic) in three other disciplines.

- Graduate students from EBSI will be able to work as a scientist or as an academic professional alongside, and at equal level with mono-disciplinary colleagues, with the advantage of having thorough knowledge and insight in more than one discipline. EBSI students specialize on the interface of two disciplines: Economics and Demographics, Economics and Psychology, Economics and Sociology. They also acquire basic knowledge in the two other disciplines (e.g. a student specialized in Economics and Demography will also have basic skills in Psychology and Sociology).

- For those who want to become academics and/or researchers, EBSI would provide the necessary training in a context where frontiers between disciplinary fields are increasingly being questioned (with the development of “social economics”, “economic sociology”, “behavioural economics”, “economic psychology”, “political economy”…) – see Appendix 1.

- Beyond academy and research activities, EBSI graduates will be able to enter a wide range of careers, in which they can capitalise on their multidisciplinary knowledge. The latter should be especially useful to companies, either internally or externally (e.g. consulting firms), in relation to organisation analysis, human resource management, customer services, marketing etc. The training content of the program will also prepare the students to work in various types of organisation (public or private) engaged in social policy, and development strategies, be it in France or abroad.

Key strengths of the program

- EBSI students will get access to a very wide range of courses in the four disciplines provided by the teaching and research institutions participating in the program (university of Paris 1, university of Paris 5, Ecole Normale Supérieure de Paris, Ecole Normale Supérieure de Cachan, INED – see Appendix 2). Such freedom and flexibility is a key feature and composes the uniqueness of the EBSI program. As far
as we know, very few programs throughout the world have the same characteristics. The Masters of Arts Program in the Social Sciences (MAPSS) of the University of Chicago, for instance, is also multi-disciplinary (but with different disciplines) and offers such flexibility. A key difference is that the EBSI program relies also on “core courses” - i.e. courses common to all the individual curricula within the program - specifically created for the program — aiming at providing all the students with a common background. As a consequence, the EBSI curriculum is not just a “portfolio” of existing courses.

- A key feature of the EBSI program is that it is highly “student-centred”. As in the MAPPS, each student will work closely with assigned preceptors on all aspects of the program, from designing a customized curriculum, to defining the area of research, to writing the dissertations. The preceptors – one in each of two main disciplines chosen by the student - will provide their support under the authority of a Pedagogical Council and the director of the program.

- All courses are evaluated systematically by students, who will also be invited to comment on the organisation of the program. The Pedagogical Council will produce a report on the functioning of the program at the end of each year.

- Another feature is that the EBSI program is “research-centred”, even if the majority of graduates will not enter the academy and/or a career in the research activity. It implies that courses are given by active researchers, but also that students become actively involved in the research activity from the first year of the program, by writing a first research dissertation in their main discipline. Students join one of the research teams associated with the program (see Appendix 2), while writing up their dissertations.

- The program takes place in an institutional context (see Appendix 2) which relies on strong international networks. Beyond the already numerous existing networks of the different participating research teams, new contacts will be taken with institutions and academics involved in the research at the interface of the four disciplines. Gary Becker (University of Chicago), Pierre-André Chiappori (Columbia University), Werner Güth (Max Plank Institute, Germany), Daniel Kahneman (Princeton University), Viviana Zelizer (Princeton University) have already declared an interest in the project. Once the final program has been established, contacts will also be made rapidly, notably with Antonio Damasio, Gosta Esping-Andersen, Ronald Lee, James Vaupel, among many others.

**Student profile**

- This program is aimed primarily at French and foreign students holding a Bachelor’s degree (or equivalent) in economics, sociology, demography and psychology, or students of mathematics applied to social sciences, as well as students from France’s Grandes Ecoles. Given the program’s requirements, only students with a very solid background in at least one of the four disciplines, and in quantitative methods are admitted.

- Given the originality and coherence of the program (which is based on multi-disciplinary teaching), students are expected to enter mainly at the M1 (i.e. 1st year) level. M2 entry should remain exceptional, and dependent on the evaluation of the
Pedagogical Council. The latter may require students entering in M2 to follow some M1 courses, to make up for possible gaps in their knowledge.

- When fully running (the “permanent regime”) student numbers should be around 50 to 60: with 25-30 students in the first year (M1), 25-30 students in the second year (M2).

2. The proposed curriculum

2.1. The 1st year (M1) curriculum

Overview

The M1 curriculum is based on 4 “modules”:

- A module of core courses, aiming at providing all the students in the program with a common background; a special emphasis is put on the quantitative methods of the four disciplines.

- A bi-disciplinary specialization module: each student specializes on one interface (economics and sociology, economics and psychology, economics and demography).

- A module opening students to other disciplines; it is based on “initiation courses” in the two disciplines which are not in the interface chosen by the student; it also entails a “cross-disciplinary” course, illustrating how the resources of different disciplines can be combined to study a given problem or a specific area of interest.

- A research dissertation (in one of the four disciplines).

The module of core courses

- A foundation course in economics: “Behavioural economics and social interactions (1)” (39h) (F. Gardes, C. Meidinger, Paris 1, to be confirmed).

- A module of quantitative techniques applied to economics, social sciences and psychology. (120h)

- A course of English (39h).

The bi-disciplinary specialisation module (economics and sociology / economics and psychology / economics and demography)

The aim of this module is to allow students to specialise in one of the disciplinary interfaces of their choice, including economics. Students will thus choose from: economics and sociology, economics and psychology, or economics and demography. Each student must choose:

- 3 courses in the discipline in which they want to specialise (“major”) and especially in which they will write their dissertation (see below). (3 x 39h).

- 2 courses in a second discipline (“minor”). (2 x 39h).

Each student’s personal curriculum will be discussed with his/her preceptors, and the choice will be validated by the whole Pedagogical Council. The courses to be chosen will
be primarily those on the lists of existing courses in first year of Masters degree in Paris 1, Paris 5, and the Ecole Normale Supérieures. Exceptions may be made according to students’ profiles and projects, again with the agreement of the Pedagogical Council.

The module opening students to other disciplines

- A course with a bi- (or tri-) disciplinary orientation
  The aim is to compare and contrast two selected disciplines (one being economics), and possibly a third discipline, concerning particular areas of study. Two of these courses will be opened each year. These courses still have to be created, and they are one of the pedagogical innovations of the program.
  For the first academic year, students may choose for instance among two of the following:
  - “An economic, demographic and sociological approach to the family” (39h)
  - “An economic and psychological approach to work and organisations” (39h).
- 2 courses among 3 courses opening up to other disciplines (2 x 18h = 36h)
  Each student should at least receive some initiation in the two other disciplines, apart from economics and their second, specialised discipline. From this point of view, introductory courses in other disciplines are being created. For example, a student with a bi-disciplinary specialisation in economics and psychology should also chose demography and sociology as new disciplines:
  - Introduction to demography (E. Brown, Paris 1) (18h).
  - Introduction to sociology (A-C Wagner, Paris 1) (18h).
  - Introduction to psychology (to be specified, Paris 5) (18h).

The research dissertation

Each student will write up a research dissertation in the discipline of his/her choice (economics, demography, psychology, or sociology). The subject of the dissertation must be approved by the Pedagogical Council. The systematic undertaking of this work starting in the first year of the program is an important aspect of the program, and embeds students’ training firmly in research.

2.3. The 2nd year (M2) curriculum

Overview

The M2 curriculum follows on directly from the first year:

- Students carry on with a set of common courses (1st module of 4 courses of 18 hours each).
- They also receive further teaching in the two disciplines they have chosen to specialize on, thus pursuing their enrolment in one of the three sub-programs (economics and
demography; economics and psychology; economics and sociology). This 2nd module includes 8 courses of 18 hours each).

- Finally, they have to write up a research dissertation.

Core courses

- A foundation course in economics: “Behavioural economics and social interactions” (2) (18h).

  This course will examine the following issues in particular: behavioural economics, economics of social interactions, and population economics

- A course on quantitative methods and techniques (18h).

- A multidisciplinary research seminar on a limited number of themes: the choice of these themes will depend mainly on the visiting teachers present during the year (18h).

Specialty courses

The economics and demography program

Coordination: E.Brown (Paris 1), C.Sofer (Paris 1), L.Toulemon (INED)

Interfaces between economics and demography may lead to two specialties:

- population economics (director: C.Sofer)
- economic and social demography (director: L.Toulemon)

Students choose 8 seminars. The number of courses in each student’s minor discipline cannot exceed the number in the major. A course may be chosen in one of the two other fields, as well as from any other M2 research degree in economics at the University of Paris 1. The choice must obviously fit in with the specialty the student wants to follow. Therefore, it is subject to agreement by the student’s preceptors.

- Demography
  - A dynamic approach to populations. N. Bonneuil (INED/EHESS)
  - A statistical and demographic approach to populations. L. Toulemon (INED)
  - Seminar of the European doctoral school in demography. A. Désesquelles (INED)
  - Health, mortality and demographic ageing. F. Meslé (INED), A. Désesquelles (INED)
  - Migrants, migrations and residential mobility. C. Bonvalet (INED), P. Simon (INED)
  - Family, gender, fertility, sexuality. M. Bozon (INED), F. Prioux (INED)
  - Population and development. V. Hertrich (INED)
  - “History and Populations” and “International comparisons in demography: objectives, problems and methods”. Ch. Théré (INED), E. Brian (INED/EHESS), P. Festy (INED), J. Gaymu (INED)

- Economics
  - Economics of the family. C. Sofer (Paris1)
  - Economics of gender. C. Sofer (Paris1) F.-Ch. Wolff (University of Nantes)
- Intervention of the State in the economics of the family. O. Ekert-Jaffé (INED) and A. Solaz (INED)
- Economics of education. R. Gary-Bobo (Paris1)
- Econometrics of behaviour in the labour market. V. Simonnet (Paris1), C. Montmarquette (University of Quebec at Montreal)
- Labour microeconomics. M. Sollogoub
- Theory of development. J.-Cl. Berthélemy
- Economics of migrations, residential segregation and discrimination. L. Gobillon (INED), D. Meurs (INED and Paris 2), A. Pailhé (INED)
- Demographic evolutions and social security. C. Bonnet et O. Thévenon (INED)

The economics and psychology program

Coordinated by L. Levy-Garboua, C. Roland Levy

Students choose 8 seminars. The number of courses in each student’s minor discipline cannot exceed the number in the major. A course may be chosen in one of the two other fields, as well as from any other M2 research degree in economics at the University of Paris 1, or in psychology at the University of Paris 5, subject to agreement by the student’s preceptors.

- **Psychology**
  - Social and economic psychology (C. Roland-Lévy, Paris 5)
  - Social cognition: present approaches (B. Sanitioso, Paris 5)
  - Social change (E. Lage, B. Personnaz, Paris 5)
  - Cognition, perception and action (O. Houdé, R. Lécuyer, A. Stréri, Paris 5)

- **Economics**
  - Behavioural economics (L. Lévy-Garboua, P1)
  - Neuroeconomics (S. Bourgeois-Gironde, ENS)
  - Risk and decision-making 2 (M. Cohen, P1)
  - The economics of processing information (J.M. Tallon, J.C. Vergnaud, P1)
  - Experimental economics and economic theory (G. Hollard, N. Jacquemet, L. Lévy-Garboua, P1)

The economics and sociology program

(Coordination: to be specified)

Two specialties are proposed here (which still remain quite broad):

- economic sociology (directed by: A-C. Wagner, F. Weber, P-P. Zalio)
- economics of social interactions and institutions (directed by: to be specified)

Students choose 8 seminars. The number of courses in each student’s minor discipline cannot exceed the number in the major. A course may be chosen in one of the two other fields, as well as from any other M2 research degree in economics at the University of Paris 1. The choice must obviously fit in with the specialty the student wants to follow. Therefore, it is subject to agreement by the student’s preceptors.


- **Sociology**
  - Advances in economic sociology (J. Gautié, Paris 1; F. Weber, Ens Paris; P-P. Zalio, Ens Cachan)
  - The practice of research in social sciences (A-C. Wagner, Paris 1)
  - Sociology of work (F. Piotet, Paris 1)
  - Sociology of markets (P. Steiner, I. This, Paris 1)
  - Economic ethnography and history (F. Weber, ENS Paris)
  - Sociology of industrial relations and labour law (C. Didry, ENS Cachan)
  - Sociology of networks (O. Godechot, ENS)

- **Economics**
  - Addiction, choice and public policies (P. Kopp, Paris 1)
  - Population economics (C. Sofer, Paris 1)
  - Personnel economics (A. Clark, CNRS, PSE-Jourdan)
  - Dynamic game theory (to be specified)
  - Behavioural economics (L. Levy-Garboua, Paris 1)
  - Political economy (B. Amable, Paris 1)
  - Organisations and institutional environments (C. Ménard, Paris 1)
  - Employment regimes and welfare regimes (J-C. Barbier, C. Erhel, A. Lechevallier, Paris 1)
  - Labour market mutations and reforms (B. Gazier, Paris 1)
  - Economics of culture (X. Greffe, Paris 1)
  - Economics of innovation (B. Paulré, Paris 1)
  - Economics of social interactions (F. Gardes, Paris 1)
  - Institutions and development (J.P. Plateau, B. Najman, Paris 1)
  - Institutions and transitions (G. Duchêne, Paris 1).

**The research dissertation**

As for the 1st year, each student has to write up a research dissertation in the discipline of his/her choice (economics, demography, psychology, or sociology). The subject of the thesis must be approved by the Pedagogical Council.
2.3. **Summary**

The first year

<table>
<thead>
<tr>
<th>Course and Subject Titles</th>
<th>Lectures (hours)</th>
<th>Tutorials (hours)</th>
<th>Coeff.</th>
<th>Credits</th>
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<tr>
<td><strong>Teaching Unit No 1 (core curriculum):</strong></td>
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<td>Economic Behaviour and Social Interactions</td>
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<td>English</td>
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<td>4</td>
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<tr>
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<td>18</td>
<td>2</td>
<td>4</td>
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<td>18</td>
<td>2</td>
<td>4</td>
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<td>3rd course in the major discipline</td>
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<td>18</td>
<td>2</td>
<td>4</td>
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<td>1st course in the minor discipline</td>
<td>18</td>
<td>18</td>
<td>1.5</td>
<td>3</td>
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<tr>
<td>2nd course in the minor discipline</td>
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<td>18</td>
<td>1.5</td>
<td>3</td>
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<td><strong>Teaching hours per student, in the semester</strong></td>
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<td>90</td>
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<td>30</td>
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<td>Econometrics and advanced statistics</td>
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<td>3</td>
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<td>Problems specific to statistical analysis and econometrics of experimental data</td>
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<td>9</td>
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<td>Analysis of qualitative data, analysis of multidimensional data</td>
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<td>Course in bi-disciplinary dialogue *</td>
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<td>12</td>
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<tr>
<td>1st initiation course**</td>
<td>18</td>
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<tr>
<td>2nd initiation course**</td>
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<td><strong>Teaching hours per student, in the semester</strong></td>
<td>138</td>
<td>66</td>
<td>15</td>
<td>30</td>
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</table>

* to be chosen among the courses opened in 2008-2009
  - “The economic, demographic and sociological approach to the family” (39 h)
  - “The economic and psychological approach to work and organisations” (39 h)

** students select a course among the following:
  - introduction to demography
  - introduction to sociology
  - introduction to psychology
The second year

<table>
<thead>
<tr>
<th>Course and Subject Titles</th>
<th>Lectures (hours)</th>
<th>Tutorials (hours)</th>
<th>Coeff.</th>
<th>Credits</th>
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<tr>
<td><strong>1st Semester</strong></td>
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<tr>
<td>Teaching Unit No 1 (core curriculum):</td>
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<tr>
<td>Economic Behaviour and Social Interactions</td>
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<tr>
<td>Quantitative methods and techniques (1)*</td>
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<tr>
<td>Quantitative methods and techniques (2)*</td>
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<td>Research seminar (invited teachers)</td>
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<td>6</td>
<td>2</td>
<td>4</td>
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<tr>
<td>2nd course in the major discipline</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Course in the minor discipline</td>
<td>12</td>
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<td>2</td>
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<tr>
<td>Seminar to be chosen in all M2 research courses at Paris 1</td>
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<td>or at the INED doctoral school</td>
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<td></td>
<td>6</td>
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<td><strong>Teaching hours per student, in the semester</strong></td>
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<td>24</td>
<td>10</td>
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</table>

* to be chosen from the following list in agreement with the student’s preceptors, and depending on the student’s dissertation subject:
- Context effects and repeated data analysis for evaluating public policies;
- Method for evaluating public policies;
- Analysis of biographical data and econometrics of duration models;
- Econometrics and qualitative data;
- Analysis of experimental data.
Appendix 1. Why the EBSI program? Expanding research at the interface of several disciplines

Economics, psychology, sociology and demography are the main sciences which examine human behaviour. They look at all forms of human behaviour, by individuals, groups, families and societies. However, due to a century-old division of labour, economics has long been separated from its three co-disciplines, with each science distinguishing itself by using apparently irreconcilable methods and postulates. Indeed, the behavioural sciences have become almost completely separate academic disciplines. In France, for example, economics has often been associated with law, psychology with humanities or medicine, while sociology and demographics are linked to social sciences. It is therefore difficult nowadays to find a single university in France where all these disciplines, which examine human behaviour, are taught.

This proposal is based on the observation that major innovations in techniques and concepts have tended to diminish the frontiers which were previously created between these various behavioural sciences. On the one hand, advances in economic theory mean that is now recognised by other disciplines. This has been the case, to take but one example, of sociology and demography opening up to the economics of the family. On the other hand, significant progress in econometric methods and techniques during the last three decades have led economists to research beyond the traditional boundaries of their subject. Lastly, the development of behavioural economics and subsequently neuroeconomics has shown that observation techniques constructed in one field may be used in others, as has been the case of decision theory under uncertainty, and game theory.

More generally, research at the interface of these disciplines is today very active at the international level. The aim of this teaching program is not just pedagogical, to provide interdisciplinary training to students, some of which will become researchers. The program will have a direct impact on research itself: it will draw together researchers from different disciplines and institutions, with the aim of conducting original projects at the interface of the disciplines and at the leading edge of international research in these fields.

The Economics-Demography Interface

Many key political economy issues, today and in years to come, associate both demographic and economic phenomena. For example, longer life expectancies coupled with falling fertility rates raise major problems for the financing of pensions and more generally the funding of demographic ageing. Household structures and family behaviours are also driven by social and economic constraints, and the family life histories of men and women are becoming more complex. The relation between working career, family life and fertility of men and women is a key question for understanding current demographic behaviour. Another sensitive issue, which lies at the crossroads of demographics and population economics, concerns the analysis of migration and its impact on both countries of origin and destination. The study of discrimination against immigrants and their integration in the host country, as well as their ongoing relations with their country of origin, is central to understanding the economic and demographic drivers of the migration process. Research into population economics has expanded markedly in recent years and the discipline owes a great deal to Gary Becker’s research, especially his well-known work concerning families. Similarly, this field is also covered by part of James Heckman’s work, notably about female labour supply, or even Ronald Lee’s work on inter-generational transfers.
However, the rapid, international development of population economics has only been reflected to a modest extent in France, even if some researchers like Pierre-André Chiappori and others have been working in the area. This situation is paradoxical, as France has traditionally attached particular importance to demographic questions, as witnessed by the prominent place of INED among French research institutions. It is therefore important to stimulate this field, and the two-year program in “Population economics and demography” (unique in France) has been devised for this purpose. It aims both to train high-level researchers who master both disciplines and to provide extensive training to students of the Master’s programme intending to deploy their skills in the labour market.

The Economics-Psychology Interface

The institutional and disciplinary boundaries between economics and psychology have been called into question for about 10 years now. This is borne out by the bestowal, in 2002, of the Nobel Prize in Economics on Professor Daniel Kahneman, who holds a chair in psychology at the University of Princeton and who recently received honorary doctorates from the Universities of Paris 1 and Paris 5. Similarly, the renowned neuroscientist Professor Antonio Damasio has found an increasing audience among economists and psychologists. The academic reunion of economics, psychology and neuroscience has been sealed by the emergence of an integrated, experimental, behavioural science. For this science, psychological hypotheses are used to enrich economic models, while primary factors of behaviour like information and emotions become directly observable or controllable.

The present proposal seeks to be part of this scientific convergence and cooperation between economics and psychology as behavioural sciences. All students enrolled in the EBSI Master who opt for its economics and psychology sub-program will benefit from training in economics, at the international level. This will be supplemented by high-level training in psychology, carried out by psychologists, and basic training in the other disciplines. This selective course is aimed at economists seeking training in psychology or at students in psychology seeking to complement their studies by some specialisation in economics. It should be possible, interesting and useful to train individuals who will not only be experts in a specific field, but who also have knowledge about the companies in which they find themselves, and who should continue to progress during their working lives. This program should be of interest to students with a good academic record. It should also be socially useful given that the leading edges of sciences are now often at the interface of several disciplines.

Behavioural economics and economic psychology, experimental economics and neuroeconomics no longer frighten the best students in the major US universities, and have generated much interest among students in our own universities. The meeting of disciplines which share an area of research is giving way to cooperation between disciplines which accept to share their knowledge. For example, behavioural economics brings together in a constructive way all economists and psychologists seeking to identify imperfections of rationality and to examine what consequences these may have for understanding and organising societies. Psychologists interested in studying social phenomena linked to economics are increasingly interested in the foundations of economics in order to understand and analyse better changing mentalities of people dealing with unemployment or preparing their retirement. Similarly, more and more economists are interested in these same problems and feel the need to perfect their training in psychology and especially in social and cognitive psychology. Every year students enrol in PhD programs who lack such twofold training.
Creating this section within the Master’s degree in “Economic Behaviour and Social Interactions” will help meet this need and enable students – be they economists or psychologists – to prepare theses better and find work more easily.

**The Economics-Sociology Interface**

The linkages and contrasts between these two disciplines are well-established. Since its origins, sociology has partly developed in opposition to economics, or at least in a running dialogue with the latter. Auguste Comte, who first used the term “sociology” was highly critical of economics in his time. The three founding fathers of modern sociology – Durkheim, Pareto and Weber – all positioned themselves vis-à-vis economics, defining sociology as a complementary approach or even as substitute for the former. Up until the 1960s, the complementary nature of sociology predominated, as shown in the different subjects it studied.

The work of Gary Becker shook up these frontiers from then on, and the “the economic imperialism” has affected a whole range of areas that were previously the preserve of sociology (beginning with crime, the family, etc.). Berker’s legacy is very important today, both theoretically and empirically. From a completely different perspective, George Akerlof has also played a crucial role in recent decades in the inter-disciplinary dialogue. Leaning more towards the exchange between behavioural economics and psychology (see above), his work has opened up numerous areas of research. Today, the differences between the two approaches are undoubtedly less marked, given changes in both of them. An “economics of social interactions” is emerging, as a highly active field of research. The proliferation of work on subjective data is contributing to this movement. Taken together, these new approaches are clearly less hostile to sociology than the “economic imperialism” was at the beginning. Training in economics should be an advantage for students interested in pursuing these studies.

Aside social interactions, institutional analysis is also a very dynamic field of research. Economic approaches in this area may be very varied: the economics of transaction costs, property rights and contracts, political economy. There are an increasing number of bridges between approaches that have traditionally been more “macro” – especially in the area of “political economy”, which itself spans relatively diverse approaches – and the analysis of individual behaviour and motivations, including opinions and cultural values. Bridges with the social sciences also appear clearly here, going beyond sociology to include political sciences and history.

But change is also occurring within sociology. A founding article by Granovetter published in 1985 triggered a renewal of economic sociology, by re-launching discussion about the “social embeddedness” of economic activity and relationships. Far from merely looking at the institutional pre-conditions of economic activity, economic sociology has developed innovative analyses of fundamental objects, such as markets, contracts, money, trade, banking and entrepreneurial behaviour. Economic sociology has not just renewed issues examined by general sociology, but has opened up a critical dialogue with economics, based on the study of social networks (H. White, M. Granovetter), of networks’ economic effectiveness (B. Uzzi), of social capital (R. Burt, Coleman), of the political construction of the market economy (N. Fligstein, P. Bourdieu) or of cognitive and cultural embedding (V. Zelizer). French sociology has played an internationally-recognised role in the development of this New Economic Sociology. Amongst other things, its research has been original in areas related to: market-based intermediation and the economy of unique goods (L. Karpik); the market as the realisation of economic theory (M. Callon); finance (F. Muniesa, O. Godechot); common
economic rationale (F. Weber), the sociology of entrepreneurs (P.-P. Zalio), the multi-dimensionality of networks (E. Lazega).

Overall, dialogue and comparison between sociology and economics is developing at several levels. Researchers seeking to study one the varied areas discussed above (in economics or in sociology) cannot but benefit from such a multi-disciplinary program.

Appendix 2. The French Research Teams Involved in the Program

The Sorbonne Economics Centre
The Sorbonne Economics Centre (Centre d’Economie de la Sorbonne or CES) was founded in 2006. It is a mixed research unit which draws together about 300 researchers and teaching staff from the CNRS (France’s National Centre for Scientific Research) and universities. It covers all areas of the discipline: microeconomics, macroeconomics, econometrics and statistics, international and development economics, labour economics and social security, public economics etc. The Centre is part of numerous international networks.

Many researchers within the CES work at the interface of several social sciences: economics of the family and populations, behavioural economics, institutional and organisational economics, labour economics, economics of education, culture etc. The CES also includes sociologists (researching especially on labour, families, social security etc.). It is linked to a doctoral school, which includes the majority of sociologists at the University of Paris 1.

The Institute of Demographics of the University of Paris1 (IDUP)
The IDUP was created at the behest of Alfred Sauvy and Pierre George in 1957, and is an institute within the University of Paris 1. Its mission is to teach and research in demographics.

The IDUP provides a Bachelor’s degree in demographics to 3rd-year students, a vocational Master’s degree in “Demographic Expertise”, a research Master’s degree in “Population Dynamics”, as well as a PhD program in Demography. The latter two degrees are largely directed by research teams from the CRIDUP (the IDUP’s Research Centre, including 9 teacher-researchers), with the participation of other research teams (INED, CESDIP, INSERM). The IDUP also offers two university-specific diplomas (a Diploma in General Demographics, open to students holding a Bachelor’s degree, and a Demography Certificate designed for economists).

The French National Institute of Demographic Studies (INED – Institut national d’études démographiques)
INED was founded in 1945 and is a public research institute. It is one of Europe’s four national demography institutes, together with the Max-Planck Institute for Demographic Research (Rostock), the Netherlands’ Interdisciplinary Demography Institute (The Hague) and the Vienna Institute of Demography (Vienna), all of which are regular partners of INED.

INED’s work is built around key projects (including several representative national surveys). Its 12 research teams link demography with a range of disciplines, including economics,
sociology, history, epidemiology and political sciences. Alongside France and the European Union, these teams mainly study Central and Eastern Europe, the Arab world, sub-Saharan Africa and the Far East.

The staff includes 60 tenured researchers, 20 doctoral students and 25 associate researchers as well as visiting foreign researchers. They are supported by about a hundred technicians and research assistants, and by a surveys department. 30% of researchers’ publications are in English. The Institute publishes simultaneously in French and English, via its scientific journal *Population*, as well as its monthly bulletin *Population & Societies*. It participates in several international consortiums, coordinates two European projects of the 6th and 7th FPRD, as well as a training network for doctoral students (RTN). The Institute is a founding member of the European network of excellence on migration (IMISCOE). INED also currently hosts the International Union for the Scientific Study of Population and, since October 2007, the European Doctoral School of Demography (EDSD). Its annual budget is about €15 million.

**The Environmental Psychology Laboratory (Paris 5)**

The Environmental Psychology Laboratory (LPEnv) is a CNRS, mixed research unit (UMR 8069) which pursues fundamental and applied research into questions relating to the environment (pollution, optimisation of administrative services, housing economics etc.). It currently has a staff of 12 (six academics and six CNRS researchers), as well as about ten associates and doctoral students. From 2006-2009, the Laboratory is being headed by Michel-Louis Rouquette, Professor of Social and Environmental Psychology at the University of Paris Descartes (Paris 5). The LPEnv does not just conduct environmental studies, in the strict, traditional sense of the term. As a majority of its staff are teacher-researchers in social psychology, the notion of what the environment is, has been enlarged to include societal factors which frame individual and group action. Consequently, there are plans to develop research in the Laboratory concerning the socio-economic and socio-political aspects of the environment. For example, a present program (which began in February 2007) focuses on the optimisation of municipal services in Dakar (Senegal), bringing together one team from this Laboratory and another from the UQAM (Montreal), headed by an economist.

**The Laboratory of Economic Institutions and Historical Trends and the Department of Social Sciences at the ENS Cachan**

The Laboratory of Economic Institutions and Historical Trends (IDHE) was founded in 1997, on the basis of a contractual agreement between the CNRS (Sections 33, 36 and 37), ENS Cachan and the Universities of Paris 1, 8 and Paris 10. The IDHE (UMR 8533) is based at Cachan, and has a permanent staff of 19 researchers and 18 doctoral students. It was founded by Robert Salais and is currently directed by Claude Didry. It studies economic issues, but its research approach and work include contributions by neo-institutional economists, economic historians and sociologists. Research at the Laboratory concerns: the labour market and employment; quality economics; social policies and the benchmarking of public policies; the role of law in economic activity; the spread of entrepreneurship; and the social construction of economic activities. The IDHE participates in several international networks of comparative research and it coordinates the European CAPRIGHTS program. Its research seeks to contribute to the renewal of theory in sociology, the economics of law, the sociology of industrial relations, economic sociology and in economic history. The IDHE works closely with the Department of Social Sciences at the ENS Cachan. The function of the latter is to teach ENS students in social and economic sciences for research in economics, sociology and
history, as well as to teach students preparing the ENS Cachan social sciences degree. A
dozen teacher-researchers in these three disciplines provide training which is both multi-
disciplinary and specialised, oriented to learning to do research. Apart from preparing
students to take the national, high-school teacher qualification (agrégation) in social and
economic sciences, the Department collaborates in three general Master’s programs in
economics (Paris 1), in sociology (Paris 4) and in contemporary history (Paris 1). The Cachan
campus also houses the Institute of Social Sciences in Politics (UMR, 8166, with 17
permanent researchers and twenty doctoral students), as well as two offices of the Sorbonne
Economics Centre.

The Maurice-Halbwachs Centre and the Department of Social Sciences of the ENS Paris
The Maurice-Halbwachs Centre is a mixed research unit (CNRS-EHESS-ENS-University of
Caen, UMR 8097), with 43 permanent members, 45 associate members and more than 120
doctoral students. Founded in 2006, it draws together the former LASMAS and Social
Sciences Laboratories (ENS-EHESS), and is directed by André Grelon. The Centre has a
large team of researchers in sociology, as well as a multi-disciplinary team in Social Sciences
(the Field Surveys and Theories Team), based on the former LSS. Its areas of research
include: the sociology of work and professions (the Professions, Networks and Organisations
Team); quantitative sociology and the analysis of social cohesion (the Analysis of Social
Cohesion-Data, Methods and Models Team); social inequalities (the ERIS Team); the
dynamics of social relations (DYRESO Team). The Centre is closely linked to Department of
Social Sciences of the ENS Paris, which has about 10 teacher-researchers in economics, law,
sociology and anthropology, and whose function is to provide an initiation in social sciences
for students preparing the ENS diploma, drawing on two generalist Master’s programs, co-
directed by the ENS (APE in economics and ETT in sociology). For several years,
sociologists from the Laboratory in Social Sciences, who are currently brought together in the
Maurice Halbwachs Centre, have been working within the framework of the former Paris-
Jourdan Federation, and subsequently the Paris School of Economics. They are pioneering
research cutting across sociology and economics, based on empirical cooperation, theoretical
debate, and studying several areas: the social construction of markets, the informal economy
and the black market, the care of dependent persons by families and professionally, the
analysis of wages and working conditions.