

15<sup>th</sup> Summer School on History of Economic Thought, Economic Philosophy  
and Economic History / 15<sup>e</sup> Université d'été en Histoire de la pensée  
économique, philosophie économique et histoire économique

« Inequalities, Poverty, Discriminations »

*Organized by*

CLERSE, University of Lille 1 USTL  
(Lille, France)

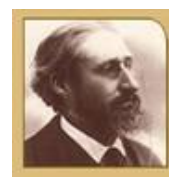
PHARE, University Paris 1  
Panthéon-Sorbonne  
(Paris, France)



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Maison Européenne des Sciences Humaines et Sociales



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### **With the support of:**

ESHET, European Society for the History of Economic Thought, STOREP, Associazione Italiana per la Storia dell'Economia Politica (Italy), Association Charles Gide pour l'Étude de la Pensée Économique (France), and Asociación Iberica de Historia del Pensamiento Económico (Portugal and Spain)

## ***Call for Papers***

**Participants:** *PhD students and young scholars (PhD degree after January 2010)*

**Fields:** *history of economic thought, economic philosophy and economic history (approx. 30 proposals will be selected for presentation)*

**The Summer School on History of Economic Thought, Economic Philosophy and Economic History** was established in 1998 with the following aims:

- To provide a thematic and specialized formation to PhD students in these fields of study;
- To guarantee the diffusion and scientific assessment of their work;
- To provide new approaches and enhance knowledge in contemporary economic analysis;
- To introduce PhD students to trans-disciplinary perspectives in the social sciences.

In line with this general approach, the Summer School is organized as follows:

- **Seminars** presented by invited professors and researchers on the topic “Inequalities, Poverty, Discriminations”;
- **Workshops** where PhD students present their work as written contributions to the debate, discussing them with senior scholars;
- **Tutorials** aiming at helping PhD students with preparation of their work with a view to its further diffusion and publication.

**At most 30 PhD students and young scholars** make up the usual attendance at the Summer School, joined by about 15 senior scholars. **The working language is English.**

A certificate of participation in the Summer School will be issued to the PhD students and young scholars who apply for it and have satisfactorily attended the seminars, workshops, and tutorials. This certificate will provide the PhD students with the European Credits (ECTS) that are recognized by their institutions.

### **I. Young scholars workshops**

Four to six papers will be presented daily on open themes, chosen on the basis of the students' field of research, related to the history of economic thought, economic methodology, economic philosophy or economic history. **The subjects of the papers may differ from the Summer School's main theme. The presentations will take place in the presence of the members of the scientific committee and of some invited speakers, thus covering a broad area of expertise.** Each presentation will be commented upon by a discussant, chosen among the young scholars, and his followed by a question and answer session with the audience.

Contributions will be selected from **extended abstracts (in English) of 750 to 1000 words**, or full-paper proposals of up to 7500 words. **The submission deadline is April 9, 2012.** By the end of April 2012, the Scientific Committee will inform the applicants about the outcome of the selection process.

Submission should be sent to Jean-Sébastien Lenfant: [jean-sebastien.lenfant@univ-lille1.fr](mailto:jean-sebastien.lenfant@univ-lille1.fr)

## **II. Thematic seminars**

Each morning will be devoted to one or two themes of the general topic of the Summer School. The seminars will be based on presentation of a paper followed by discussion among the participants.

The topic for 2012 is:

### **"Inequalities, poverty, discriminations"**

The rise of inequalities and entrenched poverty in developed countries as well as in underdeveloped ones is frequently put forward to illustrate the effects of the structural transformations of capitalism over the last 30 years, due to globalization, financialization and the use of information and communication technologies. Inequalities, it is said, are so much pronounced that many economic systems have fallen into a vicious circle made of economic instability and crises. Meanwhile, long-term studies on industrialized countries provide a more balanced and subtle view of inequality and poverty, so that the evolution of standard statistical indicators does not necessarily correspond with subjective perceptions. This gap has comforted some economists in thinking that inequalities and poverty should be analyzed in a dynamic perspective and should be subjected to a multifaceted analysis: The analysis of economic inequality cannot be reduced to the mere analysis of income distribution.

Indeed, the analysis of poverty and inequality (their causes and consequences) has been characterized by fundamental theoretical and conceptual renewals over the last decades. In political economy, inequalities and poverty have long been addressed indirectly as a phenomenon of secondary importance. By the end of the 18<sup>th</sup> century, political economy focused on the share of the product between wages, rents and profits within a growing economy. Then, in the 20<sup>th</sup> century, it came to the analysis of the functional distribution of income. But history of economic thought is also filled here and there with more specific reflections on inequality and poverty. One naturally thinks of debates on the Poor Laws in England, or later, of the central theme of "the social question" within economists' thoughts of the second half of the 19<sup>th</sup> century. In those cases, poverty and inequalities are no longer regarded (exclusively) as an inevitable result of the natural laws of the economy (the Iron Law of wages); they rather become something to cope with in order to think about the future of capitalism and its ethical foundations. More recently, inequality and poverty—and even later, discriminations—have come to be important issues in positive economics as well as in normative economics.

On the one hand, at least since Sen's contributions, the concepts of inequality and poverty have been subjected to an important renewal. Sen and others set the stage for a multifaceted approach, dealing with different aspects of individual well-being and personal

identity, and identifying at the same time collective representations and beliefs that may in turn generate discriminative behaviors in terms of gender, ethnic origin or social status (Becker, Arrow). On the other hand, since John Rawls, economic philosophy and normative economics have reinstated the interest for the topic of justified *versus* unjustified inequalities and for a better understanding of the links between growth and inequality.

The aim of the summer school is to provide participants with a state of the art of current reflections on inequality, poverty and discriminations, from the perspectives economic analysis, history of economic thought, economic philosophy and economic history. In accordance with the interdisciplinary spirit of the summer school, its aim is also to establish necessary links with recent developments in sociology, psychology and philosophy.

On the occasion of the 15<sup>th</sup> Summer School on History of Economic Thought, Economic Philosophy and Economic History, morning sessions shall be dedicated to about 10 conferences on the topic "Inequalities, poverty, discriminations". This topic is to be tackled according to the scientific commitments that are the hallmark of this Summer School

- A concern for putting the topic within an historical perspective, from 19<sup>th</sup> century reforms proposals to recent debates on the impact of inequalities and discriminations on economic growth.
- A reflection on the concepts used to deal with poverty, inequality and discriminations: their philosophical foundations and their methodological implications
- Exchanges with other disciplines: on the topic of inequality, poverty and discriminations, exchanges with history, sociology and psychology will be welcome.

### **III. Tutorials**

Individual tutorial assistance will be provided to the academic projects of each student and young scholar by the members of the Scientific Committee and the other senior scholars attending the Summer School, with a view to preparing for the diffusion of their work through participation in conferences and publication.

### **IV Organization**

The Summer School will take place from 3 to 8 September 2012 at Maison Européenne des Sciences Humaines et Sociales (<http://www.meshs.fr/>), 2 rue des Canoniers, 59000 Lille, France.

Participants are expected to make their own travel arrangements and pay their travel costs. The registration fee is 180 €. A partial refund up to 120€ will be possible for a number of participants. Registration fee includes hotel accommodation (7 nights, check-in September 2<sup>nd</sup>, check-out September 9<sup>th</sup>), daily lunch. It also includes participation to the leisure program.