



FACULTÉ DES  
LETTRES  
& SCIENCES  
HUMAINES

# Arts and Humanities Faculty Course Catalogue 2021/2022



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# Art, Architecture, Music & Cinema

**IMPORTANT: ALL OUR ART COURSES ARE  
TAUGHT IN FRENCH UNLESS OTHERWISE  
INDICATED**

## **H1/10a: HISTORY OF MODERN AND CONTEMPORARY ART**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 2

### **OBJECTIVE:**

- Be able to place a work of art in its historical, cultural, religious, intellectual context
- Acquire a visual culture : be able to identify a style, an artistic personality, a movement
- Acquire a critical sense : histories about culture, civilisations, schools of thoughts and practices
- Acquire an analysis and commentary methodology : observe, understand and analyse a work of art

### **COURSE PROGRAM :**

- From Prehistory to the end of the 19<sup>th</sup> century : techniques and materials of art (painting, sculpture, engraving, architecture), styles and movements.
- Modern and contemporary art : disruptions and ruptures.
- Thematical topics : body, portrait, movement, light, space, etc.

## **MCA1/1b: HISTORY OF CLASSICAL CINEMA**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

### **OBJECTIVE:**

To discover and recognize the great movements and schools of classical cinema, to understand their structures and breaking points. To know the rules of the film genre as well as its most important authors and works.

### **COURSE PROGRAM:**

This course analyses the history of European and American classical cinema from 1895 to the beginning of the 1960's through the study of its main genres.

### **BIBLIOGRAPHY:**

- David Bordwell, Janet Staiger and Kristin Thompson, *The Classical Hollywood Cinema: Film Style and Mode of Production to 1960*, Routledge, 1985;
- Jean-Loup Bourget, *Hollywood, a norme et la marge*, Armand Colin, 2005;
- Michel Cieutat, *les Grands thèmes du cinéma américain*, Cerf, 7<sup>ème</sup> Art, 1988.
- Lotte Eisner, *L'Écran démoniaque*, Losfeld, 1965 ;
- Siegfried Kracauer, *De Caligari à Hitler, L'Age d'homme*, 1973 ;
- Jean Louis Leutrat, *Le Cinéma en perspective : Une histoire*, Nathan Université, collection 128, 1992 ;

- Jacqueline Nacache, *Le film hollywoodien classique*, Nathan Université, 1995.

## **MCA1/1c: 19<sup>th</sup> CENTURY ART HISTORY**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

### **OBJECTIVE:**

Review the movements, trends, and artists that marked 19<sup>th</sup> century art history.

### **COURSE PROGRAM:**

Studying the great artistic movements of the French 19<sup>th</sup> century and how they were received by the authorities at the time: from the classical nostalgia of the Empire to the Impressionist revolution, in the context of industrialisation and political upheaval.

- A selection of artists and movements will be analysed, both from a comparative viewpoint and as representative of the epoch
- The confrontation between art and society in this period will be examined

### **BIBLIOGRAPHY:**

- Cabanne, Pierre. *L'Art au XIX<sup>e</sup> siècle*, Paris, éditions Somogy, 1989.
- Philippe Dagen et Françoise Hamon (dir.), *Histoire de l'art, époque contemporaine : XIX<sup>e</sup>-XXI<sup>e</sup> siècles*, Paris, Flammarion, 2011.
- Crepaldi, Gabriele. *L'Art au XIX<sup>e</sup> siècle*, Paris, Hazan, 2005.
- Eitner, Lorenz. *La peinture du XIX<sup>e</sup> siècle en Europe*, Paris, Hazan, 2007.
- Martin-Fugier, Anne. *La vie d'artiste au XIX<sup>e</sup> siècle*, Paris, L. Audibert, 2007.
- Baudelaire, Charles. *Au-delà du Romantisme, écrits sur l'art*, Paris, GF Flammarion, 1998.

## **MCA1/2a: FILM ANALYSIS**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

### **OBJECTIVE:**

To know the language of film sequence description. To create a thesis statement for a descriptive approach and from there, to learn how to build an argument around a sequence.

### **COURSE PROGRAM:**

This course will provide students with the basics of film description. It will first teach students how to describe film sequences based on a specific theme (including camera moves, off-camera, shot scales, diegetic and non-diegetic sound etc.). Then, students will learn to choose judiciously and combine elements of description in order to show the sociological impact of a film, the philosophical questions it raises or how it might belong to a specific artistic trend.

### **BIBLIOGRAPHY:**

- AUMONT, Jacques, *L'interprétation des films*, Malakoff, Armand Colin, 2017
- CHION, Michel, *Le Son*, Paris, Armand Colin, 2006
- JULLIER, Laurent, *Analyse un film : de l'émotion à l'interprétation*, Paris, Flammarion, 2012

-MARTIN, Jessie, Vertige de la description : l'analyse de films en question, Lyon Udine, Aleas Forum, 2011  
 -VANOYE, François, Récit écrit récit filmique, Paris, Armand Colin, 2005

### **MCA1/2b: ANALYSIS OF CONTEMPORARY MUSIC**

#### **Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To trace the genesis of what came to be known as "contemporary music" first in the United States, then in Britain and the rest of Europe. To distinguish the different styles and their musical characteristics, situating them into their social and political context.

#### **COURSE PROGRAM:**

History of Anglo-Saxon popular music from the of the 1950's to the end of the 1960's.

#### **BIBLIOGRAPHY:**

- Nick Tosches, Héros oubliés du rock and roll : Les années sauvages du rock avant Elvis, Paris, Allia, 2000
- Nick Tosches, sCountry: les racines tordues du rock and roll, Paris, Allia, 2000
- Nick Cohn, A Wop Bop A Loo Bop A Lop Bam Boom, Paris, Allia, 1999
- Greil Marcus, Mystery Train : images de l'Amérique à travers le rock and roll, Paris, Allia, 2001
- Sébastien Danchin, Elvis Presley ou la revanche du Sud, Paris, Fayard, 2004
- Chuck Berry, Mon autobiographie, Paris, Michel Lafon, 1988
- Johnny Cash, Patrick Carr, Cash : l'autobiographie, Paris, Le Castor Astral, 2005
- Barney Hoskins, Waiting For the Sun : Une histoire de la musique à Los Angeles, Paris, Allia, 2004
- Jacques Vassal : Folksong : Racines et branches de la musique folk des États-Unis, Paris, Albin Michel-Rock & Folk, 1977
- Bob Dylan, Chroniques, Volume 1, Paris, Fayard, 2005

### **MCA1/2c: SOCIOLOGY OF MUSIC**

#### **Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To be able to observe, describe and analyze musical practices from a sociological standpoint, mobilizing the references of the sociology of culture.

#### **COURSE PROGRAM:**

To explore the conceptual and methodological tools. Conduct a survey on a musical object or terrain

#### **BIBLIOGRAPHY :**

- Maisonneuve Sophie. L'avènement d'une écoute musicale nouvelle au XXe siècle. In: Communications, 81, 2007. Corps et techniques [Numéro dirigé par Georges Vigarello] pp. 47-59; [http://www.persee.fr/doc/comm\\_05888018\\_2007\\_nu\\_m\\_81\\_1\\_2457](http://www.persee.fr/doc/comm_05888018_2007_nu_m_81_1_2457)

- Hennion, A, Maisonneuve, S, Gomart, E., *Figures de l'amateur*, La Documentation française, Paris, 2000, pp. 27-75
- Firth, S, « La musique Live ça compte », in *Réseaux*, n°141-142, UMLV/Lavoisier, 2007
- Hein Fabien, « Faire l'ethnographie de l'expérience rock, pour ne pas aller plus vite que la musique ! », in *L'expérience musicale sous le regard des sciences sociales*, actes des Journées d'études des 13 et 14 octobre 2005. <http://centre-norbert-elias.ehess.fr/index.php?337>
- Green Anne-Marie, « Les usages sociaux du walkman dans le quotidien urbain » Ou le « temps musical » comme élément de transformation de l'espace social, *Sociétés*, 2004/3 no 85, p. 101-111. <http://www.cairn.info/revue-societes-2004-3-page-101.htm>
- Jaujou N., Comment faire notre Musique du monde ? Du classement de disques aux catégorisations de la musique, *Cahiers d'études africaines* 2002/4, 168, p. 853-873.

### **MCA1/3a: SCRIPTWRITING**

#### **Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To learn how to tell a story with a visual and movie perspective.

#### **COURSE PROGRAM:**

Get to know the steps of scriptwriting. Writing of a script in small groups

#### **BIBLIOGRAPHY:**

Bibliography will be given in class

### **MCA1/3c: HISTORY OF MODERN & CONTEMPORARY DANCE**

#### **Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

Reach a better understanding of the challenges, questions, and forms of modern and --especially-- contemporary dance.

#### **COURSE PROGRAM:**

This course provides an overview of the history of modern and contemporary dance. As a first step, we will endeavor to understand the reasons why a rejection of classical ballet arose in the early 20<sup>th</sup> century, and the reasons why it took the form we currently know (to put it bluntly: expressionist dance). We will then concentrate on the artistic rupture that Merce Cunningham and postmodern dance constituted (from the mid-fifties to the mid-seventies). To conclude, we will paint the outlines of contemporary dance with a broad brush.

#### **BIBLIOGRAPHY :**

- Required :
- Isabelle GINOT, Marcelle MICHEL, *La danse au XXe siècle*, Paris, Larousse, 2002.



Agnès IZRINE, *La danse dans tous ses états*, Paris, L'Arche, 2002.

- Useful :

Sally BANES, *Terpsichore en baskets, Post-modern dance*, Paris, Éditions Chiron, 2002.

Patricia BRIGNONE, *Ménageries de verre, Nouvelles pratiques du corps scénique*, Paris, Al Dante, 2006.

Dominique FRETARD, *Danse contemporaine, danse et non-danse*, Paris, Cercle d'Art, 2004.

<http://www.numeridanse.tv/fr> [Vidéotheque de danse contemporaine en ligne]

See also the websites of contemporary choreographers

#### **MCA1/5b: FINE ARTS**

##### **Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

- to create and develop a coherent argument around the notion of "body" in arts
- to analyze a contemporary work of whatever nature
- to carry out a fine art project based on a given subject, with a qualitative technical execution
- to present your research using technology (ppt, video, illustration...)
- to create a grid of thematic briefing and formulate questions
- to take part in collective work and handle editorial responsibilities (creation and edition of a blog)

#### **COURSE PROGRAM:**

This course explores the notion of "body" in the visual arts of the 20<sup>th</sup> century and especially of contemporary arts. Its approach offers a look at the theory, practice and methodology attached to these issues.

We will use the tools from the method of the fine arts field (analysis of works of art; workshop method) and a body of works of diverse means of expression (painting, photography, sculpture, video, installation, performance) to situate the questions surrounding the theme of the body in a recent historical context.

Students will also have a practical reflection on the subject by engaging in a free personal production throughout the semester

#### **BIBLIOGRAPHY:**

- Paul Ardenne, *L'image du corps, figure de l'humain dans l'art du XXe siècle*, Paris, Seuil, 2001.
  - Jean Clair, *L'âme au corps, arts et sciences, 1793 - 1993*, catalogue d'exposition, Paris, Galerie nationale du Grand Palais, Gallimard, 1993.
  - William Ewing, Daniel Girardin, *Le siècle du corps*, Paris, La Martinière, 1999.
  - *L'art au corps, le corps exposé de Man Ray à nos jours*, catalogue d'exposition, Musée de Marseille, Réunion des musées nationaux, 1996.
  - *Hors Limites : l'art et la vie, 1952-1994*, catalogue d'exposition, Paris, Centre Georges Pompidou, 1994.
  - *Féminin masculin, Le sexe de l'art*, catalogue d'exposition, Paris, Centre Georges Pompidou, 1995.
  - Anne De Mondenard, John Pultz, *Le corps photographié*, Paris, Flammarion, 1995.
- D'autres ouvrages et ressources seront conseillés à chaque cours.

#### **MCA1/5C: THE CINEMA IN QUESTION(S)**

##### **Fall semester**

**CLASSES:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To understand the diversity of cinematographic studies through historical, theoretical or aesthetical reflections.

#### **COURSE PROGRAM:**

Is Tim Burton an expressionist? What is burlesque cinema? How does the representation of zombies question the history of cinema? Based on questions and general themes, this course offers a first approach of film history, theory and analysis.

#### **BIBLIOGRAPHY :**

A bibliography related to each theme will be offered to students on the Agora platform.

#### **MCA1/6a: HISTORY OF MODERN CINEMA**

##### **Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

To gain knowledge of the evolution of cinema et learn to define its modernity.

#### **COURSE PROGRAM:**

This course analyses the history of modern cinema from the avant-gardes of the 1920's to the Nouvelle Vague or New Wave by way of the Soviet School of editing and Italian neo-realism. Students will learn to identify the breaking point between classical and modern cinema and understand the contribution of the latter to the history of cinema.

#### **BIBLIOGRAPHY :**

- Jacques Aumont, *Moderne ? Comment le cinéma est devenu le plus singulier des arts*, Cahiers du Cinéma, 2007 ;
- André Bazin, *Qu'est-ce que le cinéma*, Éditions du Cerf, 1999 ;
- Jean Claude Biette, *L'Encrier de la modernité*, Cahiers du cinéma n°375, septembre 1985 ;
- Jean-Michel Frodon, *L'âge moderne du cinéma français*, Flammarion, 1995 ;
- Jean Louis Leutrat, *Hiroshima mon amour*, Nathan, collection 128 ;
- Michel Marie, *La nouvelle vague, une école artistique*, Armand Colin, 1997 ;
- Dominique Paini, *Le cinéma, un art moderne*, Cahiers du Cinéma, 1997.

#### **MCA1/6b: 20<sup>th</sup> CENTURY ART HISTORY**

##### **Spring Semester**

**CLASSES :** 24 hours

**ECTS credits :** 3

#### **OBJECTIVE :**

Be acquainted with the movements, trends, and artists representative of 20<sup>th</sup> century history; consider the different expressive forms of contemporary art.

#### **COURSE PROGRAM:**

The course will cover a vast panorama of the great, modern artist movements: from the genesis of abstract art to the avant-garde artists, to the dematerialisation of the work of art in contemporary conceptual movements.

We shall study a representative selection of artists and movements, taking a comparative viewpoint as well as individual case studies.

#### BIBLIOGRAPHY:

Jean-Paul Bouillon, *L'art du XXe siècle, 1900-1939*, Paris, Citadelles et Maznod, 1996 ;  
Charles Harrison et Paul Wood (éd.), *Art en théorie, 1900-1990*, Paris, Hazan, 1997 ;  
Rosalind Krauss, *L'Originalité de l'avant-garde et autres mythes modernistes*, Paris, Macula, 1993 ;  
Catherine Millet, *L'Art Contemporain*, Paris, Flammarion, 1997 ;  
Denys Riout, *Qu'est-ce que l'art moderne ?* Folio, Gallimard, 2000 ;  
Daniel Soutif, *L'art du XXe siècle, 1939-2002*, Paris, Citadelles et Maznod, 2005

### MCA1/7a: THEATRE AND DRAMA

#### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

To identify the different steps and tasks of the theatrical process and master the tools needed for research and the accompaniment process from writing to staging.

#### COURSE PROGRAM:

This course explores the notion of drama in all its aspects as well as the activities related to the role of the playwright in the process of theatrical creation.

#### BIBLIOGRAPHY

- G. E. Lessing : *La dramaturgie de Hambourg* (Les Belles Lettres, 2011)  
- Collectif : *De quoi la dramaturgie est-elle le nom ?* (L'Harmattan, 2014)  
- Ian Kott : *Shakespeare notre contemporain* (Payot, 2016)

### MCA1/7b: Pre- Cinema: From public performances to the invention of the cinematograph

#### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

To discover and study scientific and leisure practices. To learn about diverse forms of public performance prior to the cinema and understand their connection with it. Through this, students will get to question the definition of the cinematic apparatus itself

#### COURSE PROGRAM:

Contrary to popular belief, cinema might not have been the result of the Lumière brother's ingenuity. Nor did it originate on December 28<sup>th</sup> 1895 in the Salon Indien du Grand Café in Paris. The history of cinema is much longer and cannot be understood without the study of scientific and leisure practices as well as forms of public performance older than the invention of the cinematograph by the Lumière brothers or others before that like Thomas Edison. Shadow puppet shows, panoramas, magic lanterns or fantasmagoria, (chrono-)photography or camera

obscura; the course will study these different apparatus and their connection with the cinematic practice.

From Matrix and Inglorious Basterds to Dracula, From the cinema of Hitchcock to that of Sakourov, From Michel Gondry's videoclips to pioneer Lotte Reiniger's animated movies, we will see that pre-cinema still speaks through cinema.

#### BIBLIOGRAPHY

- ABEL Richard, *Encyclopedia of Early Cinema*, Londres : Routledge, 2005.  
- BANDA Daniel, MOURE José, *Avant le cinéma. L'œil et l'Image*, Paris : Armand Colin, 2012.  
- DESLANDES Jacques, RICHARD Jacques, *Histoire comparée du cinéma*, Paris : Casterman, 2 vol., 1966.  
- GAUDREAU André, *Cinéma et attraction. Pour une nouvelle histoire du cinématographe*, Paris : CNRS, 2008.  
- MANNONI Laurent, CAMPAGNONI Pesenti, *Lanterne magique et film peint, 400 ans de cinéma*, Paris : Éditions de La Martinière, 2009.  
- MANNONI Laurent, *Le grand art de la lumière et de l'ombre : archéologie du cinéma*, Paris : Nathan, 1994.  
- STRAUVEN Wanda (dir.), *Cinema of Attractions Reloaded*, Amsterdam : Amsterdam University Press, 2006.  
- WILLOUGHBY Dominique, *Le Cinéma Graphique. Une histoire des dessins animés - des jouets d'optique au cinéma numérique*, Paris : Textuel, 2009.

### MCA1/7c: ANCIENT THEATRE: AESTHETICS AND THEORY

#### Spring Semester

**Classes:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

To know the main steps in the birth and development of theatre in the Greco-Roman antiquity as well as the authors which exemplified it.

#### COURSE PROGRAM:

The course will go back to the origins of theatrical art. The stage space, the status of actors, the tragedy and comedy genres, the performance as a privileged time in the life of the city-state ... All of this started in the 5<sup>th</sup> century BC., in the city of Athens, Greece, under Dionysos.

We will also approach each of the main figures of Greek drama: Aeschylus, Sophocles and Euripides, Aistophanes and Menander.

Finally, the course will deal with the evolution of theatre in Rome with Plautus and Terence – whom Molière would remember- as well as Seneca's tragedies in the time of Nero

#### BIBLIOGRAPHY:

■ Paul Demont et Anne Lebeau, *Introduction au théâtre grec antique*, coll. « Références », Livre de Poche, Paris, 1996.  
■ Florence Dupont, *Le théâtre latin*, coll. « Lettres sup », Armand Colin, Paris, 2011.  
■ Olivier Got, *Le théâtre antique*, coll. « Thèmes et études », Ellipses, Paris, 1997.

### MCA1/8a: PRODUCING FICTIONAL FILMS

#### Spring Semester

**Lectures:** 18 hours

**ECTS credits:** 2

**OBJECTIVE:**

To achieve and be able to defend your cinematic perspective

**COURSE PROGRAM:**

Based on the analysis of film sequences and the instructions given, students are invited to produce their own images and, in groups, create a short fictional film.

**BIBLIOGRAPHY:**

The bibliography will be given in class

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**MCA1/10b: VISUAL CREATION AND CREATION OF EXHIBITION**

**Spring semester**

**CLASSES:** 30 hours

**ECTS credits:** 3

**OBJECTIVE:**

Aesthetic approach to several issues related to the idea of body in Art.

-Identify and understand different types of art to answer artistic questions.

-Work as a team to create a common project: an exhibition of the works done during the classes

-Know all the mediation techniques in modern art

**COURSE PROGRAM:**

This course offers a theoretical, practical and technical reflection on fundamental issues in contemporary art today.

Throughout the semester, students will carry out several projects which will be part of a final exhibition inside the university.

The course will be combined with a workshop dedicated to creating displays for the works thus created by students in photography, fine arts and visual creation classes.

To prepare for this task, part of the course will be a study of the scenography and management that goes into exhibiting contemporary art in a given location (museums, galleries, art centers, etc.) with its specific institutional policies. Finally; the course will address the different mediation tools available to visitors (maps, plates, visitor guides, etc.)

**BIBLIOGRAPHY:**

Annik Meunier, La muséologie, champ de théories et de pratiques, Québec, PUQ, 2012.

Anne Cauquelin, L'art contemporain, Paris, PUF, 2009.

Bruno Nassim Aboudrar, François Mairesse, La médiation culturelle, Paris, PUF, 2016.

Concevoir et réaliser une exposition : les métiers, les méthodes, Paris, Eyrolles, 2016.

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**MCA2/11a: MUSICAL GEOGRAPHIES**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

To understand the importance of geographical context (space, buildings) for the development of musical aesthetics. Realising how migrations and movements of

people influence the history of music and lead to the creation of new musical styles.

**COURSE PROGRAM:**

Musical movement all start in a specific place, develop and then spread throughout a nation and even the world. In doing so, transplanted into a new context, they change to fit their new settings. This is equally true of baroque music in the 18<sup>th</sup> century, the blues, hip-hop and jazz... Students will be confronted with an overview of this questions, examining a wide variety of musical styles.

**BIBLIOGRAPHY:**

Laurent Auber (Ouvrage collectif), Musiques migrantes.

De l'exil à la consécration, Gollion, InFolio /

Genève, Musée d'ethnographie, 2005

Jeff Chang, Can't Stop Won't Stop : une histoire de la génération hip-hop, Paris, Allia, 2008

David B. Coplan, In Township Tonight, musique et théâtre dans les villes d'Afrique du Sud, Karthala /

Credu, Paris, 1992

Jean Duvignaud et Chérif Khaznadar (collectif), La Musique et le monde, Internationale de

l'imaginaire, nouvelle série n°4, Babel, Maison des cultures du monde, Paris 1995

Gérard Herzhaft, Le Blues, PUF (« Que Sais-Je ? »), 1981

Isabelle Leymarie, Cuban Fire, musiques populaires d'expression cubaine, Outre Mesure, Paris, 1997

Julie Anne Sadie (sous la direction de), Guide de la musique baroque, Fayard, 1995

Ludovic Tournès, New Orleans sur Seine, histoire du jazz en France, Fayard, Paris, 1999

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**MCA2/11b: THE AESTHETICS OF CINEMA**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

Acquire theoretical foundations on the subject and most importantly, develop a personal reflection from the film extracts watched throughout the semester.

**COURSE PROGRAM:**

This course takes a philosophical approach to the study of aesthetics as a science of sensitivity. It also reflects on the metalepsis of cinema.

First, we will look at Baumgarten's disappointed hope of evaluating the notion of beauty on rational principles to then focus on metalepsis as a rhetorical figure of the film narration. Metalepsis remains largely absent from cinema studies despite its great role in complex narration strategies typical of avant-garde cinema (Jean Epstein, Abel Gance, Maya Deren) and used more recently in modern and contemporary cinema (Jean-Luc Godard, Terrence Malick, Lars Von Trier, David Lynch). We will study metalepsis in its prospective dimension to appreciate how moving images can create anticipation and manipulate time and space in cinema.

**BIBLIOGRAPHY:**

Aumont Jacques, Esthétique du film, Paris, Nathan, 1983

Carbone Mauro, La chair des images, Paris, Vrin, 2011

Dessons Gérard, Traité du rythme, Paris, Dunod, 1998.

Epstein Jean, Écrits sur le cinéma 1921-1953 tome 1, Paris, Seghers, 1974

Epstein Jean, Écrits sur le cinéma 1921-1953 tome 2, Paris, Seghers, 1975

Genette Gérard, *Métalepse, De la figure à la fiction*, Paris, Le Seuil, 2004

### MCA2/11c: PHILOSOPHY OF ART

Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

To get to know the main texts concerning aesthetics from classical Antiquity to the present day, and to acquire an accurate technical vocabulary in aesthetics. By the end of the course, students should be able to comment on a philosophical text and put it in its context, comparing it with other texts of a similar theme.

#### COURSE PROGRAM:

This course reviews the history of aesthetics from antiquity to this day. Its basic texts, from Plato to today, will be analyzed around a set of issues such as: What defines a work of art? Where do artists draw their inspiration from? What is beauty? How can we judge the value of a work of art? The mimesis.

#### BIBLIOGRAPHY:

Aristote, Poétique.  
Benjamin, *L'œuvre d'art à l'ère de sa reproductibilité technique*.  
Hegel, *Esthétique*  
Hegel, *Introduction à l'Esthétique*  
Kant, *Critique de la faculté de juger*,  
Merleau Ponty, *L'œil et l'esprit*.  
Malraux, *Le musée imaginaire*.  
Nietzsche, *Naissance de la tragédie*  
Platon, *La république X, Le banquet, Phèdre, Hippias*.  
Wilde, *le déclin du mensonge*.

### MCA2/12b: PERFORMANCE AND CONTEMPORARY ART

Fall semester

**CLASSES:** 24 hours

**ECTS credits:** 2

#### OBJECTIVE:

To know the main stages of the history of contemporary artistic performance and its most representative works.  
To analyse and identify the issues and mechanisms at work in current performances.  
To Learn how to imagine a performance ( specific workshop method) and write a report of intention (poietic analysis of your own work).

#### COURSE PROGRAM:

The course will first provide a historical approach of performance as a form at the crossroads of 20<sup>th</sup> century arts. It will then focus on its contributions to the current contemporary art scene.  
From body art to digital arts as well as ephemeral performances involving the living, this course will offer an overview of the fundamental issues specific to this art form.  
This will include a reflection on the challenges related to

performance such as its mediation, conservation and awareness of its ethical impact in the digital age. Throughout the semester, each student will get the chance to practice by presenting a draft of a personal performance and a report explaining the theory and poietic behind his intention.

#### BIBLIOGRAPHY:

- Nicolas Bourriaud, *Esthétique relationnelle*, Dijon, Les presses du réel, 1998.  
- Edmond Couchot, *La technologie dans l'art : de la photographie à la réalité virtuelle*, Nîmes, Jacqueline Chambon, 1998.  
- John Dewey, *L'art comme expérience*, 1934 ; trad. Jean-Pierre Cometti, Paris, Gallimard, 2010.  
- Barbara Formis, *Esthétique de la vie ordinaire*, Paris, PUF, 2010.  
- Roselee Goldberg, *La Performance, du futurisme à nos jours*, Londres, Thames Hudson, 2001.  
- Allan Kaprow, *L'Art et la vie confondus*, trad. Jacques Donguy, Paris, Centre Pompidou, 1996.  
- Richard Schechner, *Performance Studies: An introduction*, Londres et New York, Routledge, 2006.

### MCA2/12c: WRITING DOCUMENTARIES

Fall semester

**CLASSES:** 30 hours

**ECTS credits:** 3

#### OBJECTIVE:

To understand the importance of the writing file as a communication tool with the producer and broadcaster. To review the elements constituting the file: short synopsis, notice of intent, developed synopsis, characters, directing intentions, sequencer... To put together the file towards filming.

#### COURSE PROGRAM:

This course is focused on the writing of a 13 minutes documentary project. Students will work on the topic of their choice with the help of the professor at each stage of the process, in groups of two to three people.

#### BIBLIOGRAPHY:

The professor's own film writing files along with extract from the films produced:  
*Naissance d'une mère*, 52 minutes, France 2, 2010  
*L'entreprise et les femmes*, 52 minutes, France 3, Public-Sénat, 2015

### MCA2/15c: HISTORY AND CURRENT STATE OF CULTURAL POLICY

Fall semester

**CLASSES:** 24 hours

**ECTS credits:** 2

#### OBJECTIVE:

To master the film analysis exercise with a special emphasis on sound. To deepen your knowledge of the history of cinema. To develop your film literacy and explore the connection between cinema and music.

#### COURSE PROGRAM:



The word "cinematograph" is misleading because it tends to under-estimate the importance of sound in the "audio-visual" experience.

After studying the vocabulary of soundtrack (voice, music and noise) analysis we will deal with the question of sound in silent films. We will then focus on the importance of music in cinema, and its evolution from the 1930's to the Hans Zimmer revolution. We will end the semester with a look at musicals, video clips as well as the role of jazz and rock music in the history of cinema.

#### BIBLIOGRAPHY:

- 📖 ABEL Richard et ALTMAN Rick, *The Sounds of Early Cinema*, Bloomington : Indiana University Press, 2001.
- 📖 ALTMAN Rick, *La Comédie Musicale hollywoodienne*, Paris : Armand Colin, 1992.
- 📖 BARNIER Martin, *Bruits, cris, musiques de films. Les projections avant 1914*, Rennes : PUR, 2010.
- 📖 BARNIER Martin, *En route vers le parlant. Histoire d'une évolution technologique, économique et esthétique du cinéma (1926-1934)*, Liège : CÉFAL, 2002.
- 📖 BELAYGUE Christian et TOULET Emmanuelle, *Musique d'Écran. L'Accompagnement Musical du Cinéma en France (1918-1995)*, Paris : Réunion des Musées Nationaux, 1994.
- 📖 BERTHOMIEU Pierre, *La Musique de Film*, Paris : Klincksieck, 2004.
- 📖 BINH N. T., MOURE José et BELAYGUE Christian (coord.), *Cinéma et Musique, Accords Parfaits. Dialogues avec des compositeurs et des cinéastes*, Bruxelles : Les Impressions Nouvelles, 2014.
- 📖 CHION Michel, *La Musique au cinéma*, Paris : Fayard, 1995.
- 📖 CHION Michel, *Un Art Sonore, le Cinéma. Histoire, Esthétique, Poétique*, Paris : Cahiers du Cinéma, 2010.

#### MCC2/10c: FILM ANALYSIS

##### Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 2

#### OBJECTIVE:

To give students an understanding of cinematographic language and the different elements of film-making (script, filming, editing etc.); to learn how to critique any given film through examining the use of time, space and characters; to study film clips in detail and propose different ways to analyse them with the central theme being the image of the artist in cinema.

#### COURSE PROGRAM:

- Technical language in the film industry.
- Analysing space, time and characterization within a film.
- Analysis of various film clips on the theme of the artist.

#### MCA2/16a: HISTORY OF FASHION AND DESIGN

##### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

- Acquire the necessary tools to understand design and fashion and their phenomena.
- Appreciate how the historical, cultural, intellectual, artistic, political, social and/ or economic context comes into play in objects of design or fashion.
- Identify and situate the main movements, styles, works, iconographies and protagonists in the history of design and fashion.

#### COURSE PROGRAM:

This course provides a general overview of the history of design and fashion from the industrial revolution to today. It presents its fundamental landmarks and raises the main issues which structure the field and the period in question.

#### BIBLIOGRAPHY:

- BONY (Anne), *Le design, histoire, principaux courants, grandes figures*, Paris, Larousse, 2015
- BOUCHER François (dir.), *L'histoire du costume en Occident : des origines à nos jours*, Flammarion, 2008
- BRUNA (Denis), DEMEY (Chloé) (dir.), *Histoire des modes et du vêtement du Moyen Âge au XXIe siècle*, Textuel, 2018
- DELAVAUUX Céline, *La mode, Autrement Junior Arts*, Paris, 2008
- GRUNBACH (Didier), *Histoires de la mode*, Paris, Editions du Regard, 2017
- GUIDOT (Raymond), *Histoire des objets : chroniques du design industriel*, Paris, Hazan, 2013
- LAURENT (Stéphane), *Chronologie du design*, Coll. Tout l'Art, Paris, Flammarion, 2008
- MILLERET Guénolée, *Haute Couture*, Eyrolles, Paris, 2015
- O'HARA CALLAN Georgina, *Dictionnaire de la mode*, Thames & Hudson l'univers de l'art, Paris, 2009
- ORMEN Catherine, *Brève histoire de la mode*, Hazan, Paris, 2011

#### MCA2/16c: AESTHETICS OF CONTEMPORARY MUSICS: 1970'S – 80'S

##### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

To understand the variety in contemporary music from the end of the hippie era to the birth of MTV. To Appreciate the extreme fragmentation of these musics with an emphasis on their social and political context.

#### COURSE PROGRAM:

This course provides an overview of the history of Anglo-Saxon popular music from the beginning of the 1970's to the end of the 1980's.

#### BIBLIOGRAPHY:

- Éric Deshayes, *Au-delà du rock : la vague planante, électronique et expérimentale allemande des années 1970*, Marseille, Le Mot et le reste, 2007
- David Toop, *Ocean of Sound : ambient music, mondes imaginaires et voix de l'éther*, Kargo & l'éclat, 2004
- Lloyd Bradley, *Bass Culture : Quand le reggae était roi*, Paris, Allia, 2005
- Greil Marcus, *Sly Stone : le mythe de Staggerlee*, Paris, Allia, 2000

- Jon Savage, *England's Dreaming : Les Sex Pistols et le Punk*, Paris, Allia, 2002
- Charlie Gillett, *The Sound of the City: Histoire du Rock 'n' Roll. 1. La Naissance*, Paris, Albin Michel, 1986
- Charlie Gillett, *The Sound of the City : Histoire du Rock 'n' Roll. 2. L'apogée*, Paris, Albin Michel, 1986
- Simon Reynolds, *Rip it up and start again : postpunk 1978-1984*, Paris, Allia, 2007
- Guillaume Gilles, *L'Esthétique New Wave*, Camion Blanc, 2006
- Guy Sorman, *La Révolution conservatrice américaine*, Paris, Fayard, 1983 etc.

### **MCA2/17a: DIRECTING IN THE FILM AND TELEVISION INDUSTRIES**

#### **Spring Semester**

**Classes:** 24 hours

**ECTS Credits:** 2

#### **OBJECTIVE:**

Understand the connection between enunciation and cultural status of audio-visual products

#### **COURSE PROGRAM:**

In the history of the cinema industry, the importance of the director has not always been recognized. Its cultural recognition is more advanced though, than in the television industry. Indeed, who knows the name of a TV show or news broadcast director?

However, TV programs never cease to "stage" the experience of the spectator. The presence of the public seems to legitimate the existence of television. Finally, the Internet enables, if not forces, everyone to stage their own lives on social media.

This course will analyse these evolutions based on several examples, especially on the "film with a film" pattern such as fake documentaries, parodies, reflexive shows and reality television.

#### **BIBLIOGRAPHY :**

- Jacques Aumont *Le Cinéma et la mise en scène* Arman Colin 2010.
- Pierre Sorlin, *Sociologie du cinéma*, Paris, Aubier, 1977
- Christian Brochand, *Histoire générale de la radio et de la télévision en France*, 3 tomes, Documentation française, Paris, 1994-2006
- François Jost *La Télévision du quotidien entre réalité et fiction* De Boeck 2001
- Serge Tisseron, *L'Intimité surexposée*, Ramsay, 2001

### **MCA2/17b: THE CONTEMPORARY STAGE SET**

#### **Spring Semester**

**Classes:** 24 hours

**ECTS Credits:** 2

#### **OBJECTIVE:**

To get to know the main actors of set design and staging. To understand the limitations of stage tools through practical workshops. To experience the construction of a scene and submit a physical or live model of it elaborated in directed group work.

#### **COURSE PROGRAM:**

This course will review the main steps in the evolution of the theater stage in Europe and the challenges of the contemporary set.

Students will develop their comprehension and expression tools and will be guided through a finalized practical project.

#### **BIBLIOGRAPHY:**

- P CORVIN, Michel (ss la direction de), *Dictionnaire encyclopédique du théâtre à travers le monde*, Bordas, 2008
- BIET, Christophe, *Qu'est-ce que le théâtre*, Gallimard ; 2006
- DEGAINE, André, *Histoire du théâtre dessinée*, Nizet, 1996
- Ubersfeld, Anne, *Lire le théâtre I II III*, Belin, 1996
- BROOK, Peter, *L'Espace vide*, Seuil, 1977.

### **MCA2/17c – LM2/16a: THEATRE AND THE OTHER ARTS**

#### **Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To explore further the concept of drama and show that stage arts have been constantly evolving and rewriting themselves throughout their history.

#### **COURSE PROGRAM:**

This course endeavors to demonstrate how plural, composite and complex theatrical art is. Since its birth in the Antiquity, it was enriched by "sister arts" stemming from technological evolution (electricity, video, robotics...) and other forms of live performance. We will take Molière's *Tartuffe* as an example to interrogate the relationship of this piece's various adaptations with other art forms such as baroque painting and statuary, German expressionist cinema or today's video format

#### **BIBLIOGRAPHY:**

- *Les Voies de la création théâtrale*, vol. VI (CNRS, 1978)
- Michel Bataillon : *Planchon, chronique d'une aventure théâtrale, 1957-1972* (Marval, 2001)
- Lotte Eisner : *L'écran démoniaque* (Ramsay, 1996)
- Jean-Michel Palmier : *L'expressionnisme et les arts*, tome 2 (Payot, 1980)

### **MCA2/18b: CULTURE AND ART IN THE DIGITAL AGE**

#### **Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **PREREQUISITE:**

Course on cultural mediation and course on cultural policies

#### **OBJECTIVE:**

To understand the challenges of digital technology in relation to culture and arts.

To get to know and experiment with the digital devices used in the fields of art and culture in our regional and global landscapes.

Evaluate the usefulness of a digital device and express a suitable proposition, or even imagine a brand new device.

## BIBLIOGRAPHY:

Andreacola, (Florence), Poli (Marie-Sylvie), SanJuan (Éric), « La participation informatique de l'utilisateur d'un musée », in p. 331-345, in I. Saleh, V. Carayol, et al. (coord.), H2PTM 2015, Le numérique à l'ère de l'Internet des objets, de l'hypertexte à l'hyper-objet, Londres : ISTE éditions, 2015

Bideran (Jessica de), « Visite numérique et parcours augmenté, ou les interactions complexes des touristes avec le patrimoine », *Échappées*, 2, p. 38-48, 2014

Boudjema (Cédric), La fonction éducative des musées dans la société numérique : analyse comparative de l'offre pédagogique en ligne de huit musées nationaux dans quatre pays (France, Angleterre, Australie, États-Unis), thèse pour le Doctorat en Sciences de l'Information et de la Communication soutenue publiquement le 25 avril 2016, Université de Lille, 2016.

Chantepie (Philippe) Diberder (Alain), Révolution numérique et industries culturelles, La Découverte, Paris, 2010

Caillet E. et Bordeaux M.-C., « La médiation culturelle : pratiques et enjeux théoriques », *Culture & musées*, Hors-série, 2013

Cicchelli, V. et Octobre, S., L'amateur cosmopolite. Goût et imaginaires culturels juvéniles à l'ère de la globalisation. Paris, La Documentation française / Ministère de la culture et de la communication/Département des études, de la prospective et des statistiques, 2017

[culturables.fr](http://culturables.fr)

[www.club-innovation-culture.fr](http://www.club-innovation-culture.fr)

[labo.societenumerique.gouv.fr](http://labo.societenumerique.gouv.fr)

## MCA2/20a: DIRECTING DOCUMENTARIES

### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

To go from writing to producing a movie  
To get a better understanding of shooting, sound recording and editing (Adobe Premiere Pro software)  
Take into account the importance of sound beforehand in the creative process  
To work as a team  
To adapt to unexpected events and practical challenges and learn from mistakes.  
To better understand the work of a producer and documentary producer.

#### COURSE PROGRAM:

In this course, students will:

- produce a 13 minute documentary written during the writing workshops (24h of class)
- produce a 90 minute movie inspired by a given original soundtrack from the "Sound Week" Festival (in partnership with Unesco)

The resources for this course will practical workshops involving staging and filming and the professor's own documentaries (Naissance d'une mère (France 2), L'entreprise et les femmes (France3), Ré-enchantons l'école (France 3) and experience in the field

#### BIBLIOGRAPHY:

Guy Gauthier, *Le documentaire, un autre cinéma*, Armand Colin, 2015.

## MCA2/20b: CREATION OF PERFORMANCES

### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 2

#### OBJECTIVE:

Perform: be able to conceive, present and interpret a performance (specific workshop methodology);  
Communicate on the subject of a program of performances by means of different tools of mediation.

#### COURSE PROGRAM:

Creation of Performances will offer a practical, methodological and technical reflection on the subject through the conception of performances dealing with current contemporary issues in visual and other branches of arts. Students will therefore be asked to reflect upon different subjects by way of performances, or even of other artistic forms highlighting the notion of performativity or the remainders of past actions: photography, video, writing, etc.  
At the end of the semester, students will propose a program of short performances, which they will have conceived themselves in relation to a coherent common theme. Classes will focus on scriptwriting, staging, interpretation and rehearsing; all necessary exercises in order to help prepare the representation of the program at the end of the semester.

#### BIBLIOGRAPHY:

□ Nicolas Bourriaud, *Esthétique relationnelle*, Dijon, Les presses du réel, 1998.

□ Edmond Couchot, *La technologie dans l'art : de la photographie à la réalité virtuelle*, Nîmes, Jacqueline Chambon, 1998.

□ John Dewey, *L'art comme expérience*, 1934; trad. Jean-Pierre Cometti, Paris, Gallimard, 2010.

□ Barbara Formis, *Esthétique de la vie ordinaire*, Paris, PUF, 2010.

□ Roselee Goldberg, *La Performance, du futurisme à nos jours*, Londres, Thames Hudson, 2001.

□ Allan Kaprow, *L'Art et la vie confondus*, trad. Jacques Donguy, Paris, Centre Pompidou, 1996.

□ Richard Schechner, *Performance Studies: An introduction*, Londres et New York, Routledge, 2006.

## MCA3/21a: CINEMA AND PAINTING

### Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

Learn how to read a visual artwork  
Relate and create a dialog between images whether they are fixed or moving  
Understand the main articulations of the history of art and ideas.

#### COURSE PROGRAM:

Ce cours cherche à comprendre le rapport entre cinéma et peinture en prenant pour thème la mélancolie. Nous examinerons différents traitements de cette « maladie » en remontant jusqu'à sa source dans l'Antiquité afin de mesurer toute sa puissance inspiratrice aussi bien pour l'art que pour la pensée occidentale.

This course explores the relation between cinema and painting through the theme of melancholy. We will analyse the different representations of this "illness" going back to its source in Antiquity to measure its impact on the arts and occidental thinking.

#### BIBLIOGRAPHY:

- 📖 Margot et Rudolf Wittkower, *Les Enfants de Saturne, Psychologie et comportement des artistes de l'Antiquité à la Révolution française*. Paris : Macula, 1985.
- 📖 Raymond Klibansky, Erwin Panofsky et Fritz Saxl, *Saturne et la Mélancolie*. Paris : Gallimard, coll. Bibliothèque illustrée des Histoires, 1989.

### MCA3/21b: ARTS OF THE ITALIAN RENAISSANCE

Fall Semester

**Lectures:** 18 hours

**ECTS credits:** 2

#### OBJECTIVE:

Become familiar with all the artistic movements of the time (music, painting, sculpture, drawing...), with their evolutions and peculiarities.  
Become aware of the reality of an artistic rupture, and of a rupture in the representation.

#### COURSE PROGRAM:

Through the study of artists and movements which developed between the 13<sup>th</sup> and 16<sup>th</sup> centuries, in Italy, this class aims to make the students acknowledge a major characteristic of art in general: its relation with a culture and a given society, even when its intentions are universal.

#### BIBLIOGRAPHY:

- Panofsky Erwin, *La perspective comme forme symbolique*, édition française 1975 aux éditions de Minuit, Paris.
- Baxandall Michael, *L'Oeil du Quattrocento. L'Usage de la peinture dans l'Italie de la Renaissance* (Paris, Gallimard, 1985, Bibliothèque illustrée des histoires, traduction Yvette Delsaut).
- Every book written by André Chastel are useful, and the students will be asked to have read one (that they will have chosen).

### MCA3/21c: ANIMATED FILMS

Fall semester

**CLASSES :** 18 hours

**ECTS credits :** 2

#### OBJECTIVE:

To understand the ethical and aesthetic interest of movies that are considered "popular" or reserved to children.  
To appreciate the role of cinema as an art within the humanizing process of culture.

#### COURSE PROGRAM:

This course explores the recurring and yet little studied theme of animalistic metaphor in animated films. We will focus our analysis on works by major producers in the field (Tex Avery, Walt Disney and Hayao Miyazaki...) and connect them to elements of popular culture such as cautionary tales, fairy-tales and myths. We will see that, despite their esthetical and sometimes

ethical differences, they all have a special interest in the issue of desire.

#### BIBLIOGRAPHY:

- 📖 Sébastien Denis, *Le cinéma d'animation*, Paris : Armand Colin, 2007
- 📖 Bruno Bettelheim, *Psychanalyse des contes de fée*, Paris : Robert Laffont, 1976
- 📖 Robert Benayou, *Le mystère Tex Avery*. Paris : Seuil, 1988.
- 📖 Ernst Cassirer, *Essai sur l'homme*. Paris : Minuit, 1975 (en particulier le chapitre sur la religion et les mythes).
- 📖 Gilbert Durand. *Les structures anthropologiques de l'imaginaire*. Paris: Dunod, 1992.

### MCA3/22a: History of Photography

Fall semester

**CLASSES:** 24 hours

**ECTS credits:** 2

#### OBJECTIVE:

Introduction to the history of photography and the aesthetic issues at stake  
For students to learn how to apply their knowledge of photography to professional situations

#### COURSE PROGRAM:

- History of photography from the origins to the digital age
- Overview of different theories and movements in the domain of photography: pictorialism, straight photography, creative photo, photography as art.
- Read and analyse a series of theoretical texts about photography
- Photography as a window onto the world: the documentary film, photojournalism

#### BIBLIOGRAPHY:

- Johnson, W., Rice, M. & Williams, C. Histoire de la photographie : de 1839 à nos jours : the George Eastman house collection. Köln Paris: Taschen, 2012.
- Rouillé, André. La photographie : entre document et art contemporain. Paris, Gallimard, 2005. –
- Poivert, Michel. Brève histoire de la photographie, Paris, Hazan. 2015.
- Barthes, Roland. La Chambre claire, Notes sur la photographie, Paris, éditions du Seuil, 1980.
- Bajac, Quentin. Du daguerréotype au numérique, Paris, Gallimard, 2010.
- Cartier-Bresson, Henri. L'imaginaire d'après nature, Paris, Fata Morgana, 1996.
- Sontag, Susan. La photographie, Paris, éditions du Seuil, 1979.
- Van Lier, Henri. Philosophie de la photographie, Bruxelles-Paris, Les Impressions nouvelles, 1983.
- Baqué, Dominique, Photographie plasticienne, l'extrême contemporain, Paris, éditions du regard, 2004.

### MCA3/22b: CULTURAL HISTORY OF REPRESENTATION

Fall semester

**CLASSES:** 18 hours

**ECTS credits:** 2

#### OBJECTIVE:

To understand the notion of the author viewpoint.

Assert your point of view by working on public speaking.  
Define your preferred topics based on your personal outlook on the world

#### **COURSE PROGRAM:**

This course will study the point of view of the author through screenings followed by workshops, debates, role plays, "battles".

The course invites students to develop their own perspective on the world.

#### **RESOURCES:**

- study of the documentary « Chante ton bac d'abord » by David André
- Comparison between a documentary (« Citizen Four » by Laura Poitras) and a fiction (« Snowden » by Oliver Stone) on the same subject.

### **MCA3/22c: CRITIQUE OF CONTEMPORARY ART**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To know the main contemporary art critics and reviewers. To understand what makes a good critique and how to write one.

To be aware of current artistic affairs and actors.

To get to know Lille's cultural infrastructures.

#### **COURSE PROGRAM:**

This course analyses the history of cinema critique and the special link that exist between the different actors of cinema: producers, critics, distributors, press secretaries, studios etc.

It invites students to develop their critical thinking through emblematic case studies taken from the news: exhibitions, performances, short films, shows etc.

This course also emphasizes the importance of critical analysis of when looking at works of art: how do artworks make us question the world we live in? Why is it essential that they do so?

Finally it looks at contemporary architecture, how it can be critiqued and what parallels can be made between architectural and cinema critique.

Assessments will include a critical review of an exhibition of film screening and the redaction of a art critique blog by students.

#### **BIBLIOGRAPHY :**

Georges Roque, Majeur ou mineur, les hiérarchies en art.

Jean-Michel Frodon, La critique de Cinéma.

La critique architecturale, Questions – Frontières – Dessains, sous la direction d'Agnès Deboulet, Rainer Hoddé et André Sauvage.

Georges Didi Hubermann, La demeure, la souche. Appartements de

l'artiste. (Pascal Convert)

Yves Michaud. L'art à l'état gazeux.

Marc Jimenez. La querelle de l'art contemporain.

Nicolas Bourriaud, Esthétique relationnelle etc.

### **MCA3/23c: ART & FACT: CREATION OF A MAGAZINE ON CONTEMPORARY CULTURE**

**Fall Semester**

**Lectures:** 26 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

Define a common project (title, graphic charter, editorial line, general orientation) and conceive a collective organization which will enable every one to fulfil the different tasks necessary in the creation of a magazine (topics selection, texts' calibration and font, proofreading, page setting and iconography).

#### **COURSE PROGRAM:**

Publish a critical magazine dedicated to artistic and cultural current issues.

#### **BIBLIOGRAPHY:**

BARTHES, Roland, Critique et vérité, 1966, Seuil, collection « Points ».

LORET, Eric, Petit manuel critique, 2015, Les Prairies ordinaires.

ROCHLITZ, Rainer, L'Art au banc d'essai, trad. fr. 1998, Gallimard.

STAROBINSKI, Jean, La relation critique, 1970, Gallimard.

Internet :

BRENEZ, Nicole, « La Critique comme concept, exigence et praxis », La Furia Umana

<http://www.lafuriaumana.it/index.php/29-archive/lfu-17/1-la-critique-comme-concept-exigence-et-praxis>

BURDEAU, Emmanuel, « L'absence, la critique », Vacarme n°

52 <http://www.vacarme.org/article1928.html>

COLLECTIF, « Mille milliards de critique », Vacarme n° 62 <http://www.vacarme.org/article2227.html>

### **LCE3/19b: AMERICAN CINEMA : REPRESENTATIONS OF MINORITY GROUPS**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

The aim of this course is to examine the perception of ethnicity and its representations in Hollywood films.

#### **COURSE CONTENT:**

The images projected on the silver screen mirror their society, its politics, its conception of ethnicity. They shape the general public's opinion and simultaneously participate in shaping the ethnic identity of the different groups.

By viewing and discussing short extracts of a selection of American fiction and documentary films, we will examine the development of Hollywood's perception of minority groups – the Afro American in particular – congruent with historical events and the evolution of American society.

The analysis of technical details, such as lighting, camera movements and acting will provide the students with a better understanding of filmmaking and the construction of cinematographic narratives.

### **LM3/17c: FROM FANTASY LITERATURE TO FANTASY FILM**

**Fall Semester**

**CLASSES:** 24 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

From the early cinema to the digital revolution, fantasy has had a significant place in the history of representations in general, and especially in the cinema. This genre has often and very quickly been integrated and in cooperation with visual and/or sound forms, in relation with the technical, theoretical, aesthetic or historical contexts of the cinema.

However, defining fantasy will not only be about analyzing films since it has to be put into perspective with the history of fantasy literature, its works and its theoreticians.

This class will intend to analyse various novels and films whose characteristics are that they managed to mobilize and benefit from some visual/sound forms in order to create a "fantasy effect", to play on the narrative modes and the spectator's expectations, or again to come and interfere with the narrative spirit.

The course will be based on references to cinema and/or literature involving Georges Méliès, H-G Welles, Jules Verne, Tod Browning, James Whale, Edgar Allan Poe, Jean Potocki, E.T.A. Hoffmann, Théophile Gautier, Jacques Tourneur, Michael Powell, Jack Clayton, Oscar Wilde, Henri-Georges Clouzot, H-P Lovecraft, Stephen King, Richard Matheson, Georges Romero, Steven Spielberg, Shinya Tsukamoto, Robert Wise, Roman Polanski, George A. Romero, John Carpenter, Dario Argento, Wes Craven, Stanley Kubrick, Alejandro Amenábar, Jaume Balagueró or, among others, Matt Reeves et Clive Barker.

#### **MCC3/21d: INTRODUCTION TO MODERN AND CONTEMPORARY ART**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

##### **COURSE PROGRAM:**

Unlike what many think, History of Art as a subject does not so much investigate the objects it studies as define what art is. The aim of this class is to show how History of Art since World War II has been defined and understood.

We shall naturally try to follow contemporary History of Art down as many tracks as possible, but the subject is immense.

In particular, we shall examine the two main paradigms which have governed the way the subject has been understood, the modernist theory ((1940s and 50s) defined by Clément Greenberg and then the postmodernist theory which came into being at the end of the 1970s. We shall look at why these theories gained so much support and how they influenced the way people in general viewed art.

This theoretical work will help us to examine particular works from the 1940s to the present day.

#### **MCA3/26b: THEORIES OF CINEMA**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

##### **OBJECTIVE:**

To think about the notion of theory and its interactions with praxis. To learn the different types of theories and their impact on our relationship to images. To learn how to use theoretical propositions and how they can translate into images.

##### **COURSE PROGRAM:**

What is a theory of cinema? What kind of relationship exists between theory and the films? How do the writings of researchers, critics or filmmakers interact with the act of creation and the experience of the spectator? This course will explore theory through two perspectives; turning a text into a set of propositions and then, put these ideas to the test of films in order to evaluate their relevance and efficiency when faced with actual images.

##### **BIBLIOGRAPHY :**

ARNHEIM, Rudolf, *Le cinéma est un art* (1932), Paris, L'Arche, 1997.  
BAZIN, André, *Qu'est-ce que le cinéma ?* (1976), Paris, Cerf, 2003.  
CASETTI, Francesco, *Les théories du cinéma depuis 1945* (1993), Paris, Armand Colin, 1999.

#### **MCA3/26b: WORLD CINEMA(S)**

**Spring semester**

**CLASSES :** 24 hours

**ECTS credits :** 3

##### **OBJECTIVE:**

Offer an overview of global cinematography

##### **COURSE PROGRAM :**

From Australian cinema to the Italian genre, from Asia to South America by way of Scandinavia, this course will study the history, characteristics and specificities of different national cinemas and their main filmmakers.

##### **BIBLIOGRAPHY :**

A bibliography will be made available on the Agora platform.

#### **MCA3/26c: ESTHETICS OF CONTEMPORARY MUSIC (1990's – today)**

**Spring semester**

**CLASSES :** 24 hours

**ECTS credits :** 3

##### **OBJECTIVE:**

To know the intricacies of contemporary music from the emergence of "indie" music to today focusing on hip-hop and popular electronic music. To be able to situate this music in its social and political context.

##### **COURSE PROGRAM :**

History of popular Anglo-Saxon music from the beginning of the 1990's to today

##### **BIBLIOGRAPHY :**

- Kurt Cobain, *Journal*, Paris, 10/18, 2002  
- *Modulations : une histoire de la musique électronique*, Paris, Allia, 2004



- Marie-Claude Vaudrin, *La Musique techno ou le retour de Dionysos*, Paris, L'Harmattan, 2004  
 - Emmanuel Grynspan, *Bruyante techno : réflexion sur le son de la free party*, Paris, Mélanie Sèteun, 1999  
 - Ulf Poschardt, *DJ Culture*, Paris Éditions Kargo, 2002  
 - Simon Reynolds, *Rip it up and Start Again: postpunk 1978-1984*, Paris, Allia, 2007  
 - Jeff Chang, *Can't Stop, Won't Stop : une histoire de la génération hip-hop*, Paris, Allia, 2008  
 - Christian Béthune, *Pour une esthétique du rap*, Paris, Klincksieck, 2004  
 - Albert Mudrian, *Choosing death, l'histoire du death metal et du grindcore*, Rosières-en-Haye, Camion Blanc, 2006  
 - Michael Moynihan, Didrik Soderlind, *Black metal satanique : les seigneurs du chaos*, Camion Blanc, 2005  
 etc.

- Dominique Païni, *Le Temps exposé. Le cinéma de la salle au musée*, Paris, Cahiers du cinéma, 2002.

### **MCA3/27b: DISCOVERY OF CULTURAL HERITAGE** **Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

What is a cultural heritage or cultural legacies? What are the contemporary challenges to cultural heritage?

#### **COURSE PROGRAM:**

This course will study the different kinds of cultural heritage that exist, from their creation to their perception by the public. Case studies and field visits will help illustrate the course.

#### **BIBLIOGRAPHY:**

- Christian Hottin, Claudie Voisenat (dir.), *Le tournant patrimonial. Mutations contemporaines des métiers du patrimoine*, Paris, Maison des sciences de l'homme, coll. « Cahiers d'ethnologie de la France », 2016.  
 - Heinrich, Nathalie, *La Fabrique du patrimoine : De la cathédrale à la petite cuillère*. Paris : Éd. de la Maison des sciences de l'homme, 2009.  
*Culture & Musées*, 14, 2009. « L'Écriture du patrimoine », sous la direction de Cécile Tardy.  
 - Jeudy, Henri-Pierre, *La machinerie patrimoniale, Sens et Tonka*, Paris, 2001.  
 - Camille Paloque-Berges et Valérie Schafer, « Quand la communication devient patrimoine », *Hermès*, no 71, 2015, pp. 255-262.  
 - Revue INSITU, *Revue des patrimoines*, <https://journals.openedition.org/insitu/>

### **MCA3/28c CINEMA PRODUCTION AND MARKETING**

**Spring semester**

**Classes:** 18h

**ECTS:** 2

#### **OBJECTIVE:**

To understand the vocabulary and techniques of film production and post-production  
 To understand how films are marketed  
 To gain practical knowledge of the film industry and how it works

#### **COURSE PROGRAM:**

Production : From script to film – all the stages of film production from beginning to end, for feature films and short films

- Analysing a script
  - How to turn the script into a film
  - Obtaining finance
  - Budgeting and implementing the production plan
- Marketing : What to do when the film is finished? How does it reach cinema screens ? Film distribution in France and worldwide
- The role of festivals
  - The relationship between producers and promoters
  - The international aspect
  - Who does what?

#### **BIBLIOGRAPHY :**

CAMILLERI Jean-François, *Le marketing du cinéma*, Dixit, Paris, 2006, 224 p.  
 CHIAPELLO Eve, *Artistes versus managers*, Métailié, Paris, 1998. 257 p.  
 CRETON Laurent, *Économie du cinéma. Perspectives stratégiques*, coll. « Cinéma », Armand Colin, Paris, (1994) 2009, 224 p.  
 CRETON Laurent, *Cinéma et marché*, Éditions Armand Colin, coll. « Cinéma et audiovisuel », Paris, 1997, 256 p.  
 CRETON Laurent, KITSOPANIDOU Kira (dir.), *Les salles de cinéma : enjeux, défis et perspectives*, coll. « Recherches », Armand Colin, Paris, 2013, 219 p.  
 FOREST Claude, *L'industrie du cinéma en France. De la pellicule au pixel*, La documentation française, Paris, 2013, 181 p.  
 GAUDREAUULT André, MARION Philippe, *La fin du cinéma ? Un média en crise à l'ère du numérique*, coll. « Cinéma / Arts visuels », Armand Colin, 280 p.  
 REGOURD Serge, *L'exception culturelle*, Que sais-je ? PUF, Paris, 2002, 127 p.

### **MCA3/29b PRACTICAL PHOTOGRAPHY – EXHIBITIONS AND CATALOGUES**

**Spring semester**

**Classes:** 24h

**ECTS:** 3

#### **OBJECTIVE:**

How to use photographic equipment.  
 Understanding how to use photography in a professional context

#### **COURSE PROGRAM:**

- Discovering and examining a wide range of works by famous photographers from the 19<sup>th</sup> to 21<sup>st</sup> centuries
- How to take good photographs with both traditional and digital cameras
- Different methods of developing and printing photos
- How to create an exhibition and an exhibition catalogue

#### **BIBLIOGRAPHY:**

BARTHES, Roland, *La chambre claire*, collection cahiers du cinéma, Gallimard, 1980  
 - BENJAMIN, Walter, *L'oeuvre d'art à l'ère de sa reproduction technique*, Allia, petite Collection, 2011 (première édition : 1935)  
 - KRAUSS, Rosalind, *Le Photographique*, Macula Eds, 1990

- RAFMAN, Jon, Nine Eyes, New documents, 2016
- ROUILLÉ, André, La photographie, Gallimard, 2005

#### **MCA4/1a: NEW APPROACHES TO ART**

**Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

##### **OBJECTIVE:**

To develop a discourse on the new approaches to art.  
To understand how to display and present a work of Art.  
To know the new venues of contemporary art.  
To know the relationship between art and spatiality.

##### **COURSE PROGRAM:**

Nowadays, it is no longer possible to analyze a work of art without referring to its presentation and reception. Thus spatiality may be considered as an essential material. The class includes an overview of the history of the installation of works of art and of the digital arts. After studying cases and analyzing exhibitions, we will see that arts and artistic institutions are increasingly linked. We will also study the relationship between arts and the landscape and/or cityscape.

##### **ASSESSMENT:**

One midterm (oral presentation) and one final (paper).

##### **BIBLIOGRAPHY:**

- Paul Ardenne, *Un art contextuel : création artistique en milieu urbain*, en situation, d'intervention, de participation, Paris, éd. Flammarion, 2002
- Jean-Louis Boissier, *La Relation comme forme. L'Interactivité en art*, Genève, éd. Les presses du réel, 2009
- Edmond Couchot, *La technologie dans l'art. De la photographie à la réalité virtuelle*, Nîmes, éd. Jacqueline Chambon, 1998
- Edmond Couchot, Norbert Hillaire, *L'art numérique. Comment la technologie vient au monde de l'art*, Paris, éd. Flammarion, 2009
- Jean-Paul Fourmentraux, *Art et Internet*, Paris, éd. CNRS, 2005
- Jean-Paul Fourmentraux, *L'oeuvre commune. Affaire d'art et de citoyen*, éd. Les presses du réel, 2012
- Jean-Marc Lachaud, Olivier Lussac (dir.), *Arts et nouvelles technologies*, Paris, éd. L'Harmattan, 2007
- Florence de Mèredieu, *Histoire matérielle et immatérielle de l'art moderne & contemporain*, Paris, éd. Larousse, 2008
- Florence de Mèredieu, *Arts et nouvelles technologies. Art vidéo, art numérique*, Paris, éd. Larousse, 2011
- Dominique Moulon, *Art contemporain, nouveaux médias*, Paris, éd. Scala, 2011
- Abraham Moles, *Art et ordinateur*, Paris, éd. Casterman, 1971
- Brian O'Doherty, *White cube. L'espace de la galerie et son idéologie*, Paris, éd. Les presses du réel, 2008
- Louise Poissant (dir.), *Dictionnaire des arts médiatiques*, Montréal, éd. Presses de l'Université de Québec, 1997
- Frank Popper, *L'art à l'âge électronique*, Paris, éd. Hazan, 1993
- Alain Roger, *Le paysage occidental. Rétrospective et prospective*, in Art et anticipation, Paris, éd. Carré, 1997, p.13-43
- *La collection Esthétique des arts médiatiques* (Montréal, éd. UQAM)

#### **MCA4/1b: MUSIC HISTORY 1**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

##### **OBJECTIVES:**

Students will familiarise themselves and understand the development of Western written music from the end of classical antiquity to the Romantic era of the 19<sup>th</sup> century. Medieval music, the first and the second Baroque periods, the classical period and eventually Romanticism will be covered. Those different periods will be contrasted with the way they are contemporarily used and interpreted.

##### **COURSE PROGRAM:**

History of Western written music from the antiquity to the 19<sup>th</sup> century.

#### **MCA4/1c: WORLD MUSIC**

**Fall semester**

**CLASSES:** 18 hours

**ECTS credits:** 2

##### **OBJECTIVE:**

To know the different musical trends in specific regions of the world (East Africa, South America, South Asia, East Asia).

To know which instruments are played where.

To establish a relation between different styles of music.  
To think upon the place of "world music" in the music industry.

##### **COURSE PROGRAM:**

"World music" has become an important part of music festivals, we shall study their characteristics and the relations between different styles of music from the world.

#### **MCA4/1d: SEMIOLOGY OF CONTEMPORARY ART**

**Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

##### **COURSE PROGRAM:**

This course aims to explore the meaning of --for the most part, contemporary-- works of art which belong to different artistic formats (painting, installation, performances, artistic interventions...) through a semiological, cross-disciplinary lens. Students will be provided with the appropriate methodology for reading works of art, so as to understand the contexts of their creation and reception.

#### **MCA4/1e: CINEMA HISTORY AND AESTHETICS**

**Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

##### **OBJECTIVES:**

To have a rich cinematic culture.  
 To know the fundamental developments in the history of the cinema.  
 To recognize and understand a cinematic trend, historically and aesthetically.

#### **COURSE PROGRAM:**

From the origins of cinema to the 1960s, this class will present all the main movements in film history.

- What movements have contributed in making cinema a genuine art form?
- How have production techniques, narration, sound, filming and settings been understood in different periods?
- German expressionism.
- Russian avant-garde films.
- Neorealism.
- New Wave.
- other movements in order to understand the aesthetic and historical issues at stake, which have made cinema what it is today.

#### **MCA4/2f: AESTHETICS (PHILOSOPHY)**

**Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To recognise and understand the aesthetic and philosophical issues at stake in rhythm in music, dance, painting, cinema; to analyse the interaction between people and rhythm, whether regular or irregular; to understand the fascination exercised in our culture for irregularities, upset rhythms and the unpredictable; to acquire a way of thinking which is both transversal and interdisciplinary.

#### **COURSE PROGRAM:**

Rhythms in the arts are complex and difficult to grasp. There is a kind of mystery in rhythm. "We don't just stand and look at a rhythm," said Henri Maldiney, "We are caught up in it". This empiricism, his statement about rhythm is more than a fact to be noted, it is an invitation. An invitation to enter into what it is to be alive, to be an individual in a society. Looking at the aesthetic dimensions of rhythm, this class will look at different ways, both theoretical and practical, in which rhythm finds its place in the world of culture.

#### **BIBLIOGRAPHY:**

Sabine Prokhoris et Simon Hecquet, *Fabriques de la danse*, éd. Seuil, 2008  
 Henri Maldiney, *Art et existence*, éd. Klincksieck, 2004  
 Henri Meschonnic, *Critique du rythme*, éd. Verdier, 2009  
 Christian Doumet et Aliocha Wald Lasowski, *Rythmes de l'homme, rythmes du monde*, éd. Hermann, 2010.

#### **MCA4/3a: FILM ANALYSIS**

**Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

On the basis of the scene-by-scene analysis of a French movie, this course will approach cinematographic

language and its components whilst considering the notions of space, time, and characters.

#### **MCA4/3b: FIGURES OF THE ARTIST**

**Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 1

#### **COURSE PROGRAM:**

This course aims to create a documentary database on the artists of the region. In pairs, students will be tasked with conceiving the audiovisual portrait of a local artist, following the template we will have established in class.

#### **MCA4/3c: AUDIOVISUAL TECHNIQUES**

**Fall Semester**

**Lectures:** 10 hours

**ECTS credits:** 1

#### **COURSE PROGRAM:**

Introduction to audiovisual equipment, initiation to video shooting and editing.

#### **H4(P)/1a**

#### **DISCOVERING OUR ARTISTIC HERITAGE**

**Fall Semester**

**Classes:** 24 hours

**ECTS:** 3

#### **Objective:**

- Introduction to our artistic heritage, past and present
- How to apply our knowledge of art in a professional context
- Preparing students to work in museums, art galleries, exhibition centres etc.

#### **Course Program:**

- Discovery of different types of painting and sculpture
- Learning about the global artistic heritage from Antiquity to the present
- How museums work – theories from France, Belgium and the Netherlands
- New ways of bringing art to the general public (physical and digital)
- How to display an artistic collection in such a way as to interest the public (case studies)
- Problems faced by professionals of the heritage industry today

#### **Bibliography:**

Dominique Poulot, *Une histoire du patrimoine en occident, XVIIIe-XXIe siècle. Du monument aux valeurs*, Paris, Presse universitaire de France, 2006.  
 Roland, Recht, *Penser le patrimoine, mise en scène et mise en ordre de l'art*, édition Hazan, 2016.  
 J.-P Babelon, André Chastel, *La notion de patrimoine*, édition Liana Levi, 1994.  
 E.H Gombrich, *Histoire de l'art*, édition Phaidon, 1997.  
 Christian Hottin, Claudie Voisenat (dir.), *Le tournant patrimonial. Mutations contemporaines des métiers du patrimoine*, Paris, Maison des sciences de l'homme, coll. « Cahiers d'ethnologie de la France », 2016.  
 Heinrich Nathalie, *La Fabrique du patrimoine : De la cathédrale à la petite cuillère*. Paris : Éd. de la Maison des sciences de l'homme, 2009.

Culture & Musées, 14, 2009. « L'Écriture du patrimoine », sous la direction de Cécile Tardy.  
Jeudy Henri-Pierre, La machinerie patrimoniale, Sens et Tonka, Paris, 2001.  
Paloque-Berges Camille, Schafer Valérie, « Quand la communication devient patrimoine », Hermès, no 71, 2015, pp. 255-262.  
Revue INSITU, Revue des patrimoines,  
<https://journals.openedition.org/insitu/>

**LCE4/1a: ADVANCED CIVILISATION SEMINAR –  
UNDERSTANDING BREXIT**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 12h

**ECTS credits:** 3

**Prerequisite:** Students must have some knowledge of British history and politics

**Course description:**

"Of course Brexit means that something is wrong in Europe. But Brexit means also that something is wrong in Britain" (Jean-Claude Juncker). This part of the programme examines the politics of Brexit. It looks at the background of Britain's relationship with European integration, examining why it had a reputation of being an "awkward partner" in the European Union. It then explores the path to the Brexit referendum and its consequences. Finally, it analyses the impact of Brexit, primarily in relation to the impact of the change on Britain but also with an eye on its wider implications for Europe. As suggested by the quote from Juncker, perhaps the lesson of Brexit is that there are two dysfunctional unions: the European Union and the United Kingdom, and these are now neighbours.

**Assessment:**

Students will submit a research paper and pass a final written exam.

**MCA4/4a: CONTEMPORARY DANCE**

**Spring Semester**

**Lectures:** 12 hours

**ECTS credits:** 1

**COURSE PROGRAM:**

- Become familiar with the origins of contemporary dance and the questions raised by its upheavals.
- Examine the points in which it dovetails or overlaps with theatre, music, or visual arts.
- Review the main movements, the key dates, and the major choreographers of contemporary dance.
- Appreciate a contemporary dance show independently.
- Analyse works and assimilate the terminology required to write properly about them.
- Become acquainted with the venues dedicated to contemporary dance.

**MCA4/4b: MUSIC HISTORY 2: CONTEMPORARY  
MUSIC**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

- Become familiar with the origins of contemporary dance and the questions raised by its upheavals.
- Examine the points in which it dovetails or overlaps with theatre, music, or visual arts.
- Review the main movements, the key dates, and the major choreographers of contemporary dance.
- Appreciate a contemporary dance show independently.
- Analyse works and assimilate the terminology required to write properly about them.
- Become acquainted with the venues dedicated to contemporary dance.

**MCA4/4c: HISTORY OF CONTEMPORARY  
PHOTOGRAPHY**

**Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

From the heliographic images of Niepce in 1822 to the latest digital photos, photography has changed a lot in the last two centuries, although its goal, to immortalise what we see, has not. The issues raised by photography in the history of art have also undergone a transformation. Easily reproduced and disseminated, the photo has completely shaken the relationship between the spectator and the work of art, as works can now be dematerialised and exhibited in an *Imaginary Gallery* (André Malraux). Photos are no longer just documents, they are another form of modern art and are highly successful as such. This is the result of interaction between painters and photographers from the beginning of the 20<sup>th</sup> century onwards. While photographers are inspired by painters in order to find a certain texture and depth in their work, helping them to forget the myth of the objective image, recent work by artistic photographers helps the plastic artist to abandon the idea of imitation in art in order to experiment in new forms.

**MCA4/4d: HISTORY OF CINEMA AND PRE-  
CINEMA**

**Spring Semester**

**CLASSES:** 18 hours

**ECTS credits:** 2

**OBJECTIVE:**

To learn about the diversity of film studies from the historical, theoretical and aesthetic perspectives.

**COURSE PROGRAM:**

This class provides an original approach to the history of cinema using different perspectives : historical, theoretical and aesthetic.  
From a study of emblems to a reflexion on a historical issue (the birth of the star-system), we hope to develop the students' knowledge of the cinema and also their ability to analyse and reflect on what they see on the screen.

**MCA4/4e: DOCUMENTARY CINEMA**

**Spring Semester**

**Lectures:** 22 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

This course will review the major movements of documentary cinema through a variety of classic works in the field of documentary cinema --from the 1920s to the present day-- whilst considering not only the analysis of questions of genre or aesthetics, but also the theoretical debates revolving around this blurry notion.

**MCA4/4f: AESTHETICS OF TELEVISION SERIES**

**Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

The principle of this class is to begin from the student's own experience of watching television series and their reactions to them and to compare this with other time periods, geographical zones and cultures. The course will examine satellite television, DVD box sets, Internet downloading, streaming, etc. Students will then be asked to analyse the script-writing, production, broadcasting and accessories for a series.

The course will also take a look at the role of television series in modern society, their cult status, their role in initiation and social rituals as well as the artistic elements involved in their production.

**MCA5/1a: SEMINAR: HISTORY AND AESTHETICS OF THE CINEMA**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**OBJECTIVES:**

To have a rich cinematic culture.

To know the fundamental evolution in the history of the cinema.

To recognize and understand a cinematic trend, historically and aesthetically.

**COURSE PROGRAM:**

From the origins of cinema to the 1960s, this class will present all the main movements in film history.

- What movements have contributed in making cinema a genuine art form?

- How have production techniques, narration, sound, filming and settings been understood in different periods?

- German expressionism

- Russian avant-garde films

- Neorealism

- New Wave

- Other movements in order to understand the aesthetic and historical issues at stake, which have made cinema what it is today.

**MCA5/1b: MUSICAL MEDIATION**

**Fall Semester**

**Lectures:** 12 hours

**ECTS Credits:** 2

**OBJECTIVE:**

To define the concept of musical mediation and the relationship between musical practices and cultural

policy; to learn and understand the issues regarding the international distribution of today's music.

**COURSE PROGRAM:**

- Socio-anthropology of music and musical practices

- The boundary between amateur and professional

- The disc, and the cultural industry

- Music and live performances

- Music and the rights of the composer

**MCA5/1c: CONTEMPORARY MUSIC**

**Fall Semester**

**CLASSES:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

Identify the movements which should be included in the category contemporary music and the appropriate language for discussing them. Know how the world of contemporary music works and the role played by record companies, music editors, fan produce, copyright law, singers/musicians and producers.

Know how everything works from a practical point of view: venues, advertising, music schools, agents, management and the amateur scene.

**COURSE PROGRAM:**

History of the various movements of contemporary music.

Public policy for music today.

Important people in the music scene in France.

How music is financed.

Contracts and legal aspects.

**MCA5/1d: PICTURES, MUSIC AND VIDEOCLIPS**

**Fall Semester**

**Lectures:** 12 hours

**ECTS Credits:** 2

**OBJECTIVE:**

Starting from a study of sound in the cinema, the aim of this class is to explore the relationship between the cinema and music in film clips.

**COURSE PROGRAM:**

Contrary to what you might think, the cinema is as much concerned with what you hear as with what you see. Far from being just a background to the images on the screen, the soundtrack and in particular the music in a film plays a primary role in its reception and the way it is understood.

After a short introduction on how to analyse the music in a film clip and understand its relationship to the visual elements, we shall examine how the film clip relates to the cinema as a whole. We shall see how the film clip is used on television, on the internet, in museums or in cinema advertising etc., as well as how the film clip can be a source of inspiration, but also how it is often itself inspired by other art forms.

**MCA5/4c: WORKS OF ART AND THEIR DISTRIBUTION**

**Spring Semester**

**CLASSES:** 8 hours

**ECTS credits:** 1

**COURSE PROGRAM:**

This course will cover the distribution of documentaries by approaching the questions of documentation/promotion and of suitable festivals and markets. Particular attention will be given to the increasing development of SVOD platforms specifically dedicated to documentaries, and to the "labs", those new periods of professionalisation at the heart festivals.

## Arabic

**IMPORTANT: ALL OUR ARABIC COURSES ARE TAUGHT IN FRENCH UNLESS OTHERWISE INDICATED**

### LEA1/4d: BEGINNERS ARABIC 1

Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

This course is an introduction to the Arabic language which is one of the official languages of the United Nations, it is also the official language of the twenty two states of the Arabic League. During the medieval period, Arabic was the language of culture and knowledge, which is etymologically proved in some European languages. It is the true expression of a whole civilisation and gave the cultural heritage of humanity one of the most beautiful literatures.

This introduction will give students the basis of Arabic writing and of Arabic pronunciation. A few grammar rules and the vocabulary required to read and understand texts will be taught.

**BIBLIOGRAPHY:**

- Michel Neyreneuf, Christine Canamas et Mohammad Bakri *.Arabe pratique de base*, Paris, 1997, coll. Méthode 90.
  - Gérard LECOMTE, *Grammaire de l'arabe*. Collection Que sais-je ? n°1275 Presses Universitaires de France.
  - Sam Ammar, Joseph Dichy, *Les Verbes arabes*, Hatier, coll. "Bescherelle". Paris, 1999.
- <http://www.imarabe.org>  
<http://classes.bnf.fr/dossiecr/sp-prop3.htm#arabe>  
<http://www.lexilogos.com/clavier/araby.html>

### LEA1/8d: BEGINNERS ARABIC 2

Spring Semester

STUDENTS MUST HAVE STUDIED AT LEAST ONE SEMESTER OF ARABIC.

**Lectures:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Continuation of LEA1/4a.

### LEA2/12d & 16d: INTERMEDIATE ARABIC (3 & 4)

Fall and Spring Semester

STUDENTS MUST HAVE STUDIED AT LEAST

ONE YEAR OF ARABIC.

**Lectures:** 24 hours

**ECTS credits:** 2 per semester

**COURSE PROGRAM:**

Written and oral modern standard Arabic. Students will be reaching the stage where they can communicate in most everyday situations and start to read the press. Some elements of Arab culture & civilisation will be included.

### LEA3/20d & 24d: INTERMEDIATE ARABIC (5 & 6)

Fall and Spring Semester

STUDENTS MUST HAVE STUDIED AT LEAST TWO YEARS OF ARABIC.

**Lectures:** 24 hours

**ECTS credits:** 2 per semester

**COURSE PROGRAM:**

Written and oral modern standard Arabic. Students will be reaching the stage where they can communicate in all everyday situations and read the press and some elementary literature. Some elements of Arab culture & civilisation will be included.

### AIT4/1c: BEGINNERS ARABIC

Fall Semester

This class is intended for graduate students or business majors

**Lectures:** 20 hours

**ECTS credits:** 2

**OBJECTIVE:**

- To learn the alphabet and how to write
- To acquire basic vocabulary and how to be polite
- To obtain a basic knowledge of Arabic grammar and syntax
- To learn something of the Arabic world

**COURSE PROGRAM:**

- Basic phonetics and pronunciation
- Arabic writing and spelling
- Morphology – how the Arabic language works
- Basic vocabulary and survival skills

### AIT4/5c: BEGINNERS ARABIC 2

Spring Semester

This class is intended for graduate students or business majors

**Lectures:** 16 hours

**ECTS credits:** 1

Continuation of AIT4/1c

**OBJECTIVE:**

- To learn the alphabet and how to write
- To acquire basic vocabulary and how to be polite
- To obtain a basic knowledge of Arabic grammar and syntax



- To learn something of the Arabic world

#### **COURSE PROGRAM:**

- Basic phonetics and pronunciation
- Arabic writing and spelling
- Morphology – how the Arabic language works
- Basic vocabulary and survival skills

## **Business & Economics**

**IMPORTANT: ALL OUR BUSINESS COURSES ARE TAUGHT IN FRENCH UNLESS OTHERWISE STATED**

### **LCE1/4g: INTRODUCTION TO BUSINESS ENGLISH**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To improve the students' Business English language skills by developing their vocabulary and speaking/reading skills and their understanding of style and knowledge of communication methods.

It is designed to give students the English skills they need to work effectively in today's global marketplace. English skills and vocabulary are developed through exercises, case studies, role plays and research on business topics including: I.T., finance, accounting, marketing, advertising, sales, negotiation, business practices, and cultural comparisons in business operations and appropriate grammar.

By the end of this course, students should be able to: -  
 - make effective presentations in business situations  
 - accurately use the language of negotiations  
 - communicate confidently in business meetings  
 - use specialist formal business and colloquial business jargon  
 - recognize the features of different genres of business correspondence  
 - employ strategies to be a successful employee or employer in the workplace  
 - prepare for and participate in debates on business topics  
 - follow and demonstrate understanding of lectures, talks and interviews on business topics delivered by authentic business specialists

#### **COURSE PROGRAM:**

The following areas will be touched upon in the course of this semester: • Communication • Marketing • Building relationships • Job satisfaction • Risk • Management styles • Leadership • Team building • Raising finance • Customer service • Crisis management • Mergers and acquisitions

The content will be supported by systematic work on core grammatical structures, vocabulary patterns and pronunciation.

#### **BIBLIOGRAPHY:**

Cotton, David & al. Market Leader. London, UK: Pearson Education Limited, 2007. Emmerson, Paul. Business Builder. New York City, USA: MacMillan Publishers, 2007. Johnson, Christine. Intelligent Business Coursebook. London, UK: Pearson Education Limited, 2006 MacKenzie, Ian. English for Business Studies. 3rd ed. Cambridge, UK: Cambridge University Press, 2010 McLean, Scott. Business English for Success. Washington DC, USA: Saylor Academy, 2011.

### **LEA1/2e: INTERNATIONAL BUSINESS**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

- To help students discover the different economic zones in the world and how they are affected by globalisation.
- To explain how international factors inevitably influence business in every country and to identify the opportunities and the limits or risks involved in international sales and recruitment.
- To understand the role of customs, how logistics function and the principal actors in international transport.
- To know how to work out a complete and effective plan for getting you products across the world. How to import and export.

#### **COURSE PROGRAM:**

- How international exchanges have developed over the last century and how they continue to do so
- The principal zones of production and consumption in the world
- International logistics and how they work
- Transport worldwide
- Customs, taxes etc.
- Imports and exports - why bother?
- Imports and exports - how to do it?
- Human skills needed to work effectively internationally
- Selling your products in foreign markets
- Delocalisation, outsourcing, franchising etc.
- Risk management and international law
- What changes from country to country? (tax, quality control, regulations, transport, culture etc.)
- How to get X from A to B legally ... and prove you've done it

### **LEA1/2a: INTRODUCTION TO ECONOMICS**

**Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

The course aims at 4 goals:

- To get non-specialist students to learn about basic economic concepts: supply, production, growth and development, crises, unemployment and inflation

- To help students to understand the way modern societies work, by stressing the role played by various economic actors: the Government, consumers and companies
- To develop students' ability to synthesize, by observing various factors which influence the economy: population, the unemployment rate, price increases and the Budget
- To give an exhaustive vision of the main trends in economic thought: classical, neo-classical, Marxist, Keynesian and modern

#### **COURSE PROGRAM:**

General introduction: Introduction to economic methodology (commentary on statistics, written essays on economics)

- Chapter 1: What is Economics?
- Chapter 2: The Great Trends in economic thought
- Chapter 3: Government Accountancy
- Chapter 4: Supply and demand
- Chapter 5: Productivity and investments
- Chapter 6: Unemployment and inflation

#### **BIBLIOGRAPHY:**

BEITONE, BELOEIL-BENOIST, NORECK, PASQUIER, THORIS, VOISIN – *Analyse économique et historique des sociétés contemporaines* – ed. Armand Colin, 1996  
 DAUBE, RICARD – *Economie générale* – ed. Dunod, 1992  
 DASQUE, VANHOVE, VIPREY – *Economie générale, BTS 1* – ed. Dunod, 1995  
 DASQUE, VANHOVE, VIPREY – *Economie générale, BTS 2* – ed. Dunod, 1996  
 LES CAHIERS FRANÇAIS – *Découverte de l'économie, n° 279 : Concepts et mécanismes* – La Documentation française, 1997  
 LES CAHIERS FRANÇAIS – *Découverte de l'économie, n°280 : Histoire de la pensée économique* – La Documentation française, 1997  
 LES CAHIERS FRANÇAIS – *Découverte de l'économie, n°284 : Découverte de l'économie : Les politiques économiques* – La Documentation française, 1998

#### **LEA1/3d: ECONOMIC DEVELOPMENT OF COMPANIES**

##### **Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

Learning about the systems set up by France and the UE to support the international development of European companies and in particular to encourage exports and the establishment of branches abroad.

#### **COURSE PROGRAM:**

- \* Help for Companies: The role of the consulates in France and abroad, Ubifrance, economic services at the embassies, the role of regional authorities, French international business advisors abroad, BPI France, Coface, Sopexa, INPI, the big multinational networks, the banks.
- \* How the EU can help: The European Business Network the COSME programme, the H2020 service for small businesses, training programmes for executives, Asean IPR SME Helpdesk...
- \* Tax aid: tax credits for exports, income tax reductions for employees prospecting overseas etc.

- \* Help with human resources: Overseas volunteer service
- \* Money: Loans for export development and overseas prospection
- \* Insurance: insurance for prospection, for short and medium-term credits and for overseas investment
- \* Guarantees: for exchange rates, deposits, business contracts, for banking arrangements, investments and projects abroad

#### **LCE1/8: INTRODUCTION TO BUSINESS ENGLISH 2**

##### **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To prepare students to succeed in complex business communication tasks in writing, reading, and listening. This is a preparatory course for students most interested in improving their skills in a business/economic content area or taking further courses in Business related areas.

To help students perform discipline-appropriate activities to develop the interpersonal, academic, and language skills necessary to succeed in a professional environment.

To provide students with the basic information on economics and business to prepare them for further business studies

To give students practice in learning strategies that will enable them to become independent, confident, and successful learners of business studies and business writing.

To enable students to practice rhetorical methods of writing development that are common in business writing and correspondence.

#### **COURSE PROGRAM:**

The following areas will be touched upon in the course of this semester:

- Economics (government and taxation, efficiency and rationalization, globalization and free trade)
- Management (corporate culture, company structure, structure/motivation/ conflict , strategic planning )
- Human resources: (hiring and recruitment , roles and responsibilities)
- Leadership, • Accounting • Production • Change, etc.

The content will be supported by systematic work on core grammatical structures, vocabulary patterns and pronunciation.

#### **BIBLIOGRAPHY**

Cotton, David & al. Market Leader. London, UK: Pearson Education Limited, 2007. Emmerson, Paul. Business Builder. New York City, USA: MacMillan Publishers, 2007. Johnson, Christine. Intelligent Business Coursebook. London, UK: Pearson Education Limited, 2006 MacKenzie, Ian. English for Business Studies. 3rd ed. Cambridge, UK: Cambridge University Press, 2010 McLean, Scott. Business English for Success. Washington DC, USA: Saylor Academy, 2011.

**LEA1/6d: EUROPE AND GEOPOLITICS  
OF MARKETS  
Spring Semester**

STUDENTS SHOULD SPEAK BOTH FRENCH AND  
ENGLISH

**Tutorials:** 18 hours

**ECTS credits:** 2

**OBJECTIVE:**

To help students perceive the issues at stake for businesses in the various measures and directives coming from certain EU bodies responsible for implementing the EU's common business policy.

**COURSE PROGRAM:**

We shall examine the role of the European Council of Economic and Financial Affairs, their projects and the extent of their powers and influence in the areas of agriculture, fishing, competitiveness, the environment, transport telecommunications and energy.

We shall also look at negotiations on a more political level both with regard to trans-Atlantic agreements, the attempt to create a bilateral commercial agreement between the EU and China the free exchange agreement with Japan and various other recent agreements. We shall look in particular at the role of the EO in the World Trade Organisation.

**BIBLIOGRAPHY:**

Portail de l'Union européenne: <http://europa.eu>  
Conseil européen: <http://www.european-council.europa.eu/>  
Commission européenne: <http://ec.europa.eu/>  
Parlement européen: <http://www.europarl.europa.eu/>  
Présidence italienne: <http://italia2014.eu/>  
Comité Economique et Social Européen: <http://www.eesc.europa.eu/>  
DG Commerce: <http://ec.europa.eu/trade/>  
Représentation permanente de la France: <http://www.rpfrance.eu/>  
Secrétariat d'Etat aux Affaires Européennes (Ministère des Affaires Etrangères): <http://www.diplomatie.gouv.fr/>  
Secrétariat Général des Affaires Européennes: <http://www.sgae.gouv.fr/>  
Direction générale du Trésor: <http://www.tresor.economie.gouv.fr/>  
Think Tanks (Exemple: "Notre Europe - Institut Jacques Delors": <http://www.notre-europe.eu/>)  
Blogs (Exemple: "Coulisses de Bruxelles": <http://bruxelles.blogs.liberation.fr/coulisses/>)  
MEDEF: <http://www.medef.com/medef-tv/dossiers/categorie/les-nouvelles-de-bruxelles.html>  
CGPME: <http://www.cgpme.fr/internationals/voir/570/program-mes-d-action-des-commissaires-europeens>  
Sites des lobbys auprès de l'Union européenne

**LEA2/10d: MARKETING  
Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

I) Marketing & Information  
- Market research

- Internal & external diagnosis
- Surveys
- Aims of market surveys
- Sampling
- Variation over time
- Geographical variation
- II) Strategic Marketing
  - The company and its environment : political, legal, economic, technological and sociocultural
  - Domains of strategic activity: 1 technology, 1 sector, 1 need
  - Strategic Choices: targets, sectors, growth, special offers, competition and internationalisation
  - Beating your competitors
  - Human capital
  - Strategic developments: geomarketing, net-marketing and sensory marketing
- III) Operational Marketing
  - Commercial policy

**ASSESSMENT:**

Intermediary evaluation in the form of a marketing file and a work on the firms' actuality.

Final ASSESSMENT: an oral examination about the file or a one hour and a half writing test (practical case, case study...).

**RECOMMENDED READINGS:**

Capital, L'Entreprise, 60 millions de consommateurs...

**MCC2/10b: COMPANIES AND MARKETS**

**Fall semester**

**Lectures:** 24 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

Daniel Cohen's book, *Three lessons on post-industrial society*

What is a company? What is management?

Different types of business / Strategic decision-taking  
Economic Communication / Practices / Internal Communication / Business and globalisation / Business and the State/ Businesses and Markets

**BIBLIOGRAPHY:**

Stéphane BAILLAND & Anne-Marie BOUVIER, *Management des Entreprises*, Dunod  
Gilles BRESSY & Christian KONKUYT, *management et économie des entreprises*, Dalloz  
Stéphane PAQUIN, *La nouvelle économie politique internationale*, chapitre 6 p 177 à 191 et conclusion page 264 et suivantes  
Guy SORMAN, *l'économie ne ment pas*, chapitre 7 «la rationalité intégrale», chapitre 8 «les limites de la raison pure»

**LEA2/11c & LEA2/15c: TECHNIQUES  
OF BUSINESS EXPRESSION**

**Fall & Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

**CLASSES:** 12 hours

**ECTS credits:** 2 per semester

**OBJECTIVE:**

- Be able to define a course of action for commercial communication and marketing purposes
- Be able to present a plan of commercial communication
- Be familiar with the procedures of DTP software
- Be able to work in groups

**COURSE CONTENT:**

Class 1: Introduction to Marketing and Communication  
 Class 2: Communication and Marketing Courses of Action  
 Class 3: The Different Tools of Promotion  
 Class 4: Analysis of Advertising Posters  
 Class 5: Methodology of the Conception of a Poster  
 Class 6: Midterm Exam  
 Class 7: Introduction to the Softwares Photoshop and Indesign  
 Class 8: Presentation of the Techniques of Selection and Imaging  
 Class 9: Application of the Methods  
 Class 10: Formulation of a Proposal for a Competitive Bidding in Groups  
 Class 11: Oral Presentations of the Proposals (1)  
 Class 12: Oral Presentations of the Proposals (2)

**LEA2/14d: BUSINESS NEGOTIATION****Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**CLASSES:** 18 hours

**ECTS credits:** 3

**OBJECTIVE:**

At the end of the course students should be able to:

- Formulate and express ideas in English
- Influence and convince people in English
- Know the technical vocabulary used in business negotiation in English
- Analyse power relationships
- Construct a negotiating strategy
- Bring negotiations to a successful conclusion
- Understand the basic cultural factors which influence intercultural negotiating

**COURSE PROGRAM:**

- Setting the framework:  
 Introductions, greetings, starting a conversation  
 Expressing first impressions and personal opinions  
 Clarifying the agenda and the key points
- Starting negotiations:  
 Seeking information about needs, summarising, checking and reformulating  
 Referring back to previous discussions  
 Fixing deadlines and future meetings
- The main points:  
 Making suggestions, giving precise details  
 Conditions and requirements  
 Reacting to an offer  
 Accepting, refusing and explaining your reasons
- Problem solving:  
 Explaining why you disagree  
 Clarifying problems, suggesting modifications  
 Applying pressure, coming to a compromise
- Making agreements:  
 Summarising the main points  
 Defining actions points and precise arrangements  
 Distributing responsibilities  
 Drawing up a written agreement

**LEA2/15b: HUMAN RESOURCES MANAGEMENT****Spring Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

**OBJECTIVES:**

1. Developing students' knowledge of what is at stake in human resource management : learning about the different practices current in business ;
2. Learning to analyse frequent problems in HRM, seeing situations in their context, formulating hypotheses, suggesting solutions and evaluating their efficacy
3. Getting to know about the HRM missions students may later experience in their working lives, particularly in the areas of recruitment and professional training, career management, salaries and work relationships ;
4. Acquiring principles of good teamwork;
5. Improving public-speaking, particularly at interviews;
6. developing their critical faculties and ability to look objectively at situations where they are personally involved;
7. learning to find and apply successfully for a useful internship

**COURSE PROGRAM:**

The class will be divided into 3 main sections:

- aims, actors, methods and tools connected with career and skills management: recruitment, professional training, pay, communication, work relationships
- finding an internship/job:
- knowing the job market
- understanding companies' recruitment criteria
- mastering the best methods of job/internship seeking
- knowing how to make the most of one's abilities and experience on paper
- knowing how to explain clearly what sort of job/internship you are looking for
- producing an attractive CV/resumé
- writing application letters, both spontaneous and in reply to an ad.
- understanding what is required in an interview
- understanding how to make the most of yourself in an interview
- understanding recruitment tests, graphology etc.

**MCC2/13a: INTRODUCTION TO MARKETING****Spring Semester**

**CLASSES :** 28 hours

**ECTS credits :** 3

**OBJECTIVE:**

The focus of the class will be the concept of social psychology in the workplace (Groups, norms, identity, social and cultural identity...)

**CONTENT:**

- Social representations
- Introduction to occupational psychology
- The idea of group
- Identity
- Culture

**BIBLIOGRAPHY:**

LEYENS, J.P. & Yzerbyt, V, (1997). Psychologie Sociale: Liège: Mardaga.  
 Plivard, I, (2014), Psychologie interculturelle, Bruxelles, De Boeck.

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**MCC2/14d: MARKETING & THE MEDIA****Spring Semester****Lectures:** 18 hours**ECTS credits:** 3**OBJECTIVE:**

- Making a market survey by using keyconcepts.
- How to attract customers and develop their loyalty.
- Creating a specific identity

**COURSE PROGRAM:**

## I) Marketing &amp; Information

- Market research
- Internal & external diagnosis
- Surveys
- Aims of market surveys
- Sampling
- Variation over time
- Geographical variation

## II) Strategic Marketing

- The company and its environment: political, legal, economic, technological and sociocultural
- Domains of strategic activity: 1 technology, 1 sector, 1 need
- Strategic Choices: targets, sectors, growth, special offers, competition and internationalisation
- Beating your competitors
- Human capital
- Strategic developments: geomarketing, net-marketing and sensory marketing

## III) Operational Marketing

- Commercial policy
- Objective
- Strategies: product mix, price mix, distribution mix, communication mix
- The coherence of actions
- Recommendation

**BIBLIOGRAPHY:**

A. BEMMAOR, G. CLIQUET, JF. TRINQUECOSTE, *Les grands auteurs en marketing*, EMS éditions, Paris, 2001.

Pierre CHAIX, *Faire un plan marketing*, e-thèque, Onnaing, 2003

Eric VERNETTE, *Les courants du marketing*, Gestion 2000, 2001.

Bjorn WALLISER, *Le marketing international*, e-thèque, Onnaing, 2002.

JF. TRINQUECOSTE, *Eléments de stratégie marketing vol.1 initiation, vol.2 cas & corrigés*, e-thèque, Onnaing, 2003.

Graeme DRUMMOND & John ENSOR, *Introduction to marketing concepts*, Elsevier Science & Technology Books, Oxford 2005.

Catherine VIOT, *Memento LMD, le Marketing*, Gualino, Paris, 2006.

David HURON, *Décisions et stratégie marketing*, Gualino, Paris, 2007.

Michel HEBERT, *Raisonnement « Métis » : marketing et communication*, Maxima, Paris, 2008.

John WIMSHURT, Adrian MACKAY, *Fundamentals and practice of marketing (4<sup>ed.</sup>)*, Elsevier Science & Technology Books, Oxford, 2003.

Sébastien SOULEZ, *Le marketing*, Gualino Paris, 2008.

David JOBBER, *Principles and practice of marketing (5<sup>ed.</sup>)*, McGraw-Hill, Maidenhead, 2006.

Eric VERNETTE, *L'essentiel du marketing (3<sup>ed.</sup>)*, Eyrolles, Paris, 2008.

Saïd HALLA, Thierry HIMBER, Sébastien SOULEZ, *Exercices de marketing avec corrigés détaillés*, Gualino, Paris, 2008.

Marilyn A. STONE, John DESMOND, Ian JB. McCALL, *Fundamentals of Marketing*, Taylor & Francis, New York, 2006.

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**H3/25b: GLOBALISATION AND ECONOMIC STRATEGIES****Fall Semester****Lectures:** 24 hours**ECTS credits:** 2**OBJECTIVE:**

Get a better understanding of contemporary economic mechanisms. Become familiar with the tools needed to analyze economic policies on a national and international scale. Be able to comprehend current French and international economic affairs and evaluate the impact of chosen economic strategies.

**COURSE PROGRAM:**

This class will focus on three main issues:

- **Globalization and financialization of the economy:** the global economic transformations: globalization of financial markets, the international monetary system, strengths and weaknesses of financial markets, the 2008/2009 crisis and its consequences

- **Single market and single monetary policy in Europe:**

How does the European single market work? the euro zone? What are the economic policies in the euro zone? What is the future of Europe?

- **Competitiveness and attractiveness in France:** Strengths and weaknesses of French economy in the Euro zone and the world.

**Intro:** Brief history of economic facts and ideas since the Industrial Revolution.

**Theme 1:** The transformation of global economy

**Theme 2:** The global financial and monetary system

**Theme 3:** The 2008 economic and financial crisis

**Theme 4:** The difficult development of European construction.

**Theme 5:** France and Europe in the world: competitiveness and attractiveness

**BIBLIOGRAPHY:**

CEPII, *L'économie mondiale 2020*, Repères, La Découverte, 2019. - OFCE, *L'économie européenne 2019*, Repères, La Découverte, 2019. - OFCE, *L'économie française 2020*, La Découverte, 2019 - B. Coeuré, *Le monde a-t-il encore besoin de la finance ?*, PUF, 2010. - C. Saint-Etienne, *Osons l'Europe des Nations*, Les éditions de l'observatoire, 2018.

**ASSESSMENT:**

Creation and Presentation of a project on a current topic chosen by students (4=0%)

Final: structured essay based on a given documentary file (60%, 2h)

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**LEA3/19d: BUSINESS STRATEGY****Fall Semester****Lectures:** 12 hours**ECTS credits:** 1

**OBJECTIVES:**

To make the students aware of strategies applied today by companies at their level of competition and development.

At the end of this course, students will be able to analyse the situation of the company with regard to the competition and to diagnose its market position.

**COURSE PROGRAM:**

General Introduction: Evolution of the strategy concept.

PART I: Tools of strategical analysis

-**Chapter 1:** Competition analysis.

-**Chapter 2:** The strategic portfolio

PART II: The basic strategies

-**Chapter 3:** Domination strategy via costs.

-**Chapter 4:** Differentiation strategy.

PART III: Development strategies

-**Chapter 3:** Specialisation and diversification strategies.

-**Chapter 4:** Acquisition strategies.-Evolution of the big management concepts since 1960.

Case Studies

-COCA vs. PEPSI

-L' OREAL strategy

-RENAULT strategy

-HEWLETT-PACKARD strategy

-MAC-DONALD strategy

**ASSESSMENT:**

A written essay or a commentary on an economic text.

**BIBLIOGRAPHY:**

- DETRIE, J-P., *Strategor*, Edition DUNOD, 2006.

- PELLICELLI G., *Stratégie d'entreprise*, Edition De Boeck, 2007.

**MCC3/17a: STRATEGIC AND FINANCIAL  
CONCERNS OF INTERNATIONAL COMPANIES**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**OBJECTIVES:**

To know the context of international economy with its main operators and issues. To analyze the financial strategies international companies can implement.

**COURSE PROGRAM:**

I/ The international economy context

-Statistics of international competition

-WTO and the economic issues at stake

-The international monetary unit and the risks of exchange rates

-Union of border services

-The World Bank and other financing organizations

- Multinational companies

II/ International dimension and companies' strategies

-Critical international dimension and scale economics

-Opportunities and pressure of globalization

-Financing international projects

-Direct international investments

-International side of estimating costs

-Strategies for international development

**ASSESSMENT:**

Midterm and final: 2-hour long written test.

**BIBLIOGRAPHY:**

"Exporter" (23rd edition), FOUCHER

*Le management des firmes multinationales.* VUIBERT  
*Mondialisation et delocalisation des entreprises,* LA  
DECOUVERTE

**MCC3/18b: ECONOMICS AND THE MEDIA**

**Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 3

**OBJECTIVE:**

At the end of the course students should know:

-Essential economic information about the media

-The theoretical basis behind the economic factors governing the media

-Financial strategies for the media and the economic problem currently facing managers in this sector

-Some useful figures and statistics

-Where do we go from here?

**COURSE PROGRAM:**

**Theme 1 : Economic characteristics of the media**

Session 1 : the press

Session 2 : production costs

Session 3 : the historical context

Session 4 : the written press and its traditional economic practice

**Theme 2 : the market**

Session 5 : barriers and saturated sectors

Session 6 : the principal players today

Session 7 : advertising

**Theme 3 : business strategies in the media**

Session 8 : general info

Session 9 : some successful examples

**Theme 4 : other forms of media**

Session 10 : television, classic, cable and satellite

Session 11 : internet

Session 12 : the free press

**BIBLIOGRAPHY:**

Patrick LE FLOCH & Nathalie SONNAC, *Economie de la presse*, La Découverte, Paris, 2005

Ghislain DESLANDES, *Le management des médias*, La Découverte, Paris, 2008

Jean-Marie CHARON, *La presse quotidienne*, La Découverte, Paris, 2005

Roland CAYROL, *Les Médias*, PUF, Paris, 1991

Partie 2 : chapitre 2 : la publicité dans la presse française

Chapitre 3 : la concentration de la presse française

Chapitre 4 : la gestion des entreprises de presses et entreprises annexes.

**LEA3/22c: INTERNATIONAL MARKETING &  
NEGOTIATION**

**Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

**OBJECTIVE:**

To help students gain a better understanding of the different careers in international marketing and the skills required.

**COURSE PROGRAM:**

1. Definition

2. What is a market?

3. Different types of market

4. Market surveys



5. Marketing plans
6. International brand management
7. Strategic options
8. Marketing Mix
9. Careers in Marketing
10. Training in marketing

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**LEA3/22d: INTRODUCTION TO MANAGEMENT**  
**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 2

**OBJECTIVE:**

To help students understand management via a class based on experience and tough reality. We shall discuss some key texts and testimonies by managers and explore various important themes. We aim to give students a realistic idea of what a manager's daily life is like.

**COURSE PROGRAM:**

- 1° The **Tools of Management**: The Team, the Organisation, the Organisation Chart, the Meetings
- 2° **Human Resources**: Recruiting, Training, Salary strategy, career development, Coaching. Communication: Building your network strategy for your professional objectives »
- 3° **Other management Key Responsibilities**: Commercial law, Shrinkage, Communication, Health and Security, Customers Service, Ethics.
- 4° **Management and Motivation**: Work force motivation, Basic Principles to remember.
- 5° **Motivation**: the key to Performance improvement: Employee Motivation Techniques.
- 6° **Handling tricky situations**. Disciplinary Problems, Poor Performance, Grievances.
- 7° **What are the attributes of personal effectiveness?** What is Leadership ?
- 8° **Motivation strategies**, Motivational team building, Motivational coaching and training motivation.
- 9° **Retail Management** and store operations.
- 10° **Sales Management**.

**SET BOOK:**

Harvard Business School professor Linda A. Hill's classic book, *Becoming a Manager: Mastery of a New Identity* (Harvard Business Press, 2003)

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**LEA3/22e: FINANCIAL MANAGEMENT**  
**Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Introduction: The importance of Financial Management in companies  
Chapter 1: Introduction to financial analysis  
Chapter 2: Studying balance sheets  
Chapter 3: Studying an annual financial statement  
Chapter 4: Budgeting

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**AIT4C/2a: STRATEGIC MARKETING**  
**Fall Semester**

**Lectures:** 30 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

Definition and role of Strategic Marketing  
3 approaches must be considered in the light of:  
-The chain of values ( situating the product within the overall success of the company)  
-The consumer's priorities

**Part 1 – The Industry/Commerce Balance**

- Historical overview and basic principles
- Consequences for a company's marketing strategy
- Different approaches to retailing strategy

**Part 2 – Marketing Strategy taking into account the consumer's point of view**

- 1) Segmentation.  
-Definitions.  
-Different types of segmentation.  
-Segmentation procedures  
-Segmentation criteria.
- 2) Targeting  
-Definitions.  
-Choosing your segments.  
-Different types of targeting
- 3) Positioning  
-Definitions.  
-Aims of Positioning.  
-Tools for creating distinctions.  
-Positioning :analysis and communication.

**Conclusion :** First steps in becoming competitive

**BIBLIOGRAPHY:**

- Marketing management - Kotler & Dubois. (Publi Union.)
- Strategor (Dunod)
- Marketing Management et Strategy - Peter Doyle (Prentice Hall.)

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**AIT4C-AIT4M/2d: E-BUSINESS AND WEB 2.0**  
**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lab:** 25 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

- \* Theory  
-Understand Internet and E-business  
-The role of the internet in business  
-E-business : advantages  
-Practical guide to doing e-business  
-Create an effective commercial website  
-Export through the web  
-The legal framework of E-business  
-Future developments
- \* Practice : now you do it !  
-Use databases  
-Animation flash MX  
-Photoshop 6

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**AIT4C/7b: INTERNATIONAL MANAGEMENT**  
**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 2

**OBJECTIVE :**

The aim is for students to understand the issues at stake in managing international teams.

**COURSE PROGRAM:**

- What is culture ?
- Major elements of culture
- Critical dimensions of cultural differences
- Cultural diversity and project management
- Cultural synergy
- Effective team building

**AIT4M/2a: INTERNATIONAL BUSINESS  
TECHNIQUES/ EXPORT DIAGNOSIS**

Fall Semester

**Lectures:** 36 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

Unit 1: International Market Surveys

- To define the objectives and the contents of market surveys

- How to make a market survey

Unit 2: Export structures

- Different exportation jobs
- Various types of export structure
- Export management
- Case study: organization of an export department, official documents, the different stages in an export transaction

-Unit 3: International Supply

- How to sell a product abroad
- Fixing prices for the international market
- Incoterms
- Case study: export costs and selling prices, pro forma invoicing

-Unit 4: Prospecting

- Choice of prospecting strategies
- Prospecting abroad
- Preparing a prospection trip
- Prospection supports
- Case study: different types of French insurance policy

-Unit 5: International Freight Transport

- Responsibilities
- Official documents
- Case study: transport valuations, shipping insurance, freight agent costs

-Unit 6: Covering business and political risks

- Insuring consumer goods, light and capital goods
- Case study: COFACE and GCP (French insurance policies)

-Unit 7: Modes of payments

- The different modes of payment
- Guarantees of payment
- Characteristics of documentary credits
- Case study: export 1 documentary credit, export 2 documentary credit

-Unit 8: Financing exports

- Before and after dispatch
- Case study: making financial claims, factoring, budgeting for subsidiary companies

**AIT4M/2b: BUYER AND CONSUMER BEHAVIOUR**

Fall Semester

**Lectures:** 30 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

-What is marketing ?

-Psychological factors influencing the decision to buy a product

-Situations and circumstances influencing the decision to buy a product

-Different types of consumer decisions and purchasing situations

**BIBLIOGRAPHY:**

-AMINE, A. (1999), « *Le comportement du consommateur face aux variables d'action marketing* », Management et société.

-DARPY, D. et VOLLE, P. (2003), « *Comportement du consommateur, concepts et outils* », Dunod.

-FILSER, M. (1994), « *Le comportement du consommateur* », Précis Dalloz.

**AIT4M/2c: INTERNATIONAL BRAND  
MANAGEMENT**

Fall Semester

**Lectures:** 20 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

- Parallel imports
- Counterfeiting problems
- Mixing elements in the international brand Transfers

**AIT4M/3a: INTERNATIONAL MARKETING**

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 20 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

A company, whatever its size and its sector, must pay more and more attention to foreign trade in order to maintain or obtain a place in world business. But exporting can't be improvised. The objective of this course is to present to students the main issues linked with companies' international marketing strategy and to study the successive steps of a marketing strategy orientated to exports.

**Companies international development:**

Reasons for internationalization

**Export policy:**

- Export diagnosis
- Choosing target markets

**Export strategy:**

- Products
- Retailing
- Export costing
- Communication

**ASSESSMENT:**

Individual or group project.

**BIBLIOGRAPHY:**

A. BARELIER, J. DUBOIN, F. DUPHIL, N. GEVAUDANCONTAL, L. GRATALOUP, G. KUHN, C. LEVY, J. PAVEAU, J.M. SARAN – *Exporter – Pratique du commerce international* – Foucher, 2000

C. CROUE – *Marketing international* – Perspectives, De Boeck, 1999

C. PASCO-BERHO – *Marketing international* – Dunod, 2000

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**AIT4M/3b: STRATEGIC MARKETING****Fall Semester****Lectures:** 33 hours**ECTS credits:** 3**COURSE PROGRAM:**

Definition and role of Strategic Marketing  
3 approaches must be considered in the light of:  
-The chain of values ( situating the product within the overall success of the company)  
-The consumer's priorities

**Part 1 – The Industry/Commerce Balance**

- Historical overview and basic principles  
- Consequences for a company's marketing strategy  
- Different approaches to retailing strategy

**Part 2 – Marketing Strategy taking into account the consumer's point of view**

1) Segmentation.  
-Definitions.  
-Different types of segmentation.  
-Segmentation procedures  
-Segmentation criteria.  
2) Targeting  
-Definitions.  
-Choosing your segments.  
-Different types of targeting  
3) Positioning  
-Definitions.  
-Aims of Positioning.  
-Tools for creating distinctions.  
-Positioning :analysis and communication.

**Conclusion :** First steps in becoming competitive**BIBLIOGRAPHY:**

- *Marketing management* - Kotler & Dubois. (Publi Union.)  
- Strategor (Dunod)  
- *Marketing Management et Strategy* - Peter Doyle (Prentice Hall.)

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**AIT4M/4a: QUANTITATIVE MARKETING****Fall Semester****Lectures:** 20 hours**ECTS credits:** 2**COURSE PROGRAM:**

- Qualitative approach to market surveys  
- Preparing surveys (formulation of the problem, preliminary surveys, the project)  
- Quantitative approach to market surveys (sampling, questionnaire creation, questionnaire management)  
- Quantitative management techniques (basic statistics, tests, association analysis, multifaceted analyses, Cost Insurance Freight, typological analysis, discriminatory analysis)

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**AIT4M/4b & AIT4M/8b: PROJECT MANAGEMENT – CASE STUDY****Fall & Spring Semesters****Lectures:** 20 hours Fall / 16 hours Spring**ECTS credits:** 2**OBJECTIVE:**

- Understanding the different stage in project management
- Anticipating problems
- Establish and knowing when to modify a timeline
- Understanding what your boss wants and knowing how to adapt

**COURSE PROGRAM:**

- From idea to concrete project
  - Identifying needs
  - The main initial and intermediary stages
  - When things don't quite go according to plan....
  - Creating your mission statement and defining tasks
  - Writing reports
  - Chairing meetings
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**AIT4M/7a: INTERNATIONAL PURCHASING SERVICES****Spring Semester****Lectures:** 20 hours**ECTS credits:** 2**COURSE PROGRAM:**

1) Purchasing : its aims and its role in the life of a company  
2) Different kinds of buyer – the different aspects of the job  
3) Qualities needed to be a good buyer  
4) Suppliers – what you need to know about them and how to find good ones  
5) What is a buyer looking for ?  
6) How to find the products to purchase  
7) How to negotiate financially  
8) Good negotiation techniques  
9) What you need to know about the supply chain (incoterms etc. )  
10) Managing orders (contracts and follow-up )  
11) Managing purchases (quantity to order, covering costs etc.)  
**Conclusion :** how the job is changing today (ethics, environment etc.)

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**AIT4T/7c: E-BUSINESS AND WEB 2.0****Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lab:** 16 hours**ECTS credits:** 1**COURSE PROGRAM:**

\* Theory  
-Understanding Internet and E-business  
-The role of the internet in business  
-E-business : advantages  
-Practical guide to doing e-business  
-Creating an effective commercial website  
-Exporting through the web  
-The legal framework of E-business  
-Future developments  
\* Practice : now you do it !  
-Using databases  
-Animation flash MX  
-Photoshop 6

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**AIT4C-AIT4M/6b: INTERNATIONAL TRANSPORT  
AND LOGISTICS**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

**Logistics:**

- A definition of logistics
- Elements in logistics
- Logistical development and optimization
- Outsourcing: refocusing on core business
- Logistics in companies: from just-in-time methods to Supply Chain Management and Efficient Consumer Response
- Logistics: internationalization and globalization

**Sea transport, keystone of international trade:**

- Understanding sizes
- A sea transport revolution: the advent of containers
- Containers: universal transport vector
- Shipping companies, alliances, conferences, mega-carriers, consortia, sea transport organizations
- The race for gigantic size containers. Harbours: organization, development, new concepts, hierarchy at the global level, one permanent feature: to anticipate in order to remain competitive
- When the sea transport war is won on the land: strategy of the main ports, Hinterland structuring, mixed-mode transport
- The role of inland ports and their relationship with sea ports

**Air transport: a time to make important choices:**

To be confirmed

3 modes of overland transport: road, rail and river:

- Road transport: organization, advantages and disadvantages
- Why is road transport the most widespread?
- Rail transport: passing from a national to a European mindset
- River transport: positive effects of liberalization
- The renewal of river transport in France and abroad
- From competition between modes of transport to a mix and match approach: combined transport strategies and services.

**Transport companies: vital actors in international trade:**

- What a transport company is: status, mission, difference between transport companies and freight companies
- Transport organization in France, in the world, choice of incoterms and customs procedures
- Evolution of transport companies in Logistics

**Service providers in transport:**

- What is a logistician?
- Logistics service providers: mission, tools, objectives
- How to manage warehouses, stock, transmission of information
- Creating integrated networks at the global level

**BIBLIOGRAPHY:**

D. TIXIER, H. MATHE, J. COLIN – *La logistique d'entreprise : vers un management plus compétitif* – Dunod, Paris, 1996

CABINET DATA-DELIVER – *Réussir sa e-logistique* – Logistiques Magazine Rueil-Malmaison, 2001

S. RACK-d'AVEZAC – *Les chaînons manquants dans la navigation fluviale* – Le Polygraphe, Angers, 1997

N. TERRASSIER – *Stratégie de développement du transport maritime de lignes régulières* – Moreux, Paris, 1997

P. EMO, C. TINEL – *Terminal à conteneurs portuaire* – Celse, Paris, 1997

Coll. Plein Pot Sup – *Commerce international* – Foucher, Paris, 1999

Genèse J. ADDA – *La mondialisation de l'économie* – La Découverte, Paris, 2001

P. VALLIN – *La logistique – Modèles et méthodes de pilotage des flux* – Economica, Paris 2001

**AIT4C-AIT4M/6c: INTERNATIONAL  
NEGOTIATION**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 16 hours

**ECTS credits:** 2

**OBJECTIVE:**

At the end of the course students should be able to negotiate in a business context with foreign companies, take the initiative in negotiations and decode their fellow negotiators' unspoken assumptions.

**COURSE PROGRAM:**

- Preparing to negotiate
- Points to cover
- Identifying points where negotiation is or is not possible
- Identifying points where your opposite number will wish to negotiate and how to respond
- the Final phase of negotiations

**BIBLIOGRAPHY:**

P. Audebert-Lasrochas, *Profession négociateur*, les éditions d'organisation, Paris, 1995.

**AIT4M/7b: MARKET SURVEYS  
AND QUANTITATIVE TECHNIQUES  
APPLIED TO MARKETING**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

By the end of this course, students should have become familiar with the process of market survey in its entirety: define an approach, test out hypotheses, and analyse the results. Students will be taught to rightly pick classic tools of analysis (hypothesis testing, comparison testing, ANOVA...), of classification, and of data-visualisation (PCA, correspondence analysis...) Students will learn the basics of an analysis software such as R or SAS.

**COURSE PROGRAM:**

Chapter 1: Market Survey: Approach and Objectives

- > Define an approach
- > Identify information
- > Pick hypotheses

Chapter 2: Approach and Data-Gathering

- > Data-gathering methods
- > Qualitative vs. quantitative analyses
- > Creation of surveys

Chapter 3: Preparation to Data-Analysis

- > Statistical reminders
- > The notion of appraiser (central limit theorem...)
- > Confidence intervals
- > Notions of survey theory (survey schemes, stratification...)

#### Chapter 4: Testing Out Hypotheses

- > Introduction to hypothesis tests (either parametrised or not)
- > Examination of the conditions of application
- > Conformity tests (mean, proportion, variation)
- > Comparison tests (Student, Levene, U, paired data or not)
- > Adequacy tests
- > Extension to ANOVA

#### Chapter 5: Data-Visualisation

- > Analysis of primary match
- > Factorial analysis of correspondence
- > Classification methods

### AIT4M/8a: GEOPOLITICS OF INTERNATIONAL MARKETS

#### Spring Semester

**Lectures:** 20 hours

**ECTS credits:** 2

#### OBJECTIVE:

An approach to the contemporary world : understanding the world map in order to prepare for international negotiations.

#### COURSE PROGRAM:

1. Western civilisation : what is it and where is it ?
2. Europe Today. Presentation of the different countries and zones with their geographical specificities. The different regions and their traditional Lifestyles.

History & politics : understanding national identity and the varied political institutions.

Population and economics: Societies, social structures, religion, intellectual and cultural life, mentalities and behaviour expected in the business world.

The European Union, the Balkans, the former Soviet Republics.

#### BIBLIOGRAPHY:

- Fernand Braudel, *Grammaire des Civilisations*, Collection Champs, Editions Flammarion- Réed.1997
- Roland Breton, *Géographie des Civilisations*, Collection Que sais-je ? – PUF, 1991.
- Gérard Chaliand et J.P.Rageau, *Atlas politique du XXème siècle*, éd. le Seuil, 1988.
- Yves Lacoste, *Dictionnaire de Géopolitique des Etats*, éd. Flammarion, 1998.

### AIT4T/7a: MARKETING AND SALES IN BUSINESS TOURISM

#### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 2

#### OBJECTIVE:

Be able to define the notion of business tourism but also have the measure of the constant changes in this field.

#### COURSE PROGRAM:

The French offers in term of facilities:

- exhibition rooms
  - hotels
  - conference centres
- The case of Ile-de-France  
The demand evolutions

Strengths and weaknesses of France as a destination  
Evolution of the business tourism activities.

#### Investments

Improvement of the French offer competitiveness by knowing the foreign competition.

Tourism management initiatives in partnership with professionals

#### ASSESSMENT:

You will have to develop two projects as a pair or as a small team and there will be a final written exam.

#### BIBLIOGRAPHY:

« le tourisme d'affaires », Maurice Dupuy, « tourisme d'affaires, l'industrie des événements et des rencontres », revue espaces.

#### Internet Resources:

Revue-espaces.com ; bedouk.fr

### MCC4I/7b: ECONOMIC CULTURE

#### Spring Semester

**Lectures:** 12 hours

**ECTS credits:** 3

#### OBJECTIVE:

Supply the students with the main tools of economical sciences: concepts, laws, theorems, mechanisms, controversies...

Open the students' minds on current economical topics, give them curiosity, general culture and critical spirit.

Train professionals aware of what is economically at stake with the States, the companies, the associations... Adapt to every one by suggesting some revisions or in-depth exercises according to the students' needs.

#### COURSE PROGRAM:

**1. Economic points of reference:** essential figures, great thinkers, important dates, useful information sources, economists' tool box (laws, theorems, effects, curves, mechanisms), confusions that should not be made, controversies to be familiar with. Where does economic growth come from? Why do the prices go up? How does technical progress create jobs?

**2. Growth:** definition, measure, evolution, fluctuations, sources, role of the institutions, Keynesian theories, neoclassical approaches, endogenous growth.

**3. Employment:** microeconomic/macroeconomic analysis of the employment market. Explanations for unemployment, struggle against it. Unavoidable notions: hourly/real wage, gross/net salary, work costs, bargain effect...

**4. State:** Night-watchman state, Welfare state, objectives and instruments of economical politics, structural/cyclical politics, monetary/budgetary politics, Public choice theory, theory of political-economical cycles.

**5. Crisis:** Capitalism crisis, subprimes crisis, EU-zone crisis, the word "crisis" being overused, clarification of diagnosis and remedies suggested by academic economist.

**6. Economical alternatives:** facing the crisis, initiatives multiplying. Deglobalise? Relocate? Local currencies? Universal income? Circular, collaborative, social or solidary economy?

## BIBLIOGRAPHY:

### Economical points of reference:

DIDIER Raphaël, *Les grands mécanismes de l'économie*, Ellipses, 2016.

GENEREUX Jacques, *Introduction à l'économie*, Points, 2014.

### Growth :

COHEN Daniel, *Richesse du monde, pauvreté des nations*, Flammarion, 1997.

COHEN Daniel, *Trois leçons sur la société post-industrielle*, Seuil, 2006.

GUELLEC Dominique, RALLE Pierre, *Les nouvelles théories de la croissance*, La Découverte, collection Repères, 2003.

PETIT Pascal, *Croissance et richesse des nations*, La Découverte, collection Repères, 2005.

### Employment :

ASKENAZY Philippe, *Les décennies aveugles. Emploi et croissance (1970-2010)*, Seuil, 2011.

CAHUC Pierre, ZYLBERBERG Alain, *Le chômage, fatalité ou nécessité ?*, Flammarion, 2009. /

GAUTIE Jérôme, *Le chômage*, La Découverte, collection Repères, 2009.

### State :

AGHION Philippe, CETTE Gilbert, COHEN Élie, *Changer de modèle*, Odile Jacob, 2014.

BASLÉ Maurice, *Le budget de l'État*, La Découverte, collection Repères, 2015.

ROSANVALLON Pierre, *La crise de l'état-providence*, Points, 2015.

### Crisis :

ARTUS Patrick, VIRARD Marie-Paule, *Croissance zéro, comment éviter le chaos ?*, Fayard, 2015.

BOLTANSKI Luc, CHIAPELLO Eve, *Le nouvel esprit du capitalisme*, Gallimard, 1999.

FITOUSSI Jean-Paul, *Le théorème du lampadaire*, Les liens qui libèrent, 2013.

KRUGMAN Paul, *Sortez-nous de cette crise... maintenant !*, Flammarion, 2012.

STIGLITZ Joseph, *Le triomphe de la cupidité*, Actes Sud, 2013.

### Economic alternatives :

DEMOUSTIER Danièle, *L'économie sociale et solidaire*, La Découverte, 2003.

LATOUCHE Serge, *Le pari de la décroissance*, Fayard, 2006.

LE MOIGNE Rémy, *L'économie circulaire*, Dunod, 2018.

PROBLEMES ECONOMIQUES, *Economie collaborative, une révolution ?*, n°3128, mars 2016.

SLITINE Romain, LACROIX Géraldine, *L'économie sociale et solidaire*, QSJ n°4070, 2016.

## MCA5/2a: MANAGING A CULTURAL ORGANISATION

### Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 2

### OBJECTIVES:

To manage the project of a cultural structure: budget, implementation.

To understand the administration operating of a cultural structure.

To detect the opportunities of partnerships for a cultural structure regarding its location and project.

To draw a development strategy for a cultural structure.

### COURSE PROGRAM:

- 1) Analysing the role playing by the different sponsors in the budget of a cultural structure, with special attention to the EU
- 2) Legal, social, fiscal and financial background of a cultural structure
- 3) Case study
- 4) Setting up a project

### ASSESSMENT:

A case study at home

## MCA5/2b: DEVELOPMENT OF PRIVATE FUNDING

### Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 2

### OBJECTIVE:

To present one's cultural or artistic project to a boss.

### COURSE PROGRAM:

- 1) Patronage: definition, expectations, motives, laws
- 2) Sales points
- 3) Communication, requesting a grant

### ASSESSMENT:

Continuous; producing a file to request a grant and/or a patronage

### BIBLIOGRAPHY:

-*Répertoire du mécénat*, Admical, 2011

-*Associations culturelles et mécénat d'entreprise. Comment aborder la recherche de partenaires privés ?*

Stéphane Barré, Patrick Rosenfeld, François-Xavier Tramond, Opale CNAR Culture, 2008

[www.cultureproximite.org/article.php3?id\\_article=256](http://www.cultureproximite.org/article.php3?id_article=256)

-*Guide des fondations*, CRESS Nord-Pas de Calais, 2010 [www.cressnpdc.org](http://www.cressnpdc.org)

-*Guide du mécénat*, CRESS Nord-Pas de Calais, 2007 [www.cressnpdc.org](http://www.cressnpdc.org)

-*Guide juridique et fiscal du mécénat et des fondations*, Olivier Binder, Admical, 2007

-*Mécénat et parrainage, guide juridique et fiscal*, Xavier Delsol, Juris Service, 2003

-*Parrainage, mécénat et fondations d'entreprise*, Philippe Morel, Vuibert, 2007

-*Ce qui motive les entreprises mécènes*, Virginie Seghers, Autrement, 2007

Internet Resources :

-Admical : [www.admical.org](http://www.admical.org)

-CRESS Nord - Pas de Calais : [www.cressnpdc.org](http://www.cressnpdc.org)

-Fondation de France : [www.fondationdefrance.org](http://www.fondationdefrance.org)

-Ministère de la Culture, Mission Mécénat :

[www.mecenat.culture.gouv.fr](http://www.mecenat.culture.gouv.fr)

-Opale – CNAR Culture : [www.culture-proximite.org](http://www.culture-proximite.org)

-Loi n°2003-709 du 1er août 2003 :

[www.legifrance.gouv.fr](http://www.legifrance.gouv.fr)

## AIT5C/1b: ENTREPRENEURSHIP AND BUSINESS ETHICS

### Fall Semester

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 12 hours

**ECTS credits:** 1

### OBJECTIVE:

Know the theory



Know what really happens in French companies  
Ethics for entrepreneurs  
Think ethically

**COURSE PROGRAM:**

Define business ethics  
Different points of view  
• The American vision of ethics  
• The Japanese vision of ethics  
• The European vision of ethics  
Measure ethical practice in companies  
• What really really happens in French companies  
• Which companies have a good reputation and why  
• Company size and ethical questions  
• Legal responsibilities of companies and bosses for ethical misdemeanours  
• The social role of French businesses  
Ethics for entrepreneurs  
• Theory  
• Practice

**BIBLIOGRAPHY:**

*Le capitalisme est il moral ?*, André Comte- Sponville, 1952 Albin Michel  
« L'Ethique et le chaos », « Le pouvoir des mots. *Dictionnaire critique de l'entreprise contemporaine*, Alain Etchegoyen, 1994 Dunod  
*La vraie morale se moque de la morale, Etre Responsable*, Alain Etchegoyen, 1999 Seuil  
*Le Mythe de l'entreprise*, Jean Pierre Le Goff, 1995 La découverte essais  
*Main basse sur la cité*, Emmanuel Faber, 1992 Hachette  
Loi n°2001-420 du 15 mai 2001 sur la nouvelle réglementation économique NRE et son décret d'application

**AIT5C/2a & AIT5T/2a: INTERNATIONAL NEGOTIATION**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH  
THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 30 hours **ECTS credits:** 2

**COURSE PROGRAM:**

- Structure and dynamics of international trade negotiations (business discussions and negotiations in general, preparation of business negotiations, psychological approach to negotiation, typical stages of usual business discussions, strategic aspects)  
- Varieties of business negotiation and ideal conditions (traditional sales negotiations, "tactical" sales and techniques, business negotiations and complex sales strategies)

**AIT5M/2a: INTERNATIONAL NEGOTIATION**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours **ECTS credits:** 2

**OBJECTIVE:**

By the end of the course students should be able to

negotiate in a business context with foreign companies, take the initiative in negotiations and decode their fellow negotiators' unspoken assumptions.

**COURSE PROGRAM:**

- Preparing to negotiate  
- Points to cover  
- Identifying points where negotiation is or is not possible  
- Identifying points where your opposite number will wish to negotiate and how to respond  
- the Final phase of negotiations

**AIT5C/4b & AIT5M/4b: MODERN MANAGEMENT AND NETWORKING**

**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 30 hours **ECTS credits:** 3

**OBJECTIVES :**

To know, to understand and to apply the tools of efficient management.

**COURSE PROGRAM:**

- What should and should not be done in efficient management  
- Team work  
- Interviews on progress  
- Debriefing, compensation, sanction

**EDUCATIONAL METHODS:**

Very interactive with regular simulations.

**ASSESSMENT:**

One final exam.

**AIT5C/4d & AIT5T/4d: EVENTS PLANNING**

**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 25 hours **ECTS credits:** 2

**OBJECTIVES :**

Gain knowledge of technical terms linked to show business and events: sound, lights, video, interpreting, etc. Jobs in the show business.  
Finding a venue, a room.

**CONTENTS:**

- Know the elements needed to organise an event  
- Feasibility study  
- Find solutions to an issue, put them into practise  
- Planning, drawing a budget, communicating, realising, managing the employees

**EDUCATIONAL METHODS:**

Case study, sharing experience, debates, self-training, exercises, presentations, professional speaking, project, research, group work, seminars, attending meetings...

**ASSESSMENT:**

5 midterms of 1 hour each on the 5 themes + one final

**BIBLIOGRAPHY :**

Periodicals: L'Evenementiel  
Management de projets événementiels by Philippe  
Claveau, Editions PUG  
Show business contracts

### **AIT5C/5a: PROJECT MANAGEMENT – CASE STUDY**

**Fall Semester**

**Lectures:** 15 hours

**ECTS credits:** 1

#### **OBJECTIVE:**

- Understand the different stages of project management
- Anticipate problems
- Establish and know when to modify a timeline
- Understand what your boss wants and know how to adapt

#### **COURSE PROGRAM:**

- From idea to concrete project
- Identifying needs
- The main initial and intermediary stages
- When things don't quite go according to plan....
- Creating your mission statement and defining tasks
- Writing reports
- Chairing meetings

### **AIT5M/1b: QUANTITATIVE MARKETING METHODS**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 15 hours

**ECTS credits:** 1

#### **COURSE PROGRAM:**

- Qualitative approach to market surveys
- Preparing surveys (formulation of the problem, preliminary surveys, the project)
- Quantitative approach to market surveys (sampling, questionnaire creation, questionnaire management)
- Quantitative management techniques (basic statistics, tests, association analysis, multifaceted analyses, Cost Insurance Freight, typological analysis, discriminatory analysis)

### **AIT5M/1c: PANELS & PLANS MARKETING**

**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 16 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To understand and know how to use panel data in marketing diagnosis and in monitoring the global or national performance of a particular brand or product.

#### **COURSE PROGRAM:**

- Different types of panels
- Using data from retail panels
- Using data from consumer panels.

#### **BIBLIOGRAPHY:**

BLANCHARD, D. et LESCEUX, D. (1995), *Les panels*, Dunod.  
MERUNKA, D. (1994) *Décisions marketing*, Dalloz.  
Revue : Point de Vente, Libre Service Actualité, Marketing Magazine.

### **AIT5M/3c: INTERNATIONAL BUSINESS DEVELOPMENT AND INSTITUTIONS**

**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 12 hours

**ECTS credits:** 1

#### **PREREQUISITE:**

Students should have a basic understanding of business management and some knowledge of the history of international economic relations

#### **OBJECTIVE:**

To understand the expectations companies have for national and international institutions.  
To evaluate the importance of these institutions' work and how they support businesses

#### **COURSE PROGRAM:**

This course will study a variety of institutions which contribute to the security, protection or support of businesses.

- National institutions: Ministry of European and Foreign Affairs, Ministry of the Economy and Finance (especially the Treasury), Public Agencies and establishments such as Chambers of Commerce, France BPI, France Business, NIIP...
- International institutions (WTO, OECD, UNCTAD, the World Bank, World Customs Organization, International Organization for Standardization, World Intellectual Property Organization...)
- International conventions (United Nations conventions on international sales contracts, International conventions on transports, Conventions for the protection of Industrial Property...)
- Parastatals (International Chamber of Commerce, International Court of Arbitration...)
- European Institutions (especially entities responsible for commercial policy)

Topics studied throughout the semester include:

- Financial and Human resources support to international development
- Access to international public markets
- International contracts law
- The challenges of Normalization
- Right to concurrence
- Intellectual Property
- Customs regulations
- Monetary change controls
- Dispute settlement
- Social responsibility of businesses
- Ethical issues in the fight against corruption
- Development assistance policies and Assistance Credits
- The political risk
- Extraterritorial laws
- Etc

#### **BIBLIOGRAPHY:**

« Fiches d'Institutions internationales » de Hélène Simonian-Gineste (Editions éllipse)  
« Atlas géopolitique mondial » (Editions du Rocher)

« La géopolitique » de Pascal Boniface (Editions Eyrolles Pratique)  
 « Atlas de la mondialisation » de Laurent Carroué (Editions Autrement)  
 « La mondialisation contemporaine, rapports de force et enjeux » ouvrage collectif (Editions Nathan)

#### WEBSITES :

Le dico du commerce international  
 (<https://www.glossaire-international.com/> )  
 Sites internet des institutions multilatérales (WTO, UNCTAD, OECD, World Bank,.....) et leurs bases de données  
 « World Trade Report » (OMC)  
 « The world economy » par Angus Maddison (OCDE)  
 La revue géopolitique « Diploweb.com »  
 Le magazine géopolitique « Le dessous des cartes » : <http://ddc.arte.tv/>  
 Le mensuel « Le Monde diplomatique »

#### AIT5M/3d: INTRODUCTION TO ENTREPRENEURSHIP

##### Fall Semester

BUSINESS MAJORS OR GRADUATE STUDENTS ONLY

**Classes:** 26 hours

**ECTS credits:** 2

#### OBJECTIVE:

- Give students the desire to be entrepreneurs!

#### COURSE PROGRAM:

- From vague idea to concrete project
- Testimonies from successful entrepreneurs
- Case studies
- Why do some projects succeed while others fail?
- Different styles of business creation
- Simulations and role plays
- Market surveys for viability
- The technical stuff
- The business model
- The business plan
- Alright, let's get to it then...

#### AIT5M/5a: DIGITAL MULTICHANNEL MARKETING

##### Fall Semester

GRADUATE STUDENTS AND/OR BUSINESS MAJORS ONLY

**Lectures:** 20 hours

**ECTS credits:** 2

#### OBJECTIVE:

Understand the context and recent developments in digital communication in which brands, companies and the market work today.  
 Understand and take into account how the digital universe has upset traditional ways of working in marketing and communication and the extent of the changes which have taken place.  
 Analyse, imagine and set up a relevant communications ecosystem using these new methods.  
 - Learn how to analyse and optimise your research in order to create an up-to-date communications strategy which will outdo your competitors

- Imagine and create a communication strategy which will make your company/product stand out from the crowd
- Develop a communications plan which is both coherent and reflects the values of your brand or company.

#### COURSE PROGRAM:

The class will enable students to understand how contemporary digital communication works. We shall look at new methods of communication – the Web, digital tools, geolocalisation, social networks.  
 The class will also analyse how well-known brands and companies are using these new methods of communication in their marketing and advertising strategies today, at the local, national and international levels.

#### AIT5M/5b: SUPPLY CHAIN MANAGEMENT

##### Fall Semester

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 20 hours

**ECTS credits:** 2

#### OBJECTIVE:

Learning how to manage the supply chain in imports and exports.

#### COURSE PROGRAM:

Transport: Sea, Air, Roads  
 Insurance  
 Customs  
 Quality Management and the Supply Chain  
 The condition of products and the Supply Chain  
 Management and optimizing stockage  
 Forecasting and flow management  
 Costs and expenses

#### AIT5M/5c: MARKETING & CUSTOMER RELATIONSHIP MANAGEMENT

##### Fall Semester

**Classes:** 20 hours

**ECTS credits:** 2

#### OBJECTIVE:

- analyse and understand the different aspects of customer relationship
- put into perspective and apprehend all the aspects of customer relationship inherent to the digital age
- develop a critical analysis of the necessities, failures, and potential of given brands

#### COURSE PROGRAM:

Analyse and understand all the aspects of:  
 - CRM in the digital age  
 - multichannel customer marketing  
 - operational marketing with all the aspects of direct marketing

#### AIT5M/5d: PURCHASES TECHNIQUES

##### Fall Semester

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 20 hours

**ECTS credits:** 2

#### OBJECTIVES :

To handle purchasing and negotiation situations like in the sector of industry. To know the law and ethics of purchasing.

#### REQUISITE:

To know the basics of salesmanship, managing, to have an interest in trade and negotiation.

#### CONTENTS:

- 1 Management of Industrial Purchasing : Specificities of industrial purchasing, objectives and constraints, process and organisation
- 2 Law : Contracts, CGV & CGA, cooperation conventions
- 3 Ethics and responsibility
- 4 Risks and sustainable development
- 5 Negotiation simulations
- 6 Case Study

#### AIT5T/4a: INTERNATIONAL MANAGEMENT

##### Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 15 hours

**ECTS:** 1

#### OBJECTIVE:

Be able to manage an international team.

#### COURSE PROGRAM:

1. Defining the new manager
  - The coming world: from postmodernity to the three powers world (Lyotard, Jameson, Parag Khanna)
  - The contemporary world issues (Chomsky, Stiglitz)
  - Management and leadership (Stephen P. Robbins, Timothy A. Judge)
  - Create a new manager for a new world: the conscious manager (Jameson)
2. The bases of intercultural approximation
  - Be aware of the gap... to be able to cross it ! (*Gulliver's Travels*, *Alice in Wonderland*, *Le petit Prince*, *La machine à explorer le temps*, *Chok-Dee*, *Vorot*).
  - Get rid of our ethnocentric vision of the world (*La guerre du feu*)
3. Strategy (Robert Grant)
  - Concepts
4. Behaviour inside organizations (Stephen P. Robbins, Timothy A. Judge)
  - The man in the organization
  - The group in the organization
  - The organization system
5. Risk-taking approximation (L. Falque, B. Bougon)
  - The choices
  - The consequences
  - Choice and decision

#### BIBLIOGRAPHY:

LYOTARD, J. F., *Le postmoderne expliqué aux enfants*, Paris, Éditions Galilée, 1988  
 JAMESON, F., *El posmodernismo o la lógica cultural del capitalismo avanzado*, Barcelona, ed. Paidós, 1991  
 KHANNA, Parag, *The Second World: How Emerging Powers are Redefining Global Competition in the Twenty-first Century*, Random House Trade Paperback Edition, New York, 2009.  
 Courrier International N° 910, 10-16 avril 2008  
 STIGLITZ, J. E., *El malestar en la globalización*, Taurus, Madrid, 2002

CHOMSKY, Noam, "El control de los medios de comunicación", dans AAVV, *Cómo nos venden la moto*, ed. Icaria, col. Más Madera, Barcelona, 2001  
 ROBBINS, S. P., JUDGE, T. A., *Essentials of Organizational Behavior*, Pearson International Edition, New Jersey, 2008.  
 GRANT, R. M., *Contemporary Strategy Analysis*, Blackwell, Oxford, 2008  
 FALQUE, L., BOUGON, B., *Pratiques de la Décision*, Dunod, Paris, 2005

#### AIT5T/4b: HOSPITALITY MANAGEMENT

##### Fall Semester

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 30 hours

**ECTS credits:** 2

#### OBJECTIVE:

Learn how hotels work all over the world. Know how the different hotel chains and groups function as well as independent hotels. Understanding how hotels are staffed, according to their size. Understanding the basics of how to run a hotel, how to manage it, finance it and manage the staff.

#### COURSE PROGRAM:

- Different types of hotel in France
- Hotels all over the world
- VAT and hotel pricing
- Statistics for hotel management: understanding your customers
- Organising the work: accommodation, food and drink, other services
- Yield management
- Staffing
- Careers in hotel or restaurant work
- Reasons for conflicts or complaints

#### AIT5T/4c: PROJECT MANAGEMENT METHODS FOR TOURISM

##### Fall Semester

**Lectures:** 20 hours

**ECTS credits:** 2

#### OBJECTIVE:

- Understanding the different stage in project management
- Anticipating problems
- Establish and knowing when to modify a timeline
- Understanding when your boss wants and knowing how to adapt

#### COURSE PROGRAM:

- From idea to concrete project
- Identifying needs
- The main initial and intermediary stages
- When things don't quite go according to plan....
- Creating your mission statement and defining tasks
- Writing reports
- Chairing meetings

#### AIT5T/5c: MARKETING FOR TOURISM

##### Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

Master the various aspects of tourism marketing and elaborate a marketing plan by taking into consideration the importance of distribution channels and IT in the modern tourism development.

**COURSE PROGRAM:**

Part 1

- Introduction: Tourism development in the world and in France. Tourism: a specific service. Why is tourism marketing necessary?

- Market knowledge: Demand and offer analysis. The main demand sources.

Part 2

- Product strategy: Knowledge of tourism products. Analysis of the life cycle of a tourism product. Tourism product adaptation. Technical study.

Part 3

- Client loyalty strategy and commercial policy: Finding tourism clients through the marketing plan. Create a tourism destination.

Part 4

- IT in tourism: Mastering information strategy. Information sources and information monitoring. Information management in the value chain. The differences between display and retail websites and how to create a website. The importance of websites and direct mail advertising for foreign tourists. Travel documents package. Distribution strategy and channels. Communication: principles and application to tourism.

**ASSESSMENT:**

You will have to develop two projects with an oral exam and there will be a final written exam.

**BIBLIOGRAPHY:**

*Marketing Du Tourisme* - 1ère Et 2ème Année Tauran-Jamelin, Viviane Bréal - 13/06/2002.

P RICHARD « stratégies et techniques touristiques »

**Internet Resources:**

Revue- espaces.com ; www.tourisme.gouv.fr

**MCA5/4a: PERFORMANCE STUDIES**

**Spring Semester**

**Lectures:** 12 hours

**ECTS Credits:** 1

**OBJECTIVE:**

To define the concept of performance in theatrical studies, the science of information, communication and anthropology; to understand and analyse the relationship between the movement, speech, the language and the action in standard artistic framework of Performing Art; to grasp the ritual, the scene and the body as measure of mediation.

**COURSE PROGRAM:**

- Socio-anthropology of cultural practices
- Introduction to Performing Arts
- Introduction to Performance Studies and its issues (tradition, theatre, movement, language, communication, mise en scène, self-presentation
- Establish the connection between interdisciplinary and theatrical studies, or artistic studies and the science of information and communication, and anthropology of communication

**MCA5/5b: COMMERCIALISATION PLAN**

**Spring Semester**

**CLASSES:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

This course will revolve around the study of the feasibility of a cultural project: assessment of the breakeven point; market analysis: analysis of customers' expectations, quantitative and qualitative study of concurrence. This course will also provide an approach to operational marketing (proposed prices and their justification); product (an essential part); components of the product (or of the service); communication (how the company will become well-known); justification of the choice of the means of communication with regard to objectives and budgetary constraints; retailers (often a restricted section); direct intermediated distribution. We will also study strategic marketing (targeting of customers and ways to differentiate one's products from those of the competition).

## Chinese

**IMPORTANT: ALL OUR CHINESE COURSES ARE TAUGHT IN FRENCH UNLESS OTHERWISE STATED**

**LEA1/4e: BEGINNERS CHINESE 1**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Introduction to Chinese, concentrating on four specific areas:

- Learning to write Chinese characters
- Mastering the Pinyin phonetic transcription system
- Acquiring basic lexical and syntactic grammatical structures
- Understanding Chinese culture

**LEA1/8e: BEGINNERS CHINESE 2**

**Spring Semester**

STUDENTS MUST HAVE STUDIED AT LEAST ONE SEMESTER OF CHINESE

**Lectures:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Continuation of LEA1/4b.

**LEA2/12e & 16e: INTERMEDIATE CHINESE (3 & 4)**

**Fall & Spring Semesters**

STUDENTS MUST HAVE STUDIED AT LEAST ONE YEAR OF CHINESE

**Lectures :** 24 hours      **ECTS credits:** 2 per semester

**COURSE PROGRAM:**

- Speaking Chinese (phonetics and pronunciation)
- Chinese grammar
- Basic Chinese composition
- Understanding Chinese culture and Civilisation

**LEA3/20e & 24e: INTERMEDIATE CHINESE (5 & 6)**

**Fall & Spring Semesters**

STUDENTS MUST HAVE STUDIED AT LEAST TWO YEARS OF CHINESE

**Lectures :** 24 hours      **ECTS credits:** 2 per semester

**OBJECTIVE:**

Understand and speak Chinese fluently about basic topics in everyday vocabulary.  
Write a simple and coherent text in Chinese either narrating past experiences or general information.  
Increase knowledge of China and Chinese culture.

**COURSE PROGRAM:**

**Language elements :**

Asking what something is used for and how to use it.  
Explaining limits and restrictions.  
Expressing continuous actions in the present and past habitual actions.  
How to tell other people about travel experiences.  
Asking other people about their travel experiences and understanding the answer.  
How to present the main towns and regions in China.  
Talking about the weather and the seasons.  
Talking about food and the state of one's health.

**Cultural Content :**

The principal characteristics of the Tang dynasty  
The poetry of the Tang dynasty  
Introduction to Chinese Literature

**AIT4/1c: BEGINNERS CHINESE**

**Fall Semester**

This class is intended for graduate students or business majors

**Lectures:** 20 hours      **ECTS credits:** 2

**OBJECTIVE:**

- At the end of this class students should be able to:
- Understand a basic conversation in Chinese
  - Express themselves understandably in Chinese when speaking about everyday situations
  - Write basic statements in Chinese and transcribe phonetically Chinese writing

**COURSE PROGRAM:**

- How to introduce yourself or other people
- How to obtain information from the people you are talking to
- How to express preferences, needs or desires

- How to count, say or write the date, tell the time and understand prices
- Understanding the basics of Chinese civilisation

**AIT4/5c: BEGINNERS CHINESE 2**

**Spring Semester**

This class is intended for graduate students or business majors

**Lectures:** 16 hours

**ECTS credits:** 1

**OBJECTIVE:**

Continuation of AIT4/1c

## Communication, Culture & Media Studies (including Journalism)

**IMPORTANT: ALL OUR COMMUNICATION COURSES ARE TAUGHT IN FRENCH UNLESS OTHERWISE STATED**

**LCE1/3a & 7b: INTERCULTURAL COMMUNICATION**

**Fall & Spring Semesters**

**Lectures:** 12 hours      **ECTS credits:** 2 per semester

THIS COURSE IS TAUGHT IN ENGLISH

It is possible to join the class in January.

**OBJECTIVE:**

Discuss the nature and role of culture, to identify and explain the principal elements of culture and the importance of cultural differences on general behaviour; to describe the influence of culture on general behaviour; and to begin to develop intercultural sensitivity.

**COURSE PROGRAM:**

**Semester 1:**

Defining culture:

- Definitions, concepts, elements and images of culture
- Distinguishing between objective and subjective culture
- Exploring stereotypes, preconceptions and generalisation
- Recognising the cultural differences that make a difference.

Values: The foundation of culture:

- Understanding the importance of values
- One's own and others' values
- How values define cultural assumptions

Research into culture, Part I:

- Kluckhohn and Strodtbeck: cultural orientations
- The Challenges of Intercultural Communication:

- The "stumbling blocks" to intercultural communication
- Recognising the elements of non-verbal communication
- Exploring non-verbal communication.
- Exploring culture shock

#### **BIBLIOGRAPHY:**

- Hofstede, Geert., *Cultures and Organizations. Software of the Mind*  
 - Trompenaars, Fons., *Riding the Waves of Culture*  
 - Hall, Edward T., *Understanding Cultural Differences*  
 - Marx, Elisabeth, *Breaking Through Culture Shock*  
 - Storti, Craig, *The Art of Crossing Cultures*  
 - Jean-Benoit Nadeau & Julie Barlow *Sixty Million Frenchmen Can't be Wrong*  
<http://www.sietar-france.org>: Site for the Society for Intercultural Education, training and research  
[www.geert-hofstede.com](http://www.geert-hofstede.com): Geert Hofstede  
[www.7d-culture.com](http://www.7d-culture.com): Fons Trompenaars & Charles Hampden-Turner website  
[www.executiveplanet.com](http://www.executiveplanet.com): Practical advice to facilitate working and communicating across cultures and countries.

#### **MCC1/1a: COMMUNICATION AND INFORMATION THEORY**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

Introduction to Analysis of the Media and Uses of Communication.

#### **COURSE PROGRAM:**

1. Dialogues (animated dialogues, why are there dialogues, debates or shows)
2. Networks (forms of diffusion, form of reception, forms of interaction)
3. Culture (techniques, polemics, hermeneutics)

#### **ASSESSMENT:**

2 three-hour written essays or commentaries on a text.

#### **BIBLIOGRAPHY:**

D. BOUGNOUX – *Sciences de l'information et de la communication* (anthologie) – coll. Textes essentiels, Larousse  
 Y.F. LE COADIC – *La science de l'information* – PUF,  
 « Que sais-je ? », Usages et usagers de l'information, Nathan  
 BOUGNOUX, Daniel, *Introduction aux sciences de la communication*, La Découverte, 2001.  
 MAIGRET, Eric, *Sociologie de la communication et des médias*, Armand Collin, 2004.

#### **MCC1/1c: COMMUNICATION FOR BUSINESSES AND ORGANISATIONS**

**Fall Semester**

**CLASSES:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

This course will help students familiarizing themselves with the various communication strategies used by businesses to strengthen their positions on a local, national or international market.

In house and corporate communication will also be studied in relation with the evolution of technological systems (namely digital ones).

#### **CONTENT:**

The course will focus on how a company organizes communication plans to become more competitive or to take the leadership in its economic environment. We shall study the actions performed by these companies (sponsorship, charities...) and their impact on the business.

#### **BIBLIOGRAPHY:**

-Libaert Thierry, *Introduction à la communication*, Paris, Dunod, 2014.  
 -Libaert Thierry, Marrie hélène Westphalen, *Communicator*, Paris, Dunod, 2014  
 -Morel Ph, *La communication d'entreprise*, Paris, Vuibert, 2009.

#### **MCC1/2b – LM1/2b: SEMIOLOGY OF VISUAL IMAGES**

**Fall semester**

**Lectures:** 18 hours

**ECTS credits:** 3 for MCC1 / 2 for LM1

#### **OBJECTIVE:**

To provide the theoretical tools which will enable students to analyse the meaning of visual images. Both fixed images (posters, paintings, photos) and moving images (commercials, film clips) will be studied. We will discuss how images are used to produce meaning.

#### **COURSE PROGRAM:**

The theory of signs, semiology and aesthetics of fixed and moving images. Theories advanced by various authors including Barthes, Eco, Gombrich, Pierce...

#### **EVALUATION :**

*A three-hour written exam.*

#### **BIBLIOGRAPHY:**

ARABYAN, B., *Lire l'image : émission, réception, interprétation des messages visuels*. L'Harmattan, 2000.  
 AUMONT J., *L'image*, Paris, Nathan, 2000.  
 BATICLE, Yveline, *Clés et codes de l'image*, Magnard, Paris, 1983.  
 GAUTHIER, Guy, *Initiation à la sémiologie de l'image*, Les Cahiers de l'audiovisuel, 1979.  
 JOLY, Martine, *Introduction à l'analyse d'image*, Paris, Nathan université, 1994.  
 THERON, Michel, *Rhétorique de l'image : l'exemple de la photographie*, CRDP de Montpellier, 1993.  
 VETTRAINO-SOULARD, M.-C., *Lire une image*, Coll. Communication, Armand Colin, 1993

#### **MCC1/2c: POLITICAL COMMUNICATION**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

At the end of this class students should know :  
 -the identities of the main players in the French political world today and their communication strategies



-the most commonly used theories of political communication  
 -the recent changes in political communication on account of technological innovations

#### **COURSE PROGRAM:**

Session 1 : Introduction

#### **Theme 1 : Basics in political communication**

Session 2 : the main specificities of political communication

Session 3 : Right/Left – do they communicate differently?

Session 4 : tools and methods of political communication

Session 5 : the effects of political communication

#### **Theme 2 : New technology and political communication**

Session 6 : general intro

Session 7 : the idea of the public arena

Session 8 : internet and participative democracy

Session 9 : recent developments in political practice

Session 10 : towards a more global political communication

Session 11 : what comes next ?

Session 12 : conclusion

#### **BIBLIOGRAPHY:**

Philippe RIUTORT, *Sociologie de la communication politique*, La Découverte, Paris, 2007.

Roland CAYROL, *Les Médias*, PUF, Paris, 1991

Thomas MEYER, *Media Democracy*, Polity, Cambridge, 2002.

Philip SEIB (ed.) *Political Communication*, Sage, Londres, 2008

Lynda LEE-KAID & Christina HOLTZ-BACHA (ed.), *The Sage handbook of Political Advertising*, Sage, Londres, 2006.

Loïc Blondiaux, *La fabrique de l'opinion*, Seuil, Paris, 1998

Stephen Tansey, *Politics : the Basics*, Routledge, Londres New York, 2000

Austin Ranney, *Governing, an Introduction to Political Science*, Prentice Hall, 1993

#### **P1/12a: INTRODUCTION TO COMMUNICATION STUDIES**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

To give students a basic introduction to communication by combined theoretical and practical approaches.

#### **COURSE PROGRAM:**

The course will be divided into 3 parts:

- Reference theories and fundamental principles: Communication at the crossroad of several disciplines. McLuhan, Shannon and Weaver's legacy, the Palo Alto "invisible" workshop (Bateson, Birdwhistell, Goffmann, Hall and Watzlawick), Jakobson's linguistic model, Wiener's systemism, Crozier's sociology of organizations, etc.
- Introduction to the professional uses of Communication. Issues relating to business, social and political communication
- Methodological approach to Communication.

#### **ASSESSMENT:**

Commentary on a text and questions

#### **BIBLIOGRAPHY:**

A. BARTOLI – *Communication et organisation* – ed. d'Organisation, 1990

F. CORMERAIS, A. MILON – *La communication ouverte* – ed. Liaisons, 1994

P. SCHWEBIG – *Les communications de l'entreprise* – Ediscience International, coll. « Stratégie et management », 1988

P. WATZLAWICK – *Une logique de communication* – Seuil, coll. « Points », 1979

Y. WINKIN – *La nouvelle communication* – Seuil, coll. « Points », 1981

#### **MCC1/5a: IMAGES & ADVERTISING**

**Spring semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

The course will study the role of images and their convincing power, especially in advertising and in the media in general.

#### **COURSE PROGRAM:**

The meaning of images, (from imitation to creation, images and gods, images of power) images and narration (graphic narration, the toys of the hero, how to make new friends), advertising forms (posters, commercial adverts, campaigns).

#### **ASSESSMENT:**

Composition or image commentary.

#### **BIBLIOGRAPHY:**

MONDZAIN, Marie-José, *L'image peut-elle tuer ?* Bayard, 2004.

JOLY, Martine, *Introduction à l'analyse de l'image*, Nathan 128, 1995.

Conseillée :

DEBRAY, Régis, *Vie et mort de l'image*, Folio Gallimard, 1992.

FLOCH, Jean-Marie, *Identités visuelles*, PUF, 1995.

FRESNAULT-DERUELLE, Pierre, *L'éloquence des images*, 1993.

GERVEREAU, Laurent, *Voir, comprendre, analyser les images*, La Découverte, 2000.

GERVEREAU, Laurent, *Histoire du visuel au XXe siècle*, Seuil, 2003.

TISSERON, Serge, *Y a-t-il un pilote dans l'image ?* Aubier, 1998.

WEILL, Alain, *L'Affiche dans le monde*, Somogy, 1998

#### **MCC1/5c: INTRODUCTION TO INTERCULTURAL COMMUNICATION**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

This class provides a first approach to diversity in culture and society. We shall try to understand what culture is and how different people understand the concept. The approach will be mainly sociological and anthropological.

#### **COURSE PROGRAM:**

- \* What is culture from the point of view of the social sciences ?
- \* Different theories of intercultural communication
- \* The difference between the universal and the particular
- \* Culture, intercultural relations and society (power, economics etc.)

### MCC1/6a & H4J/1b: HISTORY OF THE MEDIA

#### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

By the end of the course, students should have a good understanding of the history of the Press in Europe and, for the 20<sup>th</sup> century, how the media have evolved on both sides of the Atlantic. The student should grasp the issues at stake here in a global economy and the globalisation of culture; Students should be able to understand the relationship between the media and national identity, aptricularly at the end of hte 19<sup>th</sup> century and grasp the effect of the introduction of audio and visual media into the cultural world of the 20<sup>th</sup> century.

#### COURSE PROGRAM:

"We are entering the century of information", said the journalist Auguste de Chambure in 1914. This phrase may look like a prophecy when we look at the omnipresence of the media today. Where did it all come from? What sort of economic, political and technological, not to mention social and cultural, transformations were necessary to bring this state of affairs about? In this class we shall trace the media from the telegram to Twitter via the press, the radio, the television, the cinema, posters and internet.

#### BIBLIOGRAPHY:

Fabrice d'Almeida et Chistian Delporte, *Histoire des medias en France*, éd. Flammarion, 2010  
 Frédéric Barbier et Catherine Bertho, *Histoire des medias*, éd. Armand Colin, 2009  
 Agnès Chauveau, *Introduction à l'histoire des médias en France de 1881 à nos jours*, éd. Armand Colin, 2000  
 Jean-Noel Jeanneney, *Une histoire des medias*, Point Seuil, 2005

### MCC1/6b: PRESS RELATIONS

#### Spring Semester

**Lectures:** 18 hours

**ECTS credits:** 3

#### OBJECTIVES:

To know the effects of several operators on the Internet in a strategy of press and public relations.  
 To know and to use digital tools.  
 To learn how to rank, grade and analyze information, trends, journalists' sources.  
 To manage a social network.

#### COURSE PROGRAM:

- Brands and positive publicity
- Brand content: reputation and animation
- Public relation and participative web
- Communication in time of a crisis and Internet 2.0
- Monitoring the com 2.0
- Internal communication and social media

- Organising digital communication, planning a communication strategy
- Influencing strategies

#### ASSESSMENT:

Midterm and final: write a press release.

#### BIBLIOGRAPHY:

- Books :  
*Storytelling, la machine à fabriquer des histoires et à formater les esprits*, Christian Salmon, LA découverte Poche  
*Les RP au cas par cas*, Philippe Morel  
 Lionel CHOUCHAN et Jean-François FLAHAUT, *Les relations publiques, Que sais-je ?*, PUF (for basic knowledge)  
 Daniel ICHBIAH – Richard SHARPE, *Relations presse – Comment gagner l'attention et l'affection des médias*, Village Mondial /PEARSON Education France  
 Al et Laura RIES, *La pub est morte, vive les RP !*, Village Mondial  
 -Website: SYNTEC RP : [www.syntec-rp.fr](http://www.syntec-rp.fr)  
 -Periodicals:  
*Stratégies*  
*Influencia* (on-line uniquement) : [www.influencia.net](http://www.influencia.net) USA.

### MCC1/6c: DISCOURSE AND RHETORIC

#### Spring Semester

**Lectures:** 18 hours

**ECTS credits:** 3

#### OBJECTIVE:

Although it has often been relegated to a limited use in the areas of eloquence and stylistics, Rhetoric may also be studied in the area of interpersonal relations. When we look at the basic principles of Rhetoric in the classical era (Greek and Roman) or the so-called "new Rhetoric" of the 20th century, this discipline enables us to approach the communication aspects of public discourse. This, of course, must be socially acceptable, although rhetorical strategy will always be intded to advance certain aims.

#### COURSE PROGRAM:

Media, polical and advertising discouise is often accused of manipulating the public and being being flagrant propaganda. The origin of this type of criticism is the persuasive nature of the words used. How can we deconstruct the social logic behing this type of discourse? Analysing Rhetoric, whose aim is communication in the contxt of establishing an interpersonal dialogue may provide a key to understanding this.

Everyone who works in the media, politics or advertising is limited by the need to be effective and by the social norms which govern this effectiveness. As we examine the speaker, the audience and the socially agreed means of production for public speeches and documents, Rhetoric allows us to find a relevant way of analysing the links between meaning, the identity of the speaker/writer and the social context in which their discourse is produced.

After this theoretical intoduction, we shall look at some case studies. analysing journalistic articles, advertisements and political speeches will allow us understand how rhetorical devices have been used to create the desired effect.

**LEA2/11d: INTERCULTURAL AND BUSINESS COMMUNICATION****Fall Semester**

THIS CLASS IS TAUGHT BOTH  
IN FRENCH AND IN ENGLISH

**Lectures:** 12 hours

**ECTS credits:** 2

**OBJECTIVE:**

At the end of the course students should be able to:

- Understand how our culture influences our behavior
- Be able to identify the cultural factors which influence the way we interact with people from other cultures
- Know how to cope with culture shock and get the most out of visits to foreign countries
- Start developing ways of interacting effectively in intercultural contexts

**COURSE PROGRAM:**

Definitions Of culture  
Non-verbal communication  
Communication styles  
Cultural values and presuppositions  
Kluckhohn & Strodtbeck's cultural variables  
Hofstede's cultural variables  
Hall's cultural variables  
Trompenaars's methods of solving intercultural dilemmas  
Developing intercultural skills

**ASSESSMENT:**

Analysis of interview with someone from another culture.  
Final exam.

**MCC2/9d: CURRENT AFFAIRS THEORY****Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

**OBJECTIVE:**

In this class we shall study the role of the media and their power of persuasion. We shall also see the commentary of the news in our society.

**COURSE PROGRAM:****1. The sense of the event**

- 1.1. What is an event ?
- 1.2. images and Emotion
- 1.3. Subjectivity and truth of the facts

**2. Universality and relativity**

- 2.1. the issues of the globalisation of communication
- 2.2. the coming-back of the events
- 2.3. Standardisation and repetition

**3. Example of events**

- 3.1. 9.11
- 3.2. wars and traumas
- 3.3. weddings and people's events

**BIBLIOGRAPHY:**

DOSSE, FRANÇOIS, *Renaissance de l'évènement* PUF, 2010.  
JULY, KAHN ET PLENEL, *Faut-il croire les journalistes ?* Mordicus, 2009.  
Recommended :  
D'ALMEIDA ET DELPORTE, *HISTOIRE DES Medias en France*, Flammarion, 2010.

DANIEL, Jean, *Albert Camus journaliste ou Comment résister à l'air du temps*, Gallimard, 2006.  
WIENER, Robert, *en direct de Bagdad. Le patron de CNN en Irak raconte*, Robert Laffont.

**MCC2/10a: INTERCULTURAL COMMUNICATION****Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 3

**OBJECTIVE:**

This class aims to use an interdisciplinary approach to the question of culture and intercultural interaction in both everyday life and political and business contexts. We shall attempt to identify different notions of the nature of culture and beware of utopian dreams or unrealistic expectations. We shall also show how culture affects our attitude to time, space, our bodies and personal interaction.

**COURSE PROGRAM:**

Three main sections:

- a) Everyday intercultural communication: time, space, body language, touch and interaction
- b) Culture, politics and intercultural dialogue on the political level
- c) Culture and intercultural communication in business

**BIBLIOGRAPHY :**

\_ Denys CUCHE, *La notion de culture dans les sciences sociales*, La Découverte, Paris, 2004.  
Ulrich BECK, *Qu'est-ce que le cosmopolitisme ?*, Aubier, Paris, 2006  
Stephen RUNDELL & John. F MENNELL (DIR.), *Classical Readings in Culture and Civilization*, Routledge, Londres, 1998.  
Yves ALPE, *Lexique de Sociologie*, Dalloz, Paris, 2007.  
Jean-Pierre WARNIER, *La mondialisation de la culture*, La Découverte, Paris, 2007.  
Gérard NOIRIEL, *Introduction à la sociohistoire*, La Découverte, Paris, 2006.  
Armand MATTELARD, *Histoire des théories de la communication*, La Découverte, Paris, 2004.  
\_, *Diversité culturelle et mondialisation*, Paris, La Découverte, 2007.  
Bertrand BADIE & Marie-Claire SMOUTS, *Le retournement du monde*, Presses de la FNSP, Paris, 1992.  
Gérard LECLERC, *La mondialisation culturelle*, PUF, Paris, 2000.  
Jacques DEMORGON, *L'histoire interculturelle des sociétés*, Anthropos, Paris, 1998.

**MCC2/9c: COMMUNICATION AND NETWORKS****Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

Considering Internet as a communication network, the class will try to examine the characteristics of communication through the means of networks. It will analyse the foundations of networks organisations and the advancements it represents for humanity. The class offers an initiation to web culture and to the concept of virtual communities.

**COURSE PROGRAM:**

Sharing informations , collaboration, participation, free, abolition of borders... will be tackled as an introduction to online communities and communication inside those communities.

Dealing with communication and networks implies the process of creation of those communities and solidarity. Therefore, we will deal with "collective intelligence".

Different forms of virtual communities will be studied : leisure industry, commerce activities...

#### ASSESSMENT :

A two-hour exam in class and a three-hour final exam

### LCE2/11b & 15c: INTRODUCTION TO JOURNALISM

Fall and Spring Semester

**Lectures:** 24 hours      **ECTS credits:** 2 per semester

#### OBJECTIVE:

This interactive workshop will provide an introduction to the methods used in the media and the different career possibilities in this area.

The main areas of study will be :

- Understanding the media
- Journalistic techniques
- Methods and practices
- Careers in journalism
- Journalism and the law
- The tools of the trade

#### COURSE PROGRAM:

1. Presentation of the media
  - a. The Press
  - b. Television
  - c. Radio
  - d. Web journalism
  - e. International press
2. Journalistic techniques
  - a. Style
  - b. Layout and typography
  - c. Angles and approaching
  - d. Using information
  - e. Specialist vocabulary
3. Practices and Methods
  - a. Sources
  - b. Networking
  - c. Investigative journalism
  - d. Infiltration
  - e. Data
4. Careers in journalism
5. Legislation
  - a. Freedom of the press
  - b. Copyright (pictures)
  - c. Copyright (text)
  - d. Journalistic ethics
6. The Tools of the Trade
  - a. Pen and Ink
  - b. Press photography
  - c. Film
  - d. Using microphones and recording techniques
  - e. In the studio
  - f. Online

### MCC2/20d: MEDIA STUDIES

Fall & Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

ONLY STUDENTS PRESENT ALL YEAR MAY TAKE THIS CLASS

**Classes:** 24 hours      **ECTS credits:** 3 per semester

#### OBJECTIVE

Enable students to obtain and analyse information on current affairs in English from the news media on the internet.

#### COURSE PROGRAM

This class will study current issues and how they are presented in the news media in English. The class is taught in a computer lab and requires active participation from all students. We start by examining the necessary lexical and practical tools we need to work and then, as the class studies the news, the topics obviously change every semester, but here are a few examples:

Chapter 1 : *Movies and the crazies*, on reality and fiction in TV series and films.

Chapter 2 : *The Post-Truth Era*.

Chapter 3 : *Who are the Millennials?*

Chapter 4 : *Commercials in the 21<sup>st</sup> Century* etc.

#### ASSESSMENT

Students will be required to make presentations in class. The final exam, on a computer, requires the students to gather and present information on four themes.

### LM2/10d & LM2/14d: PRESS MAGAZINE

Fall & Spring Semesters

**Lectures:** 24 hours      **ECTS credits:** 2 per semester

#### COURSE PROGRAM:

In association with the students from the Media department, students will create Circonflex Mag, or the regional news as seen by the students and for the students. As a magazine with information purposes, Circonflex Mag has a double vocation: it first enables its readers to keep themselves up to date with what is going on around the city of Lille. But it especially teaches its writers how to be journalist. Students manage the conception of the magazine from beginning to end: writing conference, search of the topics, investigations on the ground, interviews, writing, papers illustrations, coding for the diffusion on the website, managing the communication.

The demanding nature of the web requires our writers to keep up with the rythm of news : working fast, being accurate, and not losing sight of what matters the most : write to inform.

### MCC2/13b: CULTURE & SOCIETY

Spring semester

**CLASSES :** 24 hours

**ECTS credits :** 3

#### OBJECTIVE:

Clarify the notion of culture; acquire as clear as possible an understanding of culture -and cultures- in contemporary society.

#### **COURSE PROGRAM:**

The meaning of the term "culture" is quite ambiguous, not least of all because culture is a major political concern, as it is the scene of power relationships between what we used to call social classes until the 1960s. It follows that, when Finkelkraut laments over the disinterest for "high" fashion of an increasing portion of the population nowadays, his stance is decried and denounced as elitist (and conservative) by those who present themselves as progressive democrats. Was exactly, then, is culture? Is it "Cultured" culture, that of great traditional artistic works, of humanities, only accessible to a minority, or is it the different expressive productions of different social categories or communities (culture would then be understood in the anthropological sense)? Is there a *working class culture*, to borrow the terms of the famous title (its French translation is even more telling) of R. Hoggart? Is there also a mass culture, or is it but a subculture or even a non-culture? The question of the term "culture" is evidently not only semantic in nature; it is also fundamentally social and political.

This course aims to provide a better understanding of the many implications of culture. It therefore appears necessary to clarify the various acceptations the term has had and does still have: this course will begin with a history of the notion of culture so as to explain the progressive emergence of the aforementioned plethora of acceptations. This clarification will evidently be completed by an analysis of the place of culture in society, the role it can play, and the hopes that can -- rightly or not, in the context of cultural politics-- be invested in it. Exactly what culture(s) do we speak of? What are its societal role, value, and significance? Such are the questions that will be covered in this course.

In the first instance, this course will provide a history of the notion of culture as a means to subsequently recount the expectations that "cultured" culture has upheld since the Romantic era and that are, for the most part, still espoused by the modern defenders of "high" fashion (what is "high" fashion supposed to bring to humanity and society?). To finally conclude, this course will examine contemporary criticism of "high" fashion, namely (yet not solely) in relation to the development of cultural industries. The last part of the course will constitute a rash outline of the contemporary cultural situation (at least in the Occidental world).

#### **MCC2/13c: CRISIS COMMUNICATION**

**Spring semester**

**CLASSES :** 24 hours

**ECTS credits :** 3

#### **OBJECTIVE:**

How must a company react when confronted to a crisis, how important is communication, is there a good communication policy to avoid a crisis?

#### **COURSE PROGRAM:**

No institution is safe from a public crisis that would be strongly mediatized. In such cases, communication requires a specific organization, dealing with the flow of information, emotions and the pressure caused by the media is essential.

Several examples will come to illustrate the lessons.

#### **BIBLIOGRAPHY:**

Bloch, Emmanuel. *Communication de crise et médias sociaux*. Paris : Dunod, 2012.  
Libaert, Thierry. *La communication de crise*. Paris : Dunod, 2005. (Topos).  
Sartre, Véronique. *La communication de crise*. Paris : Dédos Editions, 2012

#### **MCC2/14a: THE MEDIA & POLITICS**

**Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

This class aims to answer several basic questions:

- How does communication policy work for those in power?
- What role does communication play in the exercise of power?
- What makes such communication effective?
- What links are there between democracy and political communication?
- Does public opinion really exist?
- How much political power does the media really have?

#### **COURSE PROGRAM:**

Session 1 : Introduction : definition of media and politics  
Session 2 : origin and characteristics of political communication  
Session 3 : recent developments  
Session 4 : Americanisation of European politics  
Session 5 : Media and lifestyle ?  
Session 6 : public opinion – what is it ?  
Session 7 : public opinion and politics  
Session 8 : the role of the media during elections  
Session 9 : the media and the powers that be  
Session 10 : the power of the media  
Session 11 : new media – towards a global conversation?  
Session 12 : conclusion

#### **BIBLIOGRAPHY:**

Roland CAYROL, *Les Médias*, PUF, Paris, 1991  
§2. L'influence politique des médias  
§3. Médias et style de vie politique  
§4. Médias et élections  
§5. L'influence politique à long terme  
Roland CAYROL & Pascal DELANNOY, *La revanche de l'opinion*, Jacob-Duvernet, Paris, 2007.  
Philippe RIUTORT, *Sociologie de la communication politique*, La Découverte, Paris, 2007.  
Thomas MEYER, *Media Democracy*, Polity, Cambridge, 2002.  
Philip SEIB (ed.) *Political Communication*, Sage, Londres, 2008  
Vol.1. theories and principles: watching government, affecting policy

Vol.2. affecting the political process, public opinion, the public's agenda and the press  
 Vol.3. campaigns and elections  
 Vol.4. global conversation the rise of new media  
*La communication politique*, les Essentiels d'Hermès, Paris  
 Jacques GERSTLE, *La Communication Politique*, PUF, Paris, 2004  
*La Communication politique*, PUF-Que sais-je?, Paris, 1993  
 Lynda LEE-KAID & Christina HOLTZ-BACHA (ed.), *The Sage handbook of Political Advertising*, Sage, Londres, 2006.  
 Lynda LEE-KAID, *Handbook of Political Communication Research*, Lawrence Erlbaum associates, Mahwah (N.J.), 2004  
 Jacques LE BOHEC, *Les rapports presse-politique*  
 Grégory Derville, *Le pouvoir des médias*, PUG, Grenoble, 1997

### **MCC2/14c: COMMUNICATION CASE STUDY** **Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVES:**

After some reminders of fundamental theories in communication, the students will work on case studies to find solutions to different problems. These solutions will be presented and criticized. This class provides for concrete situations as can be dealt with in companies or people in charge of the communication office. It allows the students to acquire basic reflexes and to use a set of various tools.

#### **COURSE PROGRAM:**

The workshop is constituted of 4-hour long classes, with 2 hours given to reminders and studying the case, and 2 hours for criticism, comments and analysis.

6 themes will be dealt with:

- internal communication: communications of a company
- press relations: organizing a press conference
- public relations: organizing an event
- advertising: drawing an advertising campaign for a small business
- institutional communication
- communication in a time of crisis

#### **ASSESSMENT:**

6 grades in total, one for each theme. Individual and/or group work.

### **MCA2/18a: CULTURAL AND MEDIA INDUSTRIES** **Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To know and understand the new territories of cultural and media industries

#### **COURSE PROGRAM:**

More and more territories chose culture as a tool for development. They organize events on a national and international scale to open themselves to new economies related to cultural and creative industries. These industries are characterised by their innovation and creativity. To better understand what is at stake in

these fields, we need to know the artists and artistic concepts behind an authentic work of art and its reproduction whether it be material or immaterial. The course will explore the organization of these emerging industries to understand the stakes of the creative classes within territories.

#### **BIBLIOGRAPHY :**

- L'Œuvre d'art à l'époque de sa reproductibilité technique, Walter benjamin et commentaire d'Andy Warhol
- The Rise of the Creative Class. And How It's Transforming Work, Leisure and Everyday Life, 2002. -
- Basic Books. L'économie de la culture par Françoise Benhamou, éditions REPERES
- D. Cohen. Trois leçons sur la société post-industrielle Paris : Éditions du Seuil

### **MCA3/23b: CULTURAL MEDIATION** **Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To prepare students for the professional life of cultural mediator in its methodology and intellectual aspects and the cross-disciplinary work that comes with it. To be able to imagine mediation projects and the necessary tools for organisation and written mediation To know the places, networks and actors of culture To understand the challenges of digital or multimedia mediation.

#### **COURSE PROGRAM:**

This course will further students' organisational skills and their knowledge of mediation of artistic events through the use of written mediation tools. It will then explore the conception of projects inviting students to think about the questions surrounding digital mediation.

In order to professionalize students, this course will use a lot of case studies and workshops to put knowledge into practice and prepare them for the employment market.

The course will include meetings with professionals from the cultural field and artists as well as field trips to cultural institutions in the area.

#### **BIBLIOGRAPHY:**

- N.B Abouddrar et F. Mairesse, *La Médiation culturelle*, Que sais-je? Paris PUF
- S. Chaumier et F. Mairesse, *La Médiation culturelle*, Armand Colin
- I. De Maison Rouge, *10 clés pour s'ouvrir à l'art contemporain*, Archibooks

### **LEA3/18a: INTERNATIONAL COMMUNICATION** **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 18 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To understand communication in the context of different world cultures. To understand how to communicate

effectively with people whose cultures differ from our own.

#### **COURSE PROGRAM:**

##### **Cultural Basics**

- Understanding the elements of culture
- Dimensions of culture
- Cultural comparison
- Communication
- What is communication
- Different ways of communicating
- Verbal & Non Verbal communication
- Intercultural & International communication
- How communication differs
- How to improve communication and be efficient
- What is an international manager
- How to be an international manager

#### **BIBLIOGRAPHY:**

Software of the Mind : Geert Hofstede

International Management : Helen Deresky / Richard Mead

Intercultural communication : Fred Jandt / James Neuliep

Communication : Larry Barker

### **MCC3/17b: THE MEDIA AND POPULAR CULTURE**

#### **Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

At the end of this class, the student should understand the complex relationship between popular culture and the cultural industry, film distribution networks, film producers, television producers, cultural marketing experts, publishers, music managers and all providers of dance, sport, magazines and other cultural products. These products take many and various forms. The student should be able to analyse how the media, via these products, plays a part in the cultural life of society.

#### **COURSE PROGRAM:**

In France mass popular culture really began in the 1860s, at the same time as "the paper age" with its first cheap national newspapers, the spread of literacy and education and the simplification of printing techniques. All this led to a greater cultural standardisation throughout the country. Today we can link mass culture with such phenomena as photography, television, internet, magazines and other forms of mass-produced image. According to Dominique Kalifa, "mass cultural is visual culture". At the end of World War II, the spread of the American way of life, whether real or imagined, led to a Hollywood inspired popular culture. All the tools of a popular culture are available to the majority with no distinctions of social class or geographical location. According to the designer R. Hamilton, popular culture (for a mass audience) is defined as short-term, widely distributed, cheap, mass-produced, youth-oriented and managed by big business. The Frankfurt School of German intellectuals, founded in 1923, has studied the appearance of popular culture in modern society – their most famous definition is that of Walter Benjamin and his idea of cultural industry: "technology in the service of the social system and its reproduction".

#### **BIBLIOGRAPHY:**

Louis Dollo, *Culture individuelle et culture de masse*,

PUF, 1990

Richard Hoggart, *La culture du pauvre*, éd. Gallimard, 1997

Roland Barthes, *Mythologies*, éd. Seuil, 1957

Walter Benjamin, *L'œuvre d'art à l'époque de la reproductibilité technique*, 1935 (trad. Folio Gallimard)

### **MCC3/17c: CASE STUDIES: HUMAN RESOURCE MANAGEMENT AND IN-HOUSE COMMUNICATION**

#### **Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

What's at stake for a company in its in-house communication?

Communication Methods

Communication Tools

Communicating important decisions within a company or organisation

#### **COURSE PROGRAM:**

##### **In-house communication as part of a company's communication strategy**

Human resources and finance devoted to in-house communication

Aims, possibilities and limits

Who's talking to whom about what?

Common themes for in-house communication: projects/change– the life of the company – human resource policy – strategic decisions

##### **Sociology of organisations**

How do companies and organisations structure their communication?

Taylor, Fayol, Mayo, etc...

The internal culture of a business

Regulations and role playing – the human factor

##### **Internal Audits (for a project, equipment, a job etc.)**

Before doing anything new: analyse what exists already and what is still needed

Analysing the structure – how things work, habits, Routines

##### **Planning in-house communication**

Why communicate ? is there a problem? Who is talking to whom? What form of communication is appropriate for which issue?

Tools (print and/or multimedia) : internal newsletter, welcome booklet, intranet, forum, suggestions box, questionnaires, surveys, photofile, the noticeboard,...

Formal and informal communication : orientation, conferences, seminars, conventions, buffet lunches, brainstorming sessions, using staff for external communication

##### **Measuring the effectiveness of your in-house communication**

Quantity and quality: How many campaigns, newsletters etc.? Do people read them? Do people react to them? Do they take any notice of what they say?

##### **Assimilating and providing information:**

Who is allowed to participate in in-house communication? Where does the information come from?

How to decide the best strategy for each situation?

Analysis of case studies.



**In-house communication and change**

Explaining changes, justifying new projects, squashing rumours, providing maximum transparency

**In-house communication as a means of healing**

Listening, defusing tension, taking part in internal debate, the role of the trade unions

**BIBLIOGRAPHY:**

AUVINET (J.-M.), BOYER (L.), BUREAU (R.), CHAPPAZ (P.) & de VULPIAN (G.), *La communication interne au coeur du management*, Paris, éd. d'Organisation, 1997.  
 BEAL (J.-P.), LESTOCART (P.-A.), *Entre management et marketing, la communication interne*, Paris, éd. Démos, 2003  
 CORBEL (B.) & MURRY (B.), *L'audit qualité interne - Démarche et techniques de communication* - Paris, éd. AFNOR, 2001.  
 DECAUDIN (J.-M.) & IGALENS (J.), *La communication interne*, Paris, éd. Dunod, 2006  
 DETRIE (Ph.), MESLIN-BROYEZ (Catherine), *La communication interne au service du management*, Paris, éd. Liaisons, 2002.  
 LABASSE (P.), *L'intelligence des autres - Rétablir l'homme au centre de la communication des entreprises*, Paris, éd. Dunod, 1994.  
 LARDELLIER (P.), *Le journal d'entreprise - Les ficelles du métier*, Paris, éd. d'Organisation, 1998.  
 MUCCHIELLI (A.), *Communication interne et management de crise*, Paris, éd. d'Organisation, 1994.  
 MUCCHIELLI (A.), *Approche systémique et communicationnelle des organisations*, éd. Armand Colin, 1998.

**MCC3/18a: COMMUNICATION CASE STUDY**

Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 3

**OBJECTIVES:**

After some reminders of fundamental theories in communication, the students will work on case studies to find solutions to different problems. These solutions will be presented and criticized. This class provides for concrete situations as can be dealt with in companies or people in charge of the communication office. It allows the students to acquire basic reflexes and to use a set of various tools.

**MCC3/18c: ANALYSIS OF NEW COMMUNICATION TRENDS**

Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

The development of tools and the continuous tools techniques linked to information and communication (TIC in French).

The constant evolution of the "Internet Galaxy" Promises and lies about the new web 2.0

**COURSE PROGRAM:**

Social appropriation of numeric communication, technical determinism. Appropriation of web 2.0 and Internet.

Their use on the workplace ( social networks; private or mercantilism)

New Jobs related to the use of Internet and web techniques

Issues about online communication.

**MCC3/22a: COMMUNICATION AND SOCIETY**

Fall semester

**CLASSES:** 24 hours

**ECTS credits :** 3

**OBJECTIVE:**

This class will focus on the evolutions of the lifestyle as communication technologies develop in the different sectors of society.

**COURSE PROGRAM:**

- to understand what information, communication, network and technology are
- their place in everyday life
- the policies managing them

**BIBLIOGRAPHY:**

Castells, Manuel. *Communication et pouvoir*. Paris : Edition de la maison des sciences de l'homme, 2013.  
 Mattelart, Armand. *Histoire de la société de l'information*. Paris : La découverte, 2001. (Repères).  
 Sfez, Lucien. *Technique et idéologie*. Un enjeu de pouvoir. Paris : Seuil, 2002.  
 Wolton, Dominique. *Internet et après ?* Paris : Flammarion, 1999.

**MCC3/20d: THE MEDIA AND SOCIAL REPRESENTATIONS 1**

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

The mass media shapes our lives everyday. Our awareness of the world is often mediated through media representations. These representations do not simply convey information but also influence our understanding of society, its social categories and even ourselves. In this course we will explore how media makes meaning. We will examine how newspapers, television, radio, ads and more are produced, transmitted, and received. In addition we will discuss the ideologies and/or values conveyed by the media and debate its effect on individuals and a globalized context. We will explore the main influences on media production and finally, we will apply this understanding through a collaborative video project.

**ASSESSMENTS**

- a. Content Analysis : An analysis of different media items on a topic of your choice (refer to Assignment sheet). . This is an individual assignment.
- b. Video project pitch : A pitch for a video project to raise awareness about a particular topic. This is a group assignment which will also be presented to class.
- c. Theoretical Exam : Examination on Sociological theories and their application to the Media.

**H3/26a: INTRODUCTION TO JOURNALISM AND THE WRITTEN PRESS**

## Fall semester

**CLASSES:** 12 hours

**ECTS credits:** 1

### OBJECTIVES:

Discover the world of media and the journalist profession

### COURSE PROGRAM:

This class will introduce students to the world of media, to the organisation of the journalism profession and the journalistic writing techniques (angle, shots, title, style...). It will be centered on writing workshops, research and study of the current affairs.

### BIBLIOGRAPHY:

Ruellan D., *Nous, journalistes – Déontologie et identité*, Presses universitaires de Grenoble (PUG), 2011  
Agnès Y., *Manuel de journalisme : écrire pour le journal*, La Découverte  
Kaddour H., *Inventer sa phrase*, Victoires

## MCA3/28b: CULTURAL MEDIATION

### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 2

### COURSE PROGRAM:

Continuation of MCA3/23b

## MCC3/17d: ETHICS OF COMMUNICATION

### Spring Semester

**CLASSES:** 18 hours

**ECTS credits:** 3

### OBJECTIVE:

This course will deal with the ethical issues of modern communication by examining how individuals behave in their professional and personal life. Identifying the rules, the norms and the principles set by the actors of communication will be the main goal of the lessons.

### COURSE PROGRAM:

The class will focus on the notion of ethics and how it interacts with communication and the post-modern societies.

### BIBLIOGRAPHY:

Brunet, Patrick. *L'éthique dans la société de l'information*. Paris : L'Harmattan, 2001.  
Grévisse, Benoit. *Déontologie des médias*. Bruxelles : De Boeck, 2010.  
Jauréguiberry, François ; Proulx, Serge. *Internet, nouvel espace citoyen ?* Paris : L'Harmattan, 2002.

## MCC3/21b: FREEDOM OF EXPRESSION AND MEDIA RESPONSIBILITY

### Spring Semester

**Lectures:** 18 hours

**ECTS credits:** 3

### OBJECTIVE:

The class we shall study the main steps of the freedom

of the press (Dreyfus case, Watergate...) and analyse more precisely the work of journalists in today's world.

### 1. history of the freedom of the press

- 4.1. its birth
- 4.2. main steps
- 4.3. failures and victories

### 2. ideal et reality

- 2.1. what possible conciliation?
- 2.2. a necessary compromise
- 2.3. obligations

### 3. The new media and freedom

- 3.1. legal law
- 3.2. speed of the internet
- 3.3. new means of expression

### BIBLIOGRAPHY:

JUNQUA, Daniel, *La liberté de la presse* Milan, 2004.  
COLLECTIF, *Des intellectuels jugent les médias*, mordicus, 2010.  
Recommended:  
TARDIEU, Christophe, *Internet et libertés*, CNRS éditions, 2010.  
RIEFFEL, Rémy, *Mythologie de la presse gratuite*, éditions le cavalier bleu, 2010.  
MARTIN, Laurent, *La presse écrite en France au XXe siècle*, le livre de poche, 2005.

## MCC3/21c: A WAR WAGED THROUGH THE NEWS

### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 3

### OBJECTIVE:

Discover how communication is used to promote values. Militancy through communication.

### COURSE PROGRAM:

Rise and activity of social movements. Communication as the basis of collective action. Sociology as an introduction, main tools. Framing, define injustice and opponents through communication. The use of Internet and social networks. Case studies about "cyber-mobilisation"

### ASSESSMENT:

A 2-hours test in class. A 3 hours exam.

## MCC3/22b: PUBLIC RELATIONS

### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 3

### OBJECTIVE:

Understanding public relations and their double purpose : representing the interests of an organisation and attracting public interest in it. Public relations may also help to balance vested interests, reduce tensions and find constructive solutions to problems. Each students should learn to grasp the essential role played by public relations in a given structures global communications policy and know how to draw up a public relations strategy.

**COURSE PROGRAM:**

- What are public relations ? – the issues, aims and place in overall strategy
- Drawing up a public relations plan
- Methods, agencies, what is a brief ?
- Tools available (written, oral, visual, audiovisual, interactive)
- Management : negociation and estimating cost
- Crisis management

**BIBLIOGRAPHY:**

- MALAVAL Philippe, DECAUDIN Jean-Marc, BENAROYA Christophe, Pentacom : *Communication : théorie et pratique*, Pearson Education, Marketing / Vente, 2005.
- MAISONNEUVE Danielle, LAMARCHE Jean-François, SAINT-AMAND Yves, *Les Relations publiques, Dans une société en mouvance*, Presses de l'université du Québec, Communication Relations publiques, 2003.
- WESTPHALEN Marie-Hélène, *Communicator : Le guide de la communication d'entreprise*, Dunod, Gestion Sup, 4ème édition, 2004.

**MCC3/20d: THE MEDIA AND SOCIAL REPRESENTATIONS 2**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours **ECTS credits:** 3

**Pre-requisite:** Students should have some knowledge of basic sociology

**OBJECTIVE:**

The mass media shapes our lives every day. Our awareness of the world is often mediated through media representations. These representations do not simply convey information but also influence our understanding of society, its social categories and even ourselves. In this course we will explore how media makes meaning. We will examine how newspapers, television, radio, ads and more are produced, transmitted, and received. In addition we will discuss the ideologies and/or values conveyed by the media and debate its effect on individuals and a globalized context. We will explore the main influences on media production and finally, we will apply this understanding through a collaborative video project.

**ASSESSMENTS**

- Journal entries : A series of journal entries guided by questions about the production process. This is an individual assignment.
- Presentation of video : A presentation of your final video product done in conjunction with your computer class. This is a group assignment presented to class.
- Application Exam : Examination on your understanding of various production constraints.

**MCA4/2c: CULTURAL MEDIATION**

**Fall semester**

**CLASSES:** 18 hours

**ECTS credits:** 2

**OBJECTIVE:**

- to understand the issues of cultural mediation

- to know the characteristics of a certain project and of its audience
- to know who acts in cultural mediation
- offer synthetic and relevant solutions to problems
- use a proper language
- work as a team

**COURSE PROGRAM:**

We shall study the conception of a book about history of the art designed for blind persons.

**BIBLIOGRAPHY:**

- Bernard Lamizet, *La médiation culturelle*, L'Harmattan, 2000.
- Jean Caune, *La démocratisation culturelle : une médiation à bout de souffle*, Presses universitaires de Grenoble, Collection Art, culture, public, 2006
- Jean Louis Hordé, *Le démocratiser*, Les solitaires intempestifs, 2011.
- To go further :  
Yves Michaud, *L'art à l'état gazeux* ; Hachette, 2003.
- Nicolas Bourriaud, *Esthétique rationnelle*, Les presses du réel, 2001.
- Claude Patriat, *La culture, un besoin d'état*, Hachette, 1998.
- Fabienne Brugère, *Le goût, Art, passions et société*, PUF, 2000.
- Yves Michaud, *Critères esthétiques et jugement de goût*, Editions Jacqueline Chambon, 1999.
- Pierre Bourdieu, *La distinction*, Les éditions de minuit, 1979.

**MCA4/2d: COMMUNICATION FOR CULTURAL PROJECTS**

**Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

**OBJECTIVES:**

- To distinguish the different communication techniques.
- To know the particularities of the cultural sector in the matter of communication.
- To know how to plan a strategy and a plan of communication.

**COURSE PROGRAM:**

- 1) Introduction on communication
- 2) Internal communication
- 3) Institutional communication
- 4) External communication

**BIBLIOGRAPHY:**

- « L'état de l'opinion », O. Duhamel et E. Lecerf, Seuil, 2013
- « Psychologie de la communication », J-C Abric, Cursus, 2008
- « La psychologie cognitive », B. Cadet, In press, 1998.
- « La communication. Etat des savoirs », Sciences humaines, 2008.
- « La nouvelle communication », Alex Mucchielli, A. Colin, 2000.
- « Introduction aux sciences de la communication », Daniel Bougnoux, La Découverte, 1998.
- « La parole manipulée », Philippe Breton, la Découverte, 2000.

« La gestion des ressources humaines », Coll., Dunod, 2007.  
 « L'empreinte des sens », J. Ninio, O. Jacob, 1989.  
 « Communication de crise et réseaux sociaux », E. Bloch, Dunod, 2013.  
 « Les outils de la communication digitale, 10 clés pour maîtriser le web marketing » de Habib Oualidi, Eyrolles, 2013.  
 Revue « Communication »  
 Revue « communication et organisation ».  
 Revue « Sciences humaines »  
 Revue « Stratégie »  
 Ressources internet  
<http://communicationorganisation.revues.org/>  
<http://edc.revues.org/>  
<http://www.strategies.fr/>  
<http://communication.revues.org/>

#### **H4(P)/2a: CULTURAL COMMUNICATION**

**Fall Semester**

**Classes:** 18 hours

**ECTS:** 2

##### **OBJECTIVE:**

This class will introduce students to the work of creating a communication strategy in the cultural domain. We shall look at the theoretical principles involved but also at several successful examples. Special emphasis will be placed on the use of digital tools in publicising a cultural or heritage project.

##### **COURSE PROGRAM:**

1. Discovering cultural communication  
Jobs in this sector, common practices, methods
2. How to create a coherent communication strategy step by step  
Aims / targets / methods / achievements
3. Creating a digital communications strategy (content)  
Monitoring / Issues at stake / Story telling
4. Community management  
Audience / Tools / Interaction

##### **BIBLIOGRAPHY :**

Françoise Benhamou « Economie du patrimoine culturel »  
 Usbek et Rica – Benoît Hervieu « Podcast, Art visuel : quand le numérique revitalise la création »  
 Jean-Eric Pelet et Jérémy Lucas Boursier « Aide mémoire : Communication digitale »  
 Philippe Chantepie et Alain Le Diberder « Révolution numérique et industries culturelles »

#### **H4(P)/2c CULTURAL MEDIATION: THEORY AND PRACTICE**

**Fall Semester**

**Classes:** 24 hours

**ECTS:** 3

##### **OBJECTIVE:**

- Understanding and working with the notion of cultural mediation in all its flexibility and variety
- Understanding the issues at stake in cultural mediation today
- Using the tools and systems necessary for cultural mediation
- Learning how to create and implement a mediation project

##### **COURSE PROGRAM:**

- A) Birth and growth of the concept of cultural mediation
  - 1) Government policy and local initiatives in cultural mediation (a history)
  - 2) An attempt to define cultural mediation – what are its limits, what links does it have with education and communication ?
  - 3) Le public au centre de la démarche de médiation culturelle : la médiation comme utopie ?
- B). Mediator: what the job involves
  - 1) Where and how mediators work
  - 2) The different roles: educational, social, commercial...
  - 3) The wide range of situations experienced by cultural mediators
- C) Different audiences
  - 1) Who do we mediate for?
  - 2) Quantitative and qualitative analysis of audiences
  - 3) How to know those you are working with better
- D). Mediation devices
  - 1) What are mediation devices?
  - 2) Different types of devices
  - 3) How to work with different groups of people? (case study)
- E). Written mediation
  - 1) Writing and the heritage industry
  - 2) Different types of text
  - 3) Case studies
- F). Oral mediation
  - 1) Different oral devices – audioguide, videoguide, web application
  - 2) What is a guided tour? (museum, art gallery, city etc.)
  - 3) Practical examples
- G). Interactive mediation
  - 1) Interactive devices for tourism and the heritage industry
  - 2) What role for the visitor? – spectator, participant?
  - 3) Creating an interactive activity

#### **AIT4C/2b: COMMUNICATION AND BRAND MANAGEMENT**

**Fall Semester**

**Lectures:** 30 hours

**ECTS credits:** 3

##### **COURSE PROGRAM:**

- Public Image
- Communication and PR issues
- Counterfeiting problems
- Mixing elements in the international brand Transfers

**AIT4C/2c & AIT4C/6a: INTERNAL BUSINESS COMMUNICATION****Fall Semester****Classes:** 20 hours      **ECTS credits:** 2 per semester**OBJECTIVE:**

At the end of the class, students should be able to define the concept of communication and understand how important it is for a successful global communication. The student should be able to recognise the different actors of communication and analyse their behaviors.

**COURSE PROGRAM:**

- Introduction, internal communication and its role on the workplace
- Actors and their behaviours
- Different tools
- Communication in a time of crisis
- Neuro-linguistic tools

**ASSESSMENT:**

2 research papers and a 1-hour test.

**AIT4C/3a: COMMUNICATION STRATEGY****Fall Semester****Lectures:** 20 hours      **ECTS credits:** 3**OBJECTIVE:**

The aim of this course is to introduce students to strategic thinking in communication. They should be able, once they know what a company intends to achieve, to suggest relevant and effective communication tools. They should be able to defend their proposals and know how to implement a complete communication project, starting with the original ideas right through to its final realisation.

**COURSE PROGRAM:**

Understanding the brief  
Analysis and diagnosis  
Proposal of a communication plan  
The media plan and other elements  
Creative justification of the proposal (use of semiology),  
Professional presentation of elements.

**SET BOOK:**

*Le Publicitor*, B. Brochand et Landrevie, Dalloz.  
*Le Communicator*, A Wertsphallen, Dalloz

**AIT5C/3d: INTERNATIONAL MEDIA ENVIRONMENT****Fall Semester****Classes:** 20 hours      **ECTS credits:** 2**COURSE PROGRAM:**

This class is divided into three parts.

- 1) A theoretical part giving an introduction to semiotics and in particular the terms and analytical tools presented in Greimas and Rastiers's work. We shall see how these enable students to analyse press articles, adverts and film clips etc.

- 2) A practical part where the students use what they have learnt to analyse media extracts in several languages.
- 3) The students will also work on a project.

**BIBLIOGRAPHY:**

GREIMAS, *Sémantique structurale*, PUF  
François RASTIER, *Arts et sciences du texte*, PUF

**AIT4C/4b: INSTITUTIONAL COMMUNICATION****Fall Semester****Classes:** 20 hours      **ECTS credits:** 2**OBJECTIVE:**

At the end of the class, the student should be able to produce communication documents, manage a communication project and distribute the tasks within a team.

**COURSE PROGRAM:**

Theory – how to manage a communication project  
Practice – creation and management of a group communication project

**AIT4C/7a: COMMUNICATION POLICIES AND STRATEGIES****Fall Semester****Lectures:** 20 hours      **ECTS credits:** 2**OBJECTIVE:**

This course aims to introduce students to the strategic course of action. By the end of the course, students should be able to take into consideration the challenges met by an advertiser to propose relevant and efficient communication approaches. They should be able to argue their proposals and implement the entirety of their communication strategy, from its elaboration to its global creation.

**COURSE PROGRAM:**

- Consideration of the brief
- Analysis and diagnosis
- Proposal of a communication strategy
- Proposal a media plan and a non-media one
- Proposal and creative argumentation (introduction to semiology)
- Professional presentation

**AIT4T/4c: INTERCULTURAL APPROACH TO THE SLAVONIC WORLD****Fall Semester****Lectures:** 16 hours      **ECTS credits:** 1**OBJECTIVE:**

By the end of this course, students should be able to recognise and understand the different historical and cultural periods in Russian history since the 14<sup>th</sup> century and recognise the most important historical monuments and touristic attractions in the region.

**COURSE PROGRAM:**

- The Golden Ring tourist trail in Russia which includes most of the most famous towns, works of art and monuments.

- St Petersburg, from its original construction to the present day
- The Hermitage museum and its contribution to the cultural treasures of Russia
- Moscow from the 14th century to the present day. The history of the Kremlin and Red Square.
- The best exhibition venues and museums in Moscow
- The Transsiberian Express from Moscow to Vladivostok and the regions it crosses.

#### **BIBLIOGRAPHY:**

*L'empire russe*/Jannel Claude/Barthelemy (Editions Alain)/1995

*Saint Petersburg*/Jean Pierre Brossard, Ewa Berard, Olessia Tourkina, Victor Mazin/ Editions d'en haut/1993

### **MCC4I/2b: INSTITUTIONAL COMMUNICATION**

#### **Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVES:**

Understand what is at stake and the specificities of institutional communication.

Know how to identify and analyse the means used to build a corporate picture.

#### **COURSE PROGRAM:**

After identifying the specificities of institutional communication according to different business sectors (market-orientated, institutional, political, nonprofit...), the class is about understanding the logic that drive those communication strategies, the place of emotion as well as the relational link that grows between the organisations and the individuals.

The notions of identity, value, image promotion will be tackled through the questionings of the brand levels (Heilbrunn, 2007-2014), the brand platform and the speech base (Giuly, 2013).

Every class mixes theory and individual/group practices on case studies.

#### **BIBLIOGRAPHY:**

Giuly, É. (2013). *La communication institutionnelle: Privé/public : le manuel des stratégies*. Paris, France: Presses Universitaires de France.

Heilbrunn, B. (2017). *La marque*. Paris, France: Presses Universitaires de France. Libaert, T. & Johannes K. (2016). *La communication corporate*. Paris, France : Dunod.

### **MCC4I/3a: SURVEYS AND PUBLIC OPINION**

#### **Fall semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

Supply the students with a theoretical and practical initiation to what is at stake around the measure of the public opinion.

#### **COURSE PROGRAM:**

Analyse the complex scientific questions discussed by the measure and use of public opinion, as shown in the surveys. How did the public opinion manage to become

an essential actor in the political game, and what are its involvements?

After mentioning the sociological critics that surveys can rise, we'll see how media and surveys together modify the functioning of the political field.

Also, the main stakes surrounding the development of digital tools will be analysed to suggest an alternative to traditional survey methods in the measure of opinion.

#### **BIBLIOGRAPHY:**

BLONDIAUX Loïc, "Ce que les sondages font à l'opinion publique", *Politix*, n°37, 1997, pp. 117-136.

BOURDIEUX Pierre, "L'opinion publique n'existe pas", in *Questions de sociologie*, Paris, Minuit, 1980 pp. 222-235.

BOYADJIAN Julien, *Analyser les opinions politiques sur internet, enjeux théoriques et défis méthodologies*, Paris, Dalloz, 2016.

CHAMPAGNE Patrick, *Faire l'opinion. Le nouveau jeu politique*, Paris: Minuit, 1990.

DARGENT Claude, *Sociologie des opinions*, Paris: Armand Colin, 2011.

HUBE Nicolas, RIVIERE Emmanuel, *Faut-il croire les sondages?*, Paris: Editions Prométhée, 2008.

LEBARON Frédéric, *L'Enquête quantitative en sciences sociales. Recueil et analyse des données*, Paris : Dunod, 2006.

LEHINGUE Patrick, *Subunda. Coups de sonde dans l'océan des sondages*, Bellecrombe: Le Croquant, 2007.

MELLET Kevin, "Aux sources du marketing viral", *Réseaux*, 2009/5-6 (n°157-158), p. 264-292.

MERCIER Arnaud (dir.), *Médias et opinion publique*, Paris: CNRS Editions, 2012.

### **MCC4I/3c: CASE STUDY: AUDIENCE RELATIONS**

#### **Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

Introduce the company audiences in the context of an influence communication.

#### **COURSE PROGRAM:**

- Organization of a company
- Goals of a company
- Audiences and targets of a company
- Audiences according to the subjects of communication
- Public relations audiences and Influence communication audiences
- Operational strategy
- Controls and measures
- Assessment

#### **BIBLIOGRAPHY:**

Le Communicator – Dunod

Publicitor – Dunod

### **MCC4I/4a: CULTURE AND INFLUENCE COMMUNICATION**

#### **Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

The cultural and artistic field is a study and experimental ground for communication and marketing. This class focuses on the possibilities for art to win

conviction in communicational or commercial interactions, the political or advertising area. The artistic dimension is mainly apprehended by the marketing theory through three dimensions: beauty, creativity and distinction. This is the course outline. Most of the articles and course elements will be available on a drive open to every participant.

#### **COURSE PROGRAM:**

##### **1. Introduction: work culture and product culture**

- Around Black Swan
- The paradox of the uniqueness for all
- To preen

##### **2. Design: influence of the form**

- Communication design
- Ugliness doesn't sell
- When Art inspires business

##### **3. Difference and repetition: Conformism and distinction dialectics**

- Baking soda aesthetics
- what's rare and what's common: scarcity in business
- The discrete encouragement from art: is there a cultural nudge?

##### **4. Disruption: convincing thanks to difference**

- Value emergence and creativity
- The Arts-in-Business movement
- And on the other hand: how does communication influence art?

#### **BIBLIOGRAPHY:**

- Austin Robert D., Lee Devin, "Not just a pretty face: economic drivers behind the arts-in-business movement", *Journal of Business Strategy*, Vol. 31 Iss 4, 2010.
- Carlucci Daniela, Giovanni Schiuma: "The arts as sources of value creation for business: Theory, research, and practice", *Journal of Business Research*, vol. 85, avril 2018.
- Donghwy An, Nara Youn, "The inspirational power of arts on creativity", *Journal of Business Research*, vol. 85, avril 2018.
- Geers Alexie, "Un magazine pour se faire belle", *Clio: Femmes, Genre, Histoire*, n°40, 2014.
- Lamard, Pierre, et Nicolas Stoskopf. *Art & Industrie. XVIIIe-XXIe siècle*. Editions Picard, 2013.
- Loewy, Raymond, *La laideur se vend mal*, Gallimard, 1953.
- Mehta ravi, Meng zhu, "Creating When You Have Less: The impact of Resource Scarcity on Product Use Creativity", *Journal of Consumer Research*, 10/2015.
- Mischa-S. Piraud, "Le piège de la créativité: examen sémantique et pragmatique du capitalisme créatif", *Revue Interventions économiques*, n°57, 2017.
- Reaves John, David Green, "What good are artists?", *Journal of Business Strategy*, Vol. 31 Iss 4, 2010.
- Zachary Estesa, Luisa Brottoa, Bruno Busaccab, "The value of art in marketing: An emotion-based model of how artworks in ads improve product evaluations", *Journal of Business Research*, vol. 85, avril 2018.

#### **MCC4I/5a: STUDY METHODOLOGY AND ADVICE**

**Fall Semester**

**Lectures:** 21 hours

**ECTS credits:** 1

#### **OBJECTIVE:**

Enable the students to :

- become familiar with psycho-sociological concepts dealing with influence phenomenon and strategies
- acquire methods and tools in analyzing, taking action and advising a consultant in influence communication
- identify the strategic actors involved and develop a strategic plan of communication.

#### **COURSE PROGRAM:**

Organisational situation analysis with a systemic, contextual, strategic and multidimensional approach. Recommendation and intervention strategies.

#### **H4J/1c & H4J/4c: CURRENT AFFAIRS**

**Fall & Spring Semesters**

**Lectures:** 24 hours

**ECTS credits:** 2 per semester

#### **OBJECTIVE:**

To enable students to remain completely up-to-date on current issues and find reliable sources of information.

#### **COURSE PROGRAM:**

We shall work on the main stories presented in the media on a daily basis, analyzing how they are presented and why they were chosen. The press, the radio, television and internet media outlets will all be examined.

#### **H4J/2c & H4J/5d: INTRODUCTION TO RADIO JOURNALISM**

**Fall & Spring Semesters**

**Lectures:** 18 hours

**ECTS credits:** 2 per semester

#### **COURSE PROGRAM:**

Various workshops will enable students to learn the techniques of oral expression (breath control, voice technique), how to write for the radio and how to use the various types of radio program : documentaries, newflashes, biographical studies, interviews etc. Each student will also produce a review, a newflash & a mini-documentary. Students must become familiar with the technical environment of radio, studio recording, sound equipment and digital production ...

Using the microphone

Sound

Reporting, editing & producing

Recording studios

Analogical & digital radio

The news on the radio

Sound effects

Time management & programming

#### **H4J/2d & H4J/5e: INTRODUCTION TO DIGITAL PHOTOGRAPHY**

**Fall & Spring Semesters**

**Lectures:** 24 hours

**ECTS credits:** 2 per semester

#### **COURSE PROGRAM:**

This is practical class introducing students to professional digital photography, from understanding how the camera works to the production of photos on the computer. Students will be encouraged to create documents based on digital photos, which will require

genuine field work and mastering various technical skills: shutter speed and light, taking photos in real and artificial light, framing and choice of subject etc.

#### **Digital Cameras**

Understanding your camera  
Quality and definition etc.  
Using accessories: flash etc.  
Basic Optics  
Transferring from camera to computer

#### **Taking pictures**

Definitions  
Angles and focus  
Lenses  
Field of vision  
Shutter speed  
Settings (P, M, S, A)  
Automatic focus  
Background  
Filters

Exposure and overexposure  
Measuring exposure  
Light  
Using flash

#### **The picture itself**

Viewpoint  
Lines and rhythm  
Composition  
Framing and lighting  
Angle of vision  
Background, foreground, etc.

### **H4J/2e & H4J/5g: INTRODUCTION TO AUDIOVISUAL TECHNIQUES**

**Fall & Spring semesters**

**CLASSES:** 24 hours      **ECTS credits:** 2 per semester

#### **OBJECTIVE:**

Teaching students the techniques of video news reports for TV and the web.

#### **COURSE PROGRAM:**

- Image grammar & the structure of a camera shot
- News report shooting techniques
- Introduction to Premiere's editing software
- Technical approach to camera shots
- Technical approach to sound recording
- Advanced techniques to editing
- Field practice

### **AIT4C/4a & AIT4C/8a: MAGAZINE CREATION AND SALES**

**Fall & Spring Semester**

**FALL: Lectures:** 20 hours      **ECTS credits:** 2  
**SPRING: Lectures:** 18 hours      **ECTS credits:** 1

#### **OBJECTIVE:**

Starting with the basic principles of layout and typesetting, we shall look at how to make your documents easy to read, well-organised and visually appealing. Students will learn how to present information in a press or publicity document, prioritizing essential points. The use desktop publishing software

will be taught in the context of teamwork for the written press.

#### **COURSE PROGRAM:**

##### **Theory and methods**

- Laying out a template – why bother ?
- Constructing a template
- Presentation
- Uses of typeface

##### **Adobe Indesign (layout)**

- Size and shape
- Text and image blocks
- Breating and using trims
- Inserting text in a layout
- Assembling the whole magazine
- Use of colour
- Finalising the document and exporting as a .pdf file

##### **Photoshop (preparing photos and other pictures for the printers)**

- Digital photos
- Use of colour
- Types of file for use in publishing (tiff, eps, jpeg and gif)
- Improving your photos (light, contrast, intensity etc.)
- Selecting, decorating, clipping and framing photos
- Finishing touches and masking undesirable elements
- Tracing and merging

### **AIT4C/3b: INTERCULTURAL HUMAN RELATIONS**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

By the end of the course students should be able to hold down a job involving a human management dimension.

#### **COURSE PROGRAM:**

How to manage yourself in order to manage your coworkers: we will create manager/employee role-playing situations and work together on the key points to professional success:

- orientation: I choose my job (job interview, professional interview)
  - training: I train, I get qualifications, I develop my career
  - management: what I like, what I do not like, the barriers... I manage myself in my job.
  - piloting: I have access to my job's requirements and to the relevant checklist
  - assessment: I know the essential skills required to master my job, I assess myself.
- All these five points fall under the employee's responsibility. The manager should only be considered as a support.

### **MCA4/5e: CULTURAL ADMINISTRATION**

**Spring semester**

**CLASSES:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

-To know about the specific aspects of cultural and artistic projects administration.



-To understand the techniques of management and administration in the field of culture.

#### **MCA4/5f: CULTURE AND DEVELOPMENT**

##### **Spring Semester**

**CLASSES:** 26 hours

**ECTS credits:** 2

##### **OBJECTIVE:**

- Be able to pinpoint the cultural particularities of a territory
- Learn how to construct a cultural territorial project
- Articulate both cultural and territorial projects around a perennial cultural development of the territory

##### **COURSE PROGRAM:**

Class 1 : Introduction / Fundamental notions: art vs culture, territory; local, territorial, sustainable and cultural developements...

Class 2 : How to evaluate the existing cultural factor of a territory : tools and methods of cultural diagnosis.

Class 3 : How to ensure both synergy and consistency between a cultural project, the specificities of a territory, and those of the actors ? The tools and methods of creation and implementation of a cultural territorial project.

Class 4 : Midterm exam / Collective correction

Class 5 : Culture in support of territorial developements: critical analysis of cultural territorial projects on different levels.

#### **AIT4M/6a: EXTERNAL BUSINESS COMMUNICATION**

##### **Spring Semester**

**Classes:** 15 hours

**ECTS credits:** 1

##### **OBJECTIVE:**

This course proposes to define, explain, and implement a modern marketing strategy. To this end, it will contrast inbound and outbound marketing and review contemporary digital tools.

##### **COURSE PROGRAM:**

Class 1 - Digital Disruption and Marketing Turmoil

Class 2 - From Brand Demonstration to User Centric Marketing

Class 3 - Methodology A C I M - Explanation and Implementation

Class 4 - Implementation of A C I M Methodology > Concrete Case, Market Study

(universal marketing and geomarketing)

(rational/intuitive approaches) + short group

exercise

Class 5 - Implementation of A C I M Methodology > Concrete Case, Market Study

(perceptioning/ big data vs. small data)

(creative visualisation)

Class 6 - Implementation of A C I M Methodology > Concrete Case, Market Study

(communication ecosystem)

(modern leverage - description and use - part

1)

Class 7 - Implementation of A C I M Methodology > Concrete Case, Market Study

(communication ecosystem)

(modern leverage - description and use - part

2)

Class 8 - Strategis Synthesis on a Concrete Example (variety of brands)

Discussion and preparation to the final (multichannel approach)

Class 9 - Group Exercise - Group Work (2/3 people)

Implementation of A C I M Methodology > Concrete Given Case

#### **AIT4T/8c: INTERCULTURAL APPROACH TO THE MIDDLE EAST**

##### **Spring Semester**

**Lectures:** 16 hours

**ECTS credits:** 1

##### **OBJECTIVE:**

General knowledge: the civilisation, history, geography etc. of the Middle East. Finding your way around. The main characteristics of Middle Eastern civilisation.

##### **COURSE PROGRAM:**

The geography of the Middle East

Religions and philosophies of the Middle East

Tourist potential and interesting historical sites.

#### **AIT4T/8d: INTERCULTURAL APPROACH TO CHINA**

##### **Spring Semester**

**Lectures:** 16 hours

**ECTS credits:** 1

##### **OBJECTIVE:**

Obtain an overview of Asia and, in particular, China. Learn the basics of the history and geography of the region and its civilization.

##### **COURSE PROGRAM:**

- Geography – where is what?
- Religions and philosophies in the region
- Potential and particularities of the main tourist sites

#### **MCC4I/8b: CRISIS COMMUNICATION**

##### **Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

##### **OBJECTIVE:**

Understand the approach of communication in tense situations, facing them by anticipating, managing and following up afterwards.

##### **COURSE PROGRAM:**

- What is a crisis? What is a communication crisis?
- The different crisis categories
- the different levels of crisis communication
- The modern crisis or the influence of web 2.0
- The taking parts of crisis communication (crisis centre and interlocutors)

- Case Study: Heal and defend one's reputation / one's company's reputation
- Case Study: ethics as a tool of communication (influence/trust)
- Practice case: create one's crisis centre and assure an efficient functioning by building up a communication accordingly)
- Practice case: tools to solve conflicts (mediation and neuro-linguistics programming)

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**MCC41/9b: STRATEGIC DECISION WRITING**  
**Spring Semester**

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**Lectures:** 18 hours

**ECTS credits:** 1

**OBJECTIVES:**

- Understand the mechanisms in decision making and the causes that determine them.
- Question the merger of individual wishes into one collective will, while relating to the notions of "group" and "otherness"
- Analysis and practice of writing in strategic decision-making.

**COURSE PROGRAM:**

After analyzing the question of decision, its foundations and nature, what determines it and towards what it is aiming, this class is about considering the one who decides as a language and action subject, in the middle of communicational networks. He/she is then joins a logic of argumentations, persuasions, negotiation or information which we suggest to question through the speech analysis, as well as putting them into practice with different types of writing.

**BIBLIOGRAPHY:**

Austin J.L. (1991), *Quand dire c'est faire*, Seuil, Points.  
Crozier M., Friedberg E. (1992), *L'acteur et le système : Les contraintes de la décision collective*, Seuil, Points.  
Ricoeur P. (1990), *Soi-même comme un autre*, Seuil.

**INTERNET RESOURCES :**

Ali Smida, Les moments de décision stratégique.  
<https://www.strategie-aims.com/events/conferences/8-xveme-conference-de-l-aims/communications/2246-les-moments-de-decision-strategique-un-essai-de-conceptualisation-et-de-modelisation/download>

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**MCA5/5d: CULTURAL STRUCTURES AND VENUES**  
**Spring Semester**

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**Lectures:** 16 hours

**ECTS credits:** 2

**OBJECTIVES:**

- Discover the cultural venues of the region:
- understand their operational organisation
- reflect upon their potential future.

**COURSE PROGRAM:**

Class 1: What is a cultural structure/venue? Situated at the crossroads of art and culture, of creation and formation, where exactly lies the cultural project?

Class 2: On-site visit and presentation of the establishment project by the professionals working there: museum.

Cours 3 : Idem : venue of live performances.

Class 4 : Idem : multipurpose site (such as Maison Folie).

Class 5 : Idem : multipurpose site (different than the previous one).

Class 6 : Conclusion of the visits : analysis of the strengths / weaknesses – recent developments – discussion on the future ahead of cultural venues.

**BIBLIOGRAPHY:**

- G. SAEZ, Institutions et vie culturelles, Paris, La documentation française, 1996 et 2004.
  - E. BARON – M. FERRIER BARBUT, Modes de gestion des équipements culturels, PUG, Art et culture, 2003.
  - G. SAEZ, Les politiques culturelles des villes, Paris, La documentation française, 1996.
  - P. MOULINIER, Les politiques publiques de la culture en France, Paris, Que sais-je ?, 2001
  - P. PUAUX, Les établissements culturels. Rapport au Ministre de la Culture, La Documentation Française, 1981.
  - R. RIZZARDO, La décentralisation culturelle, Paris, La documentation française, 1991.
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**MCA4/5b: CULTURE AND TERRITORY**  
**Spring Semester**

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**CLASSES:** 12 hours

**ECTS credits:** 1

**COURSE PROGRAM:**

This course will cover the cultural policies of cities and regions through precise examples, and will examine the territorially transformative dimension of cultural challenges.

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**AIT5C/1c: CREATIVE COMMUNICATION CAMPAIGNS**  
**Fall Semester**

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THIS CLASS IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 35 hours

**ECTS credits:** 2

**OBJECTIVE:**

How to go from communication strategy to the elaboration of advertising materials? Knowing how to use a creative strategy to create a visual or audiovisual impact in advertising. Using the main tools in graphic design.

**COURSE PROGRAM:**

**Methods**

- The creative process
- Presenting your plan
- Story boards and scripts

**Draughts**

- Space
- Scale
- Structure of the image
- Background
- Movement
- Focus

### Photoshop

- Digital images
- Use of colour
- Saved as ? (types of image file)
- Improving a photo – light, contrast, colour
- Selection and outlining
- Finishing touches and highlighting
- The uses of tracing paper and masks

### Macromedia Flash (for cartoons and video clips)

- The setting – background etc.
- Using fixed symbols and embedded clips etc.
- The scene and script (key images, words and movements)

### Work as a typesetter

- Fonts and spelling
- Register, deliberate ambiguity
- Producing a template
- Inserting and framing an image

### Adobe Indesign (formatting)

- Setting out your document
- Text blocks, image blocks, decoration
- Calligraphy and decorative fonts
- Layout and page plan
- Colours (or not)
- Final document for the printer, exporting .pdf files

## AIT5C/1d: COMMUNICATION STRATEGIES

### Fall Semester

**Lectures:** 30 hours

**ECTS credits:** 2

#### OBJECTIVE:

The aim of this course is to introduce students to strategic thinking in communication. They should be able, once they know what a company intends to achieve, to suggest relevant and effective communication tools. They should be able to defend their proposals and know how to implement a complete communication project, starting with the original ideas right through to its final realisation.

#### COURSE PROGRAM:

Understanding the brief  
Analysis and diagnosis  
Proposal of a communication plan  
The media plan and other elements  
Creative justification of the proposal (use of semiology),  
Professional presentation of elements.

#### SET BOOK:

Le Publicitor, B. Brochand et Landrevie, Dalloz.  
Le Communicator, A Wertsphallen, Dalloz

## AIT5C/1e: SEMIOLOGY OF COMMUNICATION

### Fall Semester

THIS CLASS IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 15 hours

**ECTS credits:** 1

#### OBJECTIVE:

To initiate students to semiological analysis so that they can decode advertisements and also justify the semiological implications of their own publicity materials.

### COURSE PROGRAM:

Why use signs and images?

Decoding advertisements

Presenting and justifying a publicity campaign semiologically

## AIT5C/3b: THE PRESS & PUBLIC RELATIONS

### Fall Semester

THIS CLASS IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 24 hours

**ECTS credits:** 2

#### OBJECTIVE:

At the end of this course, students should understand the issues involved for companies in their relations with the public and the press.

They should be able to elaborate a public relations strategy and a press campaign.

They should master all the main communication techniques used in these areas.

#### COURSE PROGRAM:

##### 1. Public Relations

Definition and presentation of the job with its aims and issues and recent developments

- Areas of action in public relations

- Identifying with the public

- How to organise a public relations campaign

- The internet : its uses and consequences

- Defining measurable aims in public relations

Case studies : Michel Edouard Leclerc, Briggs & Stratton, Copalis, AXA Santé

##### 2. Relations with the Press

- Definition of the press officer's job

- An overview of the French press

- What journalists do (written press, radio, TV)

- The impact of the internet on the traditional media

- Methods : press cuttings, press releases, relations with journalists

- Working with the press in times of crisis

Case studies : C'ZON, Total and the wreck of the Erika

#### BIBLIOGRAPHY:

Jean-Pierre Beaudoin, *Conduire l'image de l'entreprise*, Paris, 1995

Thierry Libaert, *La communication de crise*, 2001 et *La communication d'entreprise*, 1998

Lionel Chouhan et Jean-François Flahaut, *Les relations publiques*, PUF – Que sais-je 2007

Al et Laura Ries, *La pub est morte, vive les RP*, 2003

Magazines : Stratégies et Influencia

Etudes TNS Sofres : l'influence du web 2.0, 2007 et 2008

## AIT5C/4a & AIT5M/4a: SOCIAL MEDIA AND COMMUNITY MANAGEMENT

### Fall Semester

THIS CLASS IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 20 hours

**ECTS credits:** 1

#### PREREQUISITE:

Have some knowledge in digital marketing and social networks.

**OBJECTIVE:**

Understand the different social media/networks specificities and their advantages for a company  
 Know how to use the measure instruments and the social media management tools  
 Get to know the digital sphere and the social networks  
 Understand the impacts of the digital technology and of the social media on the company activities (communication, contents)  
 Create materials with PAO softwares (Photoshop, Indesign, Illustrator)

**COURSE PROGRAM:**

Know how to elaborate a digital communication strategy.  
 Incorporate social media and community management in a communication strategy.  
 Learn how to guide innovations development in the context of communication and media: content development strategy, creation of new format, production workshop.

**AIT5C/4c: COMMUNICATION MANAGEMENT****Fall Semester**

GRADUATE STUDENTS AND/OR BUSINESS MAJORS ONLY

**Lectures:** 20 hours

**ECTS credits:** 2

**OBJECTIVE:**

Communication Management is a course focused on managing the communication function in all its diversity. The course will explore corporate and other organizational communication aims, practices, publics, policies, plans, and channels in a variety of corporate and organizational settings. The aim of the course will be to equip students with the understanding and tools needed to evaluate a company's objectives, then to develop and manage an appropriate communications plan allowing the company to effectively manage its communication in furtherance of those objectives with all of the pertinent publics (consumers, investors, employees, suppliers, government agencies, the media, and pertinent interest groups).

Upon completion of this course, students should be able to:

1. Conduct a basic organizational communication needs assessment
2. Produce and identify clear strategic objectives for a range of situations, as well as appropriate tactics, in line with corporate goals
3. Consider and prioritise the needs of different publics/stakeholders in a range of situations
4. Understand which media channels to use for various messages and publics
5. Select appropriate research and evaluation tools
6. Develop a comprehensive communications plan

**COURSE PROGRAM:**

Corporate communication refers to the totality of a corporation's efforts to lead, motivate, persuade, and inform its various publics. The emphasis of the course will be strategic in nature. In other courses you will learn in depth about public relations, media relations, intercultural human relations, corporate communications, marketing, branding, etc. and the tools you need to conduct them effectively. This course will focus on analyzing overall communication needs

and developing the right mix of communication tools, allocating resources, identifying barriers and solutions for overcoming them, and developing and managing an effective plan for internal and external communications.

**AIT5C/5c: INTERCULTURAL HUMAN RELATIONS****Fall Semester**

**Lectures:** 30 hours

**ECTS credits:** 2

**OBJECTIVE:**

At the end of the course the student should be able to hold down a job involving a human management dimension.

**COURSE PROGRAM:**

How to manage yourself in order to manage your coworkers: we will create manager/employee role-playing situations and work together on the key points to professional success:

- orientation: I choose my job (job interview, professional interview)
- training: I train, I get qualifications, I develop my career
- management: what I like, what I do not like, the barriers... I manage myself in my job.
- piloting: I have access to my job's requirements and to the relevant checklist
- assessment: I know the essential skills required to master my job, I assess myself.

All these five points fall under the employee's responsibility. The manager should only be considered as a support.

**H5RI/14a: INTERNATIONAL COMMUNICATION AND CONFLICTS****Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

To reveal the issues at stake in international communication strategy in global organisations like the UN and similar bodies, large NGOs and multinational companies.

**COURSE PROGRAM:**

Different aspects of international communication will be tackled. First of all, we shall remind ourselves of the constraints and specificités of communicating in an intercultural setting. We shall then examine the organisational, managerial and strategic issues at stake in communicating internationally whether in business, advertising or diplomacy. We shall also look at how governments and non-governmental organisations multinational companies or use communication expertise and information as levers to obtain influence in the world.

**BIBLIOGRAPHY:**

- Devin, Guillaume. *Sociologie des relations internationales*. Paris : La Découverte, 2009.
- Huault, Isabelle. *Le management international*. Paris : La Découverte, 1997.
- Mattelart, Armand. *La mondialisation de la communication*. Paris : La Découverte, 2008.
- Nye, Joseph. *Soft Power : the Means to Success in World Politics*. New York : Public Affairs, 2004.

-Nye, Joseph. *Cyberpower*. Cambridge : Harvard University Press, 2010.  
-Numéro 54 de la revue *Critique internationale*, « L'anthropologie des relations internationales », 2012.

# Computer Science

**IMPORTANT: ALL OUR COMPUTING COURSES ARE TAUGHT IN FRENCH**

## P1/6a: BEGINNERS COMPUTING

Fall Semester

**Lab:** 24 hours

**ECTS credits:** 3

### OBJECTIVE:

Practical use of a computer, in order to give students the necessary basic skills to do their work during their training course.

### COURSE PROGRAM:

**Windows:** Basic Principles

**Microsoft Word: Introduction to Word Processing**

- Typewriting
- Microsoft Word 7.0 interface: tool bars, menu bars
- Format: characters, paragraphs and page layout
- Presenting information in a table

**Microsoft Excel: Introduction to Data Processing (Spreadsheet Program)**

- Introduction to spreadsheet program
- Microsoft Excel interface (tool bars, menu bars)
- Data input, formulae and links creation
- Worksheet format
- Chart creation
- Basic and advanced functions

**Microsoft Word and Excel: Inserting a chart from an Excel document into a Word document**

E-mail: Introduction to Electronic Mail

Internet: Introduction to Information research on Websites

### ASSESSMENT:

Computer-based exercise.

## LEA1/3a: COMPUTER SCIENCE:C2I

Fall Semester

**Classes:** 12 hours

**ECTS credits:** 1

### OBJECTIVE:

To enable students to make Microsoft Word 2003 documents and OpenOffice Writer 2.1 documents, such as Curriculum Vitae, text commentaries, dissertation, master report...

### COURSE PROGRAM:

Typing and modifying text  
Selecting, copying and pasting text  
Format and characters  
Paragraph format  
Tabs  
Spelling and grammar

Page layout: basic principles

Tables

Columns

Bullets and numbering

Inserting pictures

WordArt, drawing

Styles

Mail merger

Introduction to the Internet: research methodology

### ASSESSMENT:

Opening a file, editing it, doing different tasks in accordance with instructions.

Students' abilities to manage tools, their rapidity and reflection skills will be taken into account.

## LEA1/7a: COMPUTER SCIENCE:C2I

Spring Semester

**Classes:** 12 hours

**ECTS credits:** 1

### OBJECTIVE:

Introduction to Computerized

Calculations and Database Management with Microsoft Excel and OpenOffice Calc 2.1

### COURSE PROGRAM:

Microsoft Excel

- Cell format
- Copying and pasting cells
- Working with several worksheets
- Using simple formulae
- Functions: sum/average/max/min/NB
- Charts
- "IF" function and cell locking
- Using dates
- "Research" function
- Advanced functions
- Calculations on several worksheets

### ASSESSMENT:

Practical work.

## P2/18: COMPUTING 2

Fall Semester

**Lab:** 24 hours

**ECTS credits:** 3

### OBJECTIVE:

To deepen students' knowledge of Computing.

### COURSE PROGRAM:

**Microsoft Word:**

- Review its basic functions
- Complement word processing with advanced functions
- Format: characters, paragraphs and page layout
- Create tables
- Insert pictures
- Paragraph titles
- Create automatic contents page
- Give documents a professional look

**Microsoft Excel:**

- Managing data
- Filter and auto-filters
- Using advanced functions
- PivotTables

**Microsoft Word and Excel:**

- Inserting tables and charts from an Excel document into a Word document
- Mail merge

**Introduction to using the internet for research**

**ASSESSMENT:** Computer-based exercise

**LCE2/12f: COMPUTER SKILLS 3**

**Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 1

**OBJECTIVE:**

Microsoft Excel interface is a Spreadsheet program which enables to present numeric data in charts and to make calculation on these data. Students will learn how to make a chart and how to use advanced calculation functions. Students will also learn the processing of data with Excel and how to make simple and complex graphics.

**COURSE PROGRAM:**

To learn how to :

- Make a chart
- Make calculations
- Change the structure of a chart
- Present a large chart
- Represent graphically numeric data
- Use web data
- Synthetise the data of a base
- Strengthen data
- Simulate an hypothesis
- Create a model of chart
- Work in groups on a chart
- Make a spreadsheet
- Make a repetitive task automatic
- Analyse data

**BIBLIOGRAPHY:**

Indications concerning websites will be given during the lessons.

**LCE2/16a: COMPUTER SKILLS 4**

**Spring semester**

**Lectures:** 12 hours

**ECTS credits:** 1

**OBJECTIVE:**

Power Point is a tool which enables us to make communication media. Students will learn to create presentation aids of all types thanks to the use of Power Point.

**COURSE PROGRAM:**

- Creation of an opening page
- Learn how to :
- Make a text presentation
- Personalise the look of a presentation
- Represent numerical information
- Make an organization chart
- Make an illustration or a diagram
- Prepare the projection of a presentation

**BIBLIOGRAPHY:**

Indications concerning websites will be given during the lessons.

**LEA2/11a: COMPUTER SCIENCE: SPREADSHEET**

**Fall Semester**

**CLASSES :** 12 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

ACCESS

- Tables
- Forms

**LEA2/15a: COMPUTER SCIENCE: INTERNET RESOURCES**

**Spring Semester**

**CLASSES:** 12 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

- Research on the Internet
- Finding and Using Online Resources

**LEA3/19a: COMPUTER SCIENCE: WEB CREATION AND MANAGEMENT**

**Fall Semester**

**Tutorials:** 30 hours

**ECTS credits:** 2

**OBJECTIVE:**

Creating and managing a website in several languages with Microsoft FrontPage.

**COURSE PROGRAM:**

- Creating a website (structure and working principles)
- Use the software Dreamweaver
- Use the software Photoshop

**ASSESSMENT:**

Exercise to do on a computer.

**LCE4/2a: COMPUTER METHODOLOGY FOR RESEARCH STUDENTS**

**Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

- Style, auto-format
- Creating and managing templates
- Creating an index
- Footnotes and endnotes
- Captions and cross-references
- Master documents
- Researching a topic on the internet
- Powerpoint presentations for teaching

**ASSESSMENT:**

Students will submit by email an assignment prepared at home.

**MCC4I/4b: RESEARCH INFORMATION METHODOLOGY**

**Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 1

**OBJECTIVE:**

Know how to carry out a strategic research on a specific field, a business sector, an information territory. Set a state of the subject art.  
Cartography and data analysis.

**BIBLIOGRAPHY:**

Sourcing, veille et analyse à l'heure de la révolution numérique, Broché – 17 juillet 2018, DE BOECK SUP, ISBN-13: 978-2807315785

**H4(P)/3a: CULTURAL MONITORING**

**Fall Semester**

**Classes:** 12 hours

**ECTS:** 2

**OBJECTIVE:**

This class has three aims:

- Acquiring the necessary theoretical knowledge to manage a monitoring project
- Examining the issues at stake in the use of technology in the cultural domain
- Learning how to manage a monitoring project

**COURSE PROGRAM:**

By using modern technological methods, monitoring enables us to keep up-to-date in our knowledge of developments in a particular field, to anticipate innovations and be aware of fashions and thus adapt to them effectively and grasp opportunities rapidly. In this class, we shall be looking at how to be aware of developments in the areas of cultural tourism and the heritage industry.

- 1 – Specificities of cultural monitoring
- Basic concepts, different types of monitoring, the essential tools, how to start
  - Consumer behaviour in the cultural domain
  - New digital strategies in the heritage industry

- 2 – Cultural and technological monitoring (how to do it)
- Identification of relevant information
  - The best ways to collect and analyse the information gathered
  - How to use the information gathered

An expert in this domain will be invited to speak to the class

**BIBLIOGRAPHY**

- Alloing, C., Chantrel, F. et Zimmer, T. (2011). Regards croisés sur la veille. (Livre blanc).
- ANDERRUTHY Jean-Noël, Techniques de veille et e-réputation, comment exploiter les outils Internet ? Saint-Herblain, ENI, 2009
- Deiss, J., L'art de faire des recherches et de partager l'information : pratiques et techniques de veille et de curation, 2015.
- DELENGAIGNE Xavier, Organiser sa veille sur internet, Paris, Eyrolles, 2015.
- De Montmollin, P., Utilité de la veille stratégiques au sein d'institutions culturelles: l'exemple du Musée d'histoire naturelle de Neuchâtel. (Mémoire de Certificat en gestion de documentation et des bibliothèques). Université de Fribourg, Neuchâtel, 2013.
- DUPIN Corinne, Guide pratique de la veille, Mont Saint-Aignan, KLOG éditions, 2015.

- Lesca, N. et Caron-Fasan, M.-L., Facteurs d'échec et d'abandon d'un projet de veille stratégique : retours d'expériences. Systèmes d'information & management, 13(3), 2008.
- Mesguich, V., Rechercher l'information stratégique sur le web : sourcing, veille et analyse à l'heure de la révolution numérique. Paris, De Boeck, 2018.

**H4(P)/8b DIGITAL HUMANITIES**

**Spring Semester**

**Classes:** 12 hours

**ECTS:** 1

**OBJECTIVE:**

At the end of the course students should be able to:

- understand what is meant by the term digital humanities and have a sound idea of where to find examples and how they are managed in the context of the heritage industry
- understand the policies, principles and practices connected to the open science movement and their application to the heritage industry
- understand the notions and issues raised by the idea of public history online
- understand recent changes in the heritage industry on account if the digital archiving of resources and the creation of online archives

**COURSE PROGRAM:**

- Digital humanities : definition, history, organisations and networks, careers in France and abroad
- Digital humanities in practice : methods and tools
- Science for all – the idea of open access to historical and cultural data
- Public history : shared authority
- Heritage institutions in the digital era
- European and national policies, finance
- Online archives, local heritage online

**BIBLIOGRAPHY**

BARBE, Lionel, MERZEAU, Louise et SCHAFER, Valérie (dir.), Wikipédia, objet scientifique non identifié, Nanterre, Presses universitaires de Paris Nanterre, 2015 DOI :

<https://doi.org/10.4000/books.pupo.4079>

BARRET, Elydia, Quel rôle pour les bibliothèques dans les humanités numériques?, Mémoire d'étude, ENSSIB, 2014

<https://www.enssib.fr/bibliotheque-numerique/documents/64711-quel-role-pour-les-bibliothequesdans-les-humanites-numeriques.pdf>

BEAUDOUIN, Valérie, CHEVALLIER, Philippe, MAUREL, Lionel, Le web français de la Grande

Guerre. Réseaux amateurs et institutionnels, Nanterre, Presses universitaires de Paris Nanterre, 2018

BENARDOU, Agiatis, CHAMPION Erik, DALLAS Costis Dallas, HUGHES Lorna M. (dir.), Cultural Heritage Infrastructures in Digital Humanities, New York, Routledge, 2018

BERMES, Emmanuelle, Le numérique en bibliothèque : naissance d'un patrimoine : l'exemple de la Bibliothèque nationale de France (1997-2019), thèse de doctorat en histoire, Paris, Ecole nationale des chartes, 2020

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BERRA, Aurélien, « Pour une histoire des humanités numériques », Critique, 2015/8-9 (n° 819-820), p. 613-626. DOI : 10.3917/criti.819.0613.  
 URL : <https://www.cairn.info/revue-critique-2015-8-page-613.htm>

BONNOT, Gaëtan, LAMASSÉ, Stéphane, Dans les dédales du web. Historiens en territoires numériques, Paris, Éditions de la Sorbonne, 2019

CAVALIÉ, Étienne et al. (dir.), Expérimenter les humanités numériques : Des outils individuels aux projets collectifs, Montréal, Presses de l'Université de Montréal, 2017  
 DOI : <https://doi.org/10.4000/books.pum.11091>

CAUVIN, Thomas, Public History: A Textbook of Practice, New York, Routledge, 2016

CLAVERT, Frédéric. « Échos du centenaire de la Première Guerre mondiale sur Twitter », Matériaux pour l'histoire de notre temps, vol. 121-122, no. 3-4, 2016, pp. 18-25

DACOS, Marin (collectif), Le Manifeste des Digital Humanities, 26 mars 2011,  
<http://tcp.hypotheses.org/318>

DEVRIENDT, Julien (dir.), Valoriser et diffuser les arts numériques en bibliothèque: Pratiques et enjeux, Villeurbanne : Presses de l'enssib, 2021  
 DOI : <https://doi.org/10.4000/books.pressesenssib.13632>

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#### **H4(P)/2b: GRAPHIC DESIGN FOR CULTURE**

##### **Fall semester**

**Classes:** 18 hours

**ECTS:** 2

##### **OBJECTIVES:**

To introduce students to graphic design and how to use it in the heritage industry

##### **COURSE PROGRAM:**

- Definition of graphic design
- Graphic design as used in cultural sites and activities
- How to use the software InDesign

#### **AIT4T/7b: GRAPHIC DESIGN IN LUXURY TOURISM**

##### **Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

##### **Prerequisite:**

Students should know how to use a computer and know the basic functions of Windows/Mac os.

##### **OBJECTIVES:**

At the end of this class, students should be able to:



Know the general functions of graphic design softwares;  
 Know the basic tools for page setting with Indesign;  
 Create a document in a given format;  
 Create a front cover;  
 Manage the page setting pattern , the table of contents,  
 the paragraph font;  
 Manage pictures insertion and page setting;  
 Export documents under different formats (Jpeg, psd,  
 ...)

#### **COURSE PROGRAM:**

1/ Introduction, presentation, methodology: choose a destination to create a touristic offer for a high-standart customer, in the form of a twelve-page ad booklet. Basic presentation of page setting tools: Adobe Indesign, photoshop, Illustrator, bridge.  
 2/ Introduction to page setting tools: Adobe Indesign; Create a document, typography, text zones, rulers, pictures import, pagination, and creation of the front cover.  
 3/ Document content: organization, flat plan, reflexion on what is needed, information order, pictures. Page setting pattern with Indesign. Photoshop: basic picture editing, contrast, nuance, reframing, save.  
 4/ Graphic design: luxury code, practical case analysis, logotype.  
 Indesign: corporate identity and style guide, paragraph style and font, content page setting.  
 5/ Indesign: page setting, automatic table of contents, libray.  
 6/ Indesign: page setting, import an Excel table  
 7/ Presentation files, picture compression, ...  
 Indesign: documents export, package, booklet printing  
 8/ Individual presentation of the printed offer.

#### **AIT4T/8a: HOW TO USE AMADEUS Spring Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 20 hours

**ECTS credits:** 2

#### **PREREQUISITE:**

Create and calculate a full booking file (hotel, car reservation). Know the fares easily on simple and difficult lines.

#### **COURSE PROGRAM:**

- General Study of informations and bookings, exploiting PNR files  
 - Study of costs.

#### **AIT5M/1d: MARKETING AND E-COMMERCE Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 20 hours

**ECTS credits:** 1

#### **COURSE PROGRAM:**

Using SPSS software  
 - Chap1 : Discovering the software

- Chap2 : Creating databases and distrubting variables  
 - Chap3 : Distribution of frequencies, testing hypotheses  
 - Chap4 : Analysing variation : ANOVA & ANCOVA

#### **AIT5M/1e: FINDING AND USING STRATEGIC INFORMATION**

**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 15 hours

**ECTS credits:** 1

#### **OBJECTIVES :**

Know how to search the Internet to find reliable resources.

#### **COURSE PROGRAM:**

The students will directly apply the concepts learnt on the computer. This class is a guide to students, future professionals on research on the Internet linked to communication (cultural, economic, environmental, commercial, marketing, technological, etc.) It guides the students towards relevant and pertinent resources tackling the knowledge and the utilisation of the Internet in a didactic manner which can be used as part of professional tasks. Thus, from directories to smart agents to search engines, a lot of tools will be amassed by the students.

#### **ASSESSMENT:**

One two-hour long final.

#### **AIT5T/1e: GRAPHIC DESIGN IN LUXURY TOURISM**

**Fall Semester**

**Lectures:** 20 hours

**ECTS credits:** 1

#### **Prerequisite:**

Students should know how to use a computer and know the basic functions of Windows/Mac os.

#### **OBJECTIVES:**

At the end of this class, students should be able to:  
 Know the general functions of graphic design softwares;  
 Know the basic tools for page setting with Indesign;  
 Create a document in a given format;  
 Create a front cover;  
 Manage the page setting pattern , the table of contents,  
 the paragraph font;  
 Manage pictures insertion and page setting;  
 Export documents under different formats (Jpeg, psd,  
 ...)

#### **COURSE PROGRAM:**

1/ Introduction, presentation, methodology: choose a destination to create a touristic offer for a high-standart customer, in the form of a twelve-page ad booklet. Basic presentation of page setting tools: Adobe Indesign, photoshop, Illustrator, bridge.  
 2/ Introduction to page setting tools: Adobe Indesign;  
 Create a document, typography, text zones, rulers,

pictures import, pagination, and creation of the front cover.

3/ Document content: organization, flat plan, reflexion on what is needed, information order, pictures. Page setting pattern with Indesign. Photoshop: basic picture editing, contrast, nuance, reframing, save.

4/ Graphic design: luxury code, practical case analysis, logotype.

Indesign: corporate identity and style guide, paragraph style and font, content page setting.

5/ Indesign: page setting, automatic table of contents, library.

6/ Indesign: page setting, import an Excel table

7/ Presentation files, picture compression, ...

Indesign: documents export, package, booklet printing

8/ Individual presentation of the printed offer.

### **AIT5T/3d: HOW TO USE AMADEUS** **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 20 hours

**ECTS credits:** 2

#### **PRE REQUISITE:**

Create and calculate a full booking file (hotel, car reservation). Know the fares easily on simple and difficult lines.

#### **COURSE PROGRAM:**

- General Study of informations and bookings, exploiting PNR files
- Study of costs.

## **Education**

**IMPORTANT: ALL OUR EDUCATION COURSES ARE TAUGHT IN FRENCH UNLESS OTHERWISE INDICATED**

### **LCE3/19e – LM3/20a: FRENCH LINGUISTICS AND DIDACTICS**

**Fall Semester**

**Classes:** 36 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

##### **Linguistics**

We shall try to answer the question: "What is this French language we are trying to teach?" Two elements will guide our reply: grammar and phonetics.

We shall have a look at the different theories of grammar which are useful for a French teacher to know. To do this, we shall look at French language text books, currently used in classrooms and also the grammar books available for foreign learners. In the area of phontics, we shall look at how standard French is pronounced and what factors influence the way we speak.

#### **Didactics of French**

We shall examine the basic notions we need to develop a practical pedagogical method for French as a foreign language. We shall look at classroom organsiation and the relationship between the teacher and the students within the class.

In order to do this, we shall look at the different possible ways of structuring a class and what form of organisation best suits which activities. We shall also look at the question of motivation and also the notion of a "learning contract" between the teacher and the students.

### **LCE3/19d & 23b: DIDACTICS OF ENGLISH (PRIMARY AND SECONDARY SCHOOLS)**

**Fall & Spring Semesters**

**Classes:** 18 hours

**ECTS credits:** 3 per semester

#### **OBJECTIVE:**

Students who wish to learn how to teach a foreign language will discover some of the basic principles of language teaching in France. Study of basic theories will lead to practical ideas about how to apply these principles in the classroom.

#### **COURSE PROGRAM:**

Teaching English in High School and Junior High School (ages 11 to 18).

Moving students from level A2 to level B2 on the European scale.

#### **ASSESSMENT:**

- A forum on language teaching in high schools will be organised by the students. Each student's contribution will be graded.
- A written test on some aspect of teaching theory
- Students will prepare a lesson for high school students using a previously unknown document.

### **LCE3/23c – LM3/24a: FRENCH LINGUISTICS AND FRENCH DIDACTICS 2**

**Spring Semester**

**Classes:** 36 hours

**ECTS credits:** 2

STUDENTS MUST TAKE BOTH CLASSES

#### **COURSE PROGRAM:**

##### **French Linguistics:**

Our big questions this semester will be: "what mistakes should we correct and how?" The whole issue of the mistake and how/why to correct it is essential for the French teacher, both in oral and written work. In addition the correcting needed in exams, homework assignments and tests to evaluate the students' level, the teacher needs to make choices all the time with regard to the questions of what to correct and how to assess - we shall examine certain basic principles whih help this process.

##### **Didactics:**

This semester will be dedicated to the study of theories of learning - in particular the communicative approach and action-based perspectives. After studying some basic

texts, we shall see how these theories work out in the classroom and how they are reflected in the various textbooks currently available. We shall look at global simulation methods and their implications for the teacher and the student, analyzing different experiments conducted among groups of learners. Finally, we shall talk about new technologies and teaching, seeing how technology can help make learners more independent and aid their acquisition of the French language.

## English

**NATIVE ENGLISH SPEAKERS MAY NOT TAKE "BEGINNERS" ENGLISH LANGUAGE CLASSES. HOWEVER TRANSLATION CLASSES, LINGUISTICS AND PHONETICS CLASSES ARE OPEN TO EVERYONE.**

**E3/1a & E3/2a: INTRO TO ENGLISH – FRENCH TRANSLATION FOR INTERNATIONAL STUDENTS**  
Fall & Spring Semesters

**Classes:** 18 hours **ECTS credits:** 3

THIS CLASS IS FOR INTERNATIONAL STUDENTS ONLY.

IT IS POSSIBLE TO JOIN THE CLASS IN THE SPRING SEMESTER

### OBJECTIVE:

The main objective of the course is to develop the students' translation skills (from English into French) and to help them to improve their French. A handout containing fifteen twentieth century texts and/or press articles will be provided during the first class and will be used as the basis of the class. Students will translate texts at home, following the order of the handout, and the translations will be corrected interactively in class in order to shed light on the difficulties that may have been encountered (syntax, grammar, vocabulary, language registers, differences regarding the meaning of words, etc.)

### ASSESSMENT:

There will be two exams during each term. The texts to translate will be 400-words long, and the exam will last 1 hour. The use of dictionaries is forbidden for English-speaking students. Non-English-speaking students will be able to use a bilingual dictionary (English/mother tongue) to understand the meaning of the text. For example, a German student can use an English/German – German/English dictionary. The use of bilingual dictionaries containing French is forbidden, as well as electronic dictionaries.

**LCE1/1c: SURVEY OF BRITISH LITERATURE TO 1945**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Hours:** 24 hours

**ECTS credits:** 3

### COURSE PROGRAM:

This class will give an overview of British literature from the origins to the first half of the twentieth century. British literary movements as well as stylistic techniques will be addressed. Students will explore texts from major figures of British literature. Focussing on methodology, they will learn how to comment on various kinds of literary documents, from the founding poem of English language, Beowulf, to Virginia Woolf's Mrs Dalloway, including some of Johnathan Swift's satires and Oscar Wilde's plays. Through a range of analytical literary approaches, the course will enable students to comment on a variety of texts, be it prose, poetry or drama.

### ASSESSMENT:

Students will be required to answer questions about the class and analyse a short extract from one of the works being studied.

**LCE1/1d: BRITISH BESTSELLERS SINCE 1945**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Hours:** 24 hours

**ECTS credits:** 3

### COURSE PROGRAM:

This course will offer an introduction to recent British Literature and how to study it. Students will learn about different literary genres and techniques as well as examining some texts in detail. We shall see how contemporary literature is a continuation of the British literary tradition and analyse the intertextual elements in the texts we study. Film adaptations of some of the works will also be considered, together with an introduction to adaptation theory.

### SET TEXTS:

Students must obtain their own copy of:  
E. R. Braithwaite, *To Sir With Love* (1959)

Extracts from the following works will be distributed in class:

- J.K. Rowling, *Harry Potter and the Philosopher's Stone* (1997)
- Helen Fielding, *Bridget Jones's Diary* (1996)
- Hilary Mantel, *Wolf Hall* (2009)
- P.D. James, *The Children of Men* (1992)
- Josephine Tey, *The Daughter of Time* (1951)
- Nina Bawden, *Carrie's War* (1973)
- Ian MacEwan, *Atonement* (2001)
- Terry Pratchett and Neil Gaiman, *Good Omens*, (1990)

### ASSESSMENT:

Students will be required to answer questions about the class and write a commentary on an extract from one of the works studied.

**LCE1/2a: ENGLISH GRAMMAR**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

This class will concentrate on the form and the use of the verb in English. We shall both examine the theory and see how our knowledge should be applied in practice.

- Auxiliaries : *Be, do & have*
- Tenses (present, past, present perfect, past perfect etc.)
- Expressing conditions and wishes
- Expressing the future (*will, be going to, be to, be about to*, present simple, present progressive)

**BIBLIOGRAPHY:**

An exercise manual will be distributed in class.

**LCE1/2b & 6d: INTRODUCTION TO TRANSLATION  
1: FRENCH TO ENGLISH**

**Fall & Spring Semesters**

**Classes:** 18 hours

**ECTS credits:** 2 per semester

It is possible to join the class in January

**OBJECTIVE:**

Introduction to translating literary texts and learning basic translation theory, developing good reflexes, acquiring essential vocabulary and revising important grammar points.

**COURSE PROGRAM:**

Translating extracts from 20<sup>th</sup> and 21<sup>st</sup> century literature and essays.

**BIBLIOGRAPHY:**

- A good English-French dictionary like the Robert/Collins Senior
- A good English dictionary like the Oxford Advanced

**LCE1/2c & 6e: INTRODUCTION TO  
TRANSLATION 1: ENGLISH TO FRENCH**

**Fall & Spring Semester**

**Classes:** 18 hours

**ECTS credits:** 2 per semester

It is possible to join the class in January

**OBJECTIVE:**

Introduction to translating literary texts and learning basic translation theory, developing good reflexes, acquiring essential vocabulary.

**COURSE PROGRAM:**

Translating extracts from 20<sup>th</sup> century novels. Students will prepare their translations at home and correct them together in class.

**BIBLIOGRAPHY:**

- A good English-French dictionary like the Robert/Collins Senior
- A good English dictionary like the Oxford Advanced
- Michel BALLARD, *Les Faux Amis*

**LCE1/2d & 6c: INTRODUCTION TO PHONETICS**

**Fall & Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

It is possible to join this class in January

**Classes:** 18 hours

**ECTS credits:** 2 per semester

**COURSE PROGRAM:**

- A summary of the different sounds in the English language – basic phonology
- English vowels and consonants, how they are produced and how to transcribe them
- The relationship between pronunciation, stress and rhythm

**BIBLIOGRAPHY:**

- J. C. WELLS, *Longman's Pronunciation Dictionary*

**LCE1/2e & 6a: ENGLISH ORAL EXPRESSION AND  
COMPREHENSION**

**Fall & Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

It is possible to join this class in January

**Classes:** 12 hours

**ECTS credits:** 2 per semester

**COURSE PROGRAM:**

Students will be encouraged to express themselves in fluent grammatically correct English in a variety of registers. Film, TV & radio clips will be studied and analysed. Students will participate in role playing, improvisation and formal presentations.

**LEA1/1a and 5a: ENGLISH GRAMMAR**

**Fall and Spring Semesters**

**Classes:** 12 hours

**ECTS credits:** 2 per semester

**OBJECTIVE:**

To master the pronouns, manipulate sentences with one or more verbs, use the different tenses.

**COURSE PROGRAM:**

The first semester is dedicated to the study of the sentence in English, and the nominal syntagm. Class will include the study of a specific grammar rule and the correction of exercises set the previous week.

We shall be particularly studying :

- Sentence structure : questions, negation, exclamations, tags etc.
- Nouns and demonstratives

**BIBLIOGRAPHY:**

*La Grammaire anglaise de l'étudiant*, Ophrys

**LEA1/1b & 5b: TRANSLATION  
FRENCH – ENGLISH**

**Fall and Spring Semesters**

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**COURSE PROGRAM:**

Translating press articles.

**ASSESSMENT:**

Two 1 ½ hour tests and the translation of a press article (25 lines) without any document authorized.

**LEA1/1c and 5c: TRANSLATION ENGLISH-FRENCH**

**Fall and Spring Semesters**

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

Introduction to translating non-specialist texts and learning basic translation theory.

**COURSE PROGRAM:**

Translating press articles.

**PERSONAL WORK:**

To read English and French press, to prepare a translation of the text which was distributed, then at the end of the course, to compare one's translation with the given one and to analyse the translation process, finally to learn the vocabulary.

**ASSESSMENT:**

Two 1 ½ hour tests and the translation of a press article (25 lines) without any document authorized.

**BIBLIOGRAPHY:**

-The New Oxford Dictionary of English  
-Le Petit Robert (vol.1)  
-Le Robert & Collins Senior 1998  
-BEAUDRIER & MACKEOWN-LAIGLE, *English Vocabulary for a Changing World*, Sedes

**LEA1/1d & 5d: WRITTEN EXPRESSION IN ENGLISH**

**Fall and Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

Help students to understand written English and to express themselves fluently in that language.

**COURSE PROGRAM:**

We shall study the English and American press and a series of texts about social and economic issues. Students will be expected to learn vocabulary.

**ASSESSMENT:**

A 1 hour exam divided into two parts :  
comprehension questions on a text and a short essay.

**BIBLIOGRAPHY:**

-*Le mot et l'idée* or a similar vocabulary book  
-*Journalease* (a book of useful vocabulary for studying the press)

**LEA1/1e & 5e: ORAL EXPRESSION IN ENGLISH**

**Fall and Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

Improve students' understanding of audio texts and their oral expression.

**COURSE PROGRAM:**

Listening to soundtracks; presentations, role plays, debates. Exercises for pronunciation, accent and intonation.

**PERSONAL WORK:**

Listen to the BBC, films in English, preparing presentations etc.

**ASSESSMENT:**

The final grade will be the average of two or three tests.

**P1/5b & 11b: ENGLISH FOR PSYCHOLOGISTS 1 & 2**

**Fall & Spring Semesters**

**Classes:** 18 hours      **ECTS credits:** 2 per semester

**OBJECTIVE:**

To help students gain fluency in spoken and written English. If they so desire, students may take the Cambridge First Certificate exams.

**COURSE PROGRAM:**

-Revision of basic grammatical structures  
-Comprehension exercises based on texts of general interest  
-Essay Writing

**LCE1/6b: ENGLISH GRAMMAR 2**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours      **ECTS credits:** 2

**COURSE PROGRAM:**

This class will concentrate on the form and the use of the verb in English. We shall both examine the theory and see how our knowledge should be applied in practice.

- Modals
- The passive voice
- Indirect speech
- Phrasal verbs
- Complex verbal constructions

**BIBLIOGRAPHY:**

An exercise manual will be distributed in class.

**LCE1/5c: TRACING AMERICAN LITERATURE FROM ITS EARLY MANIFESTATIONS UNTIL THE MODERNIST PERIOD**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

This course is a survey of American literature from its beginnings to the 1920s. Focusing on the cultural background of the Puritan heritage, with the experience of wilderness and the democratic experiment in mind, we will study the awakening of a self-consciously American literary sensibility and follow some of its transformations in several works by major writers.

After a brief introduction to various methodological approaches, the course will focus intensively on the practical aspects of reading literary texts: recognizing images and symbols, interpreting figures of speech, identifying narrative functions, etc., and move on as the semester progresses to writing textual commentaries in English.

**SET BOOK:**

F. Scott Fitzgerald, *The Great Gatsby*, 1925. Ed. Penguin Popular Classics.

**EXTRACTS STUDIED IN CLASS:**

- Washington Irving, "Rip Van Winkle" (1819-1820).
- Nathaniel Hawthorne, "The Birthmark" (1835).
- Edgar Allan Poe, "The Oval Portrait" (1842).
- Kate Chopin, "Désirée's Baby" (1893).
- Henry James "The Figure in the Carpet" (1896).
- Willa Cather, "A Wagner Matinee" (1904).
- Sherwood Anderson, "Godliness," taken from *Winesburg, Ohio* (1919).

**LCE1/5d: POSTWAR PERCEPTIONS THROUGH UK AND US THEATER**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

Three plays written by three of the world's most well-known playwrights, written in the same decade in the United States and in Europe. They represent three different perceptions of the post-world war area with its promises, obsessions and anxieties.

The course aims to study each play separately and comparatively, examining their linguistic styles, theatrical approach, the choice of characters and the interactions among them.

The students will be encouraged to close-read and analyze the texts from different angles in order to comprehend the authors' appraisals and criticism of their societies.

**SET BOOKS:**

Samuel Beckett: *Waiting for Godot* 1949 (First performance 1953)  
Tennessee Williams: *Suddenly Last Summer* 1957  
Arthur Miller: *Death of a Salesman* 1949

**LEA1/5f: ENGLISH PHONETICS**

**Spring Semester**

**Classes:** 12 hours

**ECTS credits:** 1

**OBJECTIVE:**

Improve students' command of the spoken language.

**COURSE PROGRAM:**

Classes will include a mixture of theory and practice. The following points will be studied :

- articulation
- phonology
- assimilation
- stress patterns
- transcriptions

**LCE2/9a: ACADEMIC WRITING**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

The aim of this course is to guide students in the methods of and the approaches to quality academic research in literature and civilization. Course activities will emphasize reading and writing as complementary processes.

**COURSE PROGRAM:**

The first part of the course will focus on reading and research practices: gathering and filtering information from available research tools in the library and on the internet, and the development of effective critical reading skills. The second part of the course will focus on the writing process: organizing source material and information and the steps necessary in the creation of coherent research-based essays and term papers.

**ASSESSMENT:**

Regular assessed writing assignments will be given throughout the semester.

**LCE2/9d: AMERICAN WOMEN WRITERS IN CONTEXT 1**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

In the 19<sup>th</sup> and early 20<sup>th</sup> centuries, women writers were often writing on the domestic sphere and on sentimental matters. Things began to change in the middle of the century when women started looking at other spheres, discovering what they could do outside the home place. Discussing the place of women in the canon, this class will focus on several writers whose work helped change the face of women for the centuries to come. By revisiting stereotypes to better condemn them, some women writers paved the way for emancipation long before they were given the right to vote.

The seminar will be based on close-readings of texts by women writers. Students are expected to have purchased and read Willa Cather's novel, *My Ántonia* (1918) for week 6 of class.

**A selection of extracts and stories will be handed out in the form of a reader. They include:**

- Mary Rowlandson, a passage from A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson: "The First Remove" (1682).
- Harriet Jacobs, a passage from Incidents in the Life of a Slave Girl, "A Loophole of Retreat" (1861).
- Sarah Orne Jewett, "A White Heron" (1886).
- Charlotte Perkins Gilman, "The Yellow Wall-Paper" (1892).
- Kate Chopin, "The Story of an Hour" (1894) and "Desirée's Baby" (1894).
- Edith Wharton, "The Eyes" (1910).

**Set book:**

Willa Cather, *My Ántonia* (1918). Barnes & Noble Classics.

**Assessment:**

Students will take a mid-term test and a written final exam.

**LCE2/9e: LOVE IN SHAKESPEARE'S POETRY**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 2

**COURSE DESCRIPTION:**

An in-depth study of William Shakespeare, *The Sonnets and a Lover's Complaint*, John Kerrigan (Ed.), Penguin, 2004

**LCE2/10b: INTRODUCTION TO ENGLISH LINGUISTICS**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours

**ECTS credits:** 2

**DESCRIPTION:**

This class will introduce students to linguistics. It will go through the major theories and main schools of thought and explore the traditional sub-sections in the field such as phonology, syntax, semantics, morphology, pragmatics and more.

**LCE2/11a: ORAL COMPREHENSION IN ENGLISH**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours

**ECTS credits:** 2

**OBJECTIVE:**

Listening to genuine English recordings in order to familiarise the student with natural speech and real-life listening.

**COURSE PROGRAM:**

- Listening to interviews, both audio and video
- Documentaries
- News broadcasts
- Different accents in English

**LCE2/10a & 14a: ENGLISH GRAMMAR**

**Fall & Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

It is possible to join this class in January.

**Classes:** 18 hours

**ECTS credits:** 2 per semester

**COURSE PROGRAM:**

1<sup>st</sup> Semester:

The class will focus on parts of speech, syntagms and nouns. Students will learn how to analyse a sentence in English. The Noun Group will be at the center of the study and will be involved when studying other parts of speech like adjectives, adverbs, conjunctions, determiners and pronouns.

2<sup>nd</sup> Semester:

The Class will focus on the grammatical analysis on the context of sentences, we will study types of sentence, of propositions, syntax by decomposing them through the prism of nature and function.

Complex sentences will also be studied.

**LCE2/10d & 14d: INTERMEDIATE TRANSLATION FRENCH - ENGLISH**

**Fall & Spring Semesters**

**Classes:** 18 hours

**ECTS credits:** 2 per semester

It is possible to join this class in January.

**COURSE PROGRAM:**

- Translating literary & journalistic texts into English
- Looking at common grammatical difficulties when comparing French and English
- Introduction to problems of style & register
- Introduction to translating songs, poems, cartoon strips and film scripts
- Introduction to subtitling

**LCE2/10e & 14e: INTERMEDIATE TRANSLATION ENGLISH - FRENCH**

**Fall & Spring Semesters**

**Level C1 in French required**

It is possible to join this class in January.

**Classes:** 18 hours

**ECTS credits:** 2 per semester

**COURSE PROGRAM:**

- Introduction to problems of style
- Learning to discern shades of meaning in both languages
- Translating contemporary literary texts

**BIBLIOGRAPHY:**

In addition to the usual dictionaries...  
M. GREVISSE, *Le Bon Usage*

**LCE2/11d & 15e: INTERMEDIATE PHONETICS**

Fall & Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours      **ECTS credits:** 2 per semester

**COURSE PROGRAM:**

-Phonetic transcription  
-Stress patterns  
-Intonation  
-Assimilation  
-Phonologie

**BIBLIOGRAPHY:**

P. ROACH, *English Phonetics & Phonology*; Cambridge University Press

**LEA2/9a & 13a: ENGLISH GRAMMAR AND TRANSLATION INTO ENGLISH**

Fall and Spring Semesters

**Classes:** 18 hours      **ECTS credits:** 2 per semester

**COURSE PROGRAM:**

Translation exercises to help the student understand the different lexical, stylistic and syntactic problems translators encounter. We shall be particularly concentrating on journalistic texts.

**LEA2/9b & 13b: BUSINESS TRANSLATION ENGLISH-FRENCH**

Fall and Spring Semesters

**Classes:** 12 hours      **ECTS credits:** 2 per semester

**COURSE PROGRAM:**

Translation exercises to help the student understand the different lexical, stylistic and syntactic problems translators encounter. We shall be particularly concentrating on journalistic texts.

**BIBLIOGRAPHY:**

A bilingual dictionary: Robert et Collins Senior  
An unilingual dictionary: *Oxford Advanced The New Oxford Dictionary of English*

**LEA2/9c et 13c: WRITTEN EXPRESSION IN ENGLISH**

Fall and Spring Semesters

**Classes:** 12 hours      **ECTS credits:** 1 per semester

THIS COURSE IS TAUGHT IN ENGLISH

**OBJECTIVE:**

To help students master the written language and improve comprehension.

**COURSE PROGRAM:**

-Studying press articles about current issues  
-Creating a vocabulary data base  
-Reformulating information : summaries, replying to articles, letters etc.  
-Arguing a point, participating in a written debate

**ASSESSMENT:**

It will be a mixture of comprehension and expression exercises: writing or rewriting from a written document, essays, correspondence, vocabulary exercises...

**LEA2/9d & 13d: ORAL EXPRESSION IN ENGLISH**

Fall and Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

Improving students' understanding of audio texts and their oral expression.

**COURSE PROGRAM:**

Listening to soundtracks; presentations, role plays, debates. Exercises for pronunciation, accent and intonation.

**PERSONAL WORK:**

Listening to the BBC, films in English, preparing presentations etc.

**ASSESSMENT:**

The final grade will be the average of two or three tests.

**H2/14a- LM2/11a: THE HISTORICAL NOVEL IN ENGLISH**

Fall & Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH:  
IT IS NOT OPEN TO NATIVE SPEAKERS OF ENGLISH

**Classes:** 24 hours      **ECTS credits:** 2 per semester

**OBJECTIVE:**

To become acquainted with the historical novel in English and learn how to analyze a text historically while developing your linguistic skills in English.

**COURSE PROGRAM:**

This class will cover the origins, evolution and different forms of the historical novel. We will analyze and compare a variety of texts taken from novels written by established authors of different times and styles. Through this course, students will develop their knowledge of the historical novel as well as their use of the English language and writing and speaking skills.

**BIBLIOGRAPHY:**

Jerome de Groot, *The Historical Novel*, Routledge, 2010

**P2/17a & 23a: ENGLISH FOR PSYCHOLOGISTS 3 & 4**

Fall & Spring Semesters

**Classes:** 18 hours      **ECTS credits:** 2 per semester



**OBJECTIVE:**

To help students gain fluency in spoken and written English. An introduction to psychological vocabulary in English.

**COURSE PROGRAM:**

- Read and understand simple psychological texts
- Essay writing on themes related to Psychology

**P3/34b & 40b: ENGLISH FOR PSYCHOLOGISTS  
5 & 6**

**Fall & Spring Semesters**

**Classes:** 18 hours      **ECTS credits:** 2 per semester

**COURSE PROGRAM:**

Help students understand complicated psychological texts written in English. Students will be required to summarise the contents of texts and reply in English to questions about the issue under discussion.

**LCE2/13d: AMERICAN WOMEN WRITERS  
IN CONTEXT 2**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours      **ECTS credits:** 3

**COURSE PROGRAM:**

In the 20<sup>th</sup> century, the situation of women writers changed and covered a wider range of themes than before as women increasingly entered the public sphere and became concerned with both political and social issues.

The seminar will be based on close-readings of texts by women writers. Students are expected to have bring Toni Morrison's novel, *A Mercy* (2008) to the class. **The other texts will be handed out in the form of a reader.** These will include:

- Katherine Anne Porter, "The Jilting of Granny Weatherall" (1930)
- Octavia Butler, "Bloodchild" (1984)
- Louise Erdrich, poems ("The Woods", "Birth", "Indian Boarding School: The Runaways")
- Ursula K. LeGuin, "Unchosen Love" (1994) and "Solitude" (1994)

**Set book:**

Toni Morrison, *A Mercy* (2008). Vintage edition.

**Assessment:**

Students will take a mid-term test and a written final exam.

**LCE2/13c: MODERN BRITISH LITERATURE:  
"Being Earnest" – Wilde, Saki, Orton**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours      **ECTS credits:** 3

**COURSE DESCRIPTION:**

Oscar Wilde's *The Importance of Being Earnest, A Trivial Comedy for Serious People* opened to great acclaim in 1895. Less than two months later, Wilde was arrested for "gross indecency" and his name removed from the playbill; the play would soon be closed, and its playwright imprisoned. However, both play and author would prove highly influential. This course will examine Wilde's masterpiece alongside a variety of works, most notably the short stories of Edwardian author HH Munro, better known as Saki, and the farcical play *Loot* by 1960's writer Joe Orton.

**BIBLIOGRAPHY:**

Oscar Wilde: *The Importance of Being Earnest* and "The Remarkable Rocket"

Saki: "Gabriel-Ernest," "The Open Window," "Tobermory," "The Lumber-Room," and "Sredni Vashtar"

Joe Orton: *Loot*

**LCE2/14b: INTRODUCTION  
TO TRANSLATION THEORY**

**Spring Semester**

**Classes:** 12 hours

**ECTS credits:** 2

**DESCRIPTION :**

This class will introduce the students to the theory and practice of translation. It will provide an overview of the history of the field, from its origin to the current state. It will also aim at developing students' practical skills in translation by applying various methods and strategies to different texts.

**LCE2/15a: CREATIVE WRITING SEMINAR**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

In an effort to gain further proficiency in both reading and writing in academic and nonacademic settings, students in this course will actively engage in the writing process and examine, as both readers and writers, a variety of fiction and non-fiction texts.

**COURSE PROGRAM:**

Course activities will focus on the production of written texts in a variety of styles and genres (fiction, poetry, film script, journalism etc.) in order to create a higher awareness of the strategies involved in effective written communication.

**ASSESSMENT:**

Regular assessed writing assignments will be given throughout the semester.

**Required text:**

ANSON, Chris M. & SCHWEGLER, Robert A., *The Longman Handbook for Writers and Readers* (4<sup>th</sup> Edition).

## **LCE2/15b: DEBATING SKILLS**

### **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

Students will learn to structure and express an opinion or argument in oral English. They will also learn to debate in public about academic and general controversial issues.

## **LCE3/17c: ADVANCED SHAKESPEARE**

### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

This course will involve in depth study of two plays – one tragedy and one comedy – with regard both to content and to language, style, and staging.

#### **SET BOOKS:**

-William SHAKESPEARE, *Romeo and Juliet*  
- William SHAKESPEARE, *As You Like It*

**Assessments:** There will be a mid-term test and a final written exam.

## **LCE3/24a: ADVANCED PHONETICS**

### **Spring Semester**

THIS CLASS IS TAUGHT IN FRENCH AND ENGLISH.  
STUDENTS MUST BE PROFICIENT IN BOTH

**Classes:** 18 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

This class will teach student to properly rely on a specific alphabet (namely the International Phonetic Alphabet) and think on the theoretic principles that underscore English pronunciation. The class will then be taught through textual analysis in order to discover various characteristics.

It will go from the smaller pronunciation unit, the phoneme, towards the analysis of an entire clause. Methods of phonetic transcription will also be taught, before taking an interest in phonetic phenomena and the underlying rules.

#### **BIBLIOGRAPHY:**

A bibliography will be provided on the first class.

## **LCE3/17d: DOUBLING AND STRANGENESS IN SHORT VICTORIAN FICTION**

### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

Through selected texts from short Victorian fiction, this course explores the theme of the double and encounters with her/him – the copy of yourself that is you but not quite you, who exists somewhere, and who you may run into. Beyond that, it explores an even more destabilising theme – the Stranger within the self, who emerges surreptitiously and gradually takes over the self. We shall analyse the overall structure of these two themes as they are developed in our texts, and engage in close readings of selected passages. Thus the overall ambition of the course is to consider the instability of identity in Victorian literature.

#### **SET BOOKS:**

1. *The Strange Case of Dr Jekyll and Mr Hyde*, Robert Louis Stevenson. Recommended edition: Penguin Classics, 2003.

2. *Carmilla*, Sheridan Le Fanu. Recommended edition: Lanternfish Press, 2019. Otherwise *Carmilla*: A Pomegranate Vintage Vampire Edition, 2012 is perfectly acceptable.

3. "William Wilson" and other short stories from *The Murders in the Rue Morgue and other tales*, Edgar Allan Poe. Recommended edition: Penguin English Library, 2012.

#### **ASSESSMENT:**

There will be a midterm test and a final written exam.

## **LEA3/17b: LIAISON INTERPRETING**

### **Fall Semester**

**Classes:** 12 hours

**ECTS credits:** 1

#### **OBJECTIVE:**

To enable students to translate orally and spontaneously between French And English in a business context.

#### **COURSE PROGRAM:**

-Translating oral presentations  
-Translating in business negotiations  
-Acting as linguistic interface in contacts between professionals with no common language

#### **ASSESSMENT:**

Oral exam in pairs.

## **LEA3/17a: ENGLISH: ECONOMIC AND BUSINESS LANGUAGE**

### **Fall Semester**

**CLASSES:** 18 hours

**ECTS credits:** 2

THIS COURSE IS TAUGHT IN ENGLISH

#### **OBJECTIVE:**

The aim of this class is to learn the essential concepts and the vocabulary related to Marketing, financial markets and the issues of globalization.

**LEA3/17c: ENGLISH ORAL TRANSLATION****Fall Semester****Classes:** 12 hours**ECTS credits:** 1**OBJECTIVE:**

To enable students to translate orally and on sight unseen written documents, particularly speeches.

**COURSE PROGRAM:**

- Learning useful vocabulary for making official speeches
- Translating at sight
- Learning to improvise orally

**ASSESSMENT:**

Students will translate a previously unseen document on sight. (15 mins.)

**LCE3/18a & 22a:  
ENGLISH ANALYTICAL GRAMMAR****Fall & Spring Semesters**

It is possible to join this class in January.

**Classes:** 18 hours**ECTS credits:** 3 per semester**OBJECTIVE:**

To provide students with the theoretical tools they need to analyse the grammatical structures in English they may meet and provide an overview of Linguistics in English.

**COURSE PROGRAM:**

This class will give a general overview of the study of English grammar and linguistics in France. We shall concentrate on the basics of enunciative grammar particularly concentrating on the noun, the verb and the complex sentence.

**BIBLIOGRAPHY :**

- Adamczewski, H. *Grammaire linguistique de l'anglais*. Paris : Colin, 1982.  
 Cotte, P. *L'Explication grammaticale des textes anglais*. 2ème édition. Paris : P.U.F., 1996.  
 Joly, A. et O'Kelly, D. *Grammaire systématique de l'anglais*. Paris : Nathan, 1989.  
 Lapaire, J.-R. et Rotgé, W. *Linguistique et grammaire de l'anglais*. Toulouse : P.U. Mirail, 1991.  
 Larreya, P. et Rivière, C. *Grammaire explicative de l'anglais*. 3ème édition. Paris : Longman France, 2005.  
 Souesme, J.-C. *Grammaire anglaise en contexte*. Paris : Ophrys, 1992.

**LCE3/18b & 22b: PUBLIC SPEAKING****Fall & Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

It is possible to join this class in January.

**Classes:** 12 hours**ECTS credits:** 1 per semester**OBJECTIVE:**

Teaching students to express themselves clearly and fluently in public in formal and professional settings.

**COURSE PROGRAM:**

- Public speaking
- Making oral presentations
- Role plays

**LCE3/18c & 22c: ADVANCED LITERARY  
TRANSLATION : FRENCH - ENGLISH****Fall & Spring Semesters****Classes:** 18 hours**ECTS credits:** 3 per semester

**Students must have already studied translation**

**COURSE PROGRAM:**

Students will work on a series of extracts from 20<sup>th</sup> century English literature particularly chosen on account of their grammatical complexities.

**LCE3/18d & 22d: ADVANCED LITERARY  
TRANSLATION : ENGLISH - FRENCH****Fall & Spring Semesters****Classes:** 18 hours**ECTS credits:** 3 per semester

**Level C1 in French required**

**COURSE PROGRAM:**

Students will work on a series of extracts from novels from different parts of the English-speaking world particularly chosen on account of their lexical grammatical & stylistic complexities.

**LEA3/17d & 21d: WRITTEN EXPRESSION  
IN ENGLISH****Fall and Spring Semesters****Classes:** 12 hours**ECTS credits:** 1 per semester**OBJECTIVE:**

To help students master the written language and improve comprehension.

**COURSE PROGRAM:**

- Studying press articles about current issues
- Creating a vocabulary data base
- Reformulating information : summaries, replying to articles, letters etc.
- Arguing a point, participating in a written debate

**ASSESSMENT:**

It will be a mixture of comprehension and expression exercises: writing or rewriting from a written document, essays, correspondence, vocabulary exercises... Exams will take place during the class.

**LEA3/17e & 21e: ORAL EXPRESSION  
IN ENGLISH****Fall and Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours**ECTS credits:** 1 per semester**OBJECTIVE:**

Improving students' understanding of audio texts and their oral expression.

**COURSE PROGRAM:**

Listening to soundtracks; presentations, role plays, debates. Exercises for pronunciation, accent and intonation.

**PERSONAL WORK:**

Listening to the BBC, films in English, preparing presentations etc.

**ASSESSMENT:**

The final grade will be the average of two or three tests.

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**LCE3/21d: THE SHORT STORY IN ENGLISH:  
CRIME, HORROR AND FANTASY  
Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 18 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

The short story is a particular form with its specific rules and traditions which has developed in the last 150 years to cover practically every genre and sub-genre of fiction. The short story in particular has thrived in popular fiction, the so-called minor genres, and enjoyed a great success with the reading public.

In this course we shall be looking at over a century and a half of crime, fantasy and horror and charting what has changed and what remained the same in this specific form of deceptively light entertainment.

**SET STORIES:**

- 1) Edgar Allan Poe, "The Murders in the Rue Morgue", 1841.
- 2) George MacDonald, "The Golden Key", 1867.
- 3) Oscar Wilde, "The Canterville Ghost", 1887.
- 4) Arthur Conan Doyle, "Silver Blaze", 1892.
- 5) G.K. Chesterton, "The Blue Cross", 1911.
- 6) Melville Davisson Post, "Naboth's Vineyard", 1918
- 7) Virginia Woolf, "A Haunted House", 1921
- 8) Agatha Christie, "The Witness for the Prosecution", 1924
- 9) M.R. James, "Lost Hearts", 1931
- 10) William Faulkner, "Smoke", 1932
- 11) Charles Williams, "Et in Sempiternum Pereant", 1935
- 12) Joan Aiken, "Yes, but Today is Tuesday" 1941
- 13) C.S. Lewis, "Forms of Things Unknown" (FP: 1966, written around 1958)
- 14) J.R.R. Tolkien, "Leaf by Niggle", 1945
- 15) P. D. James, "The Mistletoe Murder", 1995
- 16) J.K. Rowling, "The Tale of the Three Brothers", 2008.

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**LCE3/23e: SHAKESPEARE IN POPULAR CULTURE  
Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**CLASSES:** 18 hours

**ECTS credits:** 3

**OBJECTIVE:**

This course proposes to study the place of Shakespeare in modern popular culture, and will consider a range of topics including film, TV, comics, written fiction, and social networks. No prior knowledge of Shakespeare's plays is required, although it can obviously make things easier.

Students will be asked to choose a topic from a list for an oral presentation and a final paper to be handed in at the end of the semester.

**BIBLIOGRAPHY:**

-Douglas Lanier, *Shakespeare and Modern Popular Culture*, Oxford University Press, 2002.

-*The Cambridge Companion to Shakespeare and Popular Culture*, ed. Robert Shaughnessy, Cambridge University Press, 2007.

**ASSESSMENT:**

Oral presentation: 1/3 of the final grade

Research paper: 2/3 of the final grade

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**LEA3/21c: CONSECUTIVE INTERPRETING  
Spring Semester**

**Classes:** 12 hours

**ECTS credits:** 1

**OBJECTIVE:**

To teach students how to interpret consecutively in a professional context.

**COURSE PROGRAM:**

How to translate orally and briefly without preparation speeches and presentations in a professional context. Students will learn how to summarise the main points of a speech in the other language.

**ASSESSMENT:**

Students will be asked to summarise in language B a five minute oral presentation in language A.

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**LEA3/21a: ADVANCED BUSINESS TRANSLATION  
FROM FRENCH TO ENGLISH  
Spring Semester**

**Classes:** 12 hours

**ECTS credits:** 1

**COURSE PROGRAM:**

-Translating documents in English for use in the work place : catalogues, contracts, advertisements, order forms, menus, holiday brochures etc.

-Improving translation technique – how to correct texts which have been translated by a computer

-Students will complete in pairs translation project on a specific theme.

**ASSESSMENT:**

Students will have two hours to translate an original document similar to one studied in class.

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**LEA3/21b: BUSINESS AND SOCIAL  
TRANSLATION FROM ENGLISH TO FRENCH  
Spring Semester**

**Classes:** 12 hours

**ECTS credits:** 1

**COURSE PROGRAM:**

-Translating documents in English for use in the work place : catalogues, contracts, advertisements, order forms, menus, holiday brochures etc.  
 -Improving translation technique – how to correct texts which have been translated by a computer  
 -Students will complete in pairs translation project on a specific theme.

**ASSESSMENT:**

Students will have two hours to translate an original document similar to one studied.

**LCE4/1a: ADVANCED LINGUISTICS SEMINAR -  
 ANALYTICAL GRAMMAR (ENGLISH)**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 5

**OBJECTIVE:**

The aim of this class is to help students think analytically about English grammar and to analyse the use of grammar in a selection of texts, mainly taken from contemporary English literature.

**COURSE PROGRAM:**

We shall work of extracts from literary texts in English and analyse the English grammar we find in them (tenses, modes, syntax, morphology etc.). We shall also learn various linguistic theories to aid this analysis.

**BIBLIOGRAPHY:**

Bouscaren, Janine et Jean Chuquet. 1992. *Grammaire et textes anglais : Guide pour l'analyse linguistique*, Paris, Ophrys.  
 Bouscaren, Janine. 1992 *Introduction to a Linguistic Grammar of English : an utterer-centred approach*, Paris, Ophrys.  
 Larreya, Paul et Claude Rivi re. 2005. *Grammaire explicative de l'anglais*. Pearson Education.  
 Rotg , Wilfrid et Lapaire, Jean-R mi. 2004. *R ussir le commentaire grammatical de textes*. Paris : Ellipses

**LCE4/1c: ADVANCED LITERATURE SEMINAR -  
 LITERATURE AND PROTEST**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 20h

**ECTS credits:** 5

**Prerequisite:** Students must have studied English Literature before.

**Course description:**

Literature has always been involved in debate, protest and propaganda. If, traditionally, the pen is mightier than the sword, it is hardly surprising that writers use it as a weapon or that people get upset about written, spoken or sung texts. This class, which has three instructors with different emphases, will study extracts from well-known works along themes.

- a) Writing to protest – novels, plays, poems and songs written to present or attack a particular political or ideological position

- b) Controversial literature – literary works which have disturbed readers, been banned or caused their authors to be hunted or persecuted by the authorities or public opinion
- c) Debate and protest within literature – works which show their characters engaging in debate, protest or controversial activities.

**Reading list (extracts only from novels and plays):**
Feminism

"I am Woman" by Helen Reddy (1971)  
 "Still I Rise" by Maya Angelou (1978)  
 "I'm Going to Kill my Husband" by Pam Ayres (1976)  
 "They Shut Me up in Prose" by Emily Dickinson (1862)  
 "Differences of Opinion" by Wendy Cope (2006)

Banned Books

D. H. Lawrence, *Lady Chatterley's Lover* (1928)  
 J. K. Rowling, *Harry Potter and the Philosopher's Stone* (1997)

Anti-Totalitarianism

Christopher Isherwood, *Goodbye to Berlin* (1939)  
 W. H. Auden, "1 September, 1939"

Anti-war

Buffy Sainte-Marie, "Universal Soldier" (1964)  
 Barry McGuire, "Eve of Destruction" (1965)  
 Wilfred Owen, "Dulce et decorum est" (1918)

Gender/sexuality

*The Queer Manifesto* (1990)  
 Lady Gaga, "Born this way" (2010)

Monarchy

*Richard II* 4.1 (Shakespeare, the deposition scene)  
 Sex Pistols, "God Save the Queen" (1977)

(Anti)-war

William Shakespeare, *Coriolanus*  
 Jonathan Swift, *Gulliver's Travels*

Social criticism / protest

Henry Fielding, *Joseph Andrews*  
 Charles Dickens, *Great Expectations*  
 William Hogarth, "Marriage A-La-Mode"

(Anti)-colonialism

Joseph Conrad, *Heart of Darkness* (1899)  
 V. S. Naipaul, *A Bend in the River* (1979)  
 William Shakespeare, *The Tempest*

**Assessment:**

Students will submit a research paper and pass a final written exam (4h).

**AIT4/1b: ENGLISH WRITTEN EXPRESSION**

**Fall Semester**

**Classes:** 20 hours

**ECTS credits:** 1

**OBJECTIVE:**

Help students develop and apply their knowledge of English to the elaboration of a company's communication strategy. The students will work in small groups.

**COURSE PROGRAM:**

Students will be involved in three different communications projects in English:  
 -Writing an article  
 -Creating a publicity brochure  
 -Writing an open letter to the public (potential customers)

**ASSESSMENT:**

It is based on three criteria:

- the quality of English: grammar and spelling
- the style
- the content

**BIBLIOGRAPHY:**

R. ATWAN & W. VESTERMAN, *Effective Writing for the College Curriculum*, McGraw Hill, 1987

**LM4/3a: DIGITAL WRITING WORKSHOP**

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH  
STUDENTS MAY JOIN IN JANUARY

**Lectures:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

To become familiar with the digital tool to understand its advantages and its ever more complex challenges.

**COURSE PROGRAM**

The workshop will be a collaborative work of investigation in which students will analyse case studies based on specific issues such as the existence of fake news or the opinion influencing during electoral campaigns or the challenges related to AI.

The course will also focus on developing students' critical thinking and synthesizing skills to prepare for written reflections on digital questions.

**LCE4/3a & 6b: TRANSLATION  
FROM ENGLISH INTO FRENCH**

Fall & Spring Semesters

**Lectures:** 18 hours **ECTS credits:** 3 per semester

THIS COURSE AIMS TO PREPARE THE STUDENTS FOR  
THE NATIONAL TEACHING TESTS. STUDENTS WILL  
NEED TO BE FLUENT IN BOTH LANGUAGES IN ORDER  
TO TAKE IT (C1 LEVEL AT LEAST).

**OBJECTIVE:**

The main objective of the course is to develop the students' translation skills (from English into French and from French to English). A handout containing fifteen twentieth century texts and/or press articles will be provided during the first class and will be used as the basis of the class. Students will translate texts at home, following the order of the handout, and the translations will be corrected interactively in class in order to shed light on the difficulties that may have been encountered (syntax, grammar, vocabulary, language registers, differences regarding the meaning of words, etc.)

**ASSESSMENT:**

There will be two exams during each term. The texts to translate will be 400-words long, and the exam will last 1 hour. The use of dictionaries is forbidden for French-speaking students. Non-French-speaking students will be able to use a bilingual dictionary (French/mother tongue) to understand the meaning of the text. For example, a German student can use an French/German

-. The use of bilingual dictionaries containing French is forbidden, as well as electronic dictionaries.

**LCE4/3b & 6a: TRANSLATION  
FROM FRENCH INTO ENGLISH**

Fall & Spring Semesters

**Lectures:** 18 hours **ECTS credits:** 3 per semester

THIS COURSE AIMS TO PREPARE THE STUDENTS FOR  
THE NATIONAL TEACHING TESTS. STUDENTS WILL  
NEED TO BE FLUENT IN BOTH LANGUAGES IN ORDER  
TO TAKE IT (C1 LEVEL AT LEAST).

**OBJECTIVE:**

The main objective of the course is to develop the students' translation skills (from English into French and from French to English). A handout containing fifteen twentieth century texts and/or press articles will be provided during the first class and will be used as the basis of the class. Students will translate texts at home, following the order of the handout, and the translations will be corrected interactively in class in order to shed light on the difficulties that may have been encountered (syntax, grammar, vocabulary, language registers, differences regarding the meaning of words, etc.)

**ASSESSMENT:**

There will be two exams during each term. The texts to translate will be 400-words long, and the exam will last 1 hour. The use of dictionaries is forbidden for English-speaking students. Non-English-speaking students will be able to use a bilingual dictionary (English/mother tongue) to understand the meaning of the text. For example, a German student can use an German/English dictionary. The use of bilingual dictionaries containing French is forbidden, as well as electronic dictionaries.

**AIT4/1a & 5a: BUSINESS ENGLISH**

Fall & Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 40 hours in the Fall Semester; 32 in the  
Spring semester

**ECTS credits:** 2 for each semester

**OBJECTIVE:**

At the end of the course students should be able to communicate accurately and effectively in English about issues concerning economics, finance, business and tourism.

**COURSE PROGRAM:**

Use of oral and written English.

The class will emphasise the use of vocabulary concerning economics, business, finance and tourism. We shall study texts on these subjects, improve grammar and vocabulary, engage in debates, listen to audio and video clips and make oral presentations. We shall also do some short translations of business correspondence from French to English.

**MCC4I/4c : ADVANCED ENGLISH**

Fall & Spring Semesters

**Classes:** 18 hours      **ECTS credits:** 1 per semester

It is possible to join the class in January

**PREREQUISITE:**

Students should have at least a B2 level in English on the European scale.

**OBJECTIVE:**

Give the students the resources and tools so that they can reach an appropriate level of English in a professional context, to broaden their lexical knowledge in their own professional field, to develop oral and written expression and comprehension.

**COURSE PROGRAM:**

1. Defining PR
2. Language and media
3. Technological changes and media
4. Data and privacy
5. New technologies and PR

**BIBLIOGRAPHY:**

English for Public Relations in Higher Education, Garennet Education 21<sup>st</sup> century Communications book 3 and 4, Cengage publishing New Starting up/Foucher

**INTERNET RESOURCES:**

<https://www.ted.com/talks>  
<https://www.npr.org/>  
<https://www.adweek.com/>

**LM4/3c & LM4/9b: DIGITAL CREATION**

**Fall and Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours      **ECTS credits:** 2 per semester

**COURSE PROGRAM:**

The aim of this creative course using the digital tool is to carry out a digital project (radio podcast, recorded theatrical play, short film, video-clip...) from A to Z (conception and writing to staging and technical realization).

Students will learn how to do so effectively in order to turn in a completed and coherent project at the end of the semester.

**LCE4/5a: ORAL ENGLISH FOR FUTURE TEACHERS**

**Spring Semester**

**Lectures:** 12 hours      **ECTS credits:** 2

**OBJECTIVE:**

At the end of the class, student should be able to discuss varied topics and work on both intonation and pronunciation. Express oneself for a long time, spontaneously, avoiding difficulties or correct them easily so that your interlocutor cannot spot them.

Interact easily, spot and use non verbal and intonation-related tricks with no apparent effort. Create an exchange or take part in an exchange in a natural manner ( who speaks, references, allusions...) Create a

high-style speech using grammatically correct and varied sentences, a wide range of link words.

**COURSE PROGRAM :**

Oral English based on recent events, C1/C2 on the CECRL scale

**ASSESSMENT:**

In class, all along the term.

**LCE4/4a: ADVANCED LINGUISTICS SEMINAR:  
GRAMMAR AND TRANSLATION**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 5

THIS COURSE IS TAUGHT IN ENGLISH & FRENCH

**OBJECTIVE:**

The aim of this class is to help students think analytically about French grammar and its relationship to translation from French to English literature.

**COURSE PROGRAM:**

We shall analyse extracts from French literary texts, covering all aspects of grammar. Students will learn to compare and contrast French and English grammar, using various contemporary linguistic theories. We shall particularly deal with concrete difficulties caused by the differences between the structure of the two languages. Student will have to explain and justify their choices in translation and to place these choices in context with regard to the linguistic coherence of the whole text.

**BIBLIOGRAPHY:**

Chuquet, Hélène et Paillard, Michel. 1987. *Approche linguistique des problèmes de traduction*. Paris : Ophrys.

**LCE4/4c: ADVANCED LITERATURE SEMINAR –  
FICTION AND REALITY**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 20h

**ECTS credits:** 5

**Prerequisite:** Students must have studied English Literature before.

**Course Description:**

The relationship between fiction and reality has always been complex. In one way, fiction is unreal, but the situations portrayed may well have really happened and the characters may be historical characters. Even if the plot is entirely fictional, the reactions of the characters may be credible, the action based on a real or typical situation. It may also be based on the author's own experience.

Equally, fiction may influence readers and change reality.

This course will explore these themes via 5 representative texts.

**Reading list:**

Martin Amis, *Money* (1984)

Sharon Pollock, *Blood Relations* (1980)  
 Hilary Mantel, *Wolf Hall* (2009)  
 Julian Barnes, *A History of the World in 10 1/2 Chapters* (1989)  
 Paul Auster, *New York Trilogy* (1986)

#### Assessment:

Students will submit a research paper and pass a final oral exam.

### AIT4/5b: ENGLISH ORAL EXPRESSION

#### Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 24 hours

**ECTS credits:** 1

#### OBJECTIVE:

To enable students to communicate orally in formal business situations both individually and in a group.

#### COURSE PROGRAM:

-Meetings : listening to others, time management, styles of participation, role plays  
 -Public speaking : communication techniques, how to present a project or idea, improvisations, prepared speeches

#### ASSESSMENT:

Students will be required to prepare a PowerPoint presentation in English about an aspect of the business world (it lasts 15 min.)

#### BIBLIOGRAPHY:

J.C. McCROSKEY, *Introduction to Rhetorical Communication*

### LM4/8b: THEORY AND ISSUES IN CULTURE

#### Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE

To explore in more details some issues related to digital technologies, using some serious theoretical tools such as Ernst Cassirer's Philosophy of Symbolic Forms.

#### COURSE

#### PROGRAM

The class will invite students to reflect on digital technologies and the issues that arise in their relationship with today's society and language. We will thus review the beginning of the computer with Turing's machine and its following development in American universities. This historical approach will allow us to find meaning in the evolution of our contemporary culture.

### AIT5/2b: BUSINESS ENGLISH

#### Fall Semester

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 40 hours

**ECTS credits:** 3

#### OBJECTIVE:

Speak fluently and coherently on business subjects  
 Use accurate vocabulary in all usual situations of business life  
 Express oneself naturally in the workplace  
 Understand the details of professional documents in English without help  
 Prepare a speech on a business or economic subject  
 Make a business presentation  
 Write well-structured professional documents  
 Understand complicated conversations between several English speakers about economic issues

#### COURSE PROGRAM:

Presentations in English : presenting figures, situations, new products, a balance sheet, a new production or management process

Writing in business English : letters, emails, reports, minutes, manuals, brochures

Using professional documents : articles, leaflets, manuals, budgets, job descriptions, instruction sheets

## French

**IMPORTANT: ALL OUR FRENCH COURSES ARE TAUGHT ENTIRELY IN FRENCH**

### E3/1d: BUSINESS FRENCH

#### Fall Semester

**Classes:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE :

Level B1 of the European Framework of Reference for Languages. At the end of the course, the student will be able to master the French language, orally and in writing, in common communication situations in business.

#### COURSE PROGRAM:

- Companies and socio-economic environments
- Economic actors (companies and consumers)
- Company creation (profile, establishment, choice of firm)
- Results and tendencies (business sectors, companies in figures)
- Human resources (CV, application letter, interview, meetings)
- Marketing (market research, report, distribution, communication)
- Professional Communication (phone, email, online order)
- Work on current affairs documentaries

#### ASSESSMENT:



Oral midterm (20 mins) which counts for 50% of the final grade and a 2hr written exam for the other 50%. The oral presentation will consist of a presentation of a product from the student's country of origin.

**BIBLIOGRAPHY:** affaires.com – Jean-Luc Penfornis (CLE INTERNATIONAL 2009)

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### **E3/1c & 2c: FRENCH FOR INTERNATIONAL STUDENTS**

#### **Fall & Spring Semesters**

**Classes:** 24 hours      **ECTS credits:** 3 per semester

Courses are from beginner to advanced level. An initial 2h placement test evaluates students' linguistic skills including grammar, vocabulary, reading, writing and listening. The groups are based on the Common European Framework of Reference for Languages.

#### **OBJECTIVE:**

The main objective of the course is to provide students with the educational materials and resources (depending on their level) necessary for them to express themselves in French (speaking in public, effectively and fluently); to understand and use common expressions; categorize information taken from a written document and use it; express their opinion and answer precise questions; and better understand French culture.

#### **EDUCATIONAL METHODS:**

All 5 linguistic skills are covered: listening, speaking, reading, writing and oral interaction. The educational methods focus on practice: grammar exercises with multiple examples and oral practice; dictation; listening to oral materials with increasingly difficult characteristics; discussions, presentations and debates; role play; writing essays and summaries. Students will also be prepared in the necessary skills for successfully following university level courses.

#### **ASSESSMENT:**

The exam will be in three parts. Students will write an essay, listen to a recording and answer questions, and have an oral test.

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### **E3/2g: ORAL EXPRESSION IN FRENCH**

#### **Spring Semester**

**Classes:** 12 hours      **ECTS credits:** 2

#### **PREREQUISITE:**

To take this class, students should have already studied French for at least 4 semesters. There will be two classes held: one for level B1 and one for level B2.

#### **OBJECTIVE:**

To encourage students to speak French and improve their speaking.

#### **COURSE PROGRAM:**

-To identify discrepancies between the message expressed and the message received in oral French.  
-How to clarify what we say orally, criteria for clear,

accurate and effective, spontaneous speech. Language register.  
-Structuring speeches and presentations.  
-Verbal and non-verbal expression: using our voice to express meaning, breathing, diction, articulation, speed, repetition, body language.  
-Constructing an argument, using logical progression.

#### **EDUCATIONAL METHODS:**

Presentations in pairs, debates, role plays, telling a story.

#### **MATERIAL:**

Texts, press articles etc. to provide material for debate. Learning vocabulary lists and using them immediately.

#### **ASSESSMENT:**

Exam : Oral presentation with a partner in class (10 minutes).

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### **LCE1/3d: ACADEMIC WRITING IN FRENCH**

#### **Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

THIS COURSE IS RESERVED FOR STUDENTS WITH A GOOD LEVEL OF WRITTEN FRENCH (Level B2 on the European scale or above)

#### **OBJECTIVE:**

To help make writing more structured and fluid, to improve ability to express ideas clearly in a distinguished writing style.

#### **COURSE PROGRAM:**

Discover a study of extracts or literary works chosen by the professor and by students; writing exercises and training.

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### **LM1/1a: FRENCH LITERATURE: MADAME DE LAFAYETTE, LA PRINCESSE DE CLEVES**

#### **Fall semester**

**CLASSES:** 24 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

The novel *Madame Bovary* will be used as a case study to teach students how to analyse French literature. Students will learn how to identify and examine themes, analyse characters and do a close reading of various extracts, while placing the novel in its social and literary context.

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### **LM1/1b: SARTRE & CAMUS, BETWEEN LITERATURE AND PHILOSOPHY**

#### **Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 3

How can we measure today the strength and extent of the influence of two such great writers, philosophers and intellectuals as Sartre and Camus? These two French thinkers crossed the 20th century, establishing

the idea of liberty (in Sartre's *La Nausée* and Camus' *L'Étranger*). They played their part in the great political debates of their day and used every possible literary device (essay, novel, play ...) to establish a dynamic relationship between experience and theory, fiction and speculation, truth and literature. We shall discover their ideas through two relatively simple texts.

#### BIBLIOGRAPHY

Jean-Paul Sartre, *L'Enfance d'un chef* (édition Gallimard, Folio « deux euros »)  
 Albert Camus, *L'été* (édition Gallimard, Folio « deux euros »)  
 Aliocha Wald Lasowski, *Jean-Paul Sartre, une introduction* (édition Pocket, Agora)

### LM1/1c: LITERARY JOURNALISM

#### Fall Semester

**Classes:** 18 hours

**ECTS credits:** 3

#### OBJECTIVE

An overview of the history of the press following the careers of famous writer/journalists. We shall study the different aspects of the relationship between journalism and literature.

- To discover and study the great literary journalists of the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- To understand the literary innovations resulting from the relationship between the magazine/newspaper and the book in the 19<sup>th</sup> century (the serialised novel, realism, evoking everyday life)
- To analyse the developing role of the writer in society in the 19<sup>th</sup> century – is he a prophet (a solitary genius at the mercy of his imagination) or a committed intellectual getting to grips with social reality?
- To understand the particularities of the French situation for journalists on account of the origins of the profession and the history of the country
- To study the origins of journalistic reporting and the lives of the great 20<sup>th</sup> century reporters.

#### COURSE PROGRAM:

The growth of the press in the 19<sup>th</sup> century gives rise to a "newspaper civilization". The book is in crisis and the newspaper or magazine becomes the main means of literary production, leading to the increased influence of the media. Writers have to force themselves to work for the magazines, seen as a compromise and a form of literary decadence. How did they adapt to this new situation? How did writing journalism affect their literary production? In addition to different writing techniques, the image and role of writers in society inevitably changed. This class offers a reflexion on the great writer-journalists of the 19<sup>th</sup> and 20<sup>th</sup> centuries in order to better understand the relationship between journalism and literature. Particular attention will be paid to the great reporters, novelists of real life, who borrowed aesthetic techniques from literature in order to produce poetic reports of true events.

#### BIBLIOGRAPHY

• Sous la direction de Dominique KALIKA, Philippe REGNIER, Marie-Eve THERENTY et Alain

VAILLANT, *La civilisation du journal. Une histoire de la presse française au XIX<sup>ème</sup> siècle*, Nouveau Monde Editions, 2011

- Sous la direction de Marie-Eve THERENTY et Alain VAILLANT, *Presse et plumes, journalisme et littérature au XIX<sup>ème</sup> siècle*, Nouveau Monde Editions, 2004
- Marie-Eve THERENTY, *Mosaïques. Etre écrivain entre presse et roman (1829-1836)*, Paris, Champion, 2003.
- Marie-Eve THERENTY et Alain VAILLANT, *1836, l'An I de l'Ere médiatique*, Paris, Nouveau Monde Editions, 2001
- Marie-Françoise MELMOUX-MONTAUBIN, *L'écrivain journaliste au XIX<sup>ème</sup> siècle, un mutant des lettres*, Editions des cahiers intempestifs, 2003
- Marie-Eve THERENTY, *La littérature au quotidien, poétiques journalistiques au XIX<sup>ème</sup> siècle*, Paris, Seuil Coll. « Poétique », 2007.
- Corinne SAMINADAYAR-PERRIN, *Les discours du journal. Rhétorique et médias au XIX<sup>ème</sup> siècle (1836-1885)*, Publications de l'université Saint-Etienne, 2007
- Alain VAILLANT, *La crise de la littérature, romantisme et modernité*, Editions de l'université de Grenoble, 2005
- Thomas FERENCZI, *L'invention du journalisme en France. Naissance de la presse moderne à la fin du XIX<sup>ème</sup> siècle*, Plon, 1993.
- Sous la direction de Claude BELLANGER, *Histoire générale de la presse française*, Presses Universitaires de France, 1972
- Christophe CHARLES, *Le siècle de la presse (1830-1939)*, Le Siècle Historique, 2004 etc.

### LM1/1d: FOOLISHNESS AND COMMON PRECONCEPTIONS

#### Fall semester

**CLASSES:** 18 hours

**ECTS credits:** 3

#### COURSE PROGRAM:

"Fools, those who do not think like you" (Flaubert, *Dictionnaire des idées reçues*).

What is foolishness? Is it mere ignorance, deliberate blindness, obstinate mistake making? Does it only apply to a minority of people or is foolishness commonplace? Can we say that Bouvard and Pécuchet, Emma and Charles Bovary are happy or unhappy fools? We will analyse how Flaubert depicts these characters in the two novels, using both identification and mockery.

#### SET BOOKS:

Gustave Flaubert, *Madame Bovary* (1856), *Bouvard et Pécuchet* (posthume, 1881) and the *Dictionnaire des idées reçues* (posthume, 1911)

### LM1/2a: LINGUISTICS – THE ORIGINS OF LANGUAGE

#### Fall Semester

STUDENTS SHOULD HAVE A GOOD LEVEL OF WRITTEN FRENCH

**Classes:** 12 hours

**ECTS credits:** 2

**OBJECTIVE:**

To introduce students to main questions related to the emergence of language and the complexity of human language

**COURSE PROGRAM:**

The emergence of language and languages: When and how did they appear?  
Language and the brain: What is the particularity of human language? Is Language Nature or Nurture?  
Language families: the existence of a mother language  
Writing: how did humans transition from a spoken to a written tradition?

**BIBLIOGRAPHY :**

AUROUX S. 2007. *La question de l'origine des langues*. Paris : PUF  
CALVET L-J. 1999. « La guerre des langues et les politiques linguistiques ». Paris : Hachette. *Revue Science et Univers* n°2 mai/juillet 2015. *Le langage : origine, nature, diversité...*  
CALVET L-J. 2009. « Quelles langues vont disparaître ? » In : *La Recherche – L'avenir des langues* n°429. P.30- 35.  
CLACKSON J. 2007. *Indo-european linguistics – An introduction*. Cambridge : Cambridge University Press.  
CROFT W. 1990/2009. *Typology and universals*. Cambridge : Cambridge University Press.  
FLORIN A. 2016. *Le développement du Langage*, 2e Édition Dunod.  
POUAKNIN M.-A. 1997. *Mystères de l'alphabet*. Paris : Assouline. • PLOQUIN F. 2008. *Esprit de famille*. In : *Manière de voir – La bataille des langues*. n°97. P. 89-90.  
YAGUELLO M. 1981. *Alice au pays du langage*, Pour comprendre la linguistique, Seuil.  
*Revue Les Cahiers de Science et Vie – Les origines de l'écriture* n°107. 2008. DVD D'une langue à l'autre – A la découverte des langues du monde. UMS 1834  
Direction et rédaction Désveaux E. Gestion du projet pour le Musée du quai Branly : Beuvier F. et Grouin C.

**LM1/2c: DIGITAL LITERATURE 1**

**Fall Semester**

**CLASSES:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

This course teaches digital literature. Using literary works of each student's choosing, we shall learn how to adapt them to the screen. We shall also study the digital image and how to present and format text.

**COURSE PROGRAM:**

Microsoft Word  
A series of adaptations will be produced using the following techniques  
1) Screenplay writing, preparation  
2) Shooting  
3) Retouching  
4) Voice-over, music, sound effects  
5) Editing

**ASSESSMENT:**

Practical work.

**LM1/4b: METHODOLOGY: DISSERTATION AND TEXTUAL COMMENTARY**

**Fall semester**

**CLASSES:** 12 hours

**ECTS credits:** 1

**OBJECTIVE :**

To prepare students to the dissertation and textual commentary academic exercises and their methodology

**COURSE PROGRAM:**

We will study the main steps in the construction of these exercises (analysis of the topic, thesis statement, construction of a progressive outline towards a logical argument) to be aware of the challenges that may arise.

**MCA1/43 GRAMMATICAL ANALYSIS OF FRENCH**

**Fall semester**

**Classes:** 24h

**ECTS:** 2

**COURSE PROGRAM:**

This class will study the syntax of simple and complex sentences in French, concentrating on the use of nouns, verbs and subordinate clauses. Students will be encouraged to reflect on the use of language in different contexts and its relevance to literary style. Examples will be taken from various types of text and analysed in class. Students will also do grammatical exercises to ensure their grasp of the principles studied.

**BIBLIOGRAPHY :**

Denis D. & A. Sancier-Château (1994). *Grammaire du français*, Le Livre de poche.  
Arrivé. M., Cadet F., Galmiche M., *La grammaire d'aujourd'hui, guide alphabétique de linguistique française*, Paris, Flammarion, 1986  
Leeman-Bouix D., *Grammaire du verbe français, Des formes au sens*, Paris Nathan / VUEF, 2002  
Riegel M., Pellat J-C., Rioul R., *Grammaire méthodique du français*, Paris, PUF, 2004  
Grévisse M., Gosse A., *Le bon usage*, De Boeck supérieur, 16ème édition, Paris, 2016

**Set book :** Grévisse de l'enseignant, 1000 exercices de grammaire, Jean-Christophe Pellat, Stéphanie Fonvielle.

**LM1/4a & LM1/8a: JOURNALISM AND LITERATURE**

**Fall & Spring semesters**

**CLASSES:** 24 hours

**ECTS credits:** 2 per semester

**PREREQUISITE:**

Be interested in writing techniques, read and listen to press and media regularly. Be able to synthesise properly.

**OBJECTIVE:**

Fall semester: Initiation to the formats of written and digital press.

Spring semester: Practice of radio writing.

**COURSE PROGRAM:**

- Lecture on the genres of the press
- Current Press reviews in pairs and comment upon them
- Individual writing exercise
- Listening in group of radio newsflash and broadcast
- Individual radio papers writing
- Production of short radio reports

**BIBLIOGRAPHY:**

A-t-on encore besoin des journalistes ?, Eric Scherer, PUF 2010  
L'écriture journalistique sous toutes ses formes, (ouvrage collectif), Presse de l'université de Montréal, 2010  
La guide de l'écriture journalistique, J-Luc Martin-Lagardette, La découverte 2009  
Journaliste mode d'emploi, Yves de la Haye, l'Harmattan 2005  
Comprendre les médias, Mirelle Thibault et Jean Pierre-Elkabbach, Ellipse 2005  
Le journaliste de radio Jean-Marc Chardon et Olivier Samain Ed médias Poche 1995  
La radio Patrice Cavelier, Olivier Morel-Maroger PUF 2006

**LCE1/7d: FRENCH LITERATURE  
(FOR NON-SPECIALISTS)**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

This class will present students with an overview of French Literature from the earliest period of the French language until today. Organised in chronological order, we shall examine each period via its literary and cultural movements and take a look at its best-known authors. From Chrétiens de Troyes, via Rabelais, Ronsard, Du Bellay, Racine, Molière, Corneille, La Fontaine, Voltaire, Montesquieu, Beaumarchais, Balzac, Zola, Hugo, Rimbaud, Baudelaire, Aragon to Beckett and Gaudé. All these authors have shaped our cultural history and still interest us today.

**LEA1/7c: TECHNIQUES OF EXPRESSION**

**Spring Semester**

**Classes:** 12 hours

**ECTS credits:** 2

**OBJECTIVE:**

To enable students to manage basic information, techniques and methods for making summaries and communicating orally and in writing.

**COURSE PROGRAM:**

The course will be divided into two main parts:

**Written communication:** How to deal with the huge quantity of information you will gather at college and during your future professional life:

- The most frequent grammar and spelling mistakes
- Business correspondence

- Standard Business documents (minutes, information sheets for employees, etc.)
- Writing a plan, introduction and conclusion
- How to synthesize and summarise a document

**Oral communication:** To improve students' oral expression skills with a view to making presentations for any kind of audience and doing viva voce exams or work placement reports. The course will include practical exercises (in a group or individually) and self-assessment:

- Personal diagnosis in oral expression – how to evaluate the image you present to others; stress factors
- Training in simple and complex oral expression: in a group, alone, with or without visual aids
- How to create visual aids with Microsoft PowerPoint: layout and transparencies

**ASSESSMENT:**

Written expression: Summarize a text, write a letter, information sheet or memo.

Oral expression: Exercises and questions.

**LM1/5a: FRENCH LITERATURE:  
MALRAUX, LA CONDITION HUMAINE**

**Spring semester**

**CLASSES:** 24 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

**LM1/5b: THINKING ABOUT THE  
FRENCH-SPEAKING WORLD: CESAIRE AND  
GLISSANT**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

How can we define the role played by French culture, French literature and French ideas in the French speaking world today ? In order to understand this, we need to look at the ideas and themes developed by Jean-Marie Gustave Le Clézio, Alain Mabanckou, Patrick Chamoiseau and Edouard Glissant. All these thinkers have made a valuable contribution to the French literary world. The example of Edouard Glissant is particularly relevant. He is a philosopher, but also an essayist, novelist and playwright, above all a poet of the imagination. He is firmly opposed to globalization, against slavery, against any form of domination. His work is part of poetic and philosophical project to defend cultural diversity and the liberty of all peoples.

**BIBLIOGRAPHY :**

Edouard Glissant, *Le discours antillais* (édition Gallimard)  
Edouard Glissant, *La Lézarde* (édition Gallimard)  
Aliocha Wald Lasowski, *Edouard Glissant, penseur des archipels* (édition Pocket, Agora)

**LM1/5c: READING OF MARCEL PROUST'S  
DU COTE DE CHEZ SWANN**

**Spring Semester**

**Tutorials:** 24 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

In-depth study of Proust's *Du côté de chez Swann*, while wondering to what extent this book recounts "the history of a vocation".

**ASSESSMENT:**

Written final exam: a commentary or dissertation. Students are allowed to have the book studied in class with them.

**BIBLIOGRAPHY:**

Gilles DELEUZE, *Proust et les signes*, PUF.

**LM1/5d: INTRODUCTION TO MYTHS**

**Spring Semester**

**Classes:** 18 hours

**ECTS credits:** 3

**OBJECTIVE:**

To define the notion of myth and see how myth is linked to literature through a corpus of basic texts from the Antiquity to the present day.

**COURSE PROGRAM:**

- Thematic and narrative study of the great myths from classical civilisations
- Understanding myth : the principal schools of thought.
- Hermeneutics and myth : history and development.
- The relationship between myth and literature

**BIBLIOGRAPHY:**

- Hésiode, *La Théogonie* - Les Travaux et les jours
- Ovide, *Les Métamorphoses*.
- Vernant J.P, *L'univers, les Dieux, les Hommes*, Seuil, 1995
- Carlier Ch., Gritton-Rotterdam N., *Des mythes aux mythologies*, Ellipse, 1994.
- Detienne M., *L'invention de la mythologie*, Gallimard, 1981
- Eliade M., *Aspects du mythe*, Folio Essais, 1963

**LM1/6a: LINGUISTICS – THE SIGN**

**Spring Semester**

STUDENTS SHOULD HAVE A GOOD LEVEL OF WRITTEN FRENCH

**Classes:** 12 hours

**ECTS credits:** 2

**OBJECTIVE:**

- To acquire the basic notions of language analysis through different perspectives
- linguistic: common and esthetic uses of language
  - foreign language learning
  - language philosophy

**COURSE PROGRAM:**

- Introduction to Linguistics: Grammar linguistics, Literary linguistics, Fields of linguistic study.
- General concepts: language/speaking, competence/performance, diachrony/synchrony
- Phonetics / Phonology: using the API, relation between written and spoken language.

**BIBLIOGRAPHY:**

- BENVENISTE E. 1966/1974. *Problèmes de linguistique générale*. Paris : Gallimard.
- CASSIRER E. 1972. *La philosophie des formes symboliques 1 : le langage*. Paris : Minuit.
- DUCHET J.-L. 1981/1998. *La phonologie*. Paris : PUF – Que sais-je ?
- DUCROT O. et alii. 1994. *Dictionnaire de linguistique et des sciences du langage*. Paris : Larousse.
- JAKOBSON R. 1963 (traduit par Nicolas Ruwet). *Essais de Linguistique générale*. Paris : Minuit.
- MALMBERG B. 1954/1973. *La phonétique*. Paris : PUF – Que sais-je ?
- MONNERET Ph. 1999/2007. *Exercices de linguistique*. Paris : PUF.
- ORSENNA E. 2001. *La grammaire est une chanson douce*. Paris : Stock.
- PERROT J. 1953/1998. *La linguistique*. Paris : PUF – Que sais-je ?
- SAPIR Ed. 1968 (traduction de Jean-Elie Boltanski et Nicole Soulé-Susbielles). *Linguistique*. Paris : Gallimard.
- SAUSSURE F. 1916/1969. *Cours de linguistique générale*. Paris : Payot.
- YAGUELLO M. 1981. *Alice au pays du langage – Pour comprendre la linguistique*. Paris : Seuil.

**LM1/6c: DIGITAL LITERATURE 2**

**Spring Semester**

**Tutorials:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Continuation of LM1/2c.

**LM1/8b LITERATURE & RHETORIC WORKSHOP 1: ROLAND BARTHES**

**Spring Semester**

**Classes:** 18 hours

**ECTS credits:** 1

**COURSE PROGRAM:**

Rethoric is a vast pedagogical domain because it is where the power of speech, gesture and silences originates. In his 1964 *Essais Critiques*, Roland Barthes says : "I read this sentence, this story or this word with pleasure, it is because they were written in pleasure. [...] Does writing in pleasure guarantee – guarantee me, the writer – my reader's pleasure? Not at all. I must seek out this reader (must cruise him) without knowing where he is. A site of bliss is then created"

Thus, after reviewing the different forms of rethoric, we will study the power of speech staging and interrogate the positive or negative effects it has on the spectator or reader?

We will study a variety of resources (ancient texts, extracts from novels, philosophical tales and plays, movie clips, paintings, music, etc.) in both a diachronic and chronological approach.

**SET BOOKS:**

L'Enfance d'un chef, Jean-Paul Sartre, 1939.  
La Lettre à Lila, Vincent Cueff, 2015.

**MCA1/6c CONTEMPORARY FRENCH LITERATURE**

**Spring Semester**

**Classes:** 24h

**ECTS:** 2

**COURSE PROGRAM:**

This course gives an overview of contemporary literature and in particular the novel in the 20th and 21st centuries. We shall study different literary theories and also extracts from a selection of significant novels.

**SET BOOK:**

Georges Perec, *W ou le souvenir d'enfance*, Gallimard

**BIBLIOGRAPHY :**

150 textes théoriques et critiques, Nadine Tournel et Jacques Vassevière, Armand Colin, 4ème édition 2015  
La bibliothèque du littéraire, Yannick Mercoyrol, PUF, 2011  
Le roman, Michel Raimond, Cursus, Armand Colin, 2015

**LCE2/12g: INTRODUCTION TO RESEARCH**

Fall semester

**Classes:** 24 hours

**ECTS credits:** 1

**OBJECTIVE :**

This course's aims is to teach students how to produce an academic work combining identification, the gathering and organization of information. The course will also deal with searching and choosing sources to produce an oral or written presentation.

**LM2/9b: RENAISSANCE POETRY**

Fall Semester

**Classes:** 18 hours

**ECTS credits:** 2

**OBJECTIVE :**

To analyse a poetic text from the 16<sup>th</sup> century and be able to contextualize it politically and socially.  
To be able to create a text in one of the forms used in this century  
To link poetry with different artistic forms (painting, sculpture...) in an interdisciplinary approach

**COURSE PROGRAM:**

The « poëin » is the creation and the poet is the word carver. This course will introduce students to 16<sup>th</sup> century writers from the Pléiade movement or the Lyon school. To understand the passion that pushed them to write and thus make a valuable contribution to French literature. Stylistic studies will enable students to analyse poetic texts in details and develop an appetite for good poetry.  
Contextualisation will also play an important role in this course to understand the project behind Agrippa D'Aubigné's *Les Tragiques* or Joaquin Du Bellay's *Les regrets*. Clément Marot's texts will show the entertaining purpose of poetry.  
We will also explore the complex notion of lyricism and poetic forms such as ballads, epistles, rondeaus and sonnets.

**LM2/9e: THINKING ABOUT MUSIC**

Fall Semester

**Lectures:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Be it Mozart or Pink Floyd, what is the place of music in our collective social and cultural imagination, both as

individuals and as a community ? Among the different philosophers who have thought about this issue, we may mention Nietzsche, for whom music gave life meaning and was, more than a passion, a way of life : opposing Wagner, overcoming the spiritual heaviness of his age, marrying Lou Andreas Salomé, becoming a Mediterranean. Music helps us all build our personal worlds, think about the future and escape from the dominant cultural understanding of our age. We shall look at the freedom provided by music as seen by both Nietzsche and Adorno.

**BIBLIOGRAPHY :**

Friedrich Nietzsche, *La Vision dionysiaque du monde* (édition Allia)  
Theodor Adorno, *Le Caractère fétiche de la musique* (éditions Allia)  
Aliocha Wald Lasowski, *Les Larmes musicales* (édition William Blake & Co)

**LM2/10a: LINGUISTICS - MORPHOLOGY**

Fall Semester

STUDENTS SHOULD HAVE A GOOD LEVEL OF WRITTEN FRENCH

**Classes:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Morphology is the sub-section of linguistics dedicated to the study of how words are structured and their component parts. This class, which will take both descriptive and chronological approaches, will examine the form of words, how they are constructed and then used, with an emphasis on the relationship between structure and meaning.

**BIBLIOGRAPHY:**

ARRIVE M., GADET F., GALMICHE M. 1986. *La grammaire d'aujourd'hui – Guide alphabétique de linguistique française*. Paris : Flammarion.  
BYBEE J. 1995. *Morphology – A study of the relation between meaning and form*. Amsterdam/Philadelphia : John Benjamins.  
COLIN J.-P. 2003. Le lexique. In : *Le grand livre de la langue française*. Paris : Seuil. P.391-456.  
ENGLEBERT A. 2004. *300 QCM de grammaire française*. Bruxelles : Duculot.  
HUOT H. 2001. *Morphologie – Forme et sens des mots du français*. Paris : Armand Colin.  
GARDES-TAMINE J. 1990/2005. *La grammaire 1 – Phonologie, morphologie, lexicologie*. Paris : Armand Colin.  
MONNERET Ph. 1999/2007. *Exercices de linguistique*. Paris : PUF.  
MORTUREUX M.-F. 1997. *La lexicologie entre langue et discours*. Paris : Sedes.  
RIEGEL M., PELLAT J.-Chr., RIOUL R. 1994. *Grammaire méthodique du français*. Paris : PUF.  
TOMASSONE R. 1996. *Pour enseigner la grammaire*. Paris : Delagrave.  
WAGNER R. L. & PINCHON J. 1991. *Grammaire du français classique et moderne*. Paris : Hachette.

**LM2/12c: WRITING A BLOG**

Fall Semester

**Tutorials:** 18 hours

**ECTS credits:** 2

**OBJECTIVE:**

- Get to know the general principles of writing for publication on the Web (capturing readers' attention, titles, style, rhythm, length, references)
- How to write in the first person
- How to include factual content in a personal narrative
- Sections and divisions
- Index
- Illustrations
- Teamwork

**COURSE PROGRAM:**

- Writing a blog using Wordpress, creating cultural and literary content
- Writing articles
- Proofreading and correcting online text

**ASSESSMENT:**

Coursework only.

**LM2/9c & 13c: DANTE**

**Fall and Spring semesters**

**CLASSES:** 18 hours per semester

**ECTS credits:** 3 in Fall Semester and 2 in Spring Semester

**COURSE PROGRAM:**

**Fall Semester :** Canto 1 to 17

Since the wandering in the dark forest until the first circles of Hell, we will follow Dante's spiritual progress, guided by Virgile. Dante's work embraces every dimension of the human condition : political satire, inner adventure, great poetry of the soul...

**Spring Semester :** Canto 18 to 34

The circles of Hell are more and more frightening until Satan, imprisoned in the ice, is seen. But beyond, the entrance to the Purgatory can be noticed. The ordeal of what is bad is a necessary step before thinking about the purgation of the soul.

**SET BOOK:**

Dante, *La Divine comédie*, traduction et présentation de Jacqueline Risset, GF, 2010.

**LM2/10b & LM2/14b: LANGUAGE AND CULTURE  
1 & 2**

**Fall & Spring semesters**

**CLASSES:** 24 hours    **ECTS credits:** 2 per semester

**COURSE PROGRAM:**

This course is divided into morphology (nominal for the Fall semester, verbal for the Spring semester), syntax, phonetics, semantics and translation lessons (from only one author). The texts to be translated are handed out in class.

Students should often study at home for this class.

**BOOKS TO BE BAUGHT:**

- *Vocabulaire d'ancien français: Fiches à l'usage des concours*, O. Bertrand et S. Ménégald, Colin, 2010
- *Fiches de phonétique*, Geneviève Joly, Armand Colin, 1999.

**LM2/13b: POETRY AND PAINTING**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

To deepen students' understanding of painting and poetry. To acquire the specific vocabulary needed to describe and explain their impressions and opinions in order to develop a sensible critical outlook on visual and verbal performances. Each class will build on the linguistic and artistic tools introduced previously in order to master them by the end of the semester when a artistic project will invite students to express their creative selves.

**COURSE PROGRAM:**

Poetry, often thought of as an alter-ego of painting, becomes with it a meaningful composite unit. This precious alloy constitutes the fertile ground through which the artist can express, transmit, unveil, and share. Those possibilities of actions and colours elevate and strengthen language, and the visual dimension, rather than hinder this unbridled multiplicity, engages it, and perennially lengthens it. Pablo Picasso once stated that "When it comes to painting, seeking is useless. What matters is to find." We will thus explore the correlations, similarities, and creative bridges that make of "poeting" an abundantly, resoundingly vocal art. On account of this, we will first focus on Ancient thoughts and examine Horace and Plato, the seminal theoreticians of this alliance.

We will then review centuries of poetry to analyse this interpenetration using a chronological and diachronic approach. Finally, the study of urban poetry will be a good medium to interrogate the purposes and impacts of poetry and painting.

**LM2/13d: MAN AND NATURE**

**Spring Semester**

**Classes:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Everything points to the ecological crisis as one of the main challenges of the 21<sup>st</sup> century, questioning the ambition of the man who saw himself as "master and possessor of nature" (Descartes). Which literary works interrogate our relationship to our environment ? The two texts under study explore the rural and farming world.

How does Giono's style and the special place given to Nature give sensibility to the natural living world?

**SET TEXTS :**

Jean GIONO, *Que ma joie demeure* (1935) et *L'homme qui plantait des arbres* (1953).

**LM2/13e: SURVEY OF THEATRICAL MODERNITY  
FROM 19<sup>TH</sup> TO 21<sup>ST</sup> CENTURY 1**

**Spring Semester**

**Tutorials:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Provide the students with an overview of French literary history with a particular focus on the main movements and evolutions of the French theatrical genre from the 19<sup>th</sup> to the 21<sup>st</sup> century.

**LM2/14a: FRENCH LINGUISTICS: SYNTAX**  
**Spring Semester**

STUDENTS SHOULD HAVE STUDIED AT LEAST ONE SEMESTER OF FRENCH LINGUISTICS

**Classes:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

To help students transition from descriptive grammar to syntax analysis.

**COURSE PROGRAM:**

Syntax is the sub-field of linguistics that studies the sentence structure and its components.

This course will review themes such as word classification, word order and the traditional distinction between nature and function. We will also look at some surprising linguistic features of the French language in its unity and diversity.

**BIBLIOGRAPHY:**

ARRIVE M., GADET F., GALMICHE M. 1986. La grammaire d'aujourd'hui – Guide alphabétique de linguistique française. Paris : Flammarion.  
BONNARD H. 1981. Code du français courant, Magnard, Paris.  
DUBOIS J. et DUBOIS-CHARLIER F. 1970. Éléments de linguistique française : syntaxe, Larousse.  
GARDES-TAMINE J. 2004. La grammaire 2 – La syntaxe. Paris : Armand Colin.  
MAINGUENEAU D. 1996. Syntaxe du français, Paris : Hachette.  
MOESCHLER J. et Antoine AUCLIN A. 1997. Introduction à la linguistique contemporaine. Paris: Armand Colin.  
MONNERET Ph. 1999/2007. Exercices de linguistique. Paris : PUF.  
WAGNER R. L. & PINCHON J. 1991. Grammaire du français classique et moderne. Paris : Hachette.

**LM2/16c & LM3/24c: WRITING WORKSHOP  
AND LITERARY CREATION**

**Spring semester**

**Classes:** 18 hours

**ECTS credits:** 2

**OBJECTIVE:**

To become familiar with rhetoric while discovering the universe of advertising, posters, press articles to complete a plea or a prosecution closing speech successfully.

To turn a language into a material favorable for exploration, as many people manage to do it, such as Marinetti, Tristan Tzara, Francis Ponge, Philippe Jaccottet, Rimbaud, Raymond Devos or Fabrice Luchini.

**COURSE PROGRAM:**

Language is the ability to express a thought and communicate through a system of signs (oral, gestural, graphic, touch-sensitive, olfactory), provided with a meaning, and more often, with syntacs. More frequently, language is a system of communication. However, language leaves a bigger space for recreation. Then the "figura" gives birth and diverse representations to words, which, from that moment on, form a new ensemble. The rhetorical figure used to be the convenience imposed to the speech: it was included within two distinctive and complementary parts for the orator: the *inventio* and *actio*, that cause a rigorous "praxis" which transform the word and its ensemble into an artefact. The latter should have an impact on its audience.

The purpose of this class is to bring the student to understand what is Rhetoric, the way it is present everyday around us, but above all its essential nature to decipher the media and behaviours, and finally, make one's voice and one's gestures vital assets.

This class is based on different shapings of the verb, as it can be found in : Cicéron's *La Conjuration de Catilina*, Rimbaud's *Le buffet*, Apollinaire's calligrammes, Georges Perec's *La disparition*, les exploration paroxystiques by Jean-loup Sifflet in *Oxymore mon amour*, Stéphane de Groodt's *Le livre de la jonlge*, *Les figures de style* as seen by Plantu, or again *Douze ans d'esclavage* by Solomon Northup and Steeve McQueen cinematic adaptation *Twelve years a slave*.

The workshops selected are the writing of a plea or a prosecution closing speech, the writing of a letter to a child being beaten, and the creation of a photographic project entitled "Le(s) portrait(s) de l'Homme" ("Human beings' portrait(s)"), with a text depicting what the photograph shed light upon.

**LM3/17b: ANDRE GIDE'S  
LES FAUX-MONNAYEURS**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

*Les Faux-Monnayeurs* is the result of a twenty-year long work of research and creation that Gide dedicated to what he regards as his one and only novel. The complication of the scheme, the viewpoints multiplication, the speeches polyphonic proliferation, the author's, narrator's and character Edouard the novelist's interventions, all of that characterizes the modernity of a novel permanently questioning what ought to be done and the proceedings of the plot. Between, fiction and elocution, speech and story, distance and involvement, the transgressive and reflexive writing of *Les Faux-monnayeurs* discusses the formal limits of the literary canon and shakes up the referential functions of the novel.

By the questioning of the genres, the narrative instance of the novel makes Gide give away the foundations of a new reflexion on the relations between subjectivity, language and reality. *Les Faux-monnayeurs* questions the place of men in the world and his bearings: the birth of the modern individual, his construction, the discovery



of others through his experience, his sensitivity, his encounters.

It is impossible to reduce *Les Faux-monnayeurs* to only one of its aspects: a romantic or educational novel? A social or family novel? An adventure novel? Is it better to favor one of the point of view in spite of the others: from an aesthetic, mythological or ethical point of view? Every elements – the characters, the events, the ideas, the themes, the means – only mean something when they connect with one another, forming a whole solid assemble.

In this overview, Gide puts into perspective the creative future of a work: the reader must bear in mind that what matters is the writing quest, the building of the fabrication. Gide composes a novel whose main topic is the genesis of a fiction: the novelist Edouard is preparing a novel, *Les Faux-Monnayeurs*, and develops the project around it in his journals, memos, notebooks and conversations.

**SET BOOKS:**

*Les Faux-Monnayeurs* en éditions FOLIO (poche).

**LM3/17d: SURVEY OF THEATRICAL MODERNITY  
FROM 19TH TO 21ST CENTURY 2  
(LAGARCE, ANOUILH, GABILY)**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

Is tragedy dead? Born in Greece in the 5<sup>th</sup> century before J.C, this genre occupied a central place in French literary creation in the 17<sup>th</sup> century before gradually losing popularity. In a world where transcendence is rare, how can a genre which stages the will of Gods and the "fatum" still inspire modern and contemporary theatrical creation?

Between a political and an intimate purpose, which role(s) can tragedy still play for the theatre of today?

**SET BOOKS:**

Jean ANOUILH, *Antigone* (1946)

Jean-Luc LAGARCE, *Juste la fin du monde* (1990),  
Didier-Georges GABILY, *Gibiers du temps* (1995)

**LM3/18a: LINGUISTICS - SEMANTICS**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**Prerequisites:**

Students should already have a very good knowledge of French.

**COURSE PROGRAM:**

It is impossible to study the structure of language without coming up against the question of meaning. Semantics is the branch of linguistics which examines meaning and tries to explain the links between verbal communication and the mental images associated with words and phrases by speakers of the same language group. This class will also deal with ambiguity and polysemy.

**BIBLIOGRAPHY:**

CORNULIER de B. 1985. *Effets de sens*. Paris : Minuit.  
ENGLEBERT A. 2004. *300 QCM de grammaire française*. Bruxelles : Duculot.

POTTIER B. 1992. *Sémantique générale*. Paris : PUF.

TOURATIER C. 2000/2005. *La sémantique*. Paris : Armand Colin.

SOUTET O. (sous la direction de). *La polysémie*. Paris : PUPS.

Revue *Langages* n°87 – *Sémantique et intelligence artificielle*. Paris : Larousse.

Revue *Syntaxe & Sémantique* n°5 – Polysémie et polylexicalité. Caen : PUC.

**LM3/18c & LM3/22c: WOMEN AND LITERATURE  
1 & 2**

**Fall & Spring semesters**

**Classes:** 18 hours

**ECTS credits:** 2 per semester

**COURSE PROGRAM:**

This course reviews women literature from its origins to the end of the 19<sup>th</sup> century.

**LM3/18d: LITERATURE WORKSHOP : MEDIA-LAB**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

From the ressources studied in class, students will be working on a final writing and staging project to demonstrate their understanding and perception of a given theme and put their artistic choices to the test.

**COURSE PROGRAM:**

This class will focus on a given theme which we will explore and interrogate through a variety of media (painting, sculpture, novels, tales, poems...).

As Wolfgang Iser states in his 1976 *L'Acte de Lecture*, we need to consider "the creativity of perception". Indeed, a piece of literature cannot be reduced to its text or representation. Its impact depends on the circumstances in which the reader receives it. "The piece is thus constituted in the reader's conscience".

The course will analyze all these factors of theme, historical context, artistic field and reception.

**LM3/18b & LM3/22b: HISTORY  
OF THE FRENCH LANGUAGE 3 & 4**

**Fall & Spring semesters**

**Classes:** 24 hours

**ECTS credits:** 2 per semester

**COURSE PROGRAM:**

This class will enable students to have some reminders on the previous lessons, while deepening some grammar and terminology aspects.

This course is divided into morphology (nominal for the Fall semester, verbal for the Spring semester), syntax, phonetics, semantics and translation lessons (different authors every week). The texts to be translated are handed out in class. This class supplies the students with the knowledge required to take the Old French test

for the "CAPES", "CAFEP" or "Agrégation de Lettres Modernes".  
Students should often study at home for this class.

#### BOOKS TO BE BAUGHT:

- *Vocabulaire d'ancien français: Fiches à l'usage des concours*, O. Bertrand et S. Ménégaldo, Colin, 2010
- *Fiches de phonétique*, Geneviève Joly, Armand Colin, 1999.

### LM3/21b: THE WOUND OF THE SOUL IN FRENCH LITERATURE

Spring semester

**CLASSES:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

To analyse a variety of visual and textual resources and make up an opinion on the given topic.  
This theme will demonstrate that French literature can be an "revealer of potential emotions" and allows us to explore the confines of the soul.

#### COURSE PROGRAM:

In her Correspondence, George Sand wrote that "Life is a long wound that can rarely be soothed and never heals". Do works of art reflect daily wounds, then? Common wounds? Universal wounds? There are many sorts of wounds; they may be physical, moral, perennial, short, intentional, excruciating, or forgivable. From this multiplicity will stem an artistic reflection. Do writers express wounds? Is the pain worse than the wound itself? Does writing feed the pessimism that men end up prisoners of? By taking into account the psychological philosophical, artistic and even religious aspects on the question, this course endeavours to answer these questions and interrogate the meanings of wounds and pain.

#### SET BOOKS :

1. L'Évènement, Annie Ernaux, 2000.
2. Lambeaux, C. Juliet, 1995.
3. T'es pas ma mère, Prune Berge, 2002.
4. Plus fort que la haine, Tim Guénard, 1999.

### LM3/21d - MCC3/22c: THE NOVEL AND CONTEMPORARY SOCIETY

Spring Semester

**Classes:** 24 hours

**ECTS credits:** 3

#### OBJECTIVE:

Broaden the students' minds towards recent French literature. Rediscovery of living authors and style analysis. Place of contemporary literature in nowadays' society, role contemporary authors are given and those they would like to have. Place of literature and writers in today's society.

#### SET BOOK:

Jean Bessière, *Le Roman Contemporain ou la Problématicité du monde, Principes de la Théorie Littéraire, Multiculturalisme et identité en littérature et en art, littératures francophones et politique*.  
Michel Lantelme, *Le Roman Contemporain: Janus postmoderne*.  
Roger Godart, *Itinéraire du Roman Contemporain*  
Own readings, some examples : Houellebecq, Andrée

Chedid, Amélie Nothomb, Le Clésio, Modiano...

### LM3/22a: LINGUISTICS - PRAGMATICS

Spring Semester

**Classes:** 24 hours

**ECTS credits:** 3

#### Prerequisites:

Students should already have a very good knowledge of French.

#### COURSE PROGRAM:

Pragmatics has three aims : to study the role of the participants in any act of verbal communication, to analyse the relationship between speech and context and to describe the way language is used in everyday life.

This course will attempt to answer the following question : how does language produce meaning for its users in a particular context?

We shall study the role of the content of each phrase (what is said), of the act of speaking (how we say it), but also the non-verbal aspects of the communicative act (what is left unsaid).

#### BIBLIOGRAPHY:

- AUSTIN J.L. 1962/1970 (traduit par Gilles Lane). *Quand dire, c'est faire*. Paris : Seuil.
- DUCROT O. 1984. *Le dire et le dit*. Paris : Minuit.
- DUCCROT O. 1989. *Logique, structure, énonciation*. Paris : Minuit.
- DUCROT O. et alii. 1980. *Les mots du discours*. Paris : Minuit.
- GRICE H.P. 1979. Logique et conversation. In : *Communications* n°30. P.57-72.
- SPERBER D. & WILSON D. 1986/1989 (traduit par Abel Gerschenfeld et Dan Sperber). *La pertinence*. Paris : Minuit.
- WITTGENSTEIN L. 1969/1980 (traduit par Marie-Anne Lescourret). *Grammaire philosophique*. Paris : Gallimard.
- Revue de Sémantique et Pragmatique* n°5 (1999) – Les connecteurs entre langue et discours. Orléans : PUO.
- Revue de Sémantique et Pragmatique* n°8 (2000). Orléans : PUO.

## Geography

**IMPORTANT: ALL OUR GEOGRAPHY COURSES ARE  
TAUGHT IN FRENCH**

### E3/2d: INTRODUCTION TO THE FRENCH SPEAKING WORLD FOR INTERNATIONAL STUDENTS

Spring Semester

**Lecture:** 18 hours

**ECTS credits:** 3

#### OBJECTIVE:

On every continent, at different levels, a certain number of countries speak French. In some of these countries or areas, the concept is obvious as the majority of the population speaks French (France, Switzerland Québec, French-speaking Africa). Nowadays it often becomes a

legacy for countreys that were French and so where French was the official language until decolonization. The language remains common and official; but the number of people speaking it tends to decrease. The cultural and linguistic roots get the upper hand over the language. With globalization, where languages and the spirit behind them are the vehicle for communication and exchanges, English asserts its pre-eminence. What is the future for the French-speaking countries: a concrete reality or the memory of a past period that is now over?

#### **COURSE PROGRAM:**

- Introduction: an old concept
- Part 1: The legacy of the French Empire
- Part 2: A linguistic reality found in 57 countries all around the world
- Part 3: Nowadays: between cultural reality and linguistic reality
- Conclusion: What future?

#### **ASSESSMENT:**

Students will take a midterm during class and also a final written exam during class. Each one will last one hour.

#### **BIBLIOGRAPHY:**

- *L'Atlas mondial de la Francophonie*; Fabrice Le Goff, Ariane Poissonnier et Gérard Sournia; Edition Autrement/RFI, Paris, 2006  
 - *Demain, la Francophonie* ; Dominique Wolton ; Editions Flammarion, Paris, 2005  
 - Les francophones dans le monde  
 - La Documentation française.  
[www.ladocumentationfrancaise.fr](http://www.ladocumentationfrancaise.fr)> Dossiers>La Francophonie, 1 oct. 2010

### **E3/2e: GEOGRAPHY OF FRANCE FOR INTERNATIONAL STUDENTS**

#### **Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

This class is specifically designed for International Students with a limited knowledge of French Geography. It has three main objectives.

#### **COURSE PROGRAM:**

- To introduce the continental position of France and its surprisingly diverse landscapes, climate and even society.
- To acquire a general knowledge of the geography of France : historical and geographical aspects of the French territory, of the specificities of various French regions and cities
- The last sessions will be dedicated to more thematic approaches to French Geography : population, urban and rural areas, the environment and sustainable development, transport and mobility.

#### **ASSESSMENT:**

Midterm: Quiz

Final: Oral examination of 15 minutes at the end of the course.

A DETAILED BIBLIOGRAPHY WILL BE GIVEN AT THE BEGINNING OF THE SEMESTER

### **H1/2a: MAJOR ISSUES IN GEOGRAPHY**

#### **Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

This class will introduce students to college-level human geography which differs largely from the one taught in high school or presented in the media. Academic geography is a scientific and intellectual subject, a rich and plural area of study which is always connected to the contemporary world.

The course will combine a reflection on fundamental issues in the field and case studies from around the world.

It will enable students to:

- Become familiar with concepts and approaches which are fundamental to geography.
- Master the basic analytical tools of the field.
- Gain knowledge about our world and geography as a subject.

#### **COURSE PROGRAM:**

Some of the themes we will study:

- What is geography ? What is its purpose?
- Population and populating
- The city, urbanisation, metropolises... and the rural world
- Globalisation
- From Sustainable Development to Political ecology issues

#### **BIBLIOGRAPHY:**

Laurent CARROUE, 2002, *Géographie de la mondialisation*, Coll. U, Ed. A. Colin, 256 p.  
 Annette CIATTONI, Yvette VEYRET, 2018 (4<sup>ème</sup> éd.), *Les fondamentaux de la géographie*, Campus, A. Colin, 351 p.  
 Olivier DAVID, 2004, *La population mondiale : répartition, dynamiques et mobilités*, Coll. Campus géographie, Ed. A. Colin, 191 p.  
 Philippe GERBER et Samuel CARPENTIER (sous la direction de), 2013, *Mobilités et modes de vie: vers une recomposition de l'habiter*, coll. Géographie sociale, Ed. PURennes, 224 p.  
 Yanni GUNNELL, 2009, *Ecologie et société. Repères pour comprendre les questions d'environnement*, Coll. U, Ed. A. Colin, 432 p.  
 Olivier LAZZAROTTI, 2006, *Habiter, la condition géographique*, Ed. Belin, 286 p.  
 Th. PAQUOT, M. LUSSAULT, S. BODY-GENDROT, 2000, *La ville et l'urbain, l'état des savoirs*, Paris, ED. La Découverte  
 Yvette VEYRET, 2005, *Le développement durable : approches plurielles*, Coll. Initial, Ed. Hatier,

### **H1/3b: METHODOLOGY FOR GEOGRAPHY**

#### **Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 1

#### **OBJECTIVE:**

This course will introduce students to some methods and tools used by geographers in their research. In order to make this course more interesting, students will work on a project that will require them to learn.

By the end of the course, students should have become familiar with a few methods of ground survey and of geographical phenomena transcription.

#### **COURSE PROGRAM:**

In addition to the normal classes, this course will include a workshop in which students will have the opportunity to complete a fieldwork assignment by joining a group project organised by the university. Thanks to this initiative, the assimilation of methods of investigation, analysis and transcription will be rooted in a concrete project. Students will therefore be able to learn via active practice.

### **H1/7a: FRENCH TERRITORIES**

#### **Spring Semester**

**CLASSES: 24 hours**

**ECTS credits: 3**

#### **OBJECTIVES:**

What is Geography? What purposes does it serve? What use is it for society? What do we learn by studying geography? In what way does geography help us to better understand the world we live in? This course will endeavour to provide the answers to all of these questions and, along the way, to introduce students to the methods and approaches that this scientific discipline supplies us with in order to understand our world. The geography we refer to remains distant from that which we apprehend on school benches. It's the geography of geographers; the one that surveys fields, observes landscapes and discusses with those who profile it, with its actors, users, and decision-makers. Because it is a science in its own specific way, geography interrogates, compares, lays down the distances necessary to reflect, and develops a language. This geographical language is what helps us think the world in the same way geographers do. Nowadays, human geography questions the relationships that bind men to the world, as well as the manner in which men manage the world at large.

By the end of the course, students should have an awareness of the history of geography and of the global approaches utilized by this discipline to comprehend the world.

#### **COURSE PROGRAM:**

The course will alternate between sessions of usual learning and reflection, practical exercises, research of information and didactic redaction.

Among others, we will deal with the following topics:

- Work around urban itinerancy: understanding geography through sensitive and landscaped approaches
- A world to your image: assessment based on an exercise of observation, documentation and reflection towards the creation of a report.
- Work around the words of geography: a pretext to understand geographic approaches and get to know geographers

### **H1/7b: FRENCH GEOGRAPHIES**

#### **Spring Semester**

**CLASSES: 24 hours**

**ECTS credits: 3**

#### **OBJECTIVES:**

Upon completing this course, students should:

- be able to apprehend certain geographical concepts and theories
- understand the risks associated with urbanisation, as well as the environmental challenges

#### **COURSE CONTENT:**

This course explores the different geographies of the French metropolitan territory. It will cover urban environments, rural areas, and hybrid zones. It will propose introductions to environmental risks (in the broad sense) and to urbanisation in areas liable to flooding.

- The Peri-Urban Transition
- Towards the End of Rural Areas?
- Mountainous Areas and their Activities
- Risks: example, Green Algae in Brittany
- Risks: example, Floods in Cuxac d'Aude

#### **ASSESSMENTS:**

Oral presentations and final exam.

#### **BIBLIOGRAPHY:**

- BOURON, Jean-Benoît et GEORGES, Pierre-Marie, *Les territoires ruraux en France*, Ellipses, 2015, 288 p.
- CLAVAL, Paul, *Géographie de la France*, PUF Que sais-je ?, 2017, 128 p.
- CARROUÉ, Laurent, *La France des 13 régions*, Armand Colin, 2017, 336 p.
- DEPRAZ, Samuel, *La France des marges - Géographie des espaces « autres »*, Armand Colin, 2017, 288 p.
- DUNLOP, Jérôme, *Les 100 mots de la géographie*, Paris, Presses Universitaires de France « Que sais-je ? », 2012, 128 p.
- LIBOUREL, Éloïse, *Géographie de la France*, Armand Colin, 2017, 256 p.
- RUGGERI, Charlotte, *La France. Géographie des territoires*, Ellipses, 2017, 408 p.

### **H1/8c: INTRODUCTION TO PHYSICAL GEOGRAPHY**

#### **Spring Semester**

**CLASSES: 12 hours**

**ECTS credits: 1**

#### **COURSE PROGRAM:**

This course will provide both basic methodological principles specific to the discipline of geography (spatial analysis, embedding of spatial and temporal scales, etc.) and an approach to the notion of "geosystem" (multiple interactions of natural and anthropogenic agents). To this end, classes will constitute an initiation to Physical/Environmental Geography (climatology, geomorphology, hydrology, biogeography, etc.) and an exploration of the contemporary subjects of applied research. Furthermore, particular attention will be given to oral communication, with the aid of a video-projected digital support.

#### **BIBLIOGRAPHY:**

- J-P. AMAT, L. DORIZE, Ch. LE CŒUR, *Éléments de Géographie Physique*, Collection Grand Amphi Géographie, Bréal, 2008.
- P. BAUD, S. BOURGEAT, C. BRAS, *Dictionnaire de Géographie*, Collection Initial, Hatier, Paris, 2008.
- J-L. CHAPUT, *La France. Sujets corrigés de géographie*, Ellipses, 1994.
- P. DEBOULT, A. BARRE, P. PICQUET, *Réussir ses études en Géographie*, Collection Atouts Géographie, Belin, Paris, 2004.

- Y. LAGEAT, *Les milieux physiques continentaux*, Collection Memento, Belin, Paris, 2004.
- F. SAUR, *Géographie Physique*, Collection Licence Géographie, PUF, Paris, 2012.

## **H2/12a: GEOGRAPHY OF EUROPE**

### **Fall Semester**

**Classes :** 24 hours

**ECTS credits :** 3

#### **OBJECTIVE:**

We live in Europe, in a country which is part of the EU. But what do we know about Europe? Do we, for example, understand the Schengen agreement? This class will help students to understand how belonging to Europe affects their daily lives and the issues at stake in Europe today.

#### **COURSE PROGRAM:**

Using Europe as an example, students will learn how to apply their knowledge of social and political geography to a specific region of the world and will analyse the global implications of Europe's current situation.

#### **BIBLIOGRAPHY:**

Aline ANGOUSTURES; Béatrice ANGRAND (et al.), 2014, *Idées reçues sur nos voisins européens*, Coll. Idées reçues, Ed. du Cavalier Bleu, 288 p.  
 Pierre BECKOUCHE et Yann RICHARD, 2013, *Atlas de la Grande Europe. Economie, culture, politique*, Coll. Atlas/Monde, Ed. Autrement, 96 p.  
 Collectif, 2014, *La France dans l'Union Européenne*, Insee,  
 Georges CORM, 2012, *L'Europe et le mythe de l'Occident. La construction d'une histoire*, Coll. Poche Essai n°369, Ed. de la Découverte, 336 p.  
 Jacques GUILLAUME, 2014, *La France dans l'Union Européenne*, Coll. Memento Géographie, Ed. Belin.

## **H2/12b: SPATIAL ANALYSIS & CARTOGRAPHY**

### **Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 3

Students must attend the lecture and the seminar

#### **OBJECTIVE:**

Students will study the history of making maps and the techniques used. A comparative study of maps of the same region will enable the students to chart the chronology of geographical change.

#### **COURSE PROGRAM:**

These days, geographical issues, information and documents are present and need to be understood in an increasing number of professional contexts. A knowledge of cartography is, of course, essential for the geographer, but it is also useful in many other contexts. In addition to acquiring a general understanding of maps and topography, this class aims at giving students basic skills in understanding maps and geographical documents of every kind and of how to analyse and exploit them for statistical purposes. We shall be using both paper and digital documents as well as software in the area of teledetection.

#### **BIBLIOGRAPHY:**

- M. ARCHAMBAULT, R. LHÉNAFF, J-R. VIANNEY, *Documents et méthodes pour le commentaire de carte*, 2 tomes, Masson, 1975.
- P. PIGEON et M. ROBIN, *Cartes commentées et croquis*, Fac. Géographie, Nathan 1993.
- J. STEINBERG, *La carte topographique*, SEDES 1, 1982.
- J. STEINBERG, *Le commentaire de la carte et de documents cartographiques*, Collection Atouts Belin, Paris, 2004.
- J. TIFFOU, *Commenter la carte topographique aux examens et aux concours*, Collection U Géographie, Broché, Paris, 2003.

## **H2/17a: GEOENVIRONNEMENTS**

### **Spring Semester**

**Classes:** 24 hours

**ECTS credits :** 3

#### **COURSE DESCRIPTION:**

"Sustainable development" has managed to impose itself as the most prominent paradigm since the beginning of the 21st century, yet its intellectual scope as well as the possible ways of putting it into practice remain rather vague and even ambiguous.

This course is an essential scientific (re)discovery of the largest "natural" environments in the world through a geographic and systematic approach.

When confronted with the complexity and the extent of those issues, worries raised by the environmental malfunctions themselves, brought about by the development of mankind, lead to the escalation of an ideological radicalism - From irrational catastrophism to absolute nihilism - these changes tend to catalyze political and economics dissent.

In these rather off-putting circumstances, giving students and future actors in development the keys to understanding the "natural" functioning of continental environments and their actual interplay with human societies seems very relevant.

Dynamic geomorphology (shapes and formations) is the initial approach to this subject, but the lessons will also include other parts of the geosystem (climate, vegetation, hydrology, society).

The aim is to give students a strong base of general knowledge regarding major "natural" dynamics, regulating the Earth, another objective is to stimulate reflection on environmental evolutions and their consequences (global warming, biodiversity, water, natural risks...). In that sense, this class' purpose is also to reveal geography as a key social science in actual, current issues involving the entire world and applied research.

#### **BIBLIOGRAPHY:**

J-P. Amat, L. Dorize, Ch Le Cœur, *Eléments de Géographie Physique*, Collection Grand Amphi Géographie, Bréal, 2008.  
 Y. Veyret, J-P Vigneau (sous la direction de), *Géographie physique: Milieux et environnement dans le système terre*, Coll. U, Armand Colin, Paris, 2002.  
 Y. Lageat, *Les milieux physiques continentaux*, Collection Memento, Belin, 2004.

F. Saur, *Géographie Physique*, Collection License Géographie, PUF, Paris, 2012.  
 B. Valadas, *Géomorphologie dynamique*, Coll. Campus, Armand Colin, Paris, 2004.  
 R. Coque, *Géomorphologie*, Coll. U, Armand Colin, 2002.  
 J. Demangeot, *Les milieux « naturels » du globe*, Coll. U, Armand Colin 4<sup>ème</sup> édition, Paris 2009.  
 Y. Veyret (sous la coordination de), *L'érosion entre nature et société*. Dossier des Images Economiques du Monde, SEDES, Parise 1998.

## **H2/17b: GEOGRAPHY OF NORTH AFRICA**

### **Spring Semester**

**Lectures :** 24 hours

**ECTS credits :** 3

#### **OBJECTIVE:**

The Maghreb is a region of the world which has known many relationships with Europe and in particular, with France. Yet this region, which is regularly talked about in the media, is still relatively unknown by the French public. The student will read some key articles to understand the major issues of this region. This course will also provide an opportunity for the students to practice their geographical approach to society and to use some of the tools learned.

#### **COURSE PROGRAM:**

- Maghreb: a description of the region and how it is distinguished among other regional bodies
- The natural areas and issue of water conservation
- The city of Maghreb: its evolution into the 20th Century
- Social issues in Maghreb

#### **BIBLIOGRAPHY:**

- Baduel Pierre-Robert. *La ville et l'urbain dans le monde arabe et en Europe: acteurs, organisations et territoires*. Édité par Institut de recherche sur le Maghreb contemporain. Paris, France, Tunisie: Maisonneuve & Larose, 2009, 235 p. (« Connaissance du Maghreb, ISSN 1635-219X »). ISBN 978-2-7068-2022-9.
- Troin Jean-François, (éd.). *Maghreb, Moyen-Orient: mutations*. Paris, France: SEDES, 1995, 348 p. (« DIEM Dossiers des images économiques du monde, ISSN 0290-3318 », 17). ISBN 2-7181-9343-3.
- Troin Jean-François, Naciri Mohamed, Troin Florence. *Maroc: régions, pays, territoires*. Paris, France: Maisonneuve et Larose, 2002, 502 p. ISBN 2-7068-1630-9.
- Troin Jean-François, Troin Florence. *Le Grand Maghreb: Algérie, Libye, Maroc, Mauritanie, Tunisie*. Paris, France: A. Colin, 2006, 383 p. (« U. Série Géographie, ISSN 0768-2875 »). ISBN 2-200-26775-4.
- Vermeren Pierre. *Le Maghreb*. Paris, France: Le Cavalier Bleu, 2010, 128 p. (« Idées reçues, ISSN 1625-9157 », 216). ISBN 978-2-84670-317-8.
- Y. Lageat, *Les milieux physiques continentaux*, Collection Memento, Belin, Paris, 2004.
- F. Saur, *Géographie Physique*, Collection Licence Géographie, PUF, Paris, 2012.
- B. Valadas, *Géomorphologie dynamique*, Coll. Campus, Armand Colin, Paris, 2004.
- R. Coque, *Géomorphologie*, Coll. U, Armand Colin, Paris, 2002.

- J. Demangeot, *Les milieux "naturels" du globe*, Coll. U, Armand Colin, 4<sup>ème</sup> édition, Paris 2009.
- Y. Yvret (sous la coordination de), *L'érosion entre nature et société*, Dossier des Images Economiques du Monde, SEDES, Paris, 1998.

## **H3/23a: GEOGRAPHICAL APPROACH TO SUSTAINABLE DEVELOPMENT**

### **Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To give students the opportunity to develop their forward-thinking towards predicted changes in terms of economic, social and environmental progression, the fundamental pillars of sustainable development.

#### **COURSE PROGRAM:**

It was only recently that the the concept of sustainable development was been built into the historical foundations of geography. However, the discipline itself at the centre of this topic has long been considered in the nature vs society relationship. Therefore, making sustainable development a natural fit with geographic analysis. The course will begin with the origins and major geographic challenges of sustainable development, the actual definition(s) and causes of ambiguity, and is structured in themed sections on sustainable development on a global scale, from its foundations to the complexity of its implementation. Discussions examples include resources such as water and forests, development issues, sustainable cities, and sustainable development in emerging countries.

#### **BIBLIOGRAPHY:**

- Brunel, S., *Le développement durable, Que sais-je?*, Paris, 2007.
- Veyret, Y., (sous la direction de), *Le développement durable: approches plurielles*, Coll, Initial, Hatier, Paris, 2005.
- Veyret, Y., (sous la direction de), *Le développement durable*, Collection "pour les concours", éditions SEDES, Paris, 2007.
- Veyret, Y. et P. Arnould, (sous la direction de), *Atlas des développements durables*, Coll. Atlas Monde, Editions Autrement, Paris,

## **H3: INHABITING THE WORLD**

### **Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

Through the concept of "inhabiting", observe the world and understand its diversity and complexity.

#### **COURSE PROGRAM:**

- Case studies of different residential areas
- Covid Pandemic and subsequent lockdowns
- Tribal civilisations still in the world
- Observing different ways of inhabiting the world

#### **BIBLIOGRAPHY:**

- Jean-Marc BESSE, 2013, *Habiter. Un monde à mon image*, Ed. Flammarion, 251 p.

- Brigitte FRELAT-KAHN, Olivier LAZZAROTTI (sous la direction de), 2012, *Habiter*. Vers un nouveau concept ?, Coll. Recherches, Ed. A. Colin, 332 p.

- Philippe GERBER & Samuel CARPENTIER (sous la direction de), 2013, *Mobilités et modes de vie*. Vers une recomposition de l'habiter. Coll. Géographie sociale, Ed. PURennes, 222 p.

- Olivier LAZZAROTTI, 2014, *Habiter le monde*, Coll. Documentation photographique, Ed. La Documentation française, 63 p.

- Olivier LAZZAROTTI, 2006, *Habiter La condition géographique*, Belin, 286 p.

- Thierry PAQUOT, Michel LUSSAULT, Chris YOUNES, 2007, *Habiter, le propre de l'humain*. Villes, territoires et philosophie, Coll. Armillaire, Ed. La Découverte, 380 p.

### **H3/29a: GEOGRAPHY & INTERNATIONAL MIGRATION**

**Spring Semester**

**Lectures :** 24 hours

**ECTS credits :** 2

#### **OBJECTIVE:**

To fully comprehend the scope of the unprecedented phenomena of international mobilities.

#### **COURSE CONTENT:**

Among geographical mobilities, two phenomena are on the rise: international tourism and international migrations. Tourism was born at the time of the European industrial Revolution and spread through globalization. It is now a generalized practice around the world which was adapted to each specific culture.

Immigration has always existed. However, the classical Western understanding of economic or political migration from South to North is no longer relevant. For the past twenty years, international migrations have multiplied and diversified. While South – North migrations have never been exclusive, we are now observing new destinations in the south and an intensification of North-South migrations. Beyond the new and very publicized phenomenon of climatic migration, a variety of new migration processes are currently at work, still relatively unknown by the public and barely researched.

#### **BIBLIOGRAPHY:**

Rachid AMIROU, 1995, *Imaginaire touristique et sociabilités du voyage*, le sociologue, PUF, 281 p.

Julien BARNU, Amine HAMOUCHE, 2014, *Industrie du tourisme. Le mythe du laquais*, Ed. Presses des Mines, 88 p.

Saskia COUSIN, Bertrand REAU, 2009, *Sociologie du tourisme*, Coll. Repères, Ed. La Découverte, 126 p.

Florence DEPREST, 1997, *Enquête sur le tourisme de masse : l'écologie face au territoire*, Mappemonde, BELIN, 207 p.

Philippe DUHAMEL, 2013, *Le Tourisme. Lectures géographiques*, documentation photographique, La documentation française, 63 p.

Thomas LACROIX, Fathallah DAGHMI, Françoise DUREAU, Nelly ROBIN & Yann SCIOLODO-ZÜRCHER (sous la direction de), 2020, *Penser les migrations pour repenser la société*, Coll. Migrations, Ed. Presses Universitaires François-Rabelais, 316 p.

Sandrine LEMAIRE, « Colonisation et immigration : des « points aveugles » de l'histoire à l'école ? », dans 2005, *La fracture coloniale. La société au prisme de l'héritage colonial*, La Découverte, pp. 93-104.

Catherine WIHTOL DE WENDEN, 2005, *Atlas des migrations dans le monde : réfugiés ou migrants volontaires*, autrement, 79 p.

etc.

### **H4J/1h & H4J/4i: ENVIRONMENTAL RISKS: FROM GEOGRAPHY TO MEDIA COVERAGE**

**Fall & Spring Semesters**

**Lectures:** 18h hours **ECTS credits:** 2 per Semester

#### **OBJECTIVE:**

This class is aimed for those involved in journalism or writing about current affairs in order to give them the scientific and geographical knowledge necessary to understand natural disasters and environmental issues.

#### **COURSE PROGRAM:**

Too often written by journalists with little or no scientific knowledge, media coverage of natural disasters and environmental issues is often limited to the emotional approach showing shock and chaos rather than seriously analyzing the issues at stake. Unfortunately inaccurate terminology and dubious science lead to confusion in the general public. As the media provide most of the information most people have of these events and issues, this is highly regrettable.

We shall first have a look at the geographical elements in natural disasters in order to understand what actually occurs and describe it accurately. We shall look at earthquakes, floods, storms, tornadoes, cyclones, tidal waves and tsunamis as well subsidence and similar phenomena. We shall then examine the best way of reporting on this type of event in the different media.

### **H4RI/5e: CONTEMPORARY DEMOGRAPHIC CHALLENGES**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

This course will examine some notable demographic theories in order to better expose the great contemporary demographic dynamics on a global scale, so as to understand the challenges that stem from them. Phenomena will be concretely measured through case studies.

#### **BIBLIOGRAPHY:**

Olivier DAVID, 2015 (7<sup>em</sup> édition), *La population mondiale*. Répartitions, dynamiques, mobilités, A. Colin, 224 p.

Catherine ROLLET, 2015 (2011), *Introduction à la démographie*, Coll. 128, Ed. A. Colin, 127 p.

Jacques Véron, 2013, *Démographie et écologie*, Coll. 128, Ed. La Découverte, 128 p.

A Vidal, 1994, *La pensée démographique*. Doctrines, théories et politique de population, Presses Universitaires de Grenoble, 160 p.

Online platforms of resources for Human and Social Sciences  
<http://www.revues.org/> □ devient (à partir de décembre 2017) OpenEditionJournals  
<http://www.cairn.info/>

#### **H5RI/14d: PAST AND PRESENT CHALLENGES OF HERITAGE AND INTERCULTURALITY**

##### **Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 3

##### **COURSE PROGRAM:**

As a term, heritage holds many acceptations: public good with universal and exceptional value as well as monumental and/or aesthetic dimensions, which ought to be preserved and passed down to the next generations. Nowadays heritage can either be natural or cultural, tangible or immaterial. Most importantly, the UNESCO has, in its 1972 convention, given it "universal and exceptional value". According to the value it is affixed, heritage can be global, national, or even regional. Though it was traditionally portrayed as the fruit of history, the construction of modern buildings now aims to produce the heritage of tomorrow. But heritage has also become an asset for economic attraction, particularly via tourism. Thus, it leads to local demands to develop heritage strategies, i.e. strategies of attractiveness and, therefore, of development. At this point, everything has the potential to be classified as heritage, in spite of the specialist-overseen official selections, which conform to norms of identification that constitute as many cultural intellectual constructions. For it is indeed in Europe that the concept developed, and from where it spread all over the world. The globalisation of this phenomenon then begs the question of the reception of heritage policies in other societies, whose cultures may hold significances different from the expression of heritage. By reviewing past and present concrete examples, especially in Morocco (in which the speaker is specialised), this course will explore several pathways to better apprehend the challenges that stem from this complex phenomenon.

##### **BIBLIOGRAPHY:**

J-P BABELON, André CHASTEL, 1994 (3<sup>ème</sup> édition), *La notion de patrimoine*, Ed. Liana Levi, 141 p.  
Laurent Sébastien FOURNIER, Dominique CROZAT, Catherine BERNIE-BOISSARD, Claude CHASTAGNER (sous la direction de), 2012, *Patrimoine et valorisation des territoires*, Coll. Conférences Universitaires de Nîmes, L'Harmattan, 299 p.  
Françoise CHOAY, 1996, *L'Allégorie du Patrimoine*, Ed. Seuil, 270 p.  
LAZZAROTTI Olivier, 2012, *Des lieux pour mémoires. Monument, patrimoine et mémoires-Monde*. Paris : A. Colin, 214 p. ISBN 9782200277659 2200277652.  
Olivier LAZZAROTTI, 2011, *Patrimoine et tourisme. Histoire, lieux, acteurs, enjeux*. Coll. BelinSup Tourisme, Ed. Belin, 302 p.  
Olivier LAZZAROTTI, Philippe VIOLIER (sous la direction de), 2007, *Tourisme et Patrimoine. Un moment du Monde*, Presses Universitaires d'Angers, 246 p.

Rachida SAÏGH BOUSTA (sous la direction de), 2004, *Communication interculturelle, patrimoine et tourisme*, publication du Centre de Recherche sur les Cultures Maghrébines, Ecole Doctorale Internationale de Tourisme, Faculté des lettres et sciences Humaines - Université Cadi Ayyad, Agence Universitaire de la Francophonie, 251 p.

## **German**

**IMPORTANT: ALL OUR GERMAN LANGUAGE COURSES ARE TAUGHT VIA THE MEDIUM OF FRENCH (UNLESS OTHERWISE STATED)**

#### **LCE1/3b & 7a: INTERMEDIATE GERMAN**

##### **Fall & Spring semesters**

**CLASSES:** 24 hours

**ECTS credits:** 2 per semester

STUDENTS SHOULD HAVE ALREADY STUDIED GERMAN FOR AT LEAST TWO YEARS

It is possible to join this class in January.

##### **OBJECTIVE:**

This course will focus on communication and language skills. The aim is for students to be able to say: "Das Kann ich auf Deutsch": Hören, lesen, schreiben und Sprechen, according to the European framework. It will be achieved by studying texts and discussing topics in relation with everyday life and the working life in German-speaking countries.

##### **CONTENT:**

The activities will be presented as solutions to specific needs: playing roles and simulations of real situations. Their source will be documents presenting modern life in German-speaking countries: intercultural dimensions, evolutions of the language, identity, historic heritage, professional world, international mobility, etc...

##### **BIBLIOGRAPHY:**

-Bunk Rosemarie/ Debans Yves, Für eine active Kommunikation auf Deutsch, Editions Spratbrow, 1997.  
-Cauquil Gérard/ Schanen François, La grammaire allemande, Paris, Hatier.  
-A German dictionary  
-Neu Klar, Edition Martorana (Secondaire, BTS, 1<sup>er</sup> cycle)  
-La bonne expression, Paris, Belin 2004.

##### **INTERNET RESSOURCES:**

All the internet resources are linked to the topics discussed during classes, going further than what has been done is always possible. Comparing the themes of the German medias with those of other countries' media can be an interesting activity.  
-German newspapers websites: Die Zeit, Focus, Der Spiegel, Die Welt, Etc.

#### **LEA1/1f & 5g: GERMAN GRAMMAR**

##### **Fall & Spring Semesters**

**Classes:** 12 hours

**ECTS credits:** 2 per semester



**OBJECTIVE:**

To remind students of the most typical German structures.

**COURSE PROGRAM:**

German syntax and conjugation.

**PERSONAL WORK:**

To revise courses and to prepare regularly exercises which are given.

**ASSESSMENT:**

Exercises to check what students have learnt.

**BIBLIOGRAPHY:**

Bescherelle – *Les verbes allemands* – Hatier  
D. BRESSON – *Grammaire d'usage de l'allemand contemporain* – Hachette Supérieur  
D. BRESSON – *Précis de grammaire allemande* – Hachette  
*Entraînement à la grammaire allemande* – Ellipses

**LEA1/1g & 5h: TRANSLATION FROM  
FRENCH INTO GERMAN**

**Fall and Spring Semesters**

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

To learn and manage the specificities of the German language, in comparison with French.

**COURSE PROGRAM:**

Introduction to translating nonspecialized sentences.

**ASSESSMENT:**

A 1½ hour test: to translate a text (about 20 lines).

**BIBLIOGRAPHY:**

*Entraînement au thème allemand* – Ellipses  
*Für eine aktive Kommunikation auf Deutsch* – ed. Spratbrow

**LEA1/1h & 5i: TRANSLATION FROM  
GERMAN INTO FRENCH**

**Fall and Spring semesters**

**Classes:** 12hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

- To develop a good translation technique
- To learn the differences between French and German culture, as well as their vision of the world
- To become aware of the different linguistic means to maintain these cultural differences.
- To be able to use a bilingual dictionary properly

**COURSE PROGRAM:**

- Translating texts (about 20 lines) selected for their theme (the working world, tourism, hotels, culture, marketing...)
- Methodology concerning the use of a dictionary
- Translation processes and German distinctive features

**PERSONAL WORK:**

To read the German press regularly, to identify structures. It is a good means for students to improve

their vocabulary, spelling, conjugation. To refer to the methodological advice given at the beginning of the year and to the corrections as the year goes along in order to improve the translation. Read every book which could improve orthograph, conjugation, style, and the quality of the French language.

**ASSESSMENT:**

A 1 ½ hour test. To translate a text (25 to 30 lines).

**BIBLIOGRAPHY:**

Harrap's Universal-Bordas/Pons  
*Für eine aktive Kommunikation auf Deutsch* – ed. Spratbrow  
Magazines: Spiegel, Stern, Focus, etc.  
Thematical lexic : VOX allemand, ed. Ellipses

**LEA1/1j & 5k: GERMAN ORAL EXPRESSION**

**Fall and spring Semester**

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

To improve and perfect the quality of oral comprehension either general or specific.

**COURSE PROGRAM:**

Listening to soundtracks (video and audio tapes), dialogs, TV news, etc; in the multimedia laboratory.

**PERSONAL WORK:**

Listening to German radio stations ([www.ard.de](http://www.ard.de); [www.dwelle.de](http://www.dwelle.de); [www.wdr.de](http://www.wdr.de)), watching German TV programs (ARD, ZDF, WDR, ARTE...) and German movies in the original version as much as possible.

**ASSESSMENT:**

Two or three tests which will aim at assessing the general and specific comprehension of a sound document.

**COMMENT:**

Students have the possibility to study for the "Zertifikat Deutsch" (an exam from the "Goethe Institut", level 1).

**LEA1/1i & 5j: GERMAN WRITTEN EXPRESSION**

**Fall and Spring Semesters**

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

To improve understanding and practice of written German.

**COURSE PROGRAM:**

From a press article or a topical subject, we will work on the general comprehension of a document (to analyse and summarize).  
Vocabulary, reformulation and commentary exercises but also essays. The subjects which are broached are tourism, the job market, Europe, education, the media. A part of the course will be devoted to the correspondence and how to write a CV/résumé.

**PERSONAL WORK:**

Reading German press and literature, learning vocabulary and going to Germany as soon as possible.

**ASSESSMENT:**

A 1 hour written exam: comprehension exercises (synonyms, questions, commentaries) and personal expression from a press article.

**BIBLIOGRAPHY:**

Wahrig, *dictionnaire unilingue* (édition poche)

A.Findling, *Du mot à la phrase* (Ellipses)

*Vocabulaire de l'allemand d'aujourd'hui* (Livre de Poche)

Jean Janitza, Gunhild Samson, *Pratique de l'allemand de A à Z* (Hatier)

**COMMENT:**

Students have the possibility to study for the "Zertifikat Deutsch" (an exam from the "Goethe Institut", level 1).

**LEA2/9e & 13e: GERMAN GRAMMAR & TRANSLATION INTO GERMAN**

**Fall & Spring Semesters**

**Classes:** 18 hours      **ECTS credits:** 2 per semester

**OBJECTIVE:**

To improve knowledge of fundamental structures and to improve translation into German.

**COURSE PROGRAM:**

- Nominal groups (nouns and adjectives) and declensions
- The linearisation of Verbal groups
- The subordinate clause
- The passive voice
- The use of subjunctive modes
- Elements of communication
- Grammar exercises and grammatical translation.

**ASSESSMENT:**

A written exam including grammar exercises and some translation.

**BIBLIOGRAPHY:**

J. JANITZA, G. SAMSON – *Pratique de l'allemand de A à Z*

**LEA2/9f & 13f: TRANSLATION FROM GERMAN INTO FRENCH**

**Fall and Spring Semester**

**Classes:** 12 hours      **ECTS credits:** 2 per semester

**OBJECTIVE:**

- Translation techniques
- Contemporary German vocabulary

**COURSE PROGRAM:**

- Reading texts
- Training to translate economic, political and socio-cultural texts or sentences
- Comparing and correcting students' translations

**ASSESSMENT:**

To translate an extract from a text (article...) and also regular tests to check students' vocabulary acquisition.

**LEA2/9g & 13g: GERMAN WRITTEN EXPRESSION**

**Fall and spring Semester**

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

To improve and perfect your written comprehension and expression either general or specific.

**COURSE PROGRAM:**

Comprehension and written expression work from texts which are taken from the press or from topical subjects. The work of analysis and summary: exercises concerning vocabulary, reformulation, commentary and personal expression.

The subjects which are broached are: the media, Europe, socio-economic issues, advertising, education, the environment.... A part of the course will be devoted to correspondence (how to write a CV/Résumé and an application letter).

**ASSESSMENT:**

A 2-hour written exam. Exercises about vocabulary, texts comprehension, commentary and personal expression.

**PERSONAL WORK:**

Students have to work regularly.

Reading of the German press (Der Spiegel, FOCUS, deutsche Tageszeitungen), working on vocabulary; the aim is to improve your ability to understand and to express yourself in German.

**BIBLIOGRAPHY:**

Wahrig, *Dictionnaire unilingue* (édition de poche) A. Findling, *Du mot à la phrase* (Ellipses)

*Vocabulaire de l'allemand d'aujourd'hui* (Livre de Poche)

Jean Janitza, Gunhild Samson, *Pratique de l'allemand de A à Z* (Hatier)

Sites internet : [www.dwelle.de](http://www.dwelle.de); [www.berlinonline.de](http://www.berlinonline.de); [www.tagesspiegel.de](http://www.tagesspiegel.de); [www.FplusD.de](http://www.FplusD.de)

**COMMENT:**

Students may study for the *Zentrale Mittelstufenprüfung* (an exam from the "Goethe Institut", level 2).

**LEA2/9h & 13h: GERMAN ORAL EXPRESSION**

**Fall and Spring Semester**

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

To improve and perfect your comprehension and oral expression either general or specific.

**COURSE PROGRAM:**

A work revolving around topical subjects. Listening to soundtracks audio tapes and video (dialogs, radio programmes, reports, TV news, extracts from movies in the original version) in the multimedia laboratory. General and specific comprehension and summary exercises (telephone conversation, role-playing, debates).

**PERSONAL WORK:**

Listening to German radio ([www.dwelle.de](http://www.dwelle.de); [www.ard.de](http://www.ard.de); [www.wdr.de](http://www.wdr.de)), watching German TV (ZDF, ARD, ARTE....) and movies in the original version. To do a preparation in twos and present it during the class.

**ASSESSMENT:**

A 1 hour written ASSESSMENT: oral comprehension.

**COMMENT:**

Students may study for the *Zentrale Mittelstufenprüfung* (an exam from the "Goethe Institut", level 2).

**LEA3/17f: BUSINESS GERMAN**

Fall Semester

**Classes:** 12 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Understand and summarize the content of varied documents dealing with economics and commerce. (Economic System, Industry, Justice in German factories, Marketing, Prices, Communication, Fairs and Expositions, E Commerce, Tourism, Logistics, Banks)

**LEA3/17g: GERMAN LIAISON INTERPRETING**

Fall Semester

**Classes:** 12 hours

**ECTS credits:** 1

**OBJECTIVE:**

To enable students to translate orally and spontaneously in a business context.

**COURSE PROGRAM:**

- Translating oral presentations
- Translating in business negotiations
- Acting as linguistic interface in contacts between professionals with no common language

**ASSESSMENT:**

Oral exam in pairs.

**LEA3/17h: GERMAN ORAL TRANSLATION**

Fall Semester

**Classes:** 12 hours

**ECTS credits:** 1

**COURSE PROGRAM:**

Learning to translate written documents spontaneously. Those shall deal with commerce, marketing or press. The aim of the class is translation without dictionary.

**LEA3/17i et 21j: WRITTEN EXPRESSION IN GERMAN**

Fall and Spring Semester

**Classes:** 12 hours

**ECTS credits:** 1 per semester

**OBJECTIVE:**

To help students master the written language and improve comprehension.

**COURSE PROGRAM:**

- Studying press articles about current issues
- Creating a vocabulary data base
- Reformulating information : summaries, replying to articles, letters etc.
- Arguing a point, participating in a written debate

**ASSESSMENT:**

It will be a mixture of comprehension and expression exercises: writing or rewriting from a written document, essays, correspondence, vocabulary exercises...

**LEA3/17j & 21k: ORAL EXPRESSION IN GERMAN**

Fall and Spring Semesters

**Classes:** 12 hours

**ECTS credits:** 1 per semester

**OBJECTIVE:**

Improving students' understanding of audio texts and their oral expression.

**COURSE PROGRAM:**

Listening to soundtracks; presentations, role plays, debates. Exercises for pronunciation, accent and intonation.

**ASSESSMENT:**

The final grade will be the average of two or three tests.

**LEA3/21f: BUSINESS TRANSLATION FROM FRENCH INTO GERMAN**

Spring Semester

**Classes:** 12 hours

**ECTS credits:** 1

**OBJECTIVE:**

To improve students' use of the language and give them specific vocabulary used in professional documents. To master the specificities of the written language.

**COURSE PROGRAM:**

- translation exercises enabling students to recognise translation difficulties
- to translate authentic economic and commercial documents (company brochures, correspondence, contract of insurance, instructions, set menus, advertising documents, etc...)

**PERSONAL WORK:**

To practise translating, to prepare your translation for the next lesson, to memorize vocabulary, to do lexical research, to read the German press (Spiegel, Focus, ...) regularly.

**ASSESSMENT:**

To translate a document or an extract from a document of a professional nature.

**BIBLIOGRAPHY:**

Boelcke et Straub: *L'allemand des affaires*, Les Langues Modernes  
 Boelcke et Straub : *L'allemand économique et commercial*, Presses Pocket  
 Winterbucher, Charpiot, *Vocabulaire allemand contemporain*, Vuibert  
 Cavalli-Flepp Y., Wirtschaft, *L'allemand du commerce et de l'économie, Méthode et exercices*, éd. Ellipses, 1998  
 Janitza et Samson, *Pratique de l'allemand de A à Z*, Hatier  
 Dinard-Thiele, *Vocabulaire de l'Allemand d'Aujourd'hui* – Les Langues Modernes  
 A German dictionary : *Duden* or *Wahrig*  
 A bilingual dictionary: *Le Petit Robert*

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**LEA3/21g: BUSINESS TRANSLATION  
FROM GERMAN INTO FRENCH****Spring Semester****Classes:** 12 hours**ECTS credits:** 1**OBJECTIVE:**

- to translate economic, commercial and specialized documents. Students will work exclusively on authentic documents (company brochures, correspondence, insurance contracts, instructions, set menus, advertising documents, job offers, tourist guides, order forms, legal texts, etc...)
- to think about words, their meaning and polysemy
- to improve and strengthen translation techniques and students' vocabulary
- to be able to use a dictionary

**COURSE PROGRAM:**

- reading and translating documents
- a common translation will be given so that students are able to check theirs

**PERSONAL WORK:**

To practise translating, to prepare your translation for the following lesson, to memorize vocabulary, to read German press (Spiegel, Focus, ...) regularly and translate it, to learn French structures.

**ASSESSMENT:**

To translate a document or an extract from a document of a professional nature. During the year, there will also be tests to check students' vocabulary acquisition.

**BIBLIOGRAPHY:**

An unilingual dictionary: *Wahrig de poche*

A bilingual dictionary: *Pons, Langenscheidt, Harrap's, Universal...*(your choice)

A French dictionary: *Le Nouveau Petit Robert*

*Dictionnaire de l'allemand économique, commercial et financier*, Langue pour tous, Pocket

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**LEA3/21h: GERMAN CONSECUTIVE  
INTERPRETING****Spring Semester****Classes:** 12 hours**ECTS credits:** 1**COURSE PROGRAM:**

Learning to translate orally and spontaneously speeches and presentations in the other language. We shall especially concentrate on the need to be concise and summarise the content as we translate.

**ASSESSMENT:**

Students will be expected to translate orally without preparation a 5 minute oral presentation.

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**AIT4/1d: BUSINESS GERMAN****Fall Semester****Classes:** 40 hours**ECTS credits:** 2**OBJECTIVE:**

For students to understand documents from the world of business in German.

For students to be able to summarise documents in German using formal language.

For students to be able to translate business correspondence into German.

For students to be able to express themselves spontaneously and fluently in modern idiomatic German on professional issues.

**COURSE PROGRAM:**

- \* Studying written and oral documents from the business world in German.
- \* Oral presentations in class on business issues.
- \* Translating business correspondence.

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**AIT4/1e: GERMAN WRITTEN  
COMMUNICATION****Fall Semester****Classes:** 20 hours**ECTS credits:** 1**OBJECTIVE:**

To create professional documents.

**COURSE PROGRAM:**

Working on the creation of documents, such as:

- A Web page for an educational Website
- An advert for a service
- A tourist brochure
- A Website for a company

**ASSESSMENT:**

Presenting a portfolio composed of 4 documents you will have created.

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**AIT4/1f: GERMAN ECONOMIC CULTURE****Fall Semester**

THIS COURSE IS TAUGHT IN GERMAN

**Lectures:** 15 hours**ECTS credits:** 2**COURSE PROGRAM:**

Understand the German economy and the business world in Germany.

**ASSESSMENT:**

Oral presentations and essays.

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**AIT4/5d: BUSINESS GERMAN 2****Spring Semester****Classes:** 32 hours**ECTS credits:** 2**OBJECTIVE:**

For students to understand documents from the world of business in German

For students to be able to summarise documents in German using formal language.

For students to be able to translate business correspondence into German.

For students to be able to express themselves spontaneously and fluently in modern idiomatic German on professional issues.

**COURSE PROGRAM:**

- \* Studying written and oral documents from the business world in German.
- \* Oral presentations in class on business issues.
- \* Translating business correspondence.

#### **AIT4/5f: GERMAN ECONOMIC CULTURE** **Spring Semester**

THIS COURSE IS TAUGHT IN GERMAN

**Lectures:** 12 hours **ECTS credits:** 1

##### **COURSE PROGRAM:**

Continuation of AIT4/1f.  
Understanding the German economy and the business world in Germany.

##### **ASSESSMENT:**

Oral presentations and essays.

#### **AIT4/5e: GERMAN ORAL COMMUNICATION** **Spring Semester**

**CLASSES:** 24 hours **ECTS credits:** 1

##### **OBJECTIVE:**

To teach students to present, describe and analyse professional activities in German.

##### **COURSE PROGRAM:**

- Presenting a company
- Presenting a tourist attraction
- Negotiations
- Phone conversations & reservations
- Summing-up a meeting

##### **PERSONAL ASSIGNMENT :**

Creating a Franco-German project : organisation, reservations, program etc.

##### **ASSESSMENT:**

Oral examination (20 minutes).

#### **AIT5/2c: BUSINESS GERMAN** **Fall Semester**

**Classes:** 35 hours **ECTS credits:** 3

##### **COURSE PROGRAM:**

German for marketing and lobbying.  
Negotiating in German in an intercultural context.

## History

**IMPORTANT: ALL OUR HISTORY COURSES ARE TAUGHT IN FRENCH (UNLESS OTHERWISE STATED)**

#### **E3/2b: FRENCH HISTORY** **FOR INTERNATIONAL STUDENTS** **Spring Semester**

**Classes:** 18 hours **ECTS credits:** 3

##### **OBJECTIVE:**

The aim is to give an overview of the history of France to international students who have not studied the subject before.

##### **COURSE PROGRAM:**

1. The Roman Empire through the Franks.
2. Charlemagne's Era.
3. The Capetian Dynasty : the Progression of Royal power.
4. The 16th century from the Renaissance to the Wars of Religion.
5. France under Louis XIV (1643-1715).
6. The French Revolution (1788-1815).
7. The Establishment of the French Republic.

**ASSESSMENT:** There will be a 1hr mid-term exam and a 2hr final exam for this course.

#### **MCA1/1a: GREAT MYTHICAL FIGURES** **Fall Semester**

**Lectures:** 24 hours **ECTS credits:** 2

##### **OBJECTIVES:**

Reach a better understanding of the central myths that inspired ancient Rome and Greece.

##### **COURSE PROGRAM:**

This course will cover some of the most renowned myths passed down to us by the ancient Greek civilisation. Beyond the narrative plots of myths, we will demonstrate in what way the emblematic figures they feature illustrate, through their speech and actions, the existential questions of humanity. We will then examine their mythical value.

##### **BIBLIOGRAPHY :**

- Jean-Claude Belfiore, Dictionnaire de mythologie grecque et romaine, Larousse, Paris, 2003.
- Claude Calame, Qu'est-ce que la mythologie grecque, coll. « Folio Essais » 598, Gallimard, Paris, 2015.
- Luc Ferry, La Sagesse des mythes, Plon, Paris, 2008.
- Lucia Impelluso, Dieux et héros de l'Antiquité. Repères iconographiques, Hazan, Paris, 2003.
- René Martin et alii, Dictionnaire culturel de la mythologie gréco-romaine, Nathan, Paris, 2011.
- Alain Moreau, La fabrique des mythes, Les Belles-Lettres, Paris, 2006.

#### **LEA1/2c: GERMAN HISTORY:** **GERMANY SINCE 1945** **Fall Semester**

THIS COURSE IS TAUGHT IN GERMAN

**Classes:** 12 hours **ECTS credits:** 2

##### **OBJECTIVE:**

- Contemporary Germany: a geographical, economic and social approach
- To get students to think in terms of history and economy and to understand the present

- To get students used to German historical terminology

#### **COURSE PROGRAM:**

Germany today

Introduction: Historical dates in Germany since 1945:

- Ch.1: Germany's geography.
- Ch.2: Steps in German history since 1945
- Ch.3: The capital : Berlin
- Ch.4: The regions
- Ch.5: The population
- Ch.6: Immigration
- Ch.7: Introduction to the German economy

#### **PERSONAL WORK:**

- Reading J.C. Capèle's book (see bibliography)
- Keeping abreast up with the German news (newspapers, radio, TV, Internet)
- Regular learning of lessons and of vocabulary.
- To understand the main elements of German identity.

#### **BIBLIOGRAPHY:**

- J.C. CAPELE - *L'Allemagne hier et aujourd'hui* - Hachette, Paris, 1996
- J. LOISY - *Heutiges Deutschland / L'Allemagne contemporaine* - Bilingue Bréal, 1994
- S. KIRCHMEYER - *Blick auf Deutschland* - Neubearbeitung, Klett, 1999
- L. FEREC and F. FERRET : *Dossiers de civilisation allemande*, ed. Ellipses, Paris.
- G. RENAUD : *L'unification allemande*, éd. Ellipses, 2000.
- J.P. GOUGEON : *La civilisation allemande*, Hachette supérieur, Paris, 1999.
- R. THOMASSIN : *lexical allemand de l'économie et du commerce*, ed. Ellipses, 1996.

Websites:

- Lille Goethe Institut: [www.goethe.de/fr/lil](http://www.goethe.de/fr/lil)
- German newspapers: [www.focus.de](http://www.focus.de), [www.welt.de](http://www.welt.de)
- Interactive visit of Berlin: [www.acamiens.fr/lycee60/cassini/expos/berlin/accueil](http://www.acamiens.fr/lycee60/cassini/expos/berlin/accueil)
- German Embassy in Paris: [www.amballemagne.fr](http://www.amballemagne.fr)
- German History Museum in Bonn: [www.hdg.de](http://www.hdg.de)

#### **LEA1/2d: SPANISH HISTORY: SPAIN DURING THE FIRST HALF OF THE 19<sup>th</sup> CENTURY**

**Fall semester**

THIS COURSE IS TAUGHT IN SPANISH

**Lectures:** 12 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

- Introduction
- The first half of the XIX<sup>th</sup> century
- The War of independence .
- 1812 The Spanish Constitution
- Monarchist Absolutism
- Carlist Wars
- Maria Christina's Reign
- 1868's Revolution
- social, demographic, economic, industrial issues

#### **SET BOOKS:**

- ARTOLA, Miguel. *Antiguo Régimen y revolución liberal*, Madrid, 1983.
- CANAL, Jordi (dir). *Histoire de l'Espagne contemporaine de 1808 à nos jours*, Paris, Armand Colin, coll. U, 2009,

- CANAL, Jordi (dir). *Histoire de l'Espagne contemporaine de 1808 à nos jours*, Paris, Armand Colin, coll. U, 2009,
- CARR, Raymond. *España 1808-1975*. Barcelona. Ariel, 2000.
- DELAMARRE-SALLARD, Catherine. *Civilisation espagnole et latino-américaine*. Paris, Bréal, 2004
- ZUILI, Marc, Société et économie de l'Espagne du XVe siècle, sans lieux, Les Editions de l'Ecole Polytechnique, 2008.

#### **H1/1a: BIRTH AND ESTABLISHMENT OF THE THIRD REPUBLIC (1870-1914)**

**Fall Semester**

**Classes:** 36 hours

**ECTS credits:** 4

Students must attend the lecture and the seminar

#### **OBJECTIVES:**

- Become acquainted with the rich history of the early years of the Third Republic
- Embrace an academic methodology of work (note-taking, fact sheets, etc.)
- Master the techniques of essay-writing and documentary analysis in the field of history

#### **COURSE PROGRAM:**

After the defeat of the imperial forces in 1870, the Republic is proclaimed. The electoral victory of monarchists immediately begs the question of the form of the political regime, and of whether French society is accommodating itself to it.

The period from 1870 to 1914 is therefore marked with a slow acceptance of the republican model, and interspersed with political crises which highlight the strengths and weaknesses of the regime until the First World War.

- 1 - The Birth of the Third Republic (1870-1871)
- 2 - The Failure of Restoration (1871-1876)
- 3 - The Assertion of the Republican Model
- 4 - The Crisis of Boulangism (1886-1889)
- 5 - La Moderate Republic (1889-1899)
- 6 - The « Greatest France »
- 7 - The Dreyfus Affair (1894-1906)
- 8 - Political Life after the Dreyfus Affair
- 9 - The Radical Republic (1899-1914)
- 10 - The Republic and the Social Question during the Belle-Époque
- 11 - The Depths and Limits of Republican Acculturation during the Belle-Époque
- 12 - The Republic Faced with International Tensions (1905-1914)

#### **BIBLIOGRAPHY:**

- Agulhon M., Nouschi A., Olivesi A., Schor R., *La France de 1848 à nos jours*, Paris, Armand Colin, 2008
- Ambrosi C., Ambrosi A., Galloux B., *La France de 1870 à nos jours*, Paris, Colin, 1999
- Duclert V., *La République imaginée : 1870-1914*, Paris, Belin, 2010
- Houte A.-D., *Histoire de la France contemporaine, tome 4 : le triomphe de la République (1871-1914)*, Paris, éditions du seuil, 2014

### H1/1b: HISTORY OF THE WORLD IN THE EARLY MODERN PERIOD

#### Fall Semester

**Classes:** 36 hours

**ECTS credits:** 4

Students must attend the lecture and the seminar.

#### OBJECTIVES:

The seminar and the lecture complete each other to offer a wide vision of the world during the modern period. The students will be presented a thematical, geographical and chronological vision.

#### COURSE PROGRAM:

The notion of "modern period" cannot be applied to the world, and its edges change according to the geographical area studied. During the 15<sup>th</sup> and 16<sup>th</sup> century, Europe is in the grip of great intellectual, cultural and religious disruptions. Equally, the world already known becomes wider thanks to discovery journeys and colonization. Also, a globalized economy is being set up. While the 16<sup>th</sup> century Europe is dominated by the Habsbourg family, great Empires are being born in Africa, like the Ottoman Empire. During the 17<sup>th</sup> century, Asia witnesses the emergence of great dynasties: Japan is pacified under the Edo era, China rises thanks to the Qings, and the Moghol Empire establishes itself with a tolerance policy. During the 18<sup>th</sup> century, Europe and its Princes are influenced by the Enlightenment ideas. Modernity imposes itself in England while France is turned upside down because of progress. These ideas influence and revolutionise the New World.

#### BIBLIOGRAPHY:

BOURDIEU (E), CENAT (J.P), Richardson (D), *Les Temps modernes XVIe-XVIIIe siècle*, Paris, A. Colin, 2017.  
DELUMEAU (J) (sd), *Une histoire du monde aux temps modernes*, Larousse, 2013.  
BENNASSAR (B), JACQUART (J), *Le XVIe siècle*, Paris, A. Colin, 2013  
LEBRUN (F), *Le XVIIe siècle, Paris, A. Colin, rééd., 2004.*  
DENIS (M), BLAYAU (N), *Le XVIIIe siècle*, Paris, A. Colin, rééd., 2004  
BELY (L) (sd), *Dictionnaire de l'Ancien Régime*, Paris, PUF, coll. Quadrige, 2003.  
BLUCHE (F) (sd), *Dictionnaire du Grand Siècle*, Paris, Fayard, Ed. revue et corrigée, 2005.  
DUBY (G), (sd), *Atlas historique*, Paris, Labrousse, 2016.  
MILLOT (V), WIEVIVORKA (O), *Méthode pour le commentaire et la dissertation historique*, Armand Colin, 2015.

### H1/3c: INTRODUCTION TO ANCIENT HISTORY

#### Fall Semester

**Classes:** 24 hours

**ECTS credits:** 2

#### OBJECTIVE:

To review and deepen students' knowledge of ancient history in different cultural areas.  
To work on the methodology of the document commentary which is central to the work of the historian.

#### COURSE PROGRAM:

In this class students will realize the richness and diversity of ancient history. The class will use a chronological and geographical frame more encompassing than the traditional Greco-Roman one. The course will focus on the characteristics of Antiquity in different cultural areas (Mesopotamian, Egyptian, Greco-Roman, Asian) using a thematic and comparative approach.

Among other themes, we will discuss the points of contact, urban realities, and political and social organizations of the ancient world.

Students will work on a variety of contemporary sources (texts, images, objects...) and by the end of the course, they will have acquired the chronological, political and social principles of ancient history.

#### BIBLIOGRAPHY :

Cabanes P., *Introduction à l'histoire de l'Antiquité*, coll. Cursus, Armand Colin, 2016.  
Fauvelle F.-X., *L'Afrique ancienne : De l'Acacus au Zimbabwe. 20 000 avant notre ère – XVIIe siècle*, coll. Mondes Anciens, Belin, Paris, 2018.  
Le Bohec Y., *Histoire de la Rome Antique*, coll. Que-Sais-Je ?, PUF, Paris, 2017.  
Lehoërf A., *Préhistoires d'Europe*, coll. Mondes Anciens, Belin, Paris, 2016.  
Petit P. et Laronde A., *Précis d'histoire ancienne*, PUF, Paris, 2010  
Reischauer E., *Histoire du Japon et des Japonais. Des origines à 1945*, Point Seuil, Paris, 2014

### H1/4d: PRE-COLUMBIAN CIVILISATIONS

#### Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 2

#### OBJECTIVES:

- To geographically frame three poorly known civilisations : the Mayas, the Aztecs and the Incas
- To review major events and important figures
- To identify the main divinities
- To master basic facts about those three civilisations

#### COURSE PROGRAM:

The civilisations that are commonly referred to as « Pre-Colombian » represent an entire chapter of American history (in the continental sense) and exceed the current Colombian territory. Two great cultural areas can be differentiated : Mesoamerican civilisations (in Central America) and Andean civilisations (South America). In the span of 12 2-hour classes, this course thus proposes to introduce its participants first to the Mayas and Aztecs, who bear strong connections, and then to the Incas, who differ from the first two.

Once the geographical area is accurately pinpointed (which it is not always), several chapters will be dedicated to the history of those different civilisations : their birth and development, major events, and important leading figures will be examined. Religion is an essential component of all civilisations and, in order to understand them better, it appears necessary to inspect divinities and their temples, as well as the funeral world and rituals, which forge a link between the mortal ground and the vault of heaven. The conclusion of this introduction to poorly known civilisations will focus on their societies : their similarities and differences, their artistic movements, but also the basics of Maya and Aztec writing.

In order to assess the students' knowledge, very short multiple choice tests will be handed out at the beginning of each class, as to motivate participants to frequently learn the contents of this introductory course : as those civilisations are generally neglected in high schools and secondary schools, the primacy of regular learning cannot be stressed enough. Those will only be comprised of questions on the content of the previous class. At the end of the semester, a more important exam will have the students discuss the entirety of the ancient civilisations of the New World.

#### **BIBLIOGRAPHY:**

- H. FAVRE, *Les Incas*, Paris PUF, 2011
- P. GENDROP, *Les Mayas*, Paris, PUF, 2005
- H. LEHMANN, *Les civilisations précolombiennes*, Paris, PUF, 1973
- J. SOUSTELLE, *Les Aztèques*, Paris, PUF, 2011
- K. TAUBE, *Mythes aztèques et mayas*, Paris, Seuil, 1995
- G. URTON, *Mythes incas*, Paris, Seuil, 2004

### **H1/5b: ARCHEOLOGY FROM THE ROMAN EMPIRE TO THE BARBARIAN KINGDOMS**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

An approach to the role of archaeology in the historical discourse. The chronological period covers the Roman civilisation as well as the constitution of the Barbarian Kingdoms with a general focus on the French territory. Settlement patterns, means of circulation, and funeral rites will be reviewed.

#### **BIBLIOGRAPHY:**

- RENFREW & BAHN, *Archeology: Theories, Methods & Practice*, London, 1993.  
 RENFREW (C.), BAHN (P.), *Archaeology : Theories, Methods and practice*, Londres 1993 (& rééd.)  
 Les mystères de l'archéologie : Les sciences à la recherche du passé. Lyon : P.U.L. -CMNH , 1990. La vie préhistorique, Dijon : S.P.F.-Faton, 1992 L'Europe au temps d'Ulysse, Dieux et héros de l'âge du Bronze. Paris : RMN., 1999.  
 Les Mycéniens. Des Grecs du IIe millénaire, Dijon : Faton, 1994.  
 Les Grecs en Occident, Venise : Palazzo Grassi : 1996.  
 THUILLIER (J.-P.), *Les Etrusques. La fin d'un mystère*, Paris, 1990  
 Les Etrusques et l'Europe, Paris : R.M.N., 1992.  
 Ferdière, *Les campagnes en Gaule Romaine*, Errance, coll. Les Hespérides, 1988.

### **H1/5d: ARCHIVES AND DOCUMENTATION**

**Fall Semester**

**CLASSES:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To define the word "archives" and understand its meanings and purposes. To get to know its actors. To become familiar with the main events stages of its history. Review the rules of communication around

archives and understand how a public archive service works.

#### **COURSE PROGRAM:**

##### **PART 1: Defining Archives: what for? for whom? by whom?**

Will review the different meanings of the word "archives", addressing the common prejudices and incorrect uses of this notion. We will question the variety of contexts that motivate societies to create archives and their purposes. We will discuss the users and actors of the archives, from producers (companies, administrations, individuals...) to the professionals who manage them.

##### **PART2: Archives: a long history, a few landmarks**

Will review the long history of archiving through numerous examples showing its steady course and major recent evolutions

##### **PART 3: Communication around archives**

Will shows that archiving is strongly connected to communication either for the needs of research, to enrich cultural life, or to serve as evidence in matters of rights of individuals and property.

This chapter will reveal the importance of communication in archival work. We will study the principles and rules that need to be respected for communication to be efficient and transparent and the conditions of a good material and human organization.

##### **PART 4: Legislation and Regulation**

Will show that from creation to conservation and use, archives are ruled by a set of laws and rules (law on archives, Heritage Code ...)

We will see how these texts function and interact with other regulations such as the Data Protection Act (Loi informatique et libertés), the GDPR (General Data Protection Regulation), the law on access to administrative documents, copyright and intellectual property.

#### **BIBLIOGRAPHY:**

- Association des archivistes français, *Abrégé d'archivistique*, Paris, 2012
- Direction des archives de France, *Manuel d'archivistique : théorie et pratique des Archives publiques en France*, Archives nationales, Paris, 1991

### **MCC1/1b: CONTEMPORARY HISTORY**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

This class enables students to learn the essential elements of French history from the French Revolution to the Second World War and the Cold War. We shall principally be looking at this period from a political point of view and will compare what was happening in France with the events in other countries at the same time, in particular Britain and the USA.



**LM1/4c & LM1/8c: FRENCH HISTORY:  
THE 16<sup>TH</sup> TO 18<sup>TH</sup> CENTURIES  
Fall and Spring Semester**

**Lectures:** 24 hours      **ECTS credits:** 2 per semester

**COURSE PROGRAM:**

The construction and specificity of the Ancien Régime : power structure, institutions, society.  
Calling the old ways into question leading to the collapse of the system. The Enlightenment and the French Revolution. The new foundations of French society in the 19<sup>th</sup> century.  
Republican France : society and authority

**BIBLIOGRAPHY:**

- Michel Denis and Noël Blayau, *Le XVIII<sup>e</sup> siècle*, Collection U
- François Bluche, *L'ancien régime : institutions et société*, Le livre de poche – références
- Pierre Goubert, *L'Ancien Régime*, Collection U

**LCE1/5b: BRITISH HISTORY: 1760 - 1914  
Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 18 hours      **ECTS credits:** 3

**COURSE PROGRAM:**

Great Britain from the Industrial Revolution up to WWI (1760-1914). The course deals with the evolution of British civilisation of the mid XVIII<sup>th</sup> up to the early XX<sup>th</sup> century. Processes and events are studied in a chronological order. It gives the different stages of the Industrial Revolution and the shift from a rural society to an industrialised one. The Victorian Era and Victorianism are then studied as proofs of political, social and cultural transformations up to the Great War.

- 1- Introduction to the industrial society: an acceleration of history
- 2- Industrial Revolution, phase one
- 3- Industrial Revolution, Phase Two
- 4- The three major phases of the Victorian Period
- 5- Victorian Society
- 6- "Great transformation" of British Civilisation

**BIBLIOGRAPHY:**

Christopher Harvie and H.C.G. Matthew, *Nineteenth-Century Britain : A Very Short Introduction*, Oxford University Press, 2000

**LEA1/6c: LATIN AMERICAN HISTORY:  
DISCOVERY, CONQUEST AND COLONIZATION  
Spring semester**

THIS COURSE IS TAUGHT IN SPANISH

**Lectures:** 12 hours      **ECTS credits:** 2

**COURSE PROGRAM:**

- Discovery ( Discovery and significance, Spanish and Portuguese atlantism, Colomb and Catholic kings, exploration and its effects, The Indian question)
- Conquest (Controversy, occupation in America- Aztec and Inca Empires)

- Colonization (Political organization, demography, building a new economy, Property of lands, The role of the Church, Colonial Art

**SET BOOKS:**

- BEAUJEU-GARNIER, Jacqueline & LEFORT, Catherine *L'économie de l'Amérique latine*, Paris, PUF, coll. Que sais-je ? (dernière édition mise à jour).
- CHAUNU, Pierre *Histoire de l'Amérique latine*, Paris PUF, Coll. Que sais-je ? (dernière édition de préférence).
- COVO Jacqueline *Introduction aux civilisations latino-américaines*, Paris, Nathan Universités, coll. 128.
- GALEANO, Eduardo, *Las venas abiertas de América latina*, Madrid, siglo XXI, 1996 (cet ouvrage existe dans de nombreuses éditions ainsi qu'en traduction française).
- MASSARDO, Jaime & SUAREZ-ROJAS, Alberto, *Civilisation latino-américaine*, Paris Ellipses, 200.
- THUAL, François, *Géopolitique de l'Amérique latine*, Paris, Economica, 1996.

**H1/6a: THE FRENCH REPUBLIC  
AND THE WORLD WARS (1914-1946)  
Spring Semester**

**CLASSES:** 36 hours      **ECTS credits:** 4

Students must attend the lecture and the seminar.

**OBJECTIVES:**

- Review the profound crises that permeated France during the interwar period and the debates around the political regime during the Second World War
- Master the techniques of essay-writing and documents analysis in the sphere of history

**COURSE PROGRAM:**

In spite of the difficulties brought forth by the First World War, the victory in 1918 appears as the pinnacle of the Republic. Nonetheless, the sacrifices brooked during the conflict, coupled with the 1930s crisis, have deep repercussions on French society. Political responses seem ineffective and lead to the abandonment of the Republican model after the defeat of 1940. Yet, certain people object to Vichy France and advocate for a reinforcement of the values acquired during the previous period instead.

- 1 – France during the First World War
- 2 – War Victories and Continuities
- 3 – Outcomes of the First World War and Reconstructions
- 4 – Political Life in 1920
- 5 – The Ambiguous Pinacle of French Power
- 6 – 1930s Crises
- 7 – Crisis-Induced Political Failures (1929-1936)
- 8 – The Popular Front (1936-1938)
- 9 – From the Fall of the Popular Front to the Endangerment of the Republic (1938-1940)
- 10 – Organisation and Ideology of Vichy France
- 11 – The France of Refusal
- 12 – The Reinstitution of the Republic

**BIBLIOGRAPHY:**

Adoumié V., *De la république à l'État français : 1918-1944*, Vanves, Hachette, 2016  
Agulhon M., Nouschi A., Olivesi A., Schor R., *La France de 1848 à nos jours*, Paris, Armand Colin, 2008  
Ambrosi C., Ambrosi A., Galloux B., *La France de 1870 à nos jours*, Paris, Colin, 1999

Beaupré N., *Les Grandes Guerres (1914-1945)*, Paris, Belin, 2014

### **H1/6b: THE FRANCE OF LOUIS XIV : INSTITUTIONS, ECONOMICS AND SOCIETY**

**Spring Semester**

**Classes:** 36 hours

**ECTS credits:** 4

Students must attend the lecture and the seminar.

#### **OBJECTIVE**

This class focuses on the fundamental aspects of the "beautiful 16<sup>th</sup> century".

- The opening of Europe to the world and its exchanges (conquest and exploitation of new worlds)
- The importance of the religious fact (protestant reforms, catholic counter-reform)
- The construction of the modern State (the politics of Henry IV)

#### **BIBLIOGRAPHY:**

- J. CORNETTE, *Histoire de France: Absolutisme et Lumières*, Paris 1993
- J.C. PETITFILS, *Louis XIV*, Paris 1995
- P. Goubert, *Louis XIV et 20 millions de Français*, Paris 1966.
- P. Goubert et D. Roche, *Les Français et l'Ancien Régime*, T. 1 et 2, Paris 1984

### **H1/8a: HISTORIOGRAPHY**

**Spring Semester**

**Lectures:** 12 hours

**ECTS credits:** 1

#### **OBJECTIVES:**

- Understand the development of historical science
- Review the different historiographical schools of thought
- Give an oral presentation on a specific subject

#### **COURSE PROGRAM:**

Historiography is the study of the historical method from the Antiquity to the present day. History is constantly renewing its sources and its approaches in order to conform to political, social, and cultural expectations. The vast array of contemporary historiographical schools of thought attests to the wealth of this science, as well as to the intellectual turmoil that animates it.

#### **BIBLIOGRAPHY:**

- Bizière J.-M., Vayssièrre P., *Histoire et historiens*, Paris, Hachette, 2015
- Delacroix C., Dosse F., Garcia P., *Les courants historiques en France : XIX e -XX e siècle*, Paris, Folio, 2007
- Offenstadt N., *L'historiographie*, Paris, PUF, 2017

### **H1/8b: INTRODUCTION TO EARLY MEDIEVAL HISTORY (5<sup>th</sup> – 10<sup>th</sup> centuries)**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

This class will study the political, economic, social and cultural aspects of the early Middle Ages period following three chronological parts:

- From the Carolingians to the Pippinids
- The Carolingian Empire
- The troubled times of the 9<sup>th</sup> and 10<sup>th</sup> centuries

#### **BIBLIOGRAPHY:**

- Balard Michel, Genet Jean-Philippe, Rouche Michel, *Des invasions barbares à la Renaissance*, Hachette, 2011 (réédition)
- Chélini Jean, *Histoire de l'Occident médiéval*, Hachette, 1991.
- Fossier Robert, *L'Occident médiéval Ve-XIIIe siècle*, Hachette, 1995
- Gaillard Michèle, *Les sociétés en Europe du milieu du VIe à la fin du IXe siècle*, Bréal, 2002
- Henri Pirenne, Lyon Bryce, Guillou André, Gabrieli Francesco, Steuer Heiko, *Le Haut Moyen-Âge. Byzance – Islam – Occident*, Arts et Cultures, 1986
- Heuclin Jean, *Les Carolingiens*, Ellipses (sortie 1<sup>er</sup> semestre 2018)
- Heuclin Jean, *Les Mérovingiens*, Ellipses, 2014
- James Edward, *Les origines de la France de Clovis à Hugues Capet (486 à l'an mil)*, Ed. Errance, 1982.
- Le Jan Régine, *La société du haut Moyen Âge Vie-IXe siècle*, Armand Colin, 2003
- Lebecq Stéphanie, *Les origines franques - Ve-IXe siècle. Nouvelle histoire de la France médiévale*, Points Seuil, 1990
- Pacaud Marcel, *Les ordres monastiques et religieux au Moyen Âge*, Nathan Université, 1993
- Theis Laurent, *L'héritage des Charles de la mort de Charlemagne aux environs de l'an mil*, Ed. du Seuil, 1990

Werner Karl Ferdinand, *Les origines avant l'an mil*, Fayard, 1984

### **H1/9d: CIVILISATIONS OF THE MIDDLE EAST**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

The aim of the class is to provide the means for students to gain a better understanding of the culture of the Middle East and thus to see the connections between what you can see in these countries and what it means or meant for the inhabitants. Ever since ancient times, the Middle East has always attracted travellers and foreign visitors, but many have lacked the knowledge to interpret what they saw.

#### **COURSE PROGRAM:**

Buildings, art, architecture in both specific and universal contexts will be studied in the context of a historical and chronological presentation of the area. We shall look at architectural decoration, calligraphy and painting as well as literature from the region. We shall examine the visual culture of an ancient civilisation which has become, throughout the centuries, more and more complex. Influenced by geometry, arithmetic and astronomy, Middle Eastern artists have developed a specifically arab and islamic artistic tradition.

Studying the means used by Middle Eastern countries today to preserve their artistic heritage will lead from the mountains of Nubia to the waters of the Nile, seeing the work done by UNESCO to save the natural

beauties of the region in the 1960s and 70s. This campaign led the concept of World Heritage sites after the signature of the World heritage Convention in 1972.

#### **BIBLIOGRAPHY:**

- *Le monde arabe*, Mohamed Kacimi ; Éditeur : Milan , 2007
- *À la rencontre du Maghreb* , Akram Ellyas ; Éditeur : Découverte, 2001
- *Atlas du monde arabe: géopolitique et société* ; Rafic Boustani, Philippe Fargues ; Éditeur Bordas, 1990
- *QANTARA*, magazine culturel du Monde Arabe publié par l'Institut du Monde Arabe à Paris

Ressources internet :

Le site de l'Institut du Monde Arabe à Paris :

<http://www.imarabe.org/>

Patrimoine historique et culturel de la Méditerranée :

[www.qantara-med.org](http://www.qantara-med.org)

Promouvoir le voyage culturel dans le Monde Arabe :

[www.rahhalanet.net](http://www.rahhalanet.net)

### **H1/10c: MEDIEVAL ARCHAEOLOGY**

#### **Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

Acquire the fundamental knowledge on medieval archeology.

Become familiar with researching and collecting information from a variety of sources (read scientific texts, use the library and online ressources)

Develop your writing skills (selecting, analyzing, synthesizing information, create a thesis statement and relevant development...) and communication skills.

#### **COURSE PROGRAM:**

Before the 1950s, archaeological research was first and foremost monumental in nature; it was dedicated to the study of military or religious edifices, or of funerary structures. In the 60s, the discipline slowly opened to new fields of research, such as deserted villages or motte-and-bailey castles. But it was not until the 1970s that medieval archaeology truly started to develop. The great construction works (requalification of city centres, construction of highways and high-speed lines, etc.) led to an increase of urban and rural excavations, which multiplied often in the form of salvage excavations. Thus, for the last 30 years, medieval archaeology has been considerable in that it improved our understanding of the history of the Middle Ages. Recent material discoveries have both informed and somewhat confounded the interpretations stemming from "classical" historical studies.

**Class 1:** Historiography and Methods of Medieval Archaeology

(2h lecture / 1h introduction and assignment of presentation subjects)

**Class 2** Man and his Environment in the Middle Ages : New Perspectives of Research

(1h lecture / 1h Case study / 1h Oral presentations)

**Class 3** Resources, Techniques and Productions in the Middle Ages

(1h lecture / 1h Case study / 1h Oral presentations)

**Class 4** Rural Areas and Agrarian Landscapes in the Middle Ages

(1h lecture / 1h Case study / 1h Oral presentations)

**Class 5** The Medieval City for Archaeologists

(1h lecture / 1h Case study / 1h Oral presentations)

**Class 6** The World of the Dead and That of the Living in the Middle Ages

(1h lecture / 1h Case study / 1h Oral presentations)

**Class 7** Fortifications in the Middle Age

(1h lecture / 1h Case study / 1h Oral presentations)

**Class 8** Recap : Towards the Revival of Medieval History in the Middle Ages Thanks to Archaeology

#### **BIBLIOGRAPHY:**

Burnouf Joëlle, Arribet-Deroin Danielle, Desachy Bruno et al., Manuel d'archéologie médiévale et moderne.

Armand Colin, « U », 2012, 384 p.

- Burnouf Joëlle et Catteddu Isabelle, Archéologie du Moyen Âge. Ouest-France et Inrap, 2015, 143 p.

- Isabelle Catteddu, Archéologie médiévale en France : le premier Moyen Âge (ve-xie siècle), Paris, La Découverte, 2009, 179 p. ill. (Collection Archéologies de la France sous la direction de Jean-Paul Demoule et Jean-Paul Jacob).

- Joëlle Burnouf, Archéologie médiévale en France : le second Moyen Âge (xiie-xvie siècle) , Paris, La Découverte, 2008, 179 p. ill. (Collection Archéologies de la France sous la direction de Jean-Paul Demoule).

- Le haut Moyen âge dans le nord de la France, Des Francs aux premiers comtes de Flandre, de la fin du I<sup>er</sup> au Xe siècle, Douai, Arkeos, 2015, 255 p.

#### **ASSESSMENTS:**

Oral presentation on a given topic (15mn + questions)

Final essay or document commentary on the topics of the class.

### **LCE2/9c: BRITISH HISTORY: FROM THE ORIGINS TO THE END OF THE MIDDLE AGES**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

- Roman conquest

- Anglo-Saxon era

- Norman Conquest

- The Normans and the Civil War

- The Plantagenet era (creation of parliament, first civil liberties, etc.)

- The 14<sup>th</sup> century: pre-reformation movements, peasants' revolt, etc.

- The Wars of the Roses

- Beginnings of the Renaissance

#### **BIBLIOGRAPHY:**

Kenneth O. MORGAN, *The Oxford History of Britain*; Oxford University Press

### **LEA2/10a: BRITISH HISTORY: FROM THE INDUSTRIAL REVOLUTION TO WWI**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

At the end of the year, students should understand and be able to comment on the main point of British society since the Industrial Revolution.

#### **COURSE PROGRAM:**

- The Industrial Revolution up to WWII
- Economic and social conditions during Victorian Times
- Political Evolution up to Universal Suffrage
- Between the wars

#### **BIBLIOGRAPHY:**

- Ouvrage indispensable: Norman Lowe, *Mastering Modern British History*, London, Macmillan, 2009.

### **LEA2/10c: SPANISH HISTORY: SPAIN DURING THE SECOND HALF OF THE 19<sup>th</sup> CENTURY AND BEGINNING OF THE 20<sup>th</sup> CENTURY**

**Fall Semester**

THIS COURSE IS TAUGHT IN SPANISH

**Lectures:** 12 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

Spain from Primo de Rivera's dictatorship to the 2nd Republic  
The Civil War: causes and consequences  
Franco's dictatorship  
Transition: back to democracy

#### **PERSONAL WORK:**

Preparing presentations.

#### **BIBLIOGRAPHY:**

P. AGUADO – *Historia de España* – Blaye  
C. CLOUTIER – *Horizons hispaniques* – Ellipses  
*Guide de civilisation hispanique* – Hachette  
*La España actual* – Casteilla  
*Le monde hispanique contemporain* – Bréal

### **H2/11a: THE MIDDLE AGES IN THE WEST (11<sup>th</sup> – 13<sup>th</sup> CENTURIES)**

**Fall Semester**

**Classes:** 36 hours

**ECTS credits:** 4

#### **COURSE DESCRIPTION:**

The focus of this course will encompass the entirety of the West, with a particular attention to the French Kingdom from the 11<sup>th</sup> to the 13<sup>th</sup> centuries. It will start with a brief general reminder of the period, and will then concentrate on three different aspects:

- The Appearance of a New Economy and Urban Development
- The "Church Triumphant" and Christian Unity
- The Western Diversity of States

Last but not least, the course will conclude with the emergence of crises in the Middle Ages.

#### **BIBLIOGRAPHY:**

Balard M., Genet J.-Ph, Rouché M., *Le Moyen Âge en Occident. Des barbares à la Renaissance*, Paris, Hachette, éd. Mise à jour 1995.  
Contamine Ph, Bompierre M., Lebecq S., Sarrazin J.-L., *L'économie médiévale*, Paris, A. Colin, 1997.  
Barthelemy D., *L'ordre seigneurial (XIe-XIIe siècles)*,

*Nouvelle histoire de la France médiévale* - 3, Seuil, 1990 (Points Histoire).  
Bourin-Derruau M, *Temps d'équilibre, temps de rupture (1200-1350)*, *Nouvelle histoire de la France médiévale* - 4, Seuil, 1990 (Points Histoire).  
Carpentier E., Le Mené M., *La France du XIe au XVe siècle. Population, société, économie*, Paris, PUF, 1996.  
Chelini J., *Histoire religieuse de l'Occident médiéval*, Paris, 1970.  
Devailly G., *L'Occident du Xe au milieu du XIIIe siècle*, Paris, 1970.

### **H2/11b: THE CITY IN ANCIENT GREECE**

**Fall Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

- \* Time and Space in the World of Ancient Greece
- \* The Birth of the Greek City States
- \* Crises in the archaic period and the rise of Sparta
- \* The golden age of the City States: Athens as a case study
- \* Alliances and independence in the classical period
- \* The rise of Federalism and the Confederations

#### **BIBLIOGRAPHY:**

- P. ARNAUD, *Les sources de l'Histoire Ancienne*, Paris 1995 (présente à la fois les auteurs grecs et romains de l'Antiquité).  
- J. De ROMILLY, *Précis de littérature grecque*, Paris, 1980.  
- A. et F. QUEYREL, *Lexique d'histoire et de civilisation grecque*, Paris 1996.  
- M. C. AMOURETTI et F. RUZE, *Le monde grec antique*, 1978.  
- C. ORRIEUX et P. SCHMITT -PANTEL, *Histoire grecque*, Paris 1995. (Très utile)  
- E. SCHEID-TISSINIER, *L'Homme grec aux origines de la cité*, Paris, 1999.  
- E. LEVY, *La Grèce au Ve siècle, de Clisthène à Socrate*, Paris 1995 (NHA n° 2)  
- P. CARLIER, *Le IVe siècle grec jusqu'à la mort d'Alexandre*, 1995 (NHA n° 3)

### **H2/11c – LM2/12b: THE ROMAN REPUBLIC**

**Fall Semester**

**Classes:** 18 hours

**ECTS credits:** 2

#### **OBJECTIVES:**

This course will start by reviewing the legendary cycles that relate the origins of Rome. From the 4th century B.C. onwards, the Latine city emerged from the shadows and entered History thanks to the influence of the Etruscans.

From then on, how could we not be taken aback by the vitality of this little Latium city, as it threw itself into the conquest of the Mediterranean Basin?

Yet this spectacular expansion had serious social and economic consequences for its more modest population. The ambition of some politicians, relying on the demands of the *hoi polloi*, plunged Rome into a cycle of turmoil and violence which was only put to an end by the advent of Caesar.

His dictatorship brought back --temporary-- peace in the Urbs, but it also sounded the death knell of the Roman Republic.

#### **COURSE PROGRAM:**

Introductory Chapter: Rome, the Place and the History  
Chapter 1: The Royal Rome Stripped Down From the Myths: the Influence of the Etruscan Civilisation  
Chapter 2: Rome conquering the Mediterranean: from the Samnite Wars to the Punic Wars  
Chapter 3: The Agrarian Crisis of the 2nd Century B.C. and the Reforms of the Gracchi Brothers  
Chapter 4: The Civil Wars of the 1st Century B.C. : 40 Years of Trouble, from Marius to Caesar  
Chapter 5: Caesar's Reorganisation of the State: the Caesarian Dictatorship (48 to 44 B.C.)

#### **BIBLIOGRAPHY:**

- M. CHRISTOL et D. NONY, *Rome et son Empire*, Paris, 1997.
- J. HEURGON, *La Vie Quotidienne chez les Etrusques*, Paris 1961.
- Jean-Michel David, *La République romaine, de la deuxième guerre punique à la bataille d'Actium* (218-31), 2000.
- Jean-Pierre MARTIN et alii., *Histoire romaine*, Paris, 2002.
- Michel Kaplan dir., *Le monde romain*, Paris, 1995.
- F. HINARD, *La République romaine*, Paris 1992.
- M. Le GLAY, *Rome, grandeur et déclin de la République*, Paris 1990.
- B. COMBET -FARNOUX, *Les Guerres puniques*, Paris 1960.
- S. LANCEL, *Hannibal*, Paris 1995.
- J. HEURGON, *Rome et la Méditerranée occidentale*, Paris, 1969.
- R. ETIENNE, *Jules César*, Paris 1997.

### **H2/13c: HISTORY & THE CRITICAL MIND**

#### **Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVES:**

- Criticize a publication from a scientific basis
- Write and share a critical review
- Give a structured, well-thought-out public presentation

#### **COURSE PROGRAM:**

Between journals, magazines, biographies, textbooks and educative handbooks, historical publications constitute a significant portion of the book market. Yet the latter appear to be very varied; studies confirming outdated clichés contrast with works that pave the way for new schools of thought. Neophytes may therefore have great difficulty picking the one book or article that will grant them access to the most up-to-date knowledge. This course intends to provide students with tools to help them select the elements of their bibliography and come to terms with the contemporary development of historiography.

#### **BIBLIOGRAPHY:**

- Bizière J.-M., Vayssière P., *Histoire et historiens*, Paris, Hachette, 2015  
Delacroix C., Dosse F., Garcia P., *Les courants historiques en France : XIXe-XXe siècle*, Paris, Folio, 2007  
Offenstadt N., *L'historiographie*, Paris, PUF, 2017

### **H2/14g: HISTORY OF ANCIENT EGYPT**

#### **Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVES:**

- review the major events of the great periods in Egyptian history
- examine the most famous pharaohs
- learn the constitutive elements of Egyptian society
- explain the organisation of the State and its development

#### **COURSE PROGRAM:**

Before the the Greco-Roman culture arose, the ancient world was dominated by two great neighbouring civilisations: Mesopotamia and Egypt. Though the former region remained a partitioned union for a long time, the Nile valley very rapidly coalesced under a common monarchy, which remained in power for 3000 years. Naturally, the Egyptian State underwent numerous upheavals during these millennia. The said upheavals will be the subject of the 12 two-hour classes of this course.

Egypt was established in the 4th century BC and its history is --slightly artificially-- organised into approximately thirty dynasties, themselves classified into several great periods. The « Empires » (Ancient, Middle and New) upheld a period of stability, but they were interspersed with « Intermediate Periods » (1st, 2<sup>nd</sup> and 3<sup>rd</sup>) during which chaos raged within the country. Pharaohs succeeded one another --some of them have become world famous-- and all had to manage conflicts, institute administrative reforms, and develop the country. After more than 2000 years of independence, several centuries saw foreign kings (Nubian, Persian, Hellenic) govern the territory until Rome asserted itself as the new Mediterranean superpower. The course of this semester will not only cover the most important pharaohs and the major historical events, it will also delve into Egyptian society.

In order for the teacher to assess the students' knowledge, they will be asked to hand in a research paper (it can either be an individual or a collective work) on a theme that will revolve around the content of the course. The entirety of those papers will thus constitute a corpus that will complete the teachings of the course for the students. At the end of the semester, students will have to reflect on the totality of the knowledge they acquired during the final exam.

#### **BIBLIOGRAPHY:**

- D. AGUT, J.-C. MORENO GARCIA, *L'Égypte des pharaons : de Narmer à Dioclétien, 3150 av. J.-C. – 284 apr. J.-C.*, Paris, Belin, 2016
- S. DESPLANCQUES, *L'Égypte ancienne*, Paris, PUF, 2010
- N. GRIMAL, *Histoire de l'Égypte ancienne*, Paris, Librairie Générale Française, 1993
- G. HUSSON, D. VALBELLE, *L'État et les institutions en Égypte : des premiers pharaons aux empereurs romains*, Paris, A. Colin, 1992
- B. MIDANT-REYNES, *Aux origines de l'Égypte : du Néolithique à l'émergence de l'État*, Paris, Fayard, 2003

## **H2/15a: SOCIAL AND CULTURAL HISTORY OF 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY FRANCE**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 2

### **OBJECTIVES:**

- Understand the social and cultural developments that have occurred since the 19th century
- Be able to analyze a specific issue over a long period
- Give a structured, consistent public presentation on a subject with a valid thesis statement
- Assess the work of another student and discuss it

### **COURSE PROGRAM:**

Ever since the 19th century, French society has undergone profound upheavals owing to economic transformations and increased individuality. Space and attitudes have evolved according to general structures and State influence to form the current situations and challenges.

Studying two centuries of change will allow the course participants to discover the continuities and disruptions of social and cultural representations of France; a country marked by many values which sometimes contrast with its inner ambitions or its momentary expectations.

Session 1: General Introduction  
 Session 2: French Population  
 Session 3: City and Country  
 Session 4: The « Forgotten Ones » of History  
 Session 5: Economic Classes  
 Session 6: The Role of the State  
 Session 7: Religion and Instruction  
 Session 8: Attitudes and Consumer Items

### **ASSESSMENT:**

The mid-term exam will be a presentation on a specific theme. The final 2-hour exam will be an essay writing or a documentary study.

### **BIBLIOGRAPHY:**

- Charle C., *Histoire sociale de la France au XIX<sup>e</sup> siècle*, Paris, éditions du Seuil, 2000.
- Gueslin A., *L'État, l'économie et la société française XIX<sup>e</sup>-XX<sup>e</sup> siècles*, Paris, Hachette, 1992.
- Rioux J.-P., Sirinelli J.-F. (dir), *Histoire culturelle de la France. Tome 3 : les XVIII<sup>e</sup> et XIX<sup>e</sup> siècles. Tome 4 : le temps des masses*, Paris, Seuil, 1998.
- Schor R., *Histoire de la société française au XX<sup>e</sup> siècle*, Paris, Belin, 2005

## **H2/15d: MEDIEVAL PALEOGRAPHY**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 2

### **COURSE PROGRAM:**

Students will have the opportunity to do a research project based on the manuscripts available in local archive collections.

- Studying copies of texts from the 13<sup>th</sup> to 15<sup>th</sup> centuries
- Methods of historical research in the following fields: history of society, of mentalities, urban life and institutions.

## **LCE2/13b: RENAISSANCE, REFORMATION AND REVOLUTION IN BRITAIN (1485-1760)**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 3

### **COURSE PROGRAM:**

- 16<sup>th</sup> and 17<sup>th</sup> centuries
- Tudor concept of monarchy
- The Reformation
- James I and the divine rights of Kings
- The Civil War
- The Commonwealth (early democratic movements, Protestant pluralism, etc.)
- The Restoration
- The Glorious Revolution (establishment of a constitutional monarchy)
- The Hanoverian succession
- The First Prime Ministers
- The Enlightenment and Methodism

### **BIBLIOGRAPHY:**

Kenneth O. MORGAN, *The Oxford History of Britain*; Oxford University Press

## **LCE2/13a: THE UNITED STATES FROM THE CIVIL WAR TO THE END OF THE GREAT DEPRESSION**

**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 3

### **OBJECTIVE:**

Acquire an understanding of the key historical moments and social movements in the United States in the 1865-1940 period;

Acquire ability to reason and explain the causes and consequences of key events in the period studied; Learn to analyse and comment on primary and secondary documents;

Acquire oral and written skills in English.

### **COURSE PROGRAM:**

The course focuses on the history of the United States from the end of the Civil War to the Great Depression.

Course units are divided as follows:

Reconstruction

African Americans under Reconstruction and Beyond  
 Native American Indians

Western Settlement  
The Growth of Big Business  
The Labor Movement  
American Imperialism  
The Progressive Era  
Prosperity and the Stock Market Crash  
The Great Depression and the New Deal

#### BIBLIOGRAPHY:

BUENKER John D. & Edward R. KANTOWICZ, eds., *Historical Dictionary of the Progressive Era, 1890-1920* (Greenwood Press, 1988)  
CHAMBERS, John Whiteclay. *The Tyranny of Change: America in the Progressive Era, 1890-1920* (Rutgers University Press, 2000)  
NASH, Gary B. *Atlas of American History* (Facts on File, 2006)  
PARRISH, Michael E. *Anxious Decades: America in Prosperity and Depression, 1920-1941* (W W Norton & Co. Ltd., 1994)  
RODRIGUEZ, Junius P., ed. *Slavery in the United States: A Social, Political, and Historical Encyclopedia* (ABC-CLIO Ltd, 2007)  
Tindall & Shi, *America: A Narrative History* (Norton)  
Artaud, Denise. *Le New Deal*. Paris : Armand Colin, « U2 », 1969.

#### INTERNET WEBSITES:

www.ourdocuments.gov/content.php?flash=old&page= milestone  
www.digitalhistory.uh.edu/  
www.uk-  
us.org/library.wisc.edu/etext/WIReader/Contents/Idea .html

#### LEA2/14c: LATIN AMERICAN HISTORY: EMANCIPATION AND INDEPENDENCE OF LATIN AMERICA

Spring Semester

**CLASSES:** 12 hours

**ECTS credits:** 2

#### OBJECTIVE:

The student should be able to deal with the different American independences, the birth of new nations and historical dissertation.

#### COURSE PROGRAM :

The Enlightenment  
The Bourbons  
Revolutions  
Independences  
Libertadors

#### BIBLIOGRAPHY:

Lavallé, Bernard, *L'Amérique espagnole de Colomb à Bolivar*, Paris, Nathan, 2002

#### LEA2/10b: GERMAN HISTORY: GERMANY UNDER THE OCCUPATION (1945-1949)

Fall Semester

THIS COURSE IS TAUGHT IN GERMAN

**Lectures:** 12 hours

**ECTS credits:** 2

#### OBJECTIVE:

- To study historical, political and cultural events in order to understand contemporary Germany better
- To deepen students' oral and written language skills

#### COURSE PROGRAM:

Occupied Germany ( from 1945-1949)  
1- The year zero, Potsdam Conference, Nuremberg Trials, parties  
2- Marshall Plan, creation of a new money and Berliner Blokade  
3- Creation of two states, first elections at the Bundestag

#### ASSESSMENT:

A written exam about the course and personal work but also a document commentary.

#### BIBLIOGRAPHY:

J.C. CAPELE - *L'Allemagne hier et aujourd'hui* - Hachette, Les Fondamentaux  
H. DUPAS, U. BENNERT - *Lexique de civilisation germanique* - PUF, Major  
M.R. DIOT, J.R. DIOT - *Deutschland - was nun ?* - PUF, Major  
A. WAHL - *Histoire de la République fédérale d'Allemagne* - Armand Colin, Paris, 1995

#### LEA2/14b: GERMAN HISTORY: EVOLUTION OF THE TWO BLOCS

Spring Semester

THIS COURSE IS TAUGHT IN GERMAN

**Lectures:** 12 hours

**ECTS credits:** 2

#### COURSE PROGRAM:

*From Division to Reunification*  
- The German Democratic Republic (from 1949 to 1989)  
- The relationship between the 2 Germanies

#### ASSESSMENT:

An exam in German.

#### H2/16a: THE CRUSADES

Spring Semester

**Lectures:** 36 hours

**ECTS credits:** 4

#### COURSE PROGRAM:

The main idea for this class is a comparison between two worlds, the East and the West, both of which developed a particular culture and idea of the ideal civilisation during this period. They ended up on the battle field in conflict. Using a chronological approach, we shall analyse all the political and cultural exchanges between East and West, showing that economic expansion and demographic change was just as important as any wars.

#### H2/16b: CIVILIZATIONS OF CLASSICAL GREECE

Spring Semester

**Classes:** 18 hours

**ECTS credits:** 2

#### COURSE PROGRAM:

**Introduction :** Greek demography at Antiquity

**Chap. 1.** Being a citizen, being privileged?

**Chap. 2.** The city and foreigners: Xenos and Metoikos

- Chap. 3.** Women and their place in the classic city  
**Chap. 4.** Dependents and slaves in Greek cities.  
**Chap. 5.** Religion in Greece: places, actors, rites of Greek cults  
**Chap. 6.** War in Greece, from Homer to Alexander.

#### BIBLIOGRAPHY:

- C. MOSSE, *Le citoyen dans la Grèce antique*, Paris 1993.
- M.-F. BASLEZ, *L'étranger dans la Grèce antique*, Paris 1984.
- J. DUCAT, *Les hilotes*, Paris 1990.
- Y. GARLAN, *Les esclaves en Grèce ancienne*, Paris 1984.
- P. SCHMITT-PANTEL dir., *Histoire des femmes dans l'Antiquité*, Paris 1991
- L. BRUIT-ZAIDMAN et P. SCHMITT-PANTEL, *La religion grecque*, 1990.
- M. FAUQUIER et J.L. VILLETTE, *La vie religieuse dans les cités grecques*, 2000.
- M. DETIENNE-J.P. VERNANT, *La cuisine du sacrifice en pays grec*, 1979.
- Y. GARLAN, *La guerre dans l'Antiquité*, 1972.
- P. DUCREY, *Guerre et guerriers dans la Grèce antique*, Fribourg 1985.
- V. D. HANSON, *Le modèle occidental de la guerre*, Paris 1990.
- A. JACQUEMIN, *Guerre et religion dans le monde grec*, Paris 2000.

### H2/16c – LM2/16b: CIVILIZATIONS OF ROMAN REPUBLIC

#### Spring Semester

**Classes:** 18 hours

**ECTS credits:** 2

#### COURSE PROGRAM:

This class will focus on the daily physical environment of the Roman citizen who lives on the threshold between two distinct political systems: the Republic and the Empire.

Yet, does his participation to the SPQR institutions (Sensus, Populusque, Romanus) mean that the Roman Republic is a democratic system?

How does the Roman citizen fulfill his military duty within the impressive Roman legion?

How does he participate to the traditional Roman cults? We will end the class with the description of the lifestyle and environment of the Urbs in other words, the City of Rome or one of the many other Roman cities which are developing around the Mediterranean Sea at the time.

**Chap 1:** Patricians and Plebeians: the citizen "job" in republican Roma (5<sup>th</sup> – 1<sup>st</sup> century BC)

**Chap 2:** The SPQR institutions: the Senate, the Comitia and other magistracies in Roma

**Chap 3:** Traditional Roman religion: religious groups in Rome under the republic

**Chap 4:** Roman citizens and war : the army and religion under Marius

**Chap 5:** Rome and Roman cities: an urban civilization?

**Chap 6 :** Everyday life and leisure : the monumental aspect of Roman cities.

#### BIBLIOGRAPHY:

- F.DUPONT, *le citoyen romain sous la république (509-27 avant J.C)*, 1989-1994.
- R.ADM, *Institutions et Citoyenneté de la Rome républicains*, Paris1996.

- C.NIVOLET, *le métier de citoyen dans la Rome républicaine*, Paris 1976.
- J.GAUDEMET, *le droit privé romain*, Paris 1974.
- P.GRIMAL, *la civilisation romaine*, Paris 1960.
- J.SCHEID, *la religion romaine*, Paris, 1971(recueil de textes)
- G.DUMEZIL, *le religion romaine archaïque*, Paris 1987
- J.P.BRISSON dir.,*Problèmes de la guerre à Rome*, Paris –La Haye 1969.
- M.FEUGERE, *les armes des Romains de la république à l'Antiquité tardive*, Paris 1993.
- Y.LE BOHEC, *Histoire militaire des Guerres puniques*, Paris 1996..
- A.PELLETIER, *L'urbanisme romain sous l'empire*, Paris 1982
- P. CORBIER, *Rome, ville et capitale de la fin de la république à la fin des Antonins*, SEDES.

### H2/18a: AUXILIARY SCIENCES FOR HISTORIANS

**Classes:** 24 hours

**ECTS credits :** 2

#### COURSE DESCRIPTION:

Initiation to scientific disciplines which contribute to the historical discourse by supplying additional elements improving the exploitation of sources. We will cover in turn heraldry (the study of coats of arms), sigillography (the study of seals), numismatics (the study of coins), epigraphy (the study of inscriptions), archaeology (the study of remnants), diplomatics (the structural study of official documents) and paleography (the study of ancient, mostly medieval, writings).

### H2/18c: HISTORY & POPULAR CULTURE

#### Spring Semester

**Lectures:** 12 hours

**ECTS credits:** 2

#### OBJECTIVES:

- Criticize works of fiction on a scientific basis
- Study an original work as a medium of historical representation
- Give a structured, substantial, consistent public presentation on the subject

#### COURSE PROGRAM:

Be it in the form of the TV series *Roma*, the video game *Assassin's Creed*, the comic book *Les tunique bleues* or the film *Dunkirk*, popular culture frequently draws its inspiration from history in order to appeal to the public. Past events can serve as the main narrative of fictional works, be used as incentives to create alternate histories, or provide the audience with contextual landmarks. Historians must therefore be able to perceive the differences between historical fact and popular representation.

#### BIBLIOGRAPHY:

- Artus H., *Pop Corner*, La grande histoire de la pop culture 1920-2020,
- Rioux J.-P. et Sirinelli J.-F., *Histoire culturelle de la France. 4 : Le temps des masses. Le XXe siècle*, Paris, Editions du Seuil, 1998.



## **H2/19g: RELIGION IN ANCIENT EGYPT**

### **Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVES:**

- review the central deities constitutive of the Egyptian pantheon
- understand rituals and festivities
- become familiar with the main temples
- draw a parallel between religion and popular piety

#### **COURSE PROGRAM:**

This course will focus on the religion that developed in the Nile valley. For the majority of those of travel to Egypt, visits chiefly revolve around the more or less well-preserved temples and the tombs, particularly the pyramids or those located in the Valley of the Kings. This course will cover the divinities, the main myths, the funeral culture and the rituals that were performed in religious buildings in ancient Egypt.

As they were polytheists, Egyptians invented mythological stories giving prominence to their deities, from the creation of the world to the legendary death of Osiris. Those stories offer a firsthand approach to the personalities of those celestial beings, and will allow us to study the links that bind them to human beings. Egyptian temples also are the core of religion, and they follow specific rules as to create an echo of the divine world on earth, wherein priests must maintain the balance of the world by performing rituals. Death naturally also stands as an essential topic of study due to the primacy of its role in Egyptian society. The same can be said, for instance, of popular piety and the magic (healing, enchantments) it entails.

#### **BIBLIOGRAPHY:**

- J.-P. CORTEGGIANI, *L'Égypte ancienne et ses dieux*. Dictionnaire illustré, Paris, Fayard, 2007
- E. HORNUNG, *Les dieux de l'Égypte : le Un et le Multiple*, Monaco, Éd. du Rocher, 1994
- D. MEEKS, Chr. FAVARD-MEEKS, *La vie quotidienne des dieux égyptiens*, Paris, Hachette, 1993
- Cl. TRAUNECKER, *Les dieux de l'Égypte*, Paris, PUF, 2005
- Chr. ZIVIE-COCHE, Fr. DUNAND, *Hommes et dieux en Égypte : 3000 av. J.-C. – 395 apr. J.-C.: anthropologie religieuse*, Paris, Cybèle, 2006

## **H2/20b: THE FRENCH MONARCHY AND OPPOSITION TO IT 1600 - 1800**

### **Spring Semester**

**Tutorials:** 24 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

The period under study is that of the pinnacle of absolutism; the absolute monarchy of divine right whose ultimate figure was Louis XIV. Yet from the very beginning of the 17th century onwards, several forms of opposition arose in the face of this regime and manifested in extremely diverse ways: conspiracies, popular revolts, sedition, resistance of the nobility, publishing of critical pamphlets, institutional

confrontation, and even regicide. This variety of contestations shed light on the societal difficulties in the Ancien Régime [Old Regime], which was regulated by the estates of the realm but also by the constant power dynamics between the king and his subjects. We will observe that, in parallel to the sovereign's assertion of power, there existed a full-blown desecration of his person, which perfectly evidences the limits of power.

#### **BIBLIOGRAPHY:**

BARBEY Jean, *Être roi. Le roi et son gouvernement en France, de Clovis à Louis XVI*, Paris, Fayard, 1992.  
BARBICHE Bernard, *Les institutions de la monarchie française à l'époque moderne*, Paris, PUF, 2001.

BLANQUIE, Christophe, *Les institutions de la France des Bourbons (1589-1789)*, Paris, Belin, 2003.

CORNETTE Joël, *Le roi de guerre. Essai sur la souveraineté dans la France du Grand Siècle*, Paris, Payot, 2000.

COSANDEY Fanny, DESCIMON Robert, *L'absolutisme en France, Histoire et historiographie*, Paris, Le Seuil, 2002.

FOGEL Michèle, *L'État dans la France moderne de la fin du XVe au milieu du XVIIIe siècle*, Paris, Hachette, 1992.

RICHT Denis, *La France moderne : l'esprit des institutions*, Paris, Flammarion, 1973.

## **H2/20d: EARLY MODERN PALEOGRAPHY**

### **Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVES:**

- Read and transcribe an early modern text
- Understand history through sources

#### **COURSE PROGRAM:**

Reading texts from the early modern period is often far more complicated than reading medieval documents, owing to the different written forms and writing techniques. This course therefore intends to initiate students to the reading and transcription of early modern texts; an invaluable skill for those who aspire to pursue their studies in the field of historical research.

#### **SET BOOK:**

Audisio G., Rambaud I, *Lire le français d'hier : manuel de paléographie moderne, XV e – XVIII e siècle*, Paris, Armand Colin, 2016

## **LCE3/17b: BRITISH SOCIAL AND POLITICAL HISTORY 1945-1990**

### **Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

*Domestic Politics and Social Issues in Great Britain 1945 – 1991*

1. Preparing for peace / reconstruction
  - Nationalisation / centralisation
  - The beginnings of the Welfare State
  - Re-establishment of political identities (end of coalition, persistence of two-party system, decline of liberals / establishment and death of SDP)
2. Economic questions
  - J.M. Keynes & Co
  - Sterling party / deflation / devaluation
  - From rationing to the affluent society and back to austerity
  - The growth of an underclass
3. Industrial relations
  - The role of the TUC and its relationship with the Labour party
  - Cooperation to conflict to decline of the unions
  - Questions of unemployment
  - Trade Unions
4. The Arts
  - The beginnings of a government cultural policy
  - The swinging sixties and birth of pop music
  - Creation of teen culture
  - Culture & the regions / minorities
5. The decline of established religion and the liberalisation of public morals
  - Britain as a pluralistic society
    - o The "Honest to God" debate / rise of evangelicalism
    - o The media / scandal / the invasion of privacy
    - o Homosexuality / abortion / censorship, etc.

**BIBLIOGRAPHY:**

D. THOMSON – *England in the Twentieth Century* – Penguin  
 K.O. MORGAN – *The People's Peace* – Oxford University Press  
 A. CAIRNCROSS – *The British Economy since 1945* – Oxford University Press  
 M. SMITH – *British Foreign Policy: Tradition, Change & Transformation*

**LEA3/18b: 20<sup>th</sup> CENTURY BRITISH HISTORY:  
FROM WELFARE TO WORKFARE:**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours

**ECTS Credits:** 2

**OBJECTIVE:**

At the end of the course the student should be able to: know the moments, the themes and the overall logic of the United Kingdom's social and economic policy, from the construction of the Welfare State and the development of a consensual policy from World War II to the refocusing on work (Workfare) and the emphasis on the competitiveness of Blairism.

**COURSE PROGRAM:**

The origins of the Keynesian Welfare State  
 The economic and social evolution during the "consensus" period  
 The Thatcher era  
 The rise of the Shumpetarian Workfare State

**BIBLIOGRAPHY:**

Norman LOWE, *Mastering Modern British History*, London, Macmillan, 2009.

A larger bibliography will be suggested and commented during the first class.

**LEA3/18d: SPANISH HISTORY:  
SPAIN AND EUROPE /  
LATIN AMERICAN HISTORY: THE ECONOMIC AND  
POLITICAL SOCIETY IN LATIN AMERICA TODAY  
Fall Semester**

THIS COURSE IS TAUGHT IN SPANISH

**Lectures:** 12 hours

**ECTS credits:** 2

**COURSE PROGRAM:****Spain in the XX<sup>th</sup> century:**

From 1982 to nowadays, EEC and EU, today's Spanish economy, bilateral politics, France and Spain against terrorism, Employment, Youth, new working rules, What is at stake, consequences, worklessness, PP and socialism.

**Southern America in the XX<sup>th</sup> and XXI<sup>st</sup> Centuries:**

Southern America within globalisation, ONG's role, economy and ecology, regional organisation and globalisation, Common Market, help, cooperation, development, politics, society, economics of emerging countries, Southern America and USA, Southern America and Europe.

**ASSESSMENT:**

To comment a document or to make a summary.

**BIBLIOGRAPHY:**

García Picazo, Paloma, Echeverría Jesús, Carlos, Olmos Sánchez, Isabel, *La sociedad internacional en el cambio de siglo (1885-1919)*, 2003.  
 García Picazo, Paloma, *Las relaciones internacionales en el siglo XX : la contienda teórica*, 1998.  
 Palomares Lerma, Gustavo et al, *Relaciones internacionales en el siglo XXI*, Editorial Tecnos, 2<sup>a</sup> ed., 2006.  
 Pereira Castañares, Juan Carlos, *La política exterior de España (1800-2003). Historia, condicionantes y escenarios*, Editorial Ariel, S.A., 1<sup>a</sup> ed., 2003.

**LEA3/18e: AMERICAN HISTORY: ECONOMIC  
HISTORY OF THE UNITED  
STATES**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

- 1 – The pre-colonial period
- 2 – The colonial period
- 3 – The new nation
- 4 – Civil War and Reconstruction: the 1860s
- 5 – The Gilded Age: 1865-1900
- 6 – The Progressive era: 1890-1920
- 7 – The Roaring Twenties: 1920-1929
- 8 – The Great Depression and the New Deal: 1929-

1945

9 – Post-War economy: 1945-1960

10 – Stagflation in the 1970s

11 – The economy in the 1980s

12 – The economy in the 1990s

13 – Sept. 11, 2001 and the U.S. economy

14 – From 2002 to 2008

#### **BIBLIOGRAPHY:**

- Michael French, *U.S. Economic History since 1945*, Manchester University Press, 1997.

- Ronald Seavoy, *An Economic History of the U.S.: From 1607 to the Present*, Routledge, 2006.

J. Malsberger & J. N. Marshall, *The American Economic History Reader : Documents & Readings*, Routledge, 2008.

### **H3/21a: CULTURE AND RELIGION IN FRANCE (16<sup>th</sup> TO 18<sup>th</sup> CENTURIES)**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits :** 3

#### **COURSE DESCRIPTION:**

This course covers both the religious and cultural aspects of the great European movements; it will begin with an introduction to the Church in the Middle Ages and will then go on to develop the different aspects of the Reformation (Lutherianism, Calvinism, Anglicanism) and of the Catholic Reform (Council of Trent, Counter-Reformation in France). After that, religion came to be utilized by the absolute monarchy, which led to many forms of deviancy or opposition: Jansenism, "intellectual libertines", as well as the development of a scientific reasoning through the works of Descartes and then of Newton. The reign of Louis XIV led to the century of Enlightenment and of "philosophic" thoughts, which we will painstakingly examine through the works of Bayle, Fontenelle, Montesquieu, Voltaire, Rousseau, and the other "Encyclopedists". The 18<sup>th</sup> century in turn led to the French Revolution and the secularization of society.

This course is divided into several big chapters of three or six hours each.

1. The Church in the Late Middle Ages
2. The Reformation
3. Henry VIII's Anglicanism at the End of Elizabeth I's Reign
4. Religious Conflicts and the Edict of Nantes
5. The Many Dimensions of the Catholic Reformation
6. Counter-Reformation Movements Under Louis XIII and Richelieu
7. Louis XIV and Religious Absolutism
8. Science and Reason versus the Church : the Century of Enlightenment
9. The Church and the Revolution

### **H3/21b: REVOLUTIONS, REPUBLICS AND CITIZENSHIP (1789-1870)**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVES:**

This course covers the history of the developments of citizenship, democracy, and the Republican idea throughout the length of the 19<sup>th</sup> century. These themes are related to the political, social, and cultural dimensions of France.

#### **COURSE PROGRAM:**

- The Institutions of the Revolution
- The Republic During the Revolution
- Being a Citizen During the Revolution

#### **BIBLIOGRAPHY:**

AMBRIERE Madeleine (dir.), *Dictionnaire du XIXe siècle européen*, Paris, PUF, coll. Quadrige, 2007.

VIVIER Nadine, PECOUT Gilles, DAUPHIN Noëlle et WACHÉ Brigitte (dir.), *Dictionnaire de la France au XIXe siècle*, Paris, Hachette, coll. Carré Histoire, 2002.

BIARD, Michel et DUPUY, Pascal, *La Révolution française. Dynamique et ruptures (1787-1804)*, Paris, Armand Colin, coll. U, 2008.

BOUDON, Jacques-Olivier, *Histoire du Consulat et de l'Empire (1799-1815)*, Paris, Perrin, coll. Tempus, 2003.

CHOPELIN, Paul, *La France en Révolution (1774-1799)*, Paris, Ellipses, coll. Le Monde, une histoire, 2011.

JESSENNE, Jean-Pierre, *Histoire de la France. Révolution et Empire (1783-1815)*, Paris, Hachette, coll. Carré Histoire, 2005.

LIGNEREUX, Aurélien, *Histoire de la France contemporaine. Tome 1. L'Empire des Français (1799-1815)*, Paris, Seuil, coll. L'Univers historique, 2012.

LEUWERS, Hervé, *La Révolution française et l'Empire. Une France révolutionnée (1787-1815)*, Paris, PUF, coll. Licence, 2011.

MARTIN, Jean-Clément, *La Révolution française. Une histoire socio-politique*, Paris, Belin, coll. Sup Histoire

### **H3/22a: HISTORY OF RELIGION IN ANCIENT GREECE**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

From the second millennium to 323 BC. The vision we have of the greek religion is often anecdotal. We imagine a multitude of Gods with tumultuous realtionships and fates. We have been lulled by the Greek myths during our childhood, and they still appear lively.

Nowadays, we are still able to admire their consecrated temples where believers rushed and prayed. Yet, these worships are more than three millaniums old...

It is often said that factual and political history evolves much more quickly than the religious one. We will see to what extent it is true, and how the Greek religion evolved and worked.

#### **COURSE PROGRAM:**

- 1) Worship in Crete and Mycenae
- 2) Myths and Greek pantheons: gods, goddesses, heroes realted by Homer and Hesiod
- 3) Orphism and Pythagoreanism
- 4) Sacrifices and Priesthood in the Greek cities
- 5) Olympic Games and the oracle in Delphi: the rise of panhellenic sanctuaries

- 6) The Great Panathenaic Feasts in Athens
- 7) Dionysus, Asclepius and Demeter: theatre in Athens, healing cult and Eleusinian mysteries
- 8) Religion and war: the army and the religious lifestyle
- 9) The religious life in the city

#### ASSESSMENT:

One four-hour long final: either an essay or a commentary.

#### BIBLIOGRAPHY:

- L. BRUIT-ZAIDMAN et P. SCHMITT-PANTEL, *La religion grecque*, 1990.
- L. SECHAN-P. LEVEQUE, *Les grandes divinités de la Grèce*, 1966-1990.
- F. ROBERT, *La religion grecque*, QSJ 1969, 1981.
- P. GRIMAL, *La mythologie grecque*, QSJ 582, 1953.
- J.P. VERNANT, *Mythe et religion en Grèce ancienne*, 1990.
- H. BERVE-G. HIRMER-M. GRUBEN, *Temples et sanctuaires grecs*, 1965.
- M. DELCOURT, *Les grands sanctuaires de la Grèce antique*, 1947.
- M. JOST, *Aspects de la vie religieuse en Grèce*, 1992.
- M. DETIENNE-J.P. VERNANT, *La cuisine du sacrifice en pays grec*, 1979.
- A. JACQUEMIN, *Guerre et religion dans le monde grec (490-322 av. J.C.)*, 2000.

### H3/22b: THE HUNDRED YEARS WAR

#### Fall Semester

**Lectures:** 24 hours

**ECTS credits:**

2

#### OBJECTIVE:

Compared history of France and England between the 14<sup>th</sup> and 15<sup>th</sup> centuries, in the context of the Hundred Years War.

#### COURSE PROGRAM:

The Hundred Years War marks the end of the Middle Ages. The extinction of the direct line of the Capetians in 1328 begins a long conflict, several times interrupted by truces, from 1337 to 1453, between two kingdoms: France and England.

As soon as the first conflicts took place, a quarter of the Kingdom of France is under English control and some battles are forever well known, like the Battle of Crécy, the Battle of Poitiers, or the Battle of Azincourt.

Yet, a King, Charles VII, helped by a shepherdess, Joan of Arc, gradually retrieves the territories once lost. However, while internal political conflicts are still going on in France, England is trying to take advantage out of it. War is renewing itself, especially with the appearance of artillery and mercenary troops. With all those war episodes and their consequences (destructions and pillagings), the economy of both countries is not left untouched, thus modifying the commercial channels. If England is not spared, France is the country the most affected by the war since the conflicts have taken place on its territories. The Medieval period is coming to an end, while another one begins: the one of the Renaissance.

#### BIBLIOGRAPHY:

Contamine Philippe. *Au temps de la guerre de cent ans: France et Angleterre*. Paris : Hachette, 1994, 263 p. (« La Vie quotidienne »). ISBN 978-2-01-235101-1.

Contamine Philippe. *La guerre de Cent ans*. Paris : Presses universitaires de France, 2010, 126 p. (« Que sais-je ? », 1309). ISBN 978-2-13-058322-6.

Favier Jean. *La Guerre de Cent ans*. Paris : Pluriel, 2018, 674 p. ISBN 978-2-8185-0553-3.

Lemas Nicolas. *La Guerre de Cent Ans*. Malakoff : Armand Colin, 2017, 231 p. (« Cursus. Histoire »). ISBN 978-2-200-61917-6.

Mairey Aude. *La guerre de Cent ans*. Saint-Denis : Presses universitaires de Vincennes, 2017, 183 p. (« Libre cours »). ISBN 978-2-84292-731-8.

### H3/24b &: THE UNITED KINGDOM SINCE 1945

#### Fall Semester

#### THIS CLASS IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 2

#### OBJECTIVE:

To become familiar with the most important events of British history after 1945 and develop your English linguistic skills.

#### COURSE PROGRAM:

This class will review the main events in British history since 1945. Students will analyze a variety of texts and documents related to these events. This course will develop the student's knowledge of contemporary British history as well as their use of the English language and their writing and speaking skills.

#### BIBLIOGRAPHY:

Kenneth O. MORGAN, *Britain since 1945: The People's Peace*, Oxford University Press

#### ASSESSMENT:

The midterm will be an oral presentation and the final will be a written exam (2h)

### H3/24c: SLAVIC CIVILISATIONS: HISTORY OF RUSSIA AND CURRENT ISSUES

#### Fall Semester

**Classes:** 24 hours

**ECTS credits:** 2

#### OBJECTIVES:

Become acquainted with the essential factors of the Slavonic world: history, geography, culture, uniting and diversifying elements.

Review the major events of Russian political and religious history that have shaped the country as we currently know it.

Understand the challenges that contemporary Russia is facing on the international geopolitical scene, in their relation to its cultural legacy and its geographical location in Eurasia.

Understand the reasons of Russia's comeback as a world power.

#### COURSE PROGRAM:

This course serves as an introduction to the civilisation of the Slavonic lands. It will review Eastern, Western and Southern Slavs: the great ethnical group in its unity

and diversity in the face of the Latin, German and Asian worlds. We will cover Slavic origins, major historical facts, religions, languages and writings, and the Slavonic countries of the 21st century.

This course will examine the role currently played by Russia as well as the relationships it entertains with its neighbours, particularly with ex-USSR countries. We will evaluate the political system of the Russian Federation and its economic model (capitalism), but also its general and regional geographies: population, ethnical diversity, cities and countryside, demography, energetic and mineral resources, organisational difficulties of the « continent-territory », etc.

This course will provide the historical and cultural facts required to understand contemporary Russia : the first Russia from Kiev to Suzdal, the age of Mongols, the Byzantine legacy and the messianic vocation of « Third Rome » Moscow, the 17th century religious crisis and Peter the Great's attempt to « transfigure » Russia, Catherine II's continuation of the Europeanisation of the elite under the aegis of the Enlightenment. The 19th century was characterized by the emergence of intelligentsia and the debates opposing Westerners and Slavophiles, who sought a national identity. There was a decline of Europe and a resurgence of Pan-Slavism. At the beginning of the 20th century, the First World War broke out and led way to the coup of 1917, the institution of the USSR in 1922, and the birth of the Eurasianist movement and of the « third way » Russian ideology. We will examine the role played by the USSR in the Second World War and its downfall, at the end of the Cold War.

The essential Russian schools of thought, Neo-Eurasianism, the resurgence of religion and the concept of Russian values as well as conservatism – Putin's state ideology— will be covered.

We will study the different dimensions of Putin's Russia: from its refusal to comply with westernisation, to its adaptation to liberal globalization, to its alignment with Asia, to its crisis with the European Union and the ensuing strengthening of other alliances : BRICS, CSTO, SCO. We will study Russia as a country promoting and contributing to the emergence of the multipolar world. To conclude, we will summarise the current challenges and perspectives of Russia as it has reinserted itself on the global scene.

#### BIBLIOGRAPHY:

Eckert, Denis (dir.), *La Russie*, Hachette supérieur, Paris, 2012

Daucé, Françoise, *La Russie postsoviétique*, Paris, La Découverte, 2008

Favarel-Carrigues, Gilles et Rousselet, Kathy (dir.), *La Russie contemporaine*, Fayard, Paris, 2010

Marchand, Pascal, *Géopolitique de la Russie : une nouvelle puissance en Eurasie*, PUF, Paris, 2014

Marchand, Pascal, *Atlas géopolitique de la Russie. Le grand retour sur la scène internationale*, Editions Autrement, Paris, 2015

Radanyi, Jean, *La nouvelle Russie*, 4e édition, Armand Colin, Paris, 2007

Carrère d'Encausse, Hélène, *Six années qui ont changé le monde 1985-1991. La chute de l'Empire soviétique*, Fayard, Paris, 2015

Chropovsky, Bohuslav, *The Slavs. Their Significance, Political and Cultural History*, Orbis Press Agency, Prague, 1989

### H3/25d: THE FRENCH MILITARY FROM THE RESTORATION TO EXTERNAL MILITARY OPERATIONS (OPEX)

Fall Semester

Classes: 24 hours

ECTS credits: 2

#### OBJECTIVES:

- Understand the influence that the military has had on French society since 1815
- Acquire a more thorough knowledge of the military events that have occurred since 1815
- Analyze history from the point of view of an original historiographical school of thought
- Write a scientific, research paper on a particular subject

#### COURSE PROGRAM:

The wealth of French history can partly be explained by the important role played by the French military. French territory and society have been greatly impacted not only by war itself, but also by the periods of preparation that precede it and the consequences that follow.

The study of the military differs from that of « War History » in that the reflections it entails cover times of peace as well as of war. This branch of historiography aspires to demonstrate the political, economic, social and cultural influence conflicts have had on contemporary France.

This course therefore serves as an introduction to the issues raised by the study of the military, and proposes to cover three main themes: a general framework, times of peace, and times of war.

- 1- Introduction to Teaching about the Military
- 2- Discovery of Traces of the Military in Lille
- 3- General Structure and Organisation of Military Forces
- 4- Military Heritage
- 5- The Military and Territorial Influence
- 6- Military Service
- 7- Links between the Army and the Nation
- 8- Military Memoires
- 9- The Restoration and the Second Empire
- 10- The First World War
- 11- The Second World War
- 12- Colonisation, Decolonisation and External Military Operations

#### BIBLIOGRAPHY:

Cabanes B. (dir.), *Histoire de la guerre du XIXe siècle à nos jours*, Paris, Seuil, 2018

Corvisier A. (dir.), *Histoire militaire de la France, T. 2 : de 1715 à 1871, T. 3 : de 1871 à 1940, T. 4 : de 1940 à nos jours* Paris, Presses universitaires de France, 1992

Drévilion H., Wieviorka O. (dir.), *Histoire militaire de la France, tome 1 : des Mérovingiens au Second Empire, tome 2 : de 1870 à nos jours*, Paris, Perrin, 2018

### LCE3/21a: ESSENTIAL THEMES IN 19<sup>th</sup> CENTURY BRITISH CIVILISATION

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 24 hours

ECTS credits: 3

#### COURSE PROGRAM:

« Britain in the 19th century : important issues »

- I- Emancipation : from the abolition of slavery to the Suffragette Movement
- II- The Irish question
- III- The Reforming spirit and the Social question
- IV- The Imperial predicament
- V- Cultural and ideological

### H3/27b: WOMEN IN THE 16<sup>TH</sup> TO 18<sup>TH</sup> CENTURIES

#### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 3

#### COURSE PROGRAM:

Women's history is still a relatively recent discipline in France; it was first popularised some 40 years ago, at the same time as the political women liberation movements of the 1970s. In reaction to a history deemed to be of masculine design and which paid more attention to men and their activities ("his-story"), her-story was developed; it no longer approached sources on principle of dominating men and inferior women, but sought to give authentic visibility to women, and to highlight the roots of their subordinate status in the past. Women history is not feminine history; it aims first and foremost to give back to women their role as actresses of the past by studying the position and place they have occupied in society. Associated with gender history, women's history in the modern period also serves to demonstrate that the relationships between the sexes are not natural data stemming from biological differences but social constructs that can evolve over time.

- 1 - Presentation of the forthcoming classes
- Presentation of the exam requirements
- What is women's history?
- 2 - The Differentiation of Sexes
- 3 - Bearing Arms as a Woman
- 4 - Being a Woman and a Citizen?
- 5 - The Catholic Reformation and the Education of Girls
- 6 - Being a Good Wife : Masculine Authority and Feminine Confrontation
- 7 - Being a Widow in the Ancien Régime, an Independence of Sorts?
- 8 - Midterm Exam
- 9 - Being a Prostitute in the 18th Century
- 10 - Contraception, Abortion and Infanticide : Women and the Dangers of Sexuality
- 11 - Women's Work in Urban Environments
- 12 - Women and their Confessors : an Intimate Relationship?

### H3/28a: THE ROMAN EMPIRE FROM AUGUSTUS TO COMMODIUS

#### Spring Semester

**Lectures:** 36 hours

**ECTS credits:** 3

#### COURSE PROGRAM:

The Roman Empire from Augustus to Commodus. This programme has precise chronological limits : it starts with the establishment of the Empire by the first Emperor, Augustus, in 27 BC , and finishes when the dynasty of Septimius Severus takes power in 193 AD. The first two centuries of the Christian era are generally considered as the high point of imperial rule and of Roman civilisation in general. The historian, Paul Petit,

christened this period the "Pax Romana". However, it is not without its difficult episodes – in particular in the passage from each emperor to the next ! We shall be concentrating on the development of the system and the changes which occurred with regard to the republican period. Particular themes will include : the institutions governing political life in Rome and the provinces, how Roman society developed after Julius Caesar and the organisation of the Roman army.

#### BIBLIOGRAPHY:

- Paul PETIT, *La paix romaine*, Paris, 1967
- Y. LE BOHEC, *Urbs, Rome de César à Commode*, Paris, 2001
- P.LE ROUX, *le haut empire romain en occident d'Auguste aux sévères*
- M.SARTRE, *Le H-E les provinces de méditerranée orientale d'Auguste aux sévères*, Paris 1997.
- C.BRIAN, *L'empire romain d'Auguste à Domitien*, Paris 2001.
- P.PETIT, *Histoire générale de l'empire romain, tome le haut empire* 1974
- J.CARCOPINO, *la vie quotidienne à Rome à l'apogée de l'empire*, Paris 1939
- R.ETIENNE, *La vie quotidienne à Pompéi*, Paris 1977.

### H3/28b: CULTURAL HISTORY IN THE MIDDLE AGES

#### Spring Semester

**Lectures:** 24 hours

**ECTS credits:** 3

#### COURSE PROGRAM AND OBJECTIVE :

The aim of this class is to help students get over the idea that the Middle ages were a primitive period until the light of the Renaissance arrived. We shall underline the real cultural revolution which took place from the 12<sup>th</sup> to the 15<sup>th</sup> century, laying the foundations of the modern period. This revolution was based on the increasingly literate population, together with various developments in education which created a cultured elite capable of ruling their respective lands. The invention of the university in the 13<sup>th</sup> century was a key step in the development of medieval society, enabling people to rise in the hierarchy through their talents, rather than through the influence of their relations and started to dent the feudal system. Education and culture became key elements in social mobility and construction for the years ahead.

#### BIBLIOGRAPHY:

- GENET (Jean-Philippe), *La mutation de l'éducation et de la culture médiévales. Occident chrétien (XIIe-milieu du XVe siècle)*, 2 vol., Paris, Seli Arslan, 2000.
- HEULLANT-DONAT (Isabelle) dir., *Éducation et cultures. Occident chrétien (XIIe-milieu du XVe siècle)*, 2 vol., Neuilly-sur-Seine, Atlande, 1999.
- MARTIN (Hervé), *Mentalités médiévales, XIe-XVe siècle*, 2 vol., Paris, PUF, 1996-2002.
- ROUCHE (Michel), *Histoire de l'enseignement et de l'éducation, t. 1 : Ve-XVe siècle*, Paris, Perrin, 2003.
- SOT (Michel), GUERREAU-JALABERT (Anita) et BOUDET (Jean-Patrice), *Histoire culturelle de la France, t. 1 : Le Moyen Âge*, dir. RIOUX (Jean-Pierre) et SIRINELLI (Jean-François) Paris, Seuil, 1997 (rééd. Points, 2005).

**H3/30a THE UNITED STATES SINCE 1945****Spring Semester****Lectures:** 24 hours**ECTS credits:** 2**OBJECTIVE:**

To become familiar with the most important events of U.S history after 1945 and develop your English linguistic skills.

**COURSE PROGRAM:**

This class will review the main events in U.S history since 1945. Students will analyze a variety of texts and documents related to these events. This course will develop the student's knowledge of contemporary U.S history as well as their use of the English language and their writing and speaking skills.

**BIBLIOGRAPHY:**

George B. TINDALL & David E. SHI, *America: A Narrative History*, W.W. Norton & Company

**ASSESSMENT:**

The midterm will be an oral presentation and the final will be a written exam (2h)

**H3/31a: HISTORY AND THE CLIMATE****Spring Semester****Lectures:** 24 hours**ECTS credits:** 2**OBJECTIVES:**

- Acknowledge the links between history and the climate on different temporalities
- Build a well-thought reflexion from archives documents
- Work on the interdisciplinarity of a theme

**COURSE PROGRAM:**

In spite of its capital role in human life, climate has long been forgotten in historical studies. They focalise on the different political, economical and social aspects with no regards to the influence of numerous climatic evolutions, whose consequences are still unknown today, when the several disruptions are happening.

- Introduction to historiography and epistemology of the climatic fact
- Climate and civilisations
- Climate and demography
- Climate and military fact
- Climate and cultures
- Climate and futures
- Visit of the Regional Archives
- Oral assessment

**BIBLIOGRAPHY:**

Acot P., *Histoire du climat - Du Big Bang aux catastrophes climatiques*, éd. Perrin, 2005  
 Leroy-Ladurie E. (dir), *Histoire humaine et comparée du climat*, Paris, Fayard, t. 1 Canicules et glaciers XIII<sup>e</sup> – XVIII<sup>e</sup> siècles, 2004 ; t. 2, Disettes et révolutions, 2006 ; t. 3, Le réchauffement de 1860 à nos jours, 2009  
 Leroy-Ladurie E., *Les fluctuations du climat de l'an mil à aujourd'hui*, Paris, Fayard, 2011

**H3/31b: HISTORY OF NORTHERN FRANCE (11<sup>TH</sup>-15<sup>TH</sup> CENTURIES)****Spring Semester****Lectures:** 24 hours**ECTS credits:** 2**COURSE PROGRAM:**

This course will explore the history of the "Hauts de France" region in the Middle Ages, including a great part of current Belgian territory. After describing the main territorial principalities, we will focus on the phase of economic emergence of the region (12<sup>th</sup>-13<sup>th</sup> c.) followed by a time of troubles when all kinds of plagues attack these lands which are meeting grounds and thus grounds of conflicts (14<sup>th</sup> c) Finally, the next more nuanced century brings an economic revival largely linked to the Burgundian influence.

**Part 1: the "beautiful 13<sup>th</sup> century"**

- Structural elements: a pioneer region:
- Regional affirmation
- First difficulties

**Part 2: A time of crisis**

- Usual symptoms
- A region in turmoil
- A difficult return to normal

**Part 3: The renewal**

- Renewed economies
- New territorial organizations
- Between modernity and past: the region and international challenges.

**BIBLIOGRAPHY:**

Bussière Eric, Lottin Alain, 2000 ans d'histoire du Nord-Pas-de Calais, La Voix du Nord, 2002

Coornaert Emile, *La Flandre française de langue flamande*, Ed. ouvrières, 1969.

Curveiller Stéphane et Lottin Alain, *Le Nord-Pas-de-Calais, Un champ de bataille de l'Europe*, Ed. Les Echos du Pas-de-Calais, 2014

Defebvre Christian, *Le Nord-Pas-de-Calais*, Ed. Ouest-France, 2013.

Lottin Alain (dir.), *Histoire des provinces françaises du Nord*, tomes 1 et 2, éditions des Beffrois, 1988.

Vanneufville Eric, *Histoire de Flandre*, Ed. Yoran Embanner, 2009

*Le Nord de la Préhistoire à nos jours*, Bordessoules, 1988.

*Le Pas-de-Calais de la Préhistoire à nos jours*, Bordessoules, 1988.

### **H3/31c: ANCIENT EGYPT IN MUSEUMS, ARCHITECTURE AND ART**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **PREREQUISITES:**

Students should already have some basic knowledge of Ancient Egypt before taking this course.

#### **OBJECTIVES:**

- use knowledge in order to analyse Egyptian artefacts
- be acquainted with the main works of art exhibited in museums, particularly in the Louvre
- have a better understanding of Egyptian civilisation

#### **COURSE PROGRAM:**

In this course, students will have the opportunity to use the knowledge they have on Egyptian history and religion in order to study and analyse a specific work of art.

With its numerous museums (obviously spearheaded by the Louvre), France possesses one of the most important collections of ancient Egyptian artefacts. These artefacts come in different forms (papyrus, statues, reliefs, etc.) and relate to many aspects of existence (history, religion, everyday life, etc.). To fully understand a civilisation of the past, it appears necessary for historians to constitute a photo gallery of the chief works said civilisation has left behind, as those offer a tangible reflection of it. By the end of the semester, students should be able to associate Egyptian artefacts with a series of information, such as their place and time of origin, and their significance. In the future, visiting the departments of egyptology in important museums should send echoes of the elements covered in this course rippling through the participants' minds. In order for students to acquire this knowledge, they will be asked to work (individually or in groups) on an artefact that represents an aspect of Egyptian culture, and will then present their findings to the class. Artefacts exhibited in French museums should be prioritised, so that they may easily be seen during trips, but artworks from other European establishments may also be covered. At the end of the semester, students will have to summarise and reflect on the entirety of the knowledge they have acquired during the final exam.

#### **BIBLIOGRAPHY:**

- J.-P. CORTEGGIANI, A. ROCCATI (éd.), *L'art de l'Égypte*, Paris, Citadelles & Mazenod, 1994
- Les 3 volumes de *L'univers des Formes* :
  - > J. LECLANT (éd.), *Le temps des Pyramides*, Paris, Gallimard, 2006
  - > J. LECLANT (éd.), *L'Empire des conquérants*, Paris, Gallimard, 2008
  - > J. LECLANT (éd.), *L'Égypte du crépuscule*, Paris, Gallimard, 2009
- Chr. ZIEGLER, J.-L. BOVOT, *L'Égypte ancienne*, Paris, École du Louvre/La Documentation française/RMN, 2011

### **H3/31d: ANCIENT AND PROTOHISTORICAL CIVILISATIONS FROM SUMERIA TO CARTHAGE**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

This course covers quite a large period chronologically-speaking: it starts with the appearance of History in Sumeria, in the 3rd millenium b.c., and ends with the flourishing of the Etruscan civilisation in the 4th and 5th centuries b.c..

The Sumerian civilisation, which develops in Mesopotamia, is often regarded as one of the first civilisations in the history of humanity. Historian Samuel Noah Kramer believed, for his part, that "History begins in Sumeria". The Sumerian civilisation predated the emergence of the Hittite civilisation on the Anatolian plateaux; the latter was an important rival of pharaonic Egypt in the battle over the control of the strategic regions of the Levant...

Concurrently, whilst the Crete of Minoan palaces was blossoming, the European continent entered History in turn: the first civilisation of the "Old Continent" started to develop in Mycenae, bolstered by its cyclopean-walled palaces and its use of one of the first European writing systems: Linear B.

One millenium later, the Levant will be the site of Phoenician harbour-cities, from Tyrus to Carthago. Our journey around the Mediterranean region will eventually end in Etruria, in the 6th and 5th centuries b.c. with the following question: did the Etruscans originate Rome?

#### **COURSE CONTENT:**

Chapter 1: The Sumerians in Mesopotamia; the Birth of History (3rd millenia b.c.)

Chapter 2: The Hittites and the king Suppiluliuma in the 2nd millenia b.c.

Chapter 3: Ancient Crete in the 2nd millenia b.c.: An Outstanding Civilisation of Palaces

Chapter 4: The Mycenaean Civilisation, From its Origins to its Downfall (20th - 12th centuries b.c.)

Chapter 5: The Phoenicians, from Tyrus to Carthago: a Swarm of Commercial Cities in the Levant

Chapter 6: The Etruscans at the Origin of Rome (7th to 4th centuries b.c.)

Chapter 7: Persia at the Time of the Achaemenid Dynasties (552-331 b.c.)

#### **BIBLIOGRAPHY:**

- Samuel Noah KRAMER, *L'Histoire commence à Sumer*, Paris 1986.
- Isabelle KLOCK-FONTANILLE, *Les Hittites*, Paris 2008.
- Paul FAURE, *La vie quotidienne en Crète au temps de Minos*, Pris 1990.
- Paul FAURE, *Ulysse le Crétois*, Paris 1980.
- Isabelle OZANNE, *Les Mycéniens, pillards, paysans et poètes*, Paris 1992.
- C. BAUREIN et C. BONNET, *Les Phéniciens, marins des trois continents*, Paris 1992.
- Serge LANCEL, *Carthage*, Paris 1992.
- J. HEURGON, *La Vie Quotidienne chez les Etrusques*, Paris 1963.
- Dominique BRIQUEL, *Les Etrusques, peuple de la différence*, Paris 1993.
- Philip HUYSE, *La Perse antique*, Paris 2017.

### **H3/32d: THE WORLD AS SEEN BY LE MONDE**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**



Discover the newspaper *Le Monde* through its history and its coverage of international current issues, especially in America.  
Show the richness of the press, in particular *Le Monde* as a historical source.

#### COURSE PROGRAM:

The course will follow the history of the newspaper *Le Monde* and will tackle its functioning, its principle actors, and its coverage of great international events, especially American events.

This class is based on an active participation, so the students will part in small groups and everyone will take part in the creation of their own class.

#### H5J/10a: EUROPEAN CONSTRUCTIONS (19<sup>th</sup> CENTURY – 1945)

##### Spring Semester

**Lectures:** 8h

**ECTS credits:** 1

#### Prerequisite:

Students must have some previous knowledge of Europe Contemporary History.

#### OBJECTIVE:

Understand the long evolution of thoughts on the European construction and its different materialisation during the 19<sup>th</sup> century and the first part of the 20<sup>th</sup> century.

Summarise a historical event according to a general problematic.

#### COURSE PROGRAM :

Europe was not born after the 1957 Treaty of Rome because the European Economic Community only constitutes one of the numerous possibilities imagined during the 19<sup>th</sup> century and the first part of the 20<sup>th</sup> century to gather the peoples of the Continent. This class aims at introducing the contemporary roots of the European construction idea through different chronological themes:

- The European cooperation after Napoleon's era
- Failure of the Spring of Nations against nationalism
- The First World War and the European idea
- Hopes of a European construction in the 1920s
- Europe: a solution after the 1930s crisis?
- German Europe as a perversion of the European construction
- The Europe of the Resistance

#### BIBLIOGRAPHY:

Duroselle J.-B., *Histoire des relations internationales : de 1919 à 1945*, Paris, Armand Colin, 2017  
Geiss P., Henry D., *L'Europe et le monde du Congrès de Vienne à 1945*, Paris, Nathan, 2008  
Hobsbawm E., *L'ère des empires, 1875-1914*, Paris, Hachette, 2000  
Noël G. (dir), *Penser et construire l'Europe (1919-1992)*, Paris, Atlande, 2008  
Tacel M., *Restaurations, révolutions et nationalités, 1815-1870*, Paris, Masson, 1997

## Italian

**IMPORTANT: ALL OUR ITALIAN COURSES ARE TAUGHT IN FRENCH (UNLESS OTHERWISE STATED)**

#### LEA1/4c: BEGINNERS ITALIAN

##### Fall Semester

**Classes:** 24 hours

**ECTS credits:** 2

#### OBJECTIVE:

To obtain a basic knowledge of Italian.

#### COURSE PROGRAM:

Introduction to the language from texts, introduction to current affairs and interesting subjects in Italy.

#### ASSESSMENT:

A written exam (several exercises).

#### BIBLIOGRAPHY:

Students will need an Italian dictionary, an Italian grammar book and R.J. PRATELLI, *Chiarissimo*.

#### LEA1/8c: BEGINNERS ITALIAN 2

##### Spring Semester

STUDENTS MUST HAVE STUDIED AT LEAST ONE SEMESTER OF ITALIAN

**Classes:** 24 hours

**ECTS credits:** 2

#### COURSE PROGRAM:

Continuation of LEA1/4c.

#### LEA2/12c: INTERMEDIATE ITALIAN 3

##### Fall Semester

STUDENTS MUST HAVE STUDIED AT LEAST ONE YEAR OF ITALIAN

**Classes:** 24 hours

**ECTS credits:** 2

#### COURSE PROGRAM:

Language : grammar, translation (from Italian to French and vice versa), composition, written expression.

Civilisation : Current political, social, economic and cultural issues in Italy.

#### LEA2/16c: INTERMEDIATE ITALIAN 4

##### Spring Semester

STUDENTS MUST HAVE STUDIED AT LEAST ONE YEAR OF ITALIAN

**Classes:** 24 hours

**ECTS credits:** 2

#### COURSE PROGRAM:

Continuation of LEA2/12d.

#### ASSESSMENT:

A written exam (several exercises).

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**LEA3/20c: ITALIAN – LEVEL 5****Fall Semester**

STUDENTS MUST HAVE STUDIED AT LEAST ONE YEAR OF ITALIAN

**Classes:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Language : special attention will be paid to the spoken language.

Discussions and debates about topical subjects.

Civilisation : students will discuss and prepare presentations on issues in modern Italy.

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**LEA3/24c: ITALIAN - LEVEL 6****Spring Semester**

STUDENTS MUST HAVE STUDIED AT LEAST ONE YEAR OF ITALIAN

**Classes:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Continuation of LEA3/20b.

## Latin

**IMPORTANT: ALL OUR LATIN COURSES ARE TAUGHT IN FRENCH**

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**LM1/3d: BEGINNERS LATIN****Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

To enable students to read and understand historical texts in Latin. Basic grammar and vocabulary will be studied along with the basic knowledge of how to use GAFFIOT.

**COURSE PROGRAM:**

Students will read texts from Roman historians like Tacitus and Suetonius. Students will also practice translation from Latin to French.

**BIBLIOGRAPHY:**

*Méthode de langue latine* (Nathan Université)

*Initiation à la langue latine* (Sédes)

*Initiation à la langue latine et à son système, manuel pour grands débutants*, S.Deléani et J-M.vermander, éd.sedes

*Le Gaffiot de poche*, Hachette

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**LM1/7b: BEGINNERS LATIN 2****Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

To enable students to read, understand and translate literary texts in Latin. The lessons will be linked to extracts of Roman history.

**BIBLIOGRAPHY:**

*Initiation à la langue latine et à son système* (Sédes)

*Le Gaffiot de poche*, Hachette

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**LM2/11b & LM2/15b: INTERMEDIATE LATIN****Fall and Spring Semester**

STUDENTS SHOULD HAVE ALREADY COMPLETED AT LEAST ONE SEMESTER OF LATIN

**Lectures:** 24 hours

**ECTS credits:** 2 per semester

**COURSE PROGRAM:**

-5 Nominal declinations

-Declensions of the two types of adjectives

-Conjugation

-Syntax

**BIBLIOGRAPHY:**

*Initiation à la langue latine*, DELEANI VERMANDER (Sédes)

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**LM3/19b & 23b: ADVANCED LATIN****Fall & Spring Semesters**

**Lectures:** 24 hours

**ECTS credits:** 2 per semester

**OBJECTIVE:**

To enable students to translate at a level close to that of the CAPES, or close to the level of the "Agregation de Lettres Modernes".

**COURSE PROGRAM:**

Translation of texts selected in the work of prose writers (Cicero, Suetonius, Titus) or poets (Virgil, Ovid, Lucain). Oral commentary.

**ASSESSMENT:**

A four-hour written translation of a text.

## Law

**IMPORTANT: ALL OUR LAW COURSES ARE TAUGHT IN FRENCH**

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**LEA1/3c & LEA1/6e: INTRODUCTION TO FRENCH LAW****Fall & Spring Semesters**

**CLASSES:** 12 hours

**ECTS CREDITS:** 2 per semester

**OBJECTIVE:**

French law is a social phenomenon. It arises from life in society and the relationships between individuals. Without society, law would be unnecessary. Without law, the harmonious development of society is impossible.

One must have a wide vision of the notion of French law. It's not limited to regulations nor to the decisions of policymakers nor to those of any jurisdiction. French law exists because men live in society and their life must be regulated, bordered with clear definitions of what can or cannot be done, for any individual but also for the whole society (the Government in particular). This rather large subject has many different aspects; the legal power is closely linked to the social but also economic, political and indeed scientific phenomena. The objective of this course is to enable students to understand the French law system and to analyse it according to its own principles. This suggests not only to know what French law means but also, beyond that, to understand its specific logic and mechanisms. Tutorials aim at learning about French law and its enforcement. Studying, solving study cases and exercises specific to French law must be complemented by reading the press in order to get more a critical eye and to improve one's vision of political, social phenomena related to French law.

#### **COURSE PROGRAM:**

*Towards a Definition of French Law*

##### **Title1: Creation of the right law**

**Chapter 1:** The different texts about right

**Chapter 2:** The different sources

##### **Title 2: Legal System**

**Chapter1:** Presentation

**Chapter 2:** How does it work in front of a court

##### **Title 3: People as beings with obligation**

Chapter 1: the concept of "personality" in law

Chapter 2 : attributes of a personality

Chapter 3 : rights and liberties of a person

##### **Title 4 : The notion of contract**

-1: Definition and essential principles

-2 : Conditions of creation of the contract

-3 : Effects

##### **Title 5 : Half-Contracts**

-1 : Dealing with a case

-2 : Payment of the undue

-3 : Becoming rich with no cause

##### **Title 6 : Restraints**

-1 : Fundment of liability insurance

-2 : Its conditions

-3 : How it works

#### **PERSONAL WORK:**

Students will have to do homework every week (a document study, a commentary on a text, personal reflection). Therefore, it is necessary to:

- Look up unknown or unfamiliar vocabulary
- Complement your knowledge with research

#### **ASSESSMENT:**

The exam will be under the form of:

- A written essay on a given subject
- A commentary on a text
- A series of questions (10 at the most in a 2-hour exam)
- A case study

#### **BIBLIOGRAPHY:**

Many books of introduction to French law are available. It is impossible to recommend one book rather than another for the content of some is closer to that of the course and the method used by teachers.

Owning one of the books below is not necessary during the first weeks, but students are advised to get used to the French legal vocabulary and method before buying a difficult book which they don't understand.

JEAN CARBONNIER, *Droit civil, Introduction*, Thémis, PUF

JEAN- LUC AUBERT, *Introduction au droit et thèmes fondamentaux du droit civil*, Armand Colin

PHILIPPE MALINVAUD, *Droit des obligations*, LITEC  
www.legifrance.gouv.fr

### **LEA1RI/6e INTRODUCTION TO INTERNATIONAL LAW Spring semester**

**CLASSES:** 12 hours

**ECTS:** 2

#### **OBJECTIVE:**

This class aims to introduce students to the way international institutions work and how they create and apply international law. At the end of the class students will have a sound basis of knowledge enabling them to understand the legal principles which govern relationships between nations today.

The aim is to give students the knowledge and guidelines they need when working in an international context which is getting more and more complex.

There are two challenges here: learning the theoretical bases of international law and knowing how to apply legal principles to the contemporary international scene.

#### **COURSE PROGRAM:**

The origins of international law, the sources of international law, courts and jurisdictions, international treaties, international organisations, clashes between national and international law, limits of international law

#### **BIBLIOGRAPHY**

- ALLAND (D.), *Droit international public*, Paris, P.U.F., coll. *Droit fondamental*, 2000, 807 p.
- Batiffol H., , *Aspects philosophiques du droit international privé*, Dalloz, 1956. (rééd. 2002, présentation Y. Lequette) ;
- ALEDO (L.-A.), *Le droit international public*, Paris, Dalloz, *Connaissance du droit*, 2ème éd., 2009, 168 p.
- DEYRA (M.), *Droit international public*, Gualino, *Mémentos LMD*, 2ème éd., 2010, 240 p.
- DUPUY (R.-J.), *Le droit international*, Paris, PUF, « Que sais-je », n° 1060, 11ème éd., 2001, 127 p.
- Mayer P. et Heuzé V., *Droit international privé*, Montchrestien, 9e éd., 2007.
- RENAUT (M.-H.), *Histoire du droit international public*, Paris, Ellipses, *Mise au point*, 2007, 190 p.
- ROCHE (C.), *L'essentiel du droit international public*, Paris, Gualino, *Les Carrés*, 4ème éd., 2010, 136 p.
- RUZIE (D.) et TEBoul (G.), *Droit international public*, Paris, Dalloz, *Mémentos*, 20ème éd., 2010, 344 p.
- SINKONDO (M.), *Introduction au droit international public*, Paris, Ellipses-Marketing, coll. *Universités*, 1999, 205

### **P1/12d: LAW FOR PSYCHOLOGISTS Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

Understand why law is useful and how to apply it. The various types of law and where they apply.

The law of the land and how it is applied. Who needs to obey and the consequences if they do not.

#### **BIBLIOGRAPHY:**

Will be confirmed at the beginning of the class.

### **LEA2/10e: BUSINESS LAW**

#### **Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

Become familiar with commercial law and its origins:

- know the rules that apply to businessmen
- identify the notion of stock in trade
- assimilate the main principles applicable to business companies
- understand the judicial organisation

#### **COURSE PROGRAM:**

General Introduction to Business Law

- Definition
- The origins of business law

First Part: The Range of Business Law

Chapter 1: Business companies

Chapter 2: Commercial acts

Second Part: Stock In Trades

Chapter 1: The notion of stock-in-trade

Chapter 2: Management of stock-in-trade

Third Part: Business Companies

- Chapter 1: The notion of moral person
- Chapter 2: The major business companies

Fourth Part: Judicial Organisation

- Chapter 1: Ombudsman; industrial tribunals
- Chapter 2: Arbitration

### **H2/15c: CONSTITUTIONAL LAW**

#### **Fall Semester**

**Lectures:** 24 hours

**ECTS credits :** 2

#### **OBJECTIVES:**

- Discover the political institutions and the constitutional law of the fifth republic
- Understand the fundamental principles of constitutional law and the way the parliamentary system came to emerge
- rationalise the parliamentary system

#### **COURSE PROGRAM:**

The Rule of Law in Parliamentary Democracy

- 1- Essential Notions and Concepts
- 2- The State, the Constitution, and Political Power
- 3- The Exercise of Power: Sovereignty
- 4- The Emergence and the Separation of Powers
- 5- The Rise and the Confirmation of Democracy
- 6- The Creation of the Fifth Republic
- 7- The President of the Fifth Republic: Embodiment of the State, Representative of the Nation
- 8- The President of the Fifth Republic: Chief of the Executive
- 9- The Government and the Prime Minister
- 10- Parliament: Controlling the Executive
- 11- The Legislative Parliament

12- France: a Constitutional State Member of the European Union

This course is a lecture that will be completed by paper and/or electronic files. The content of each class will be exemplified by a commentary on a constitutional current affair, be it national or not, as to interpret it through the theoretical and judicial spectra.

### **LEA3/19b: EMPLOYMENT LAW**

#### **Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

At the end of the class, the student should be familiar with the evolution of employment laws, the different people it involves, the structure of a contract, the rules on the workplace...

#### **COURSE PROGRAM:**

Introduction, working agreements, work itself, wages, length, breaking off one's contract, be fired, staff representatives, group discontentment.

### **LEA3/23a: EUROPEAN LAW: COMMUNITY LAW AND THE EU**

#### **Spring Semester**

**Lectures:** 12 hours

**ECTS credits :** 2

#### **COURSE PROGRAM:**

Focuses on the judicial history of the construction of the European Community to grasp its particularities and those of the European Union.

Following this, the community institutions and European community law will be studied in detail.

#### **BIBLIOGRAPHY:**

JL CARTOU – *L'union européenne* – Dalloz

G. BOSSUAT – *Les fondateurs de l'Europe* – Belin

Website: [www.europa.eu.int](http://www.europa.eu.int) or [www.ue.eu.com](http://www.ue.eu.com), for instance

### **AIT4T/2b: CONTRACT LAW FOR TOURISM**

#### **Fall Semester**

**Lectures:** 20 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

1. Organisation of tourism on a local level
2. International structures (WTO, UNESCO etc.); European and international law. World Heritage sites
- 3....) Contracts, accidents, lost baggage, delays, who is liable for what?
4. Relationships between professional bodies. Division of responsibilities
5. Organisation and sale of tourism trips. Regulations.
6. Guidelines for guides and couriers. Qualifications.
7. Accommodation (variety and classifications)
8. Customer protection

### **H4(P)/4d: LAW FOR THE HERITAGE INDUSTRY**

## Fall Semester

**Lectures:** 24 hours

**ECTS credits:** 2

### OBJECTIVE:

- Learning the relevant legal vocabulary
- Mastering the legal norms
- Understanding the French heritage laws and how they are applied in practice
- Learning about the courts and jurisdictions active in this area

### COURSE PROGRAM:

This class will study French, European and international law as applied to the heritage industry and in particular to historic buildings and artefacts. We shall also look at the law with regard to works of art.

We shall examine how the law seeks to protect our heritage and the regulations those working in this domain have to follow.

We shall also look at tax questions for the heritage industry.

### BIBLIOGRAPHY:

- Code du patrimoine 2021 annoté, Dalloz
- Brèves synthèses : Philippe Ch.-A Guillot, Droit du patrimoine culturel et naturel, Ellipses, 2017 ; Anne-Katel Martineau, Droit du marché de l'art, Gualino, 2018 ; Sophie Monnier, L'essentiel du droit de la culture, Gualino, 2009
- Ouvrages plus généraux que le contenu de ce cours : François Duret-Robert, Droit du marché de l'art, Dalloz, 2019 ; Françoise Chatelain et Pierre Taugourdeau, Oeuvres d'art et objets de collection en droit français, LexisNexis, 2011 ; Barbara Le Rouvillois et Jacques Vernet, La fiscalité du marché de l'art, StudyramaPro, 2014 ; Nathalie Mallet-Poujol et Marie Cornu, Droit, Oeuvres d'art et musées - La protection et valorisation des collections, CNRS éditions, 2001 Jean-François Poli, La protection des biens culturels meubles, LGDJ, 1996
- Aucun ouvrage de fond édité n'est à jour des réformes de la loi LCAP de 2016. On renverra à des références plus anciennes pour leur apport notionnel notamment :
  - Jean-François Auby, Le droit public de la culture, Berger Levrault, 2016
  - Sophie Monnier et Elsa Forey, Droit de la culture, Gualino, 2009
  - Pierre-Laurent FRIER, Droit du patrimoine culturel, PUF, 1997
  - Jean-Marie Pontier, Jean-Claude Ricci et Jacques Bourdon, Droit de la culture, Dalloz, 1996

## AIT5C/5d: COMMUNICATION LAW

### Fall Semester

**Lectures:** 15 hours

**ECTS credits:** 1

### OBJECTIVE:

- Understanding the basic principles of communication law
- Know the most important case studies in the area
- Avoid legal problems when advertising or communicating information in public

### COURSE PROGRAM:

- Introduction : defining key terms

- Module 1 : written communication, rules to follow
- Module 2 : audiovisual communication, remaining legal
- Module 3 : internet communication, keeping out of trouble
- Module 4 : who is liable when and for what?

# Mathematics & Finance

**IMPORTANT: ALL OUR MATHEMATICS AND FINANCE COURSES ARE TAUGHT IN FRENCH**

## P1/4a: STATISTICS FOR PSYCHOLOGISTS

### Fall Semester

**Lectures:** 48 hours

**ECTS credits:** 3

### OBJECTIVE:

This course is recommended for students who are taking a Social Science or, more precisely, a Psychology degree course. You will study the theoretical basis and foundations of statistics, and consider their application to psychology. It is essential for students to understand that statistics allow us to set up powerful, rigorous methods of analysis, in every field of Psychology.

This course will cover:

- Elements which enable you to choose workable statistical methods, according to the nature of the variables at stake;
- Explanatory formal principles on how to set up a statistical analysis;
- Ways of interpreting results and drawing conclusions: modes, medians, mean, standard deviation, etc.
- The use of statistical analysis and the scientific rigour necessary in psychology.

### COURSE PROGRAM:

Introduction  
Statistics and psychology  
History and definition of statistics  
Basic concepts (methods of research, procedures, variables and protocols)  
Nominal structure  
Ordinal structure  
Metric and interval method  
Numerical structure  
Links between 2 variables  
Contingency variables  
Correlation and simple linear regression  
Relations between 2 variables  
Relations between 2 ordinal variables (Spearman's variable coefficients)  
Relations between numerical and nominal variables  
Partial correlation and multiple regression

### BIBLIOGRAPHY:

H. ROUANET, B. LE ROUX, M.C. BERT – *Statistiques et Sciences Humaines : procédures naturelles* – Dunod  
B. BEAUFILS – *Statistiques appliquées à la psychologie. Statistiques descriptives* – coll. Lexifac, Réal

**LEA1/3b: MATHEMATICS:  
DESCRIPTIVE STATISTICS 1**

**Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 1

**OBJECTIVE:**

Students must be able to master the main concepts in order to solve concrete problems (investments, borrowings, etc.)

**COURSE PROGRAM:**

**Chapter 1: Indices**

Simple indexes  
Synthetic indexes  
Paasche's method  
Lapaeyre's method

**Chapter 2: Interest**

Simple interest  
Compound interest

**Chapter 3: Annual instalments**

1. Variable annual instalments
2. Fixed annual instalments

**Chapter 4: Loans**

Introduction  
Different types of loan  
Fixed annual instalments  
Fixed repayments

**ASSESSMENT:**

A two hour exam.

**LEA1/7b: MATHEMATICS:  
DESCRIPTIVE STATISTICS 2**

**Spring Semester**

**Lectures:** 12 hours

**ECTS credits:** 1

**OBJECTIVE:**

Students must be able to analyse statistics by consulting the range and position of data. Moreover, they must be able to define the margin of error between interdependent variables to make estimates.

**COURSE PROGRAM:**

**Chapter 1: Introduction to Statistics**

- A) Methods of Presentation
1. Tables
  2. Graphs

B) Parameters

1. Position parameters
2. Dispersion parameters

**Chapter 2: Margins of Error**

- A) Correlations  
B) Adjustments

**ASSESSMENT:**

A 2 hour exam: exercises concerning theoretical demonstrations.

**BIBLIOGRAPHY:**

Lind, *Méthodes Statistiques pour les sciences de la gestion*, Chenelière Mc Graw-Hill  
Tribout, *Statistiques pour économistes et gestionnaires*, Pearson  
Berenson, *Basic Business Statistics, Concepts and Applications*, Pearson

**LEA2/11b: ACCOUNTING**

**Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

1. General introduction: accountancy logic
2. Analysing and book-keeping your cash flow
3. Organising your accounting
4. VAT
5. Purchasing and selling operations
6. Immobilizations
7. Immobilization transfers
8. Stock variations
9. Reserves
10. Regulating expenses and products

**P2/22a: INFERENCE STATISTICS**

**Spring Semester**

**Lectures:** 40 hours

**ECTS credits:** 3

**OBJECTIVE:**

This probability and statistics course is essential for a competent and efficient analysis of numerical data (inferential statistics and nonparametrical tests).

**COURSE PROGRAM:**

Probability theory  
Real random variable probability law  
Discrete, continuous usual probability law (binomial and normal law)  
Sampling  
Studying parametrical tests

**ASSESSMENT:**

Questions and exercises.

**BIBLIOGRAPHY:**

BOISSONADE FREDON, *Mathématiques financières en 22 fiches*, Dunod  
LEGROS, *Mini Manuel de Mathématiques financières*, Dunod

**P3/33a: INFERENCE STATISTICS 2**

**Fall Semester**

**Hours:** 60 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

- Measuring central dispersion trends
- Studying Gauss's curve
- Principles of hypothesis testing
- Conformity tests: comparing parameters with norms
- Homogeneity tests: comparing 2 parameters with each other

**ASSESSMENT:**

Questions and exercises.

**LM3/20b & LM3/24b: MATHEMATICS FOR  
PRIMARY SCHOOL TEACHERS**

**Fall & Spring Semesters**

STUDENTS MAY JOIN THE CLASS IN JANUARY

**Lectures:** 24 hours      **ECTS credits:** 2 per semester

**COURSE PROGRAM:**

This course will prepare students for examinations to become primary school teachers.

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**LEA3/22a: BANKING AND INSURANCE**

**Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Introduction to careers in banking and insurance. How banks and insurance companies function. Loans, investments, risk management, the currency markets.

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**MCA4/5d: FINDING FUNDING**

**Spring Semester**

**Lectures:** 12 hours

**ECTS credits:** 1

**OBJECTIVES:**

To know the operators financing the show business.  
To know how to request for sponsorship.  
To know the basis of a partnership.

**COURSE PROGRAM:**

Sponsoring structures in France.  
Definition of a sponsor.  
Analysing the different sorts of sponsor.  
The motives behind a partnership.

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**P4/1a: STATISTICS AND COMPUTING  
FOR PSYCHOLOGISTS**

**Spring Semester**

**Tutorials:** 30 hours

**ECTS credits:** 3

**OBJECTIVE:**

To enable students to use statistics and interpret results, from questions.

**COURSE PROGRAM:**

The course will focus on how to identify problems, the criteria of choice of method, interpreting and using results:

- Principles and methods of descriptive and inferential statistics
- Some non-parametrical statistics applied to psychology

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**AIT4T/6b: FINANCIAL MANAGEMENT**

**Spring Semester**

**Lectures:** 16 hours

**ECTS credits:** 1

**OBJECTIVE:**

Define costs and use statistics tools.

**COURSE PROGRAM:**

The statistics variable  
The projected calculations methods  
The "direct costing" and full cost models

**ASSESSMENT:**

Two case studies in pairs and a final written exam.

**BIBLIOGRAPHY:**

*Gestion des entreprises touristiques*, éditions bréal

**WEBSITES:**

[www.minefi.gouv.fr](http://www.minefi.gouv.fr)

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**AIT5M/3a: FINANCE AND CORPORATE STRATEGY**

**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 30 hours

**ECTS credits:** 2

**OBJECTIVES :**

Understand the financial organisation of companies and their surroundings. To read and analyse financial documents. To evaluate companies' efficiency.

**CONTENTS:**

The class will begin by going over accounting and financial notions. The financial system will then be studied. The class will end up with financial diagnosis.

**ASSESSMENT:**

One or two midterms and one final.

**BIBLIOGRAPHY:**

Any book on financial management and analysis.

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**AIT5M/3b: INTERNATIONAL FUNDING  
AND RISK COVER**

**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 20 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

Chapter 1. International Operations

I. The Theory

A) Market-based theory

B) Company-based theories

C) Eclectic theory for international production

II. Practice

A) Exports

B) International patents

C) International franchising

D) Direct investment

E) Strategic alliances

F) Risk to Capital

III. International Financial Markets

A) Eurocredits

B) The essential international markets

C) The effects of Euro

D) Euro-shares

Chapter 2. Risks in International Business & Insuring against them

I. Risks concerning changes in the exchange rate

A) Internal means of insurance

B) External means of insurance

II. Risks concerning the interest rate

A) The futures market

B) Insurance by varying interest options

III. Political risks

- A) Comparative techniques  
 B) Analytical techniques  
 C) Econometric techniques  
 Chapitre 3. Financing international projects  
 I. What you need  
 A) Pre-operational credit  
 B) Short-term credit  
 C) Middle to longterm credit  
 D) Others means of finding finance  
 II. Insuring exports  
 A) COFACE insurance policies  
 B) Insurance policies from international banks  
 III. How to finance your project  
 A) Different types of finance  
 B) People and organisations involved in international financing  
 C) Interest on international financing  
 D) The example of Eurotunnel  
 Chapitre 4. Problems connected to the globalisation of finance  
 I. Macroeconomic examples  
 A) The crisis in Europe in 1992  
 B) The dollar crisis in 1995  
 C) The Barings Bank crisis  
 D) When the IMF gets it wrong  
 II. Money Laundering  
 A) How they do it  
 B) How to fight against it

#### **AIT5T/3b: FINANCING TOURISM PROJECTS**

**Fall Semester**

**Lectures:** 20 hours **ECTS credits:** 2

##### **OBJECTIVE:**

Understanding the financial aspect of managing a tourism company.

##### **COURSE PROGRAM:**

How to set up the initial finance plan for a tourism project using capital, loans, grants and investments.  
 The medium-term plan: from 3 to 7 years.  
 Provisional accounts.  
 Budget and cash flow.  
 Feasibility studies.  
 Financing a business plan for export.  
 Feasibility and tourism.  
 Negotiating with a financial structure or company.

#### **AIT5T/3c: MANAGEMENT COSTS ANALYSIS**

**Fall Semester**

**Lectures:** 30 hours **ECTS credits:** 2

##### **OBJECTIVE:**

Master the cost components of a tourist product and evaluate the performance in analytical terms.

##### **COURSE PROGRAM:**

Variable costs calculation  
 Full costs calculation  
 Price fixing  
 Profit analysis

##### **ASSESSMENT:**

Two case studies in pairs and a final written exam.

##### **BIBLIOGRAPHY:**

Gestion des entreprises touristiques, éditions bréal

##### **WEBSITES:**

[www.minefi.gouv.fr](http://www.minefi.gouv.fr)

## **Political Science**

**ALL OUR POLITICAL SCIENCE COURSES ARE TAUGHT IN FRENCH (UNLESS OTHERWISE STATED)**

#### **E3/1b: INTRODUCTION TO FRENCH INSTITUTIONS FOR INTERNATIONAL**

**Fall Semester**

**CLASSES:** 18 hours

**ECTS credits:** 3

##### **OBJECTIVE:**

This course is specifically intended for international students who have never studied French politics and institutions in detail before.

##### **COURSE PROGRAM:**

- The institutions of the 5th Republic : executive, legislative and legal
- The French overseas departments and territories, and their regimes
- French political parties and the electoral system
- The political elite.
- France's role in Europe and the world.
- Education in France

##### **ASSESSMENT:**

Students will take a test in class halfway through the semester and a final written exam.

##### **BIBLIOGRAPHY:**

- ARDANT (P.) : Institutions politiques et droit constitutionnel, 13<sup>e</sup> édition, Paris ; L.G.D.J., 2001
- CHANTEBOUT (B.) : Droit constitutionnel et science politique, 18<sup>e</sup> édition, A. Colin, 2001.
- FRANCOIS (B.) : Le régime politique de la France, Paris , La Découverte, 1998.

#### **H1/5a: HISTORY OF POLITICAL IDEAS**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

##### **OBJECTIVE:**

Understand the evolution of political ideas since Antiquity.  
 Analyse texts from different periods.

##### **COURSE PROGRAM:**

The contemporary political thought is the result of a long construction that has been going on since Antiquity. The purpose of this class is to present, with different texts as course material, the evolution of thoughts upon the best political regime to adopt according to contemporary pressure.

##### **BIBLIOGRAPHY:**



Yves-Marie Adeline, *Histoire mondiale des idées politiques*, Paris, Ellipses, 2007, 496 pages.  
 - Philippe Raynaud et Stéphane Rials, *Dictionnaire de philosophie politique*, Paris, Presses Universitaires de France, 1996, 776 pages.  
 - David Boucher et Paul Kelly, *Political Thinkers From Socrates to the present*, Oxford University press, 2003, 548 pages.  
 - Bruno Ravaz, *Mémento des grandes œuvres politiques*, Paris, Hachette, 1999, 160 pages.

### **LCE1/1a: INTRODUCTION TO AMERICAN CIVILISATION**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

- Acquire an understanding of the major phases of development of the American nation and their human implications.  
 - Learn to analyze and comment on primary and secondary sources.

#### **COURSE PROGRAM:**

The purpose of this course is to offer students a broad overview of the historical evolution of the United States: from its original 13 colonies to its current position as a global super-power. The topics covered in the class will allow students to understand the social, economic, religious, cultural, political, and geographical factors which have shaped the nation into what it is today. Following is a list of topics which will be covered in the course:

- ☐ Colonization of the "New World": Origins, colonial participants, motivations
- ☐ British colonial models: The New England and Middle Colonies: Religion, Commerce, industrialization / The Southern Colonies: Agricultural labor, slavery...
- ☐ Native Americans: between negotiations, displacement, and extermination
- ☐ Becoming American: the making of a nation (revolution / creation of a federal government)
- ☐ Western Expansion: Explorations, Manifest Destiny and the Civil War
- ☐ Abolition of slavery, Reconstruction and Jim Crow
- ☐ Immigration and the making of the American economy
- ☐ American social movements
- ☐ The U.S. and the World: American imperialism, WWI, WWII, Cold War, Middle East...
- ☐ Political Realignments and their causes

### **LCE1/1b: INTRODUCTION TO BRITISH CIVILIZATION**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 18 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

- Physical and human geography  
 - Population and social class

- Religion and education
- The institutional environment
- Elections and the political parties
- The evolution of the welfare state
- Britain and the world

#### **BIBLIOGRAPHY:**

Pierre Lurbe, Peter John, *Civilisation britannique*, Hachette supérieur, 2010.

### **LEA1/2b: BRITISH HISTORY: BRITISH INSTITUTIONS**

**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

At the end of the year, students should be familiar to the functioning of British institutions and should answer correctly and fluently about the content of the program.

#### **COURSE PROGRAM:**

- Political Geography
- Parliament
- Constitution
- Government
- Electoral System
- Political Parties
- Devolution
- Trade Unions
- The Welfare State

#### **BIBLIOGRAPHY:**

- BLAMONT, Gérard et Anne Paquette, *Les clés de la civilisation britannique*, Ellipses, 2000.  
 - BONNET-PIRON, Daniel, *La civilisation britannique*, Nathan, 2007  
 - OAKLAND, John, *British Civilization: an Introduction*, Routledge, 2006.

### **LEA1RI/3e: GENERAL INTRODUCTION TO INTERNATIONAL RELATIONS THEORY**

**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

This political science class delves into the main theories of international relations: realism, liberalism and constructivism and their current developments. It is designed for students who do not have prior experience with international relations.

The objective of the class is to provide students with the necessary academic knowledge to allow them to properly analyze international news and question the geopolitical stakes in different conceptual contexts.

#### **ASSESSMENT:**

A final essay and/or a Multiple-Choice-Questions test.  
 Grade policy: Class participation 30% / Essay/MCQ: 70%

**LEA1RI/3e: INTRODUCTION TO INTERNATIONAL ORGANISATIONS****Fall Semester****Lectures:** 24 hours**ECTS credits:** 3**OBJECTIVE:**

The course's main objective is to teach students in detail the concept of "international organisations", their structures and their importance in the international sphere. The study of the main worldwide and regional organisations will allow them to better understand their roles and actions in the contemporary world.

**LEA1RI/3d: EUROPEAN INSTITUTIONS****Fall Semester****Lectures:** 12 hours**ECTS credits:** 2**COURSE PROGRAM:**

- History of European Institutions
- The European Union in the World
- Means of expression of citizenship in the EU
- National and European Justice
- The European Union and its Youth
- The European Union and the issue of immigration
- The European Union facing the stakes of Brexit
- The European Union: And now?

**LEA1RI/3b: ECONOMIC APPROACHES TO INTERNATIONAL RELATIONS****Fall Semester****Lectures:** 12 hours**ECTS credits:** 2**OBJECTIVE:**

The course's objectives are to allow students to understand the contemporary implications of the economy within international relations. This thinking requires them to know about the main aspects of international relations, the links with economy on an international level, as well as the history of the evolutions of the world's economic system since 1945 and the birth of world's political economy in the 1970s.

**LCE1/5a: UNITY AND DIVERSITY IN AMERICAN SOCIETY****Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 18 hours**ECTS credits:** 3**OBJECTIVE:**

Acquire knowledge about important questions regarding U.S. history; Gain an understanding of important issues in U.S. society;  
Learn to analyse and comment on primary and

secondary documents;

Acquire oral and written skills in English.

**COURSE PROGRAM:**

The course is divided into 4 thematic units that focus on the themes of unity and diversity in American society, which in each case will be first approached from a historical perspective, before an examination of the contemporary period:

Unit I: Geography, Regions

Unit II: People: Religion

Unit III: People: Minority Groups

Unit IV: Beliefs and Values : The American Way of Life

**ASSESSMENT:**

An oral exam (15 mins. preparation, 15 mins. presentation) and a question which students will have to answer in English.

**BIBLIOGRAPHY:**Mauk & Oakland *American Civilization: An Introduction*, RoutledgeNash, Gary B. *Atlas of American History*, Facts on File, 2006Tindall & Shi, *America: A Narrative History*, Norton**INTERNET WEBSITES:**[www.ourdocuments.gov/content.php?flash=old&page=milestone](http://www.ourdocuments.gov/content.php?flash=old&page=milestone)[www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)[www.uk-us.org](http://www.uk-us.org)**LEA1/6a: UNITY AND DIVERSITY IN THE AMERICAN SOCIETY****Spring semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Classes:** 12 hours**ECTS credits:** 2**OBJECTIVE:**

Acquire an understanding of important questions regarding U.S. history and society; Learn to analyse and comment on primary and secondary documents;  
Acquire listening and written skills in English.

**COURSE PROGRAM:**

The course is divided into 4 thematic units, which in each case will be approached from a historical perspective:

Unit I - The United States: immigration, the melting pot

Unit II - Growth of the United States and Its Regions

Unit III - Minorities and ethnic Identities

Unit IV - Religion

**ASSESSMENT:**

A written exam and a final written exam.

**BIBLIOGRAPHY:**Mauk & Oakland *American Civilization: An Introduction*, RoutledgeNash, Gary B. *Atlas of American History*, Facts on File, 2006Tindall & Shi, *America: A Narrative History*, Norton**INTERNET WEBSITES:**[www.ourdocuments.gov/content.php?flash=old&page=milestone](http://www.ourdocuments.gov/content.php?flash=old&page=milestone)[www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)[www.uk-us.org](http://www.uk-us.org)

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**LEA1/6b: GERMAN POLITICAL SYSTEM  
AND SOCIETY****Spring Semester**

THIS COURSE IS TAUGHT IN GERMAN

**Classes:** 12 hours**ECTS credits:** 2**COURSE PROGRAM:**

Germany today

I) The political system:

- Basic organisation of the State
- institutions
- federalism
- political parties
- the election system

II) German society

- the school system
- women
- the media

**ASSESSMENT:**

An oral exam: a question concerning the course (15 min to prepare and 15 min to present your work).

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**LCE2/9b: AMERICAN GOVERNMENT AND  
INSTITUTIONS****Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours**ECTS credits:** 2**COURSE DESCRIPTION:**

This is a course based on understanding the complex system of the United States government. Students will study the United States federal government and its three branches (Executive, Legislative and Judicial). Each branch will cover topics such as the roles of the president, the United States Congress, state governors and the Supreme Court, which also includes the different political parties and the election process. Another important topic that we will cover is the supreme law of the US, which is the Constitution of the United States. Students will use a variety of resources that include texts, activities based on the texts in group work, visual aids, interactive websites and videos. The course will consist of two assessments: a quiz and a final oral exam or a research paper (in accordance with the British History course).

**ASSESSMENT:**

Students will write a research paper, do a quiz in the last class and pass a final oral exam.

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**H2/20a: POLITICAL PROBLEMS****Spring Semester****Classes:** 24 hours**ECTS credits:** 2**OBJECTIVE:**

Acquire the basic knowledge and skills of the political science field.

While reviewing the historical genealogy of the topic, we will introduce its fundamental theoretical concepts.

**COURSE PROGRAM:**

- Ancient political science: from the pre-Socratic to Aristotle
- Other classical political sciences: Confucius, Kautsky
- Modern political science: Locke, Montesquieu, Tocqueville, Marx, Pareto, Bryce
- Two founders : Weber and Durkheim
- A brief history of political science in the 20<sup>th</sup> century with three focuses: political thought, political sociology and analysis of public policy.
- Electoral analysis, study of opinion
- Power and domination, Political systems

**BIBLIOGRAPHY:**

Philippe Braud, *Sociologie politique*, LGDJ, 9e édition, 2008

Jean Baudouin, *Introduction à la science politique*, Dalloz-Sirey, 9e édition, 2009

Jean-Marie Donegani et Marc Sadoun, *Qu'est-ce que la politique ? Folio Essais*, Gallimard, 2007

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**LEA2/14a: AMERICAN GOVERNMENT****Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 12 hours**ECTS credits:** 2**OBJECTIVE:**

Acquire an understanding of important questions regarding U.S. history and society;  
Learn to analyse and comment on primary and secondary documents;  
Acquire oral and written skills in English.

**COURSE PROGRAM:**

- The U.S. Constitution
- The U.S. Congress
- The U.S. President
- The U. S. Supreme Court
- The U.S Presidential Elections

**BIBLIOGRAPHY:**

-E. Ashbee & N. Ashford, *U.S. Politics Today*, Manchester University Press, 1999.

-M. Landy & S. M. Milkis, *American Government. Balancing Democracy and Rights*, Cambridge University Press, 2008.

-M. J. C. Vile, *Politics in the USA*, Routledge, 2010.

**WEBSITE RESOURCES :**

<http://www.ourdocuments.gov/content.php?fla sh=old&page=milestone>

<http://www.digitalhistory.uh.edu/>

<http://www.america.gov/>

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**H3/25a: THE BIRTH OF MODERN POLITICS  
IN ITALY****Fall semester****Classes:** 24 hours**ECTS credits :** 2**COURSE PROGRAM :**

We shall study the birth of modern politics by focusing on the letters sent between Machiavelli and Guichardin, (political science, birth of the state).

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**H3/25c: INHABITING THE WORLD****Fall semester****Classes:** 24 hours**ECTS credits :** 2**OBJECTIVE:**

To be able to analyse the world in its diversity and complexity, through the idea of inhabiting spaces

**COURSE PROGRAM:**

This class will explore different approaches to "inhabiting" the world through case studies on diverse topics such as: a global celebrity, a homeless person, a ZAD ( future development zone), the Covid-19 quarantine, a monument, indigenous peoples around the world, concepts such as the "DIY" etc.

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**H3/26b: HISTORY OF INTERNATIONAL RELATIONS****Fall Semester****Classes:** 24 hours**ECTS credits:** 2**COURSE PROGRAM:**

This seminar intends to trace the development of International Relations since 1945. The approach will be chronological, but specific emphasis will be placed on the reorganization of international issues in the wake of World War II. Students will also be introduced to the study of international relations as an academic discipline and the theories, tools and vocabulary need to analyse situations. Particular attention will be paid to security issues, economic mutations and social changes during the period.

**BIBLIOGRAPHY:**

Bruno Benoit, Roland Saussac, *Le monde en fiches, L'Europe*, Bréal, Paris, 2010.  
- Amélie Blom, Frédéric Charillon, *Théories et concepts des relations internationales*, Hachette Supérieur, Paris, 2001.  
- Laurent Caroué, Didier Collet, Claude Ruiz, *L'Europe*, Bréal, Paris, 2010.  
- Jean-Louis Clergerie, Annie Gruber, Patrick Rambaud, *L'Union Européenne*, Dalloz, Paris, 2008.  
- Guillaume Courty, Guillaume Devin, *La construction européenne*, La Découverte, Paris, 2005.  
- Jean-François Guilhaudis, *Relations internationales contemporaines*, Litec, Paris, 2005.  
- Dominique Grandguillot, *Les Institutions de l'Union Européenne*, Gualino, Paris, 2010.  
- L'essentiel du droit des institutions européennes, Gualino, Paris, 2007.  
- Gaëlle Le Guirrec-Milner, Loïc Ernest, *L'union européenne : ses institutions et ses politiques économiques*, Gualino, Paris, 2008.  
- Christophe Lescot, *Questions Européennes*, Ellipses, Paris, 2009.  
- François-Xavier Priollaud, David Siritzky, *La Constitution Européenne*, La documentation française, Paris, 2005.  
- Jean-Luc Sauron, *Cours d'institutions européennes*, Gualino, Paris, 2008.

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**LCE3/17a: U.S. DOMESTIC POLICY SINCE 1945****Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours**ECTS credits:** 3**OBJECTIVE**

This course will explore how the interaction with the outside world has influenced US domestic policy. By highlighting important influences and ideas during these times we will get an understanding of what the US has endured from 1945 to 1990.

**COURSE PROGRAM:**

This course will cover key moments in U.S. domestic policy since World War II, with specific focuses on  
- How domestic influences have shaped US foreign policy  
- US foreign policy and the developing world  
- Post-war US policy  
- The different arguments on US foreign policy

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**LEA3/18c: GERMANY AND EUROPE****Fall Semester****Classes:** 12 hours**ECTS credits:** 2

THIS COURSE IS TAUGHT IN GERMAN

**COURSE PROGRAM:**

Section 1 :

1. Helmut Kohl's European policy from 1990 to 1998
  2. Gerhard Schröder's European policy from 1998 to 2005
  3. Angela's Merkel European policy from 2005 to 2012
- Section 2 The Franco-German Special Relationship
1. From the ECCA to the Treaty of Rome
  2. De Gaulle – Adenauer
  3. De Gaulle – Erhard/Kissinger
  4. Pompidou – Willy Brandt
  5. Giscard – Schmidt
  6. Kohl – Mitterrand
  7. Chirac – Schröder
  8. Sarkozy – Merkel

**BIBLIOGRAPHY:**

- Gisela Müller-Brandeck-Bocquet, Corina Schukraft, Nicole Leuchtweis, Ulrike Keßler : *Deutsche Europapolitik: Von Adenauer bis Merkel*, VS Verlag für Sozialwissenschaften; 2<sup>ème</sup> édition 2010.  
-Hans Stark : *La politique internationale de l'Allemagne : Une puissance malgré elle*, Presses Universitaires du Septentrion (17 novembre 2011)  
-Hans Stark : *Kohl, l'Allemagne et l'Europe. : La politique d'intégration européenne de la République fédérale 1982-1998*, éditions L'Harmattan, février 2004.  
-Corine Defrance, Ulrich Pfeil : *Der Élysée-Vertrag und die deutsch-französischen Beziehungen 1945 - 1963 - 2003*, Oldenbourg Wissenschaftsverlag, 2005.  
-Helene Miard-Delacroix, Gudrun Gersmann, Michael Werner: *WBG Deutsch-Französische Geschichte*, Bd.11 : Im Zeichen der europäischen Einigung 1963 bis heute, Wissenschaftliche Buchgesellschaft; 2011.  
-Corine Defrance, Ulrich Pfeil : *Le traité de l'Elysée : Et*

*les relations franco-allemandes 1945- 1963-2003*, CNRS, 2005.

-Jérôme Vaillant, Hans Stark, Dominique Herbet, Jean François-Poncet, : *Allemagne d'aujourd'hui*, N° 172, Avril-juin 2 : 50 ans de relations franco-allemandes, 50 ans de Cerfa : bilans et perspectives d'avenir, 2005.

### **H3/27a: POLITICS IN FRANCE FROM 1945 TO 2002**

#### **Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

This course intends to provide students with an in depth knowledge of the major principles that have shaped politics in France from 1945 to the present day.

#### **COURSE CONTENT:**

This course of contemporary history will function at the pace of one 2-hour class per week, and will cover the following points:

- 4<sup>th</sup> and 5<sup>th</sup> Republics: the organisation of institutions
- French domestic politics since 1945: events, actors, and upheavals.

#### **BIBLIOGRAPHY:**

BERNSTEIN Serge, *La France de l'expansion*, tome 1, La République gaullienne, 1958-1969, Paris, Seuil, 1989.

CHAPSAL Jacques, *La vie politique sous la Ve République*, Paris, PUF, coll. Thémis

CHARLOT Jean, *Les partis politiques*, Paris, Armand Colin, coll. U2, 1971

CHARLOT Jean, *La politique en France*, éd. de Fallois, 1994, coll. « Le livre de poche »

CHEVALLIER Jean-Jacques, CARCASSONNE Guy et DUHAMEL Olivier, *La Ve République 1958-2001*, Histoire des institutions et des régimes politiques de la France, Paris, Armand Colin, 9<sup>ème</sup> éd., 2001

PORTELLI Hugues, *La vie politique sous la Ve République*, Paris, Grasset, 1987

PORTELLI Hugues, *La Ve République*, Paris, Grasset, 1994

YSMAL Colette, *Les partis politiques sous la Ve République*, Paris, Montchrestien, 1989

### **H3/30c: CONTEMPORARY ASIAN POLITICAL CULTURE**

#### **Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

For several years now we have been seeing Asia increase in economic and political power. Seen at first as a kind of renaissance, we now realise that that the world situation has really changed on account of this rapid Asian development. This class aims to understand the current situation by looking at the history of modern Asia, its common points and divisions as well as the basis of this Asian miracle.

#### **COURSE PROGRAM:**

- Modernity and Asia's encounter with the West
- Different development strategies since 1945
- Asia today

#### **BIBLIOGRAPHY:**

Marie-Claire Bergère, Sun Yat-sen, Fayard, Paris, 1994.

- Capitalismes et capitalistes en Chine : des origines à nos jours, Perrin, Paris, 2007.

- Colin Brown, *A short History of Indonesia*, Allen & Unwin, Crows Nest, 2003.

- Robert Calvet, *Les Japonais*, Armand Colin, Paris, 2003.

- David Camroux, Jean-Luc Domenach (dir.), *L'Asie retrouvée*, Seuil, Paris, 1997.

- Rodolphe de Koninck, *L'Asie du Sud-Est*, Armand Colin, Paris, 2005.

- Danielle Elisseeff, *Histoire de la Chine*, Editions du Rocher, Paris, 1997.

- *Histoire du Japon*, Editions du Rocher, Paris, 2001.

- Guy Faure (dir.), *Nouvelle Géopolitique de l'Asie*, Ellipses, Paris, 2005.

- Lee Kuan Yew, *From third world to first*, Harper Collins Publishers, New-York, 2000.

- Kishore Mahbubani, *The New Asian Emisphere*, Public Affairs, New York, 2008, traduction française: *Le défi asiatique*, Fayard, Paris, 2008.

- Virginia Matheson Hooker, *A short History of Malaysia*, Allen & Unwin, Crows Nest, 2003.

### **LCE3/21b: REFORMING AMERICA: THE WAVES OF SOCIAL, CULTURAL AND POLITICAL PROTEST IN THE UNITED STATES (1940s - 1980s)**

#### **Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 3

#### **Course description:**

This course is designed to familiarize students with the tumultuous events which marked the four decades following the Second World War. The exploration of the African American, Latino and Native American racial protests, the Sexual Liberation Movements (Second-Wave feminism and Homosexuality), and other radical and counterrevolutionary brands of activism will allow students to understand the political, economic, social, and cultural roots of contemporary America. By placing these movements in their global historical contexts (WWII, Cold War, Decolonization), the course will contribute to highlighting the international dimensions of the 1950s, 60s, and 70s waves of protest. Analyses of primary sources will illustrate the importance of American democratic discourse, a central weapon in the arsenal of American foreign diplomacy, in the examined ideological struggles. We will also explore the connections which existed between those different movements. For example, African Americans' reflections on the nature of equality, as well as their methods of protest, nurtured and shaped other social movements. In addition, by exploring white Americans' resistance to the upheavals they were witnessing, the course will explain the rise of modern conservatism and the realignment of American politics. Finally, our coverage of the era will include an analysis of the cultural expressions of Americans' anxieties, discontent, and disillusion.

#### **BIBLIOGRAPHY:**

- *America Divided: The Civil War of the 1960s*, Maurice Isserman & Michael Kazin (2004)

- *Parting the Waters: America in the King Years 1954-63*, Taylor Branch (1998)

- *At Canaan's Edge: American in the King Years 1965-68*, Taylor Branch (2006)
- *Sisters in the Struggle: African American Women in the Civil Rights - Black Power Movement*, Bettye Collier-Thomas and V.P. Franklin (ed.) (2001)
- *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America*, Peniel E. Joseph (2006)
- *Desiring revolution: second-wave feminism and the rewriting of American sexual thought, 1920 to 1982*, Jane F. Gerhard (2001)
- *Sexual Politics, Sexual Communities: The Making of a Homosexuality in the United-States 1940-1970*, John D'Emilio (1983)
- *Beyond the Fields: Cesar Chavez, the UFW, and the Struggle for Justice in the 21<sup>st</sup> Century*, Randy Shaw (2008)
- *A Consumer's Republic: The Politics of Mass Consumption in Postwar America*, Lizabeth Cohen (2003)
- *Imagine Nation: The American Counterculture of the 1960s and 1970s*, Peter Braunstein, Michael William Doyle, ed. 2002
- *The Seventies: The Great Shift in American Culture, Society, and Politics*, Bruce J. Schulman (2002)

### **LCE3/24b: INTRODUCTION TO THE FRENCH-SPEAKING WORLD**

#### **Spring Semester**

**Classes:** 18 hours

**ECTS credits:** 2

THIS CLASS IS PARTICULARLY DESTINED FOR FUTURE TEACHERS OF FRENCH

#### **COURSE PROGRAM:**

This class about the French-speaking world has the principle aim of showing students the current and future importance of the French-speaking countries in the world. We shall study the notion of « francophonie », from the linguistic, cultural, social and political viewpoints. We shall also examine the question historically and see who these countries have changed over the years. Finally, we shall look at contemporary issues for the French-speaking world and ask ourselves how it is likely to develop in the near future.

#### **BIBLIOGRAPHY**

- Maugey, Alex. 2017. *Le succès de la francophonie au XXI<sup>ème</sup> siècle*. Editions unicit .
- Mushikiwabo, Louise. 2021. *Atlas de la francophonie*. Editions Autrement.
- Phan, Trang et Guillou, Michel. 2011. *Francophonie et mondialisation*. Histoire et institutions des origines   nos jours. Belin.
- T tu, Michel. 2019. *Qu'est-ce que la francophonie ?* Hachette (ebook).
- Ouvrage collectif. 2009. *Francophonie et relations internationales*. Editions des archives contemporaines.

### **LCE4/2b: ADVANCED CIVILISATION SEMINAR - DIVERSITY AND INCLUSION IN AMERICA**

#### **Fall Semester**

**THIS COURSE IS TAUGHT IN ENGLISH**

**Lectures:** 12h total

**ECTS credits:** 3

**Prerequisite:** Students must have a good knowledge of American current affairs.

#### **COURSE CONTENT:**

- 1- Introduction
  - What is An American?
  - Most Immigrants Choose White
- 2- Diversity: Arrival of Europeans
  - Tecumseh's Speech to the Osages
  - Native Americans of North America
- 3- Ethnicity: African Americans
  - My Father's Name was James Storm Turmond
  - If Affirmative Action Is Doomed, What Next?
  - Black Lives Matter
- 4- Obama's Election: Inclusion?
  - Obama's Visit to Selma March Anniversary Sparks Discord
  - Racial Progress Is Real. But So IS Racist Progress
  - Far Right Ready to Fight and Kill in Trump's Name
- 5- Hispanics and the Others
  - These People Aren't Coming from Norway
  - Delgado's Poem: Stupid America
- 6- Gender and Religion, Poverty and Wealth
  - Betty Friedman: "The Problem That Has No Name"
  - The Young Woman in the Character of a Wife

#### **ASSESSMENT**

Students will submit a research paper and there will be a final exam (written).

### **H4RI/1a: AMERICAN FOREIGN POLICY**

#### **Fall Semester**

THIS COURSE IS TAUGHT IN FRENCH,  
BUT STUDENTS MAY WRITE THEIR ESSAYS IN  
ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

This class enables students to understand the foreign policy of the strongest world power today, stressing the decision-making processes, the key people, the approaches, structures and aims.

#### **COURSE PROGRAM:**

- The USA : number 1 world power
- Theories of foreign policy and structures
- The role of the President (ex. The atomic bomb in 1945)
- White House advisors (ex. the Cuban Missile Crisis in 1962)
- The administration and Congress
- Lobbyists (ex. The pro-israeli lobby)
- Diplomacy and Economics
- The American Military
- Soft Power, Smart Power – new issues, new methods
- Are the USA still a super-power? Or are they in decline?

**H4RI/1b: PRINCIPLES  
OF INTERNATIONAL RELATIONS**  
**Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

Who rules the world? Who is sufficiently powerful to use the global economy for his personal interest? Was Russia or Japan the more powerful during the Cold War? The class in political economy seeks to answer such questions and to explain the international power struggle. "Political Economy means the reciprocal and dynamic interaction in international relations between the search for wealth and search for power" (Gilpin, 1975).

**COURSE PROGRAM:**

**Part One: Framework of analysis and approaches to the study of International Relations**

Session #1: Theories and intellectual framework of International Relations (1/2)

Session #2: Theories and intellectual framework of International Relations (2/2)

Session #3: New definitions of power

Session #4: Test #1

**Part Two: Nation-States, Non-state Actors and International Institutions**

Session #5: Nation-States in politics

Session #6: Non-State actors and international regimes

Session #7: Civil society, Religions and International Relations

Session #8: Test #2

**Part Three: Security, Conflict and Diplomacy**

Session #9: War, economy and international organizations

Session #10: Is there a new diplomacy?

Session #11: Issues in international governance: the rise of the East. And the new world governance

Session #12: Practical case

**BIBLIOGRAPHY:**

Thomas OATLEY [2008], *International Political Economy*: Pearson, New York.

George T. CRANE & Abba AMAWI, *The Theoretical Evolution of International Political Economy: a reader*,

Robert GILPIN [2001], *Global Political Economy: Understanding the International Economic Order*: Princeton University Press.

Harry .Y. Jr WAN [2006] *Harnessing Globalization: A Review of East Asian Case Histories*, World Scientific, Singapore

Steve SMITH, Amelia HADFIELD & Tim DUNNE [2007], *Foreign Policies: theories, actors, cases*, Oxford University Press, Oxford.

Tim DUNNE, Milja KURKI & Steve SMITH [2010], *International Relations Theories: discipline and diversity*, Oxford University Press, Oxford.

John W. YOUNG & John KENT [2003], *International Relations since 1945: a global history*, Oxford University Press, Oxford

**H4RI/1c: GEOPOLITICS OF THE MIDDLE EAST**

**Fall semester**

**COURSE:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

-This course will deal with the strategic issues in the Middle East and in Africa

-To understand the complexity of these regions of the world and their relations with Europe, the United States and Russia

-to build a regional or thematic case study

-to deal with the new strategic issues such as the rise of ISIS.

**COURSE PROGRAM:**

-Middle East and North Africa

-Egypt: Between Islamists and Militias

-Israel and the Arab world: Palestine

-Iran/Saudi

-The Kurd issue

-Religion in conflicts

-Wealth and resources conflicts

-Arabic Media: freedom and censorship

-migrations

**BIBLIOGRAPHY:**

- Myriam Benraad, *Irak : de Babylone à l'État islamique : Idées reçues sur une nation complexe*, Le Cavalier Bleu, coll. « Idées reçues / Grand angle », 2015.

- Pierre Blanc, Jean-Paul Chagnollaud, *Atlas du Moyen-Orient aux racines de la violence*, Cartographie Claire Levasseur, Autrement, 2016.

- Pierre Blanc, Jean-Paul Chagnollaud, *Violence et politique au Moyen-Orient*, Les Presses de Sciences Po, Nouveaux débats, 2014.

- François Burgat, Bruno Paoli (dir.), *Pas de printemps pour la Syrie. Les clés pour comprendre les acteurs et les défis de la crise (2011-2013)*, La Découverte, coll. « Cahiers libres », 2013.

- Georges Corm, *Pensée et politique dans le monde arabe Contextes historiques et problématiques, XIXe-XXIe siècle*, La Découverte, 2015.

- Georges Corm, *Pour une lecture profane des conflits : sur le retour du religieux dans les conflits contemporains du Moyen-Orient*, La Découverte, 2012.

- Leyla Dakhli, *Histoire du Proche-Orient contemporain*, La Découverte, coll. « Repères Histoire », 2015.

- Isabelle Feuerstoss, *La Syrie et la France. Enjeux géopolitiques et diplomatiques*, L'Harmattan, 2013.

- Jean-Pierre Filiu, *La Révolution arabe : Dix leçons sur le soulèvement démocratique*, Fayard, 2011.

- Jean-Pierre Filiu, *Les Arabes, leur destin et le nôtre. Histoire d'une libération*, Collection : Cahiers libres, La Découverte, 2015.

etc.

**H4RI/2a: INTRODUCTION TO SOUTH-EAST ASIA**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

This course offers an approach to the current issues of Southeast Asia whilst concurrently providing information on the characteristics of this generally poorly-known region. Students participating to this course should:

- become familiar with the major actors and characteristics inherent to Southeastern societies
- understand the weight of history, of religion and of ethnicity in regional dynamics
- be able to decipher current questions without being hindered by their complexity or the otherness ingrained in the study of this region
- measure the importance of the ASEAN on regional and international scales

Class 1 - Presentation and Introduction to the course (4h)

What is Southeast Asia?

The ASEAN, an integrated space facing risks of disintegration

Implacable disparities between the countries of the region

Class 2 - Economic Dynamism and Enduring Social Inequalities (4h)

Oral Presentation : Singapore, an economic miracle?

Oral Presentation : Indonesia, the Southeast giant

Class 3 - Security at the Core of Political Concerns (4h)

Oral Presentation : The painful legacy of the containment of Communism

Oral Presentation : Marine disagreements in the South China Sea

Oral Presentation : Terrorism and separatist movements in archipelagic zones

Class 4 - Fragmented and politically vulnerable societies (4h)

Oral Presentation : Ethnic problems: the Rohingya case in Myanmar

Oral Presentation : The ambush of populism : the case of Rodrigo Duterte

Oral Presentation : Political vulnerabilities : the Thai authoritarian drift

5. The ASEAN and the world (4h)

Oral Presentation : The role of China in Southeast Asia

Oral Presentation : Japan, India, South Korea: Asian powers on the prowl

Oral Presentation : Are the United States still present in the ASEAN ?

Class 6 - Final Exam

#### **H4RI/2d: GEOPOLITICS OF CENTRAL ASIA**

**Fall Semester**

**CLASSES:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

Central Asia is at the crossroads of Iran, Turkey, Russia and China. Although it has been isolated and under Soviet domination for a long time, it is now a laboratory in which very old civilizations become very young nations. Can the great game put Central Asia off-balance? To answer that questions, we shall study the political and economic variations of this part of the world as well as Islamism which can bring great perils.

Central Asia will play a role in the future of Europe and decide the future of China.

#### **COURSE PROGRAM:**

-What is central Asia,

-States, regions and clans: Central Asia and its political future

-"THE GREAT GAME": strategic rivalry between powers

-Islamism, drug traffic and places of crisis

(Kirghizistan, Afghanistan, Tadjikistan)

-China, Iran, Turkey: three different foreign policies

#### **ASSESSMENT:**

An individual 30 pages paper will have to be handed out and will be accompanied by a 20 minutes oral examination with a Power Point presentation.

#### **BIBLIOGRAPHY:**

1-Barry Michael, *Le royaume de l'insolence.*

*L'Afghanistan 1504-2011*, Paris, Flammarion, 2011

2- Djaili Mohammad Reza, Kellner Thierry,

*Géopolitique de l'Asie centrale*, Paris, Puf, 2003

3-Gorshenina Svetlana, *Asie centrale: l'invention des frontières et l'héritage russo-soviétique*, Paris, CNRS,

2012

4-Laruelle Marlène, Peyrouse Sébastien (dir°),

*Éclats d'Empire, Asie centrale, Caucase, Afghanistan*,

Paris, Fayard, 2013

5-Laruelle Marlène, Peyrouse Sébastien, *L'Asie centrale*

*à l'aune de la mondialisation*, Paris, Armand Colin, 2010

6-Roy Olivier, *La Nouvelle Asie centrale ou la fabrication des nations*, Paris, Seuil, 1997

#### **WEBSITES :**

• <http://www.rand.org> / (Rand corporation)

• <http://ifeac.hypotheses.org> / (IFEAC)

• <http://www.jamestown.org> / (The Jamestown Foundation)

• <http://carnegieendowment.org> / (Carnegie Endowment for international peace)

• <http://www.cacianalyst.org> / (The Central Asia Caucasus Analyst – John Hopkins University)

• <http://www.ecfr.eu> / (European Council on Foreign Relations)

• <http://centralasiaprogram.org> / (George Washington University's central Asia program)

• <http://www.questionchine.net> / (Question Chine)

#### **MCC4I/1b: HISTORY OF IDEAS**

**Fall Semester**

**Classes:** 18 hours

**ECTS credits:** 1

#### **OBJECTIVE:**

History of influence and some thinkers, from their influence point of view, or the one they wish they had. The purpose is to go from what is often considered a historic anecdote to understand the ways and means of the influence which some thinkers or politicians have discovered and used.

The focus will be on the political influence: it is better documented and even more highlighted by its own societies.

#### **COURSE PROGRAM:**

I) The origins of influence: in ancient societies, the importance of influence for politics-only driven societies (4h)

II) The beginning of influence in the Renaissance European societies (4h)

III) The influence from Classical period to the Revolution and Empire (4h)



IV) The influence of the intellectuals during the 19<sup>th</sup> and 20<sup>th</sup> centuries (4h)

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**H4RI/2b: INTERNATIONAL RELATIONS  
FROM 1815 TO 1945**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

In the 19<sup>th</sup> century and in the first half of the 20<sup>th</sup> century, the world underwent profound upheavals owing to industrial revolutions, colonisation, and the development of new political schools of thought. In a similar fashion to that of our current situation, the attempts to rationalise this turmoil via international relations failed to avert the decline of certain powers and the emergence of others. Thus, alliances and power dynamics continually shifted, from the day of the Congress of Vienna to the end of the Second World War.

Class 1 (2 hours) : Introduction to the International Relations of the 19<sup>th</sup> and the Beginning of the 20<sup>th</sup> Centuries

Class 2 (3 hours) : European Relations from 1815 to 1870

Class 3 (3 hours) : European Relations from 1871 to 1914

Class 4 (3 hours) : Colonisations and Increasing Power of Extra-European States (1815 - 1914)

Class 5 (2 hours) : mid-term exam

Class 6 (2 hours) : International Relations and the First World War (1914-1925)

Class 7 (2 hours) : World Reorganisation Between 1918 and 1930

Class 8 (3 hours) : International Relations Before and Throughout the Second World War (1930-1945)

Class 9 (4 hours) : final exam

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**H4RI/5a: THE USA  
FROM A FRENCH PERSPECTIVE**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

This course shows an image of the United States seen from France. It takes into account the main aspects of US society, economy, policies and politics, and their trends. It also tries to understand France's image of America and to deconstruct French prejudices and stereotypes about the United States.

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**H4RI/5b: QUESTIONS OF IDENTITY,  
ESSENTIAL ISSUES AND THE DIVERSE ACTORS  
IN THE BALKANS**

**Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

This class will show that, in spite of their differences, the Balkan states are all affected by similar crises. Born out the break-up of the Austro-Hungarian and Ottoman empires and from the emergence of national

aspirations, these lands were kept in a precarious balance until the fragmentation of the Yugoslav federation and then destabilised by a bloody conflict. Freud's statement about "narcissism over small differences" is appropriate here as we attempt to understand the way in which the specific identities of these states have enhanced a rivalry made even worse by war, violence, population movements, insecurity, poverty and bad common memories. Building national identity implies taking into consideration issues of territory, language and religion as these nations consider the weight of the past and its traditions as well as the symbols which influence conflicting interpretations of what has happened in this region.

As much as the Balkans remain a significant area strategically in world politics for many reasons, we need to concentrate on decisive questions for the present and future geopolitical stability. New geopolitical issues in the region as well the inevitable relationships with unavoidable world powers will be examined to show how the Balkans, considering the current world situation, need to tighten links among themselves and use their common assets and needs for the benefit of all.

**BIBLIOGRAPHY:**

- Raymond Aron, *Paix et Guerre entre les nations*, Calmann-Lévy, 1962 ; la 8<sup>ème</sup> édition, en 1984, parue un an après la mort de Raymond Aron comporte une nouvelle préface de l'auteur.

- Paul Ricoeur, *La mémoire, l'histoire, l'oubli*, Paris, Editions du Seuil, Points Seuil, Essais, 2000.

- Ernest Gellner, *Nations et nationalisme*. Payot, Paris 1989.

- Vincent Descombes, *Les embarras de l'identité*, Gallimard, 2013.

\*\*\*

- Jacques Ancel, *Peuples et Nations des Balkans*, (1930, rééd. 1992), Paris, CTHS.

- Joseph Krulic, *Histoire de la Yougoslavie de 1945 à nos jours*, Editions Complexe, 1993.

- Jean- Francois Gossiaux, *Pouvoirs ethniques dans les Balkans*, PUF (collection "Ethnologie"), 2002.

- Maria Todorova, *L'imaginaire des Balkans*, Paris, Éditions de l'EHESS, 2011.

- Nathalie Clayer, Xavier Bougarel, *Les musulmans de l'Europe du Sud-Est, Des Empires aux Etats balkaniques*, Editions Karthala, 2013.

- "Les Balkans entre holisme et individualisme (I), (II)", Arta Seiti, in Revue Défense Nationale, <http://www.passionselectives.com/2014/03/les-balkans-entre-holisme-et-individualisme-i-revue-defense-nationale.html>

- Jean-Arnault Dérens et Laurent Geslin, *Comprendre les Balkans, Histoire, Société, Perspectives*, Editions Non Lieu, 2014.

\*\*\*

- Jean-Paul Bled et Jean-Pierre Descholdt (dir), *Les guerres balkaniques 1912-1913*, PUPS, 2014.

- Barthélémy Courmont, « Quand la Chine investit en Serbie », *Monde chinois, nouvelle Asie*, n°44, printemps 2016.

- "Des guerres balkaniques à la Grande Guerre : un regard stratégique" (sous la dir. de A. Seiti), Cahier de la Revue Défense Nationale.

\*\*\*

*Courrier des Balkans* -

<http://www.courrierdesbalkans.fr>

Revue d'études pluridisciplinaires, "Balkanologie"

**H4RI/6a: GEOPOLITICS  
OF SUB-SAHARAN AFRICA  
Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

This course will proceed to the analysis of the African continent via different disciplinary approaches, with an emphasis on geopolitics. This course aims to provide students with the conceptual and analytical fundamental knowledge inherent to this cultural, geographical, economic, and political region, as it is inserted in globalisation.

By the end of this course, students should be able to accurately temporally and geographically pinpoint this partnership with its respective environments, actors and approaches. They should also have become familiar with the basics of terminology as well as with the challenges, impacts, issues and perspectives that derive from the questions raised by the case studies.

All in all, this seminar on Africa should answer these general questions:

- In which ways does globalisation appear to fundamentally transform the organisation of contemporary space?
- To what extent does globalisation contribute to spatial and territorial inequalities?
- Scales Interaction : how does globalisation alter the relationship between the global, national, and local levels?
- (Macro) Global Regionalisation: how does globalisation advance a new division of the world?

Class 1 - Interdisciplinary introduction to and presentation of the course

Class 2 - From independences to the present day, the place of Africa in international relations

Oral Presentation: the role of USSR in Africa

Class 3 - From formal to informal: African organisations and actors

Oral Presentation : What of the United States of Africa?

Class 4 - An underdeveloped continent? Geoeconomic approaches

Oral Presentation : South Africa, a model ?

Class 5 - Geopolitics of urbanisation and African demographics

Oral Presentation : African youth, risk or opportunity ?

Class 6 - Geopolitics of African conflicts

Oral Presentation: Who will surmount Boko Haram ?

Class 7 - Emerging Actors in Africa : the case of Cina

Oral Presentation : Confucius Institutes in Africa

Class 8 - Final Exam

**H4RI/6b: GEOPOLITICS OF RENAISSANCE ITALY  
Spring Semester**

**Classes:** 18 hours

**ECTS credits:** 2

**COURSE PROGRAM:**

This course undertakes to revisit political Renaissance history by dint of the most contemporary tools and concepts in the field of political sciences as well as that of international relations analysis. It intends to experiment and engage in an exercise of "controlled anachronism": resort to modern paradigms such as the "security quandary", "transformational diplomacy", "assymetrical conflicts", "constructivist approaches", the "aesthetical watershed" etc. as a means to analyse

historical situations that have been highly influential to the creation of political modernity. Participants to this course will have a chance to expand the reach of their political knowledge beyond conventional genealogies and modern Western politics (the Enlightenment and 18th century revolutions) by "going back" to the contributions of the absolutist European age and, even further, to the foundations of pre-Renaissance Europe. The study of the confrontation between the Pope and the Holy Roman Empire, of the civil wars within Italian cities, of the first assertion of the great monarchies (English, Spanish and French), of the tensions heralding the Reform, and of the rending effects of the religious wars, etc. will allow students to gain deeper insight into the political innovations and experimentations that were decisive to the formation of what was to become our contemporary world. Lastly, this course fashions itself as an entertaining profusion, since it will give us the opportunity to discuss the first emissaries of the Great Khan, Machiavelli's legations to the King of France, the invention of modern State language by Giovanni Botero, the "inventor" of the reason of State, the complex relations of Ragusa and Venice and the Ottoman Empire, Savonarola's trial, the invention of Christian Humanism, the institution of the first "public" library by Gabriel Naudé, who was Mazarin's secretary... Scholarship will therefore serve as the starting point of a geopolitical reflection which obviously aims to transcend the past.

Class 1 - Introduction(s) and presentation / assignment of presentations

Class 2 - From a Political Science to Another (lecture)

1/ Aristotle's Legacy and the political situation of pre-modern Europe

2/ Mr. Roudier : Why Italy ?

Class 3 - Power and Domination

1/ Dante's *De Monarchia* : the confrontation of the Pope and the Holy Roman Empire

2/ *Within the Mongol Empire* by Jean de Plancarpin

Class 4 - Power, Threat and Representation (aesthetic turn and securitization)

1/ Summoning fear: *Essay on the political power of images*, Sienne, 1338 by Patrick Boucheron

2/ The representation of power in Shakespeare's *Romeo and Juliet*

Class 5 - « Religious Wars » : Fanatism, Fundamentalism and Politics

1/ Savonarola's trial

2/ Martin Luther at the crossroads of religion and politics

Class 6 - The Equivocation of « Democratic Peace »

1/ Erasmus, the Plea for Peace and Christian Humanism

2/ « It is necessary to presuppose that all men are bad... » : Machiavelli's anthropological pessimism

Class 7 - Understand or Transform? The Modern Sense of Diplomacy

1/ Machiavelli's Legations

2/ The Venetian Relazioni

Class 8 - The Permanence and Transformations of War

1/ The Security Quandary (Thucydides, Machiavelli and Hobbes)

2/ The Use of Mercenaries

Class 9 - Assymetrical Conflits

- 1/ Ragusa: *Between East and West*  
 2/ Machiavelli and the militia against the Spanish troops

Class 10 – Strong States and Weak States (the question of political stability)

- 1/ A myth : Venice - La Serenissima  
 2/ The Weight of Factions : the myth of Florentine Powerlessness

Class 11 – State and Government : Institutional Innovations

- 1/ *Les arts de gouverner* by Michel Senellart  
 2/ Ernst Kantorowicz, *Les deux corps du Roi*

Class 12 – As a conclusion : Towards an Absolute Monarchy

- 1/ The Reason of State according to Giovanni Botero  
 2/ The invention of the public library by Gabriel Naudé

#### REQUIRED READINGS:

Dario Battistella, *Théorie des relations internationales*, Presses de Sciences Po, 4e édition, 2012  
 Charles-Philippe David, *La guerre et la paix : Approches contemporaines de la sécurité et de la stratégie*, Presses de Sciences Po, 2e édition, 2006

#### COMPLEMENTARY READINGS:

Paul Veyne, *Comment on écrit l'Histoire*, Points, Histoire, 1979  
 Jean Delumeau, *Une histoire de la Renaissance*, Perrin, 1999  
 Pierre Milza, *Histoire de l'Italie: Des origines à nos jours*, Fayard, Pluriel, 2013

### H4RI/6c: STRATEGIC INTELLIGENCE Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 24 hours

**ECTS credits:** 2

#### COURSE PROGRAM:

The general purpose of this course is to provide the students with the intellectual tools and knowledge to assess the 'inevitably difficult challenge', faced by democratic societies and especially by their leaders, 'of balancing intelligence and security needs against fundamental commitments to constitutional government and human liberty' (Russell A. Miller, *US National Security, Intelligence and Democracy*, Routledge, 2008).

Intelligence (or 'strategic intelligence' or 'secret intelligence') plays a critical role in everything related to foreign affairs, diplomacy and defense policies. 'In short, intelligence is the processing of information. Functionally, intelligence is similar to journalism and academic research. Unlike the media, think tanks and other information producers, however, intelligence deals only in foreign information, providing it to a restricted government clientele, and often tailors its products (briefings, maps, reports, digitized data, etc) to specific policymakers. Moreover, intelligence has its own dedicated and sometimes exotic information sources, including secret agents and elaborate systems of high tech sensors' (John Macartney, 'Teaching Intelligence: Getting Started', *American University & AFIO* 28 March 1999).

This course is specifically devoted to intelligence, but it regards the study of intelligence issues as a counterpart

of other international relations, foreign and defense policies courses. It focuses on three things: 1/ on concepts, paradigms, schools of thought and national perceptions, 2/ on some specific contemporary and operational issues such as state secrecy, intelligence in the policy-making process and the question of politicization, and 3/ some ethical paradoxes regarding covert action and more generally the political challenges democratic societies are facing regarding intelligence activities.

#### Achievements expected by the end of the module:

- to assess the competing conceptions of strategic intelligence;
- to understand the developments of intelligence organizations;
- to discuss the main theoretical approaches to intelligence;
- to evaluate the key theoretical debates concerning the intelligence cycle;
- to understand the problems encountered by states regarding major strategic surprise and intelligence failure;

#### BIBLIOGRAPHY:

- Loch K. Johnson, *Handbook of Intelligence Studies*, Routledge, 2009;
- Christopher Andrew, Richard J. Aldrich and Wesley K. Wark (eds.), *Secret Intelligence: A Reader*, Routledge, 2009;
- Bruce D. Berkowitz and Allen E. Goodman, *Best Truth: Intelligence in the Information Age*, New Haven, Yale University Press, 2000;
- Michael Herman, *Intelligence Power in Peace and War*, Cambridge University Press, 1996;
- Mark M. Lowenthal, *Intelligence: From Secrets to Policy*, Fourth edition, CQ Press, 2009.

### LCE4/1b: ADVANCED CIVILISATION SEMINAR – INTERCULTURAL ENCOUNTERS

Spring Semester

**Lectures:** 12 hours

**ECTS credits:** 3

**Prerequisite:** Students must have some knowledge of the history and politics of Britain and North America

#### Course description:

- Inter-Racial encounters
- The North/South Divide
- The Other 3 Nations
- India – The Jewel in the Crown
- Europe and Language Learning
- The Language Barrier – Different Kinds of English

#### Assessment:

Students will submit a research paper and pass a final written exam (4h).

### H5RI/9c: CULTURE AND INTERNATIONAL RELATIONS

Fall Semester

**CLASSES:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

This course will focus on the cultural history of international relations. We will deal with the notions related to representation, propaganda, and identity and how they evolved through times and ideologies. It will allow us to understand what Joseph Nye called "Soft power".

**COURSE PROGRAM:**

- 1- Introduction to a sociology of culture
- 2- Sociology of culture in totalitarian ground
- 3- Notions related to charisma
- 4-5 Modernity in question
- 6- Cultural industries and their object
- 7-Comparative sociology of cultural policies

**ASSESSMENT:**

An individual 30 pages paper will have to be handed out and will be accompanied by a 20 minutes oral examination with a Power Point presentation.

**BIBLIOGRAPHY:**

Arendt Hannah, *Le Système totalitaire*, Paris, Le Seuil, 1972  
Arendt Hannah, *La Crise de la culture*, Paris, Gallimard, 1972  
Arsène Séverine, *Internet et politique en Chine*, Paris, Karthala, 2011  
Assoun Paul-Laurent, *L'École de Francfort*, Paris, PUF, Coll.: Que sais-je ? 2001  
Bakhtine Mikhaïl, *L'œuvre de François Rabelais et la culture populaire au Moyen Âge et sous la Renaissance*, Paris, Gallimard, 1970  
Barbier Frédéric, *Histoire du livre*, Paris, Armand Colin, 2000  
Baudrillard Jean, *Le Système des objets : la consommation des signes*, Paris, Gallimard, 1968  
Bauman Zygmunt, *S'acheter une vie*, Paris, Jacqueline Chambon, 2008  
Becker Howard, *Outsiders. Etudes de sociologie de la déviance*, Paris, Métailié, 1985  
Benjamin Walter, *L'œuvre d'art à l'ère de sa reproductibilité technique* dans : *Œuvres III*, Paris, Gallimard / Folio, 2000  
Bottéro Jean, *Mésopotamie. L'écriture, la raison et les dieux*, Paris, Gallimard, 1987  
Bourdieu Pierre, *L'amour de l'art. Les musées et leur public*, Paris, Minuit, 1968  
Bourdieu Pierre, *Réponses, pour une anthropologie réflexive*, Paris, Le Seuil, 1992  
Bourdieu Pierre, *Méditations Pascaliennes*, Paris, Le Seuil, 1997  
Certeau Michel de, *L'Invention du quotidien*, 1. : *Arts de faire* et 2. : *Habiter, cuisiner*, éd. établie et présentée par Luce Giard, Paris, Gallimard, 1990

**H5RI/1f: CURRENT ISSUES IN THE MIDDLE EAST**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 2

**OBJECTIVES:**

Students attending this course should:

- deepen their geopolitical knowledge of the Middle East and North Africa
- understand the plurality of countries, peoples and positions in the context of the establishment of relations with Europe, the United States, and Russia
- carry out a case study revolving either around a region or a common theme
- tackle the new strategic challenges such as the rise of ISIS and its consequences both on the regional and the international scales
- make use of their critical thinking skills to interpret the crucial events of this complex space

**COURSE CONTENT:**

- Middle East and North Africa: crises and challenges
- Egypt: between islamists and the military
- the Arab-Israeli conflict and the Palestinian question
- Iran/Saudi Arabia: rivalries and conflicts according to their zones of influence: Bahrain, Syria, Yemen, Lebanon
- Syria: revolution and civil war
- the Turkish question (Turkey, Iraq, Syria and Iran)
- geopolitical issues in North Africa
- geopolitical conflicts originating from the instrumentalisation of religion in a region wherein the holy sites of the three main monotheistic religions on the one hand, and on the other hand from terrorism, which has become a central element both on a regional and on a global level
- geopolitical conflicts related to hydrocarbon wealth and scarcity of water
- pan-Arab media: freedom and censorship
- migrations and diaspora

**H5RI/10g: SECURITY STUDIES IN THEORY**

**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

This class aims to study defence policy from the beginning of the Cold War to the present, based on several essential themes.

**COURSE PROGRAM:**

- 1 – Introduction : risks and threats
- 2 –History of changes in defence policy since the beginning of the Cold War
- 3 –European Defence Policy
- 4 – NATO and France
- 5 –Defence strategies, in particular dissuasion
- 6 – France and the world (OPEX)
- 7 –National Security
- 8 – Conclusion

Other points will be raised if we have time, including:

- The arms industry
- How national defence is organised (budget, decision making, management etc.)

Session 5 : Rethinking the State

Session 6 : The Japanese Paradigm

Session 7 : Understanding Reform in China

Session 8 : Assessment n°2

### Topic 3 : The New Asian Century ?

Session 9 : The 1997 Financial crisis and the Wave of Democratization

Session 10 : Geopolitical Emergence

Session 11 : Challenges to Come

Session 12 : Assessment n°3

#### BIBLIOGRAPHY:

Marie-Claire BERGERE, *Sun Yat-sen*, Fayard, Paris, 1994.

\_\_\_, *Capitalismes et capitalistes en Chine : des origines à nos jours*, Perrin, Paris, 2007.

Colin BROWN, *A short History of Indonesia*, Allen & Unwin, Crows Nest, 2003.

Robert CALVET, *Les Japonais*, Armand Colin, Paris, 2003.

David CAMROUX, Jean-Luc DOMENACH (dir.), *L'Asie retrouvée*, Seuil, Paris, 1997.

Rodolphe DE KONICK, *L'Asie du Sud-Est*, Armand Colin, Paris, 2005.

Danielle ELISSEFF, *Histoire de la Chine*, Editions du Rocher, Paris, 1997.

\_\_\_, *Histoire du Japon*, Editions du Rocher, Paris, 2001.

Guy FAURE (dir.), *Nouvelle Géopolitique de l'Asie*, Ellipses, Paris, 2005.

Sébastien LECHEVALIER, *La grande transformation du capitalisme japonais (1980-2010)*, Presses de Sciences Po, 2011

LEE Kuan Yew, *From third world to first*, Harper Collins Publishers, New-York, 2000.

Kishore MAHBUBANI, *The New Asian Emisphère*, Public Affairs, New York, 2008, traduction française: *Le défi asiatique*, Fayard, Paris, 2008.

Virginia MATHESON HOOKER, *A short History of Malaysia*, Allen & Unwin, Crows Nest, 2003.

Claude MEYER, *Chine ou Japon quel leader pour l'Asie ?*, Presses Science Po, Paris, 2010.

OOI Keat Gin, *Historical Dictionary of Malaysia*, The scarecrow Press, Lanham, 2009.

Philippe PAPIN, *Vietnam: parcours d'une nation*, La Documentation française, Paris, 2003.

Philippe PELLETIER, *L'Extrême-Orient. L'invention d'une histoire et d'une géographie*, Folio, Paris, 2011

François RAILLON, *Indonésie la réinvention d'un archipel*, La Documentation française, 1999.

Bernard STEVENS, *Le nouveau capitalisme asiatique*, Academia Bruyillant, Louvain la Neuve, 2009.

Fareed ZAKARIA, *The post-American World*, WW Norton

#### H5RI/10c: HUMANITARIAN ACTION – THE MOST URGENT ISSUE OF THE CENTURY

Fall Semester

Classes: 24 hours

ECTS credits: 2

#### OBJECTIVES:

Upon completing this course, students should

- have a good knowledge of the history of humanitarian action
- be familiar with the different kinds of humanitarian actors
- have apprehended the major formative dates and concepts
- have delved into internal and external debates surrounding the question
- be able to think critically about humanitarian aid and its activities
- be able to visualise, thanks to case studies, the advantages, drawbacks, and hybrid challenges related to humanitarian intervention

#### COURSE PROGRAM:

This course will explore the development of humanitarian action and of its actors. It will cover the different aspects of this question, which is closely connected to the international relations, the geopolitics and the foreign affairs of Western --and, today, emerging-- powers. Cross-disciplinary, humanitarian action is divided internally (development/emergency) and is frequently instrumentalised. It can thus be linked back to a variety of disciplines (geography, history, political sciences, demography, sociology, ethnology, psychology, medicine, etc.) and of sectors (military, economic, political, social, scientific, technical, religious).

Class 1 - Introduction: Fundamental Humanitarian concepts (1/2)

Class 2 - Introduction: Fundamental Humanitarian concepts (2/2)

Class 3 - History of Humanitarian Interventions (1/2)

Class 4 - History of Humanitarian Interventions (1/2)

Class 5 - Humanitarian Actors and Case Studies regarding Médecins Sans Frontières (Doctors Without Borders)

Class 6 - The Refugees Question: Darfur

Class 7 - The Refugees Question: Guinea and Uganda

Class 8 - Natural Disasters: Niger and Haiti

Class 9 - Collective Oral Presentations

Class 10 - Critical Approach to Humanitarian Action (1/2)

Class 11 - Critical Approach to Humanitarian Action (2/2)

Class 12 - Final Exam

#### H5RI/9a: CONTEMPORARY SECURITY ISSUES

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 24 hours

ECTS credits: 2

#### OBJECTIVES:

- To learn about the principal security issues in the world at the moment
- To apply the theory learnt to specific contemporary situations
- To read and understand the main commentators on security issues
- To analyse effectively security situations all over the world

#### COURSE CONTENT:

- 1) Introduction. Security issues in the world today
- 2) International terrorism – how dangerous is it?
- 3) The arms race
- 4) The causes of war – how can wars be prevented?
- 5) The role of the UN and other international organisations

#### SET BOOKS:

- Allan Collins (dir.), *Contemporary Security Studies*, Oxford et New York, Oxford University Press, 2007.
- Barthélémy Courmont, *La guerre*, Collection 128, Paris, Armand Colin, 2007.
- Charles-Philippe David, *La guerre et la paix. Approches contemporaines de la sécurité et de la stratégie*, Paris, Presses de Sciences Po, 3e éd., 2012.

### **H5RI/13a: INTERNATIONAL RELATIONS AND SUSTAINABLE DEVELOPMENT**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

The emergence of Asia is a challenge for all theories of international relations: realism, liberalism or constructivism. This class aims to examine the connections between these theories and the performance of this region in the areas of diplomacy, energy and the environment. In particular, the class will review the growth of China as a world power and its influence on the diplomatic balance of the region, on the flow of energy and raw materials, on technological and sustainable development.

On both the regional and the global levels, we see a certain imbalance. Bilateral relations with the USA, Korea and Japan and multilateral negotiations in the areas of energy and the environment are particularly revealing when it comes to China's specific cultural strategy.

### **H5RI/13b: ASIA: THE NEW FOCUS FOR INTERNATIONAL RELATIONS**

**Spring Semester**

THIS COURSE IS TAUGHT  
IN BOTH ENGLISH AND FRENCH

**Lectures:** 36 hours

**ECTS credits:** 3

#### **OBJECTIVE :**

Over the last few years, Asia has become more and more influential. Initially perceived as a mere awakening, the development that Asia has undergone makes it impossible to ignore its presence in the landscape of world affairs. As a consequence, some scholars do not hesitate to say that the earth's center of gravity has changed places [Mahbubani].

The aim of this class is to help students better understand the contemporary period by tracing Modern Asia's genealogy, taking into account the fault lines and the reasons for the now celebrated « Asian miracle ».

#### **COURSE PROGRAM :**

##### **Topic 1 : Inventing Asia**

Session 1 : Meeting the West

Session 2 : The Westphalia Moment

Session 3 : Stages in the Development of Asia: 1950-1970

Session 4 : Assessment n°1

##### **Topic 2 : The « Asian Miracle »**

Session 5 : Rethinking the State

Session 6 : The Japanese Paradigm

Session 7 : Understanding Reform in China

Session 8 : Assessment n°2

##### **Topic 3 : The New Asian Century ?**

Session 9 : The 1997 Financial crisis and the Wave of Democratization

Session 10 : Geopolitical Emergence

Session 11 : Challenges to Come

Session 12 : Assessment n°3

#### **BIBLIOGRAPHY :**

Marie-Claire BERGERE, *Sun Yat-sen*, Fayard, Paris, 1994.

—, *Capitalismes et capitalistes en Chine : des origines à nos jours*, Perrin, Paris, 2007.

Colin BROWN, *A short History of Indonesia*, Allen & Unwin, Crows Nest, 2003.

Robert CALVET, *Les Japonais*, Armand Colin, Paris, 2003.

David CAMROUX, Jean-Luc DOMENACH (dir.), *L'Asie retrouvée*, Seuil, Paris, 1997.

Rodolphe DE KONICK, *L'Asie du Sud-Est*, Armand Colin, Paris, 2005.

Danielle ELISSEFF, *Histoire de la Chine*, Editions du Rocher, Paris, 1997.

—, *Histoire du Japon*, Editions du Rocher, Paris, 2001.

Guy FAURE (dir.), *Nouvelle Géopolitique de l'Asie*, Ellipses, Paris, 2005.

Sébastien LECHEVALIER, *La grande transformation du capitalisme japonais (1980-2010)*, Presses de Sciences Po, 2011

LEE Kuan Yew, *From third world to first*, Harper Collins Publishers, New-York, 2000.

Kishore MAHBUBANI, *The New Asian Emisphere*, Public Affairs, New York, 2008, traduction française: *Le défi asiatique*, Fayard, Paris, 2008.

Virginia MATHESON HOOKER, *A short History of Malaysia*, Allen & Unwin, Crows Nest, 2003.

Claude MEYER, *Chine ou Japon quel leader pour l'Asie ?*, Presses Science Po, Paris, 2010.

OOI Keat Gin, *Historical Dictionary of Malaysia*, The scarecrow Press, Lanham, 2009.

Philippe PAPIN, *Vietnam: parcours d'une nation*, La Documentation française, Paris, 2003.

Philippe PELLETIER, *L'Extrême-Orient. L'invention d'une histoire et d'une géographie*, Folio, Paris, 2011

François RAILLON, *Indonésie la réinvention d'un archipel*, La Documentation française, 1999.

Bernard STEVENS, *Le nouveau capitalisme asiatique*, Academia Bruyillant, Louvain la Neuve, 2009.

Fareed ZAKARIA, *The post-American World*, WW Norton & Company, New York, 2008.

### **H5RI/13c: GREAT POWERS' DEFENCE POLICIES**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **COURSE CONTENT:**

The aim of this course is to introduce defense issues, to apprehend armies and armaments and to present the defense policies of the great powers, ie their defense strategies and their armies. After a general overview of these issues, there will be a focus on United States, Russia, China, Israel and France plus a general picture of major military theaters.

### **H5RI/14a: SOUTHERN SPATIAL DYNAMICS**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

### COURSE CONTENT:

This course will analyse the different Southern spatial dynamics (Africa and Latin America), i.e. those of the emerging and developing "worlds". Through multi-scalar and interdisciplinary case studies, we will explore the relationships they entertain with their respective spaces. In the context of the globalised process of urbanisation and pressures on the land, this course will approach the dynamics of African and South-American urban planning as well as those of their developing rural areas. Those areas are all in crisis, and those vulnerabilities are brought about by issues of demography, resources, arable lands as well as of local and global relationships. The conflicts and power rivalries bred by these vulnerabilities are related to endogenous and exogenous actors, to discourses and representations, to influences and to power. This course intends to apprehend the interactions stemming from a variety of contexts through the prism of interdisciplinary methodology, which interlaces scales, times, and actors.

Class 1 - Presentation of the workshop and introduction to the course

Class 2 - How to manage conflicts of lands and rural areas (Chad and Cameroon)?

Class 3 - Land appropriation and agrobusiness (Africa and Latin America)

Class 4 - Boko Haram, from myth to cross-border realities

Class 5 - Territorial and humanitarian management of refugees and internally displaced people (Africa and Haiti)

Class 6 - Urban planning and politics (Ouagadougou and the role of developing countries)

Class 7 - Images and models of "Southern" cities: from Nairobi (Kenya) to Lima (Peru)

Class 8 - Final exam and presentation of the workshop

## Psychology

**IMPORTANT: ALL OUR PSYCHOLOGY COURSES ARE TAUGHT IN FRENCH (UNLESS OTHERWISE STATED)**

### P1/1a: INTRODUCTION TO PSYCHOLOGY

Fall Semester

**Classes:** 40 hours

**ECTS credits:** 8

#### OBJECTIVE:

To give an introduction to the history of general psychology, social psychology, neuropsychology and abnormal psychology.

#### COURSE PROGRAM:

- What is psychology ?
- Different specialities: clinical, social etc
- Social Psychology
- General Psychology
- Abnormal Psychology
- Neuropsychology

#### BIBLIOGRAPHY:

Benedetto, P. (2004). *Introduction à la psychologie*.

Paris : Hachette, collection Hachette Supérieur.

Huteau, M. (2001). *Les figures de l'intelligence*. Paris : EAP.

Lemaigne, G., et Matalon, B. (1985). *Hommes supérieurs, hommes inférieurs : la controverse sur l'hérédité de l'intelligence*. Paris : Armand Colin

### P1/2a: GENERAL PSYCHOLOGY 1

Fall Semester

**Hours:** 36 hours

**ECTS Credits:** 6

#### OBJECTIVE:

The basic theories behind general psychology. How does the human psyche work?

#### COURSE PROGRAM:

- Perception
- Memory
- Learning
- Concentration
- Language
- Problem Solving

### P1/3a: BIOLOGY FOR PSYCHOLOGISTS

Fall Semester

**Classes:** 20 hours

**ECTS credits:** 4

#### OBJECTIVE:

To give an introduction to biology (cell, neuron), evolution and neuropsychology.

#### COURSE PROGRAM:

- cells
- mitosis and meiosis
- reproduction
- theory of evolution
- history of neuropsychology
- methodology in neuropsychology

#### BIBLIOGRAPHY:

JOLY & BOUJARD, *Manuel de biologie pour psychologues*, DUNOD

### P1/7a: INTRODUCTION TO ABNORMAL PSYCHOLOGY

Spring Semester

**Lectures:** 36 hours

**ECTS credits:** 6

#### OBJECTIVE:

To give an introduction to the history of abnormal psychology and to learn the vocabulary needed to describe psychotic and anxiety problems, dementia among others.

#### COURSE PROGRAM:

- A brief history of abnormal psychology
- How to analyse a psychological case
- Psychoses, anxiety, neurocognitive troubles
- Bipolar troubles, trauma

### P1/8a: INTRODUCTION TO SOCIAL PSYCHOLOGY

### Spring Semester

**Classes:** 36 hours

**ECTS credits:** 6

**OBJECTIVE:**

To give an introduction to different themes studied in social psychology. To teach students to analyse a situation according to psychological principles.

**COURSE PROGRAM:**

- Gregariousness and sociability
- Imitation and norms
- Conformity and obedience
- Changes of attitude
- Resistance and innovation
- Attraction and altruism
- Cause & effect
- Relationships and conflicts in a given group
- How impressions are formed
- Aggression

**BIBLIOGRAPHY:**

LEYENS & YZERBYT, *Psychologie sociale*

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**P1/9a: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY**

**Spring Semester**

**Classes:** 36 hours

**ECTS Credits:** 6

**OBJECTIVE:**

To introduce the different basic concepts and theories commonly used in developmental psychology and to help students understand the transformations which every human being undergoes during the first three years of life.

**COURSE PROGRAM:**

Human life from 0 – 3 years of age

- physical changes
- perception
- the affections and emotions
- recognition
- social context

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**P1/10a: PSYCHOLOGICAL METHODOLOGY**

**Spring Semester**

**Classes:** 12 hours

**ECTS credits:** 2

**OBJECTIVE:**

To give an introduction to the different research methods used in psychology. Basic research procedures & ethics.

**COURSE PROGRAM:**

- What is psychological research ?
- What is a hypothesis ? a theory ?
- Understanding variable factors
- Basic psychometry
- Research procedures and standards

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**P1/10b: EXPERIMENTAL METHOD**

**Spring Semester**

**Classes:** 36 hours

**ECTS credits:** 4

**OBJECTIVE:**

Acquire some fundamental concepts of experimental method. Introduction to the analysis of an experimental protocol.

**COURSE PROGRAM:**

- Introduction to the scientific approach and the research system.
- The notion of hypothesis, distinction between theoretical and operational hypothesis and their formulations.
- Introduction to the notion of variable (dependent, independent and parasitic).
- Measure in Psychology, notion of psychometry.
- Initiation to the analysis of an experimental protocol (main effect, interaction effect).

**BIBLIOGRAPHY:**

SOCKEEL, P. et ANCEAUX, F. (2002). La démarche expérimentale en psychologie. In Press eds.

LEYENS, J-P. (1986). Sommes-nous tous des psychologues ? Mardaga eds.

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**P2/13a: GENERAL PSYCHOLOGY 2**

**Fall Semester**

**Classes:** 36 hours

**ECTS credits:** 6

**COURSE PROGRAM:**

- Detailed examination of the concept of memory
- Introduction to chrono-psychology and its application to health, work and education

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**P2/14a: NEUROSCIENCE 1**

**Fall Semester**

**Classes:** 36 hours

**ECTS credits:** 6

**OBJECTIVE:**

The brain and the nervous system at different ages from the embryo to old age. A detailed study of the structure of the adult human brain and how it works.

**COURSE PROGRAM:**

- Neurophysiology: neurons, synaps
- Neurogenesis
- Phylogenesis – from cells to primates
- Ontogenesis – morphological aspects of the nervous system, cellular development, development of the brain
- Neuroanatomy
- Neurophysiologie

**BIBLIOGRAPHY:**

J-M ROBERT, *Le cerveau* (Flammarion)

J. POIRIER, *Le système nerveux* (Flammarion)

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**P2/15a: ETHICS IN PSYCHOLOGY**

**Fall Semester**

**Classes:** 12 hours

**ECTS credits:** 2

**OBJECTIVE:**

The students should be aware of the basic ethical principles governing a psychologist's work.



**COURSE PROGRAM:**

- Ethics : a definition
- Codes of practice in psychology
- The basic texts governing psychological practice
- The psychologist and the law
- Professional confidentiality

**P2/15b: EPISTEMOLOGY****Fall Semester****Classes:** 14 hours**ECTS credits:** 4**COURSE PROGRAM:**

- Brief history of philosophy of science
- Relationship between epistemology and psychology
- Basic principles of modern epistemology and their application

**P2/16a: CLINICAL METHODOLOGY FOR PSYCHOLOGISTS****Fall Semester****Classes:** 36 hours**ECTS credits:** 3**COURSE PROGRAM:**

- What is clinical methodology ?
- Epistemological value and limits of the clinical method
- Interview technique for adults & children
- Demand – need – desire
- Limits

**P2/16b: METHODOLOGY FOR SOCIAL AND OCCUPATIONAL PSYCHOLOGY****Fall Semester****Classes:** 36 hours**ECTS credits:** 3**COURSE PROGRAM:**

- Tools for research: interviews, questionnaires etc.
- Interpreting results

**P2/19a: ABNORMAL PSYCHOLOGY 2****Spring Semester****Classes:** 46 hours**ECTS credits:** 6**OBJECTIVE:**

French nosography and the contribution of psychoanalysis.

**COURSE PROGRAM:**

- Nevroses
- Psychoses
- Manic depression
- Freudian theories

**BIBLIOGRAPHY:**

BERGERET, *Psychologie pathologique* (Masson)  
 RAZOUET, *De Freud à Lacan* (De Boeck)

**P2/20a: SOCIAL AND OCCUPATIONAL PSYCHOLOGY 2****Spring Semester****Classes:** 46 hours**ECTS credits:** 6**OBJECTIVE:**

To examine psychosocial phenomena connected to the perception of other people.

**COURSE PROGRAM:**

- Group structure: definition, how groups form, leadership
- Social perception and epistemology of common sense: attributing causality, norms
- Cultural and cross-cultural psychology
- Introduction to occupational psychology

**P2/21a: DEVELOPMENTAL PSYCHOLOGY 2****Spring Semester****Classes:** 46 hours**ECTS credits:** 6**COURSE PROGRAM:**

- From childhood to old age
- The child & the adolescent
- The adult
- Problems of old age

These themes will be treated from a social, cultural, emotional and cognitive point of view.

**P2/22b: PSYCHOMETRY 1****Spring Semester****Classes:** 20 hours**ECTS credits:** 3**COURSE PROGRAM:**

- What is psychometry ?
- Criteria for a valid test
- The place of mental testing in psychological diagnosis
- Different types of testing : instrumental tests, development tests, level fixing etc.

**P3/25a: INTRODUCTION TO COGNITIVE AND BEHAVIOURAL THERAPIES****Fall Semester****Classes:** 12 hours**ECTS credits:** 3**COURSE PROGRAM:**

- The place of cognitive and behavioural therapies among the different psychotherapies
- Definition of those therapies and reference frame
- Evolution and historical points of reference
- Classical conditioning theory (Pavlov)
- Effective conditioning theory (Skinner)
- Social learning theory (Bandura)
- Cognitive theory (Beck)
- General pattern of cognitive and behavioural therapies evolutions
- Fonctionnal analysis
- Techniques of behavioural therapy (reinforcement Management and exposition techniques)
- Techniques of cognitive therapy (cognitive restructuration)
- Evolution and extension of cognitive and behavioural therapies (mature patterns, acceptance theory,

motivational approach, cognitive therapy with a group, mindfulness...)

#### BIBLIOGRAPHY:

- Cottraux J, (2011) *Les thérapies comportementales et cognitives*, Masson, Paris, 5ème édition
  - Ladouceur R, Fontaine O & Cottraux J, (2000) *Thérapie comportementale et cognitive*, Masson, Paris
  - Mirabel-Sarron C & Rivière B, (1993) *Précis de thérapie cognitive*, Dunod, Paris,
  - Mirabel-Sarron C & Véra L, (2011) *L'entretien en thérapie comportementale et cognitive*, Dunod, Paris, 3ème édition,
  - Samuel-Lajeunesse & coll, (2008) *Manuel de Thérapie Comportementale et Cognitive*, Dunod, Paris,
  - Blackburn IM & Cottraux J, (2008) *Thérapie cognitive de la dépression*, Masson, Paris,
- Recommended readings among books from S Freud, Mélanie Klein, Anna Freud, D Winnicott, F Dolto
- Roudinesco, E.(1986) *Histoire de la psychanalyse en France*, Ed Fayard

#### P3/25b: AWARENESS OF THE SYSTEMIC APPROACH

Fall Semester

**Classes:** 24 hours

**ECTS credits:** 3

#### COURSE PROGRAM:

- Introduction: Family and human sciences
- History of the family therapies movement: great schools of thought in the early 20<sup>th</sup> century, the family therapy in the United States (Gregory Bateson, Don Jackson and the Mental Research Institute, the clinicians Ackerman, Bloch and Steinglass), the evolution of the psychoanalysis movement, spreading in Europe
- Theoretical perspectives of family therapy: main ideas: L. Von Bertalanffy's General Theory of Systems, epistemology of cybernetics (Wiener), communication theories, Gestalt-theory and systems theory, system of thought (circular causality, complexity, interaction and articulation of the elements between one another)
- Clinical approaches: Palo Alto communicational approach, psychodynamics approaches (Stierlin, Richter, Boszomenyi-Nagy and the contextual approach), experiential and humanist approaches (experiential model; humanist model, Virginia Satir; family emotional systems: Murray Bowen; Jay Haley's strategic approach; structural approach: Minuchin; Italian schools: Selvini, Andolfi, Onnis; psychoanalytic family therapy; current perspectives: contructivist approach (Von Foerster, Maturana, Varela and Elkaïm), constructionism and social constructionism.

#### BIBLIOGRAPHY:

- BATESON G., *vers une écologie de l'esprit*. Le Seuil, 1977.
- BERTALANFFY L. von, *Théorie générale des systèmes*. Dunod. Paris, 1995.
- ELKAÏM M. (sous la direction de), *Panorama des thérapies familiales*. Le Seuil Paris, 1995.
- MIERMONT J.(sous la direction de), *Dictionnaire des thérapies familiales. Théories et pratiques*. Payot, 1987.
- MINUCHIN S., *Familles en thérapie*. Editions universitaires, Begeles, 1983.
- NEUBURGER R., *L'autre Demande. Psychanalyse et thérapie familiale systémique*. ESF, Paris 1984.
- SALEM G., *L'approche thérapeutique de la famille*. Masson. Paris 1996.

- WATZLAWICK P., HELMICK BEAVIN J., JACKSON D.D., *Une logique de la communication*. Le Seuil, 1972. Recommended readings among books from S Freud, Mélanie Klein, Anna Freud, D Winnicott, F Dolto
- Roudinesco, E.(1986) *Histoire de la psychanalyse en France*, Ed Fayard

#### P3/26a: SOCIAL PSYCHOLOGY OF COMPLEX SYSTEMS

Fall Semester

**Hours:** 36 hours

**ECTS credits:** 6

#### COURSE PROGRAM:

Introduction to the systemic and cybernetic approaches in the field of social psychology.

#### P3/27a: CLINICAL AND ABNORMAL PSYCHOLOGY APPLIED TO CHILDREN

Fall Semester

**Classes:** 36 hours

**ECTS credits:** 6

#### COURSE PROGRAM:

- Psychopathology in children
- Psychoanalytic theories on children
- Case Studies

#### BIBLIOGRAPHY:

D. MARCELLI, *Psychopathologie de l'enfant* (Masson)

#### P3/28a: ISSUES IN SOCIAL PSYCHOLOGY

Fall Semester

**Classes:** 36 hours

**ECTS credits:** 6

#### COURSE PROGRAM:

- Social attribution and daily explanations
- Social representation: theory and methodology

#### P3/29a: NEUROPSYCHOLOGY APPLIED TO ADULTS

Fall Semester

STUDENTS MUST HAVE ALREADY TAKEN AT LEAST ONE CLASS IN NEUROSCIENCE

**Classes:** 36 hours

**ECTS credits:** 6

#### OBJECTIVES:

This course aims to provide students with elements of the diagnosis and understanding of the major neuropsychological disorders in adults. We will begin with a historical perspective of clinical neurosciences before proceeding to an in-depth review of the major lobar disorders, through the anatomoclinical method. This study of the major lobar disorders will enable us to realise the wealth of neurological and neuropsychological semiology. This symptomatology will be exemplified by the study of prototypical clinical cases and an initiation to neuropsychological exams.

#### COURSE PROGRAM:

- History of Cognitive and Behavioural Neurosciences

- Neuropsychology of Lobar Disorders: Frontal Syndrome, Parietal Lobe Syndrome, Temporal Syndrome, Occipital Syndrome and Cerebellar Syndrome
- Neuropsychology of Basal Ganglia
- Neurological/Neuropsychological Semiology
- Major Prototypical Cases in Neuropsychology
- Initiation the Neuropsychological Exams

### **P3/30a: CLINICAL PSYCHOLOGY APPLIED TO TEENAGERS**

**Fall Semester**

**Classes:** 36 hours

**ECTS credits:** 6

#### **COURSE PROGRAM:**

- Main psychological aspects of teenager transition
- Psychopathology of violence, suicide, addiction
- Guilt and shame
- Running away and escape

#### **BIBLIOGRAPHY:**

D. MARCELLI, *Psychopathologie de l'enfant* (Masson)  
C. BLATIER, *La délinquance des mineurs* (PUG)

### **P3/31a: FURTHER ISSUES IN OCCUPATIONAL PSYCHOLOGY**

**Fall Semester**

**Classes:** 36 hours

**ECTS credits:** 6

#### **COURSE PROGRAM:**

Introduction to the work of psychologists in the workplace and the different theories of work.

### **P3/32a: COGNITIVE AND AFFECTIVE NEUROSCIENCES**

**Fall Semester**

STUDENTS MUST HAVE ALREADY TAKEN AT LEAST ONE CLASS IN NEUROSCIENCE

**Classes:** 36 hours

**ECTS credits:** 6

#### **COURSE PROGRAM:**

- Neuropsychology of spatial treatment
- Neuropsychology of the emotions

### **P3/33b: PSYCHOMETRY 2**

**Fall Semester**

**Classes:** 24

**ECTS credits:** 3

#### **COURSE PROGRAM:**

- How to create a questionnaire
- Assessment of test results, metrological quality (validity, fidelity, sensitivity, homogeneity)

### **P3/35a: PSYCHOBIOLOGY & HEALTH**

**Fall Semester**

**Classes:** 18 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

- Physical causes of aggressivity
- Psychosomatic illnesses
- Biological factors influencing our consciences
- Neurophysiology and sexuality
- Puberty, andropause and menopause
- Causes of sexual excitement
- Hormonal influences on sexual behaviour

#### **BIBLIOGRAPHY:**

B. GERMAIN & P. LANGIS, *La sexualité, approche biologique*, Laval, Editions Etudes Vivantes  
J-D VINCENT, *Biologie des passions* (Odile Jacob)

### **P3/35b: FAMILY PSYCHOLOGY**

**Fall Semester**

**Classes:** 18 hours

**ECTS credits:** 3

#### **COURSE PROGRAM:**

- the couple and the family
- psychoanalysing the family
- different stages in the life of a couple
- the family as a social system

### **P3/36a: COGNITIVE PSYCHOLOGY**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 6

#### **OBJECTIVE:**

Learning cognitive processes and their implications in the treatment of information (language, intelligence, emotions).

#### **COURSE PROGRAM:**

- Language acquisition and mechanisms, understanding language, use of lexical elements
- Intelligence – what is IQ ? Different approaches to intelligence (from Spearman to Guilford to Piaget's genetic approach or Sternberg's cognitive approach)
- Emotions : definitions and classifications. Various cognitive models from James to Beck
- The influence of anxiety on the treatment of information

### **P3/37a: NEUROCOGNITION**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To learn how the nervous system influences human behaviour and memory.

### **P3/37b: PSYCHOPHARMACOLOGY**

**Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

- Study of drugs
- Neurophysiology of treatment

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**P3/37c: TREATING NERVE-RELATED MOTOR PROBLEMS****Spring Semester****Classes:** 24 hours**ECTS credits:** 2**COURSE PROGRAM:**

- Visual system
- Motor system

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**P3/38a: PSYCHOLOGY OF EDUCATION & LEARNING****Spring Semester****Classes:** 24 hours**ECTS credits:** 6**COURSE PROGRAM:**

- What does it mean to understand ?
- What does it mean to learn ?
- Types of knowledge
- Acquiring knowledge
- Cognitive learning strategies
- Education & intelligence
- Learning difficulties

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**P3/38b: INTRODUCTION TO PSYCHOLOGY OF HEALTH****Spring Semester****Classes:** 24 hours**ECTS credits:** 6**COURSE PROGRAM:**

- Basic theories in the psychology of health
- Clinical models
- Determining factors in health and sickness
- The work of the clinical psychologist in the health sector

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**P3/38c: ISSUES IN PSYCHOLOGY TRAINING****Spring Semester****Classes:** 24 hours**ECTS credits:** 3**COURSE PROGRAM:**

- Social, economical and political context of the training in Western societies
- Lawful context of continuous training in France: historical and legal aspects
- Distinctions between education, teaching and training
- Needs in the training and analysis of those needs
- Distinction between the different actors and sectors in the training
- Educational process and its organization
- Evaluation of the training practises; for whom, what for and how?

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**MCC4I/1a: INTRODUCTION TO PSYCHOSOCIOLOGY****Fall Semester****Classes:** 18 hours**ECTS credits:** 3**OBJECTIVE:**

Introduce social psychology and the different theories related to social influence, persuasion and behavioural induction. Through practical exercises, students will be led to take hold of the applied potential of those theories.

**COURSE PROGRAM:**

- Introduction to social psychology
- Social influence: definition and main theories
- Persuasion and convincing communication

**BIBLIOGRAPHY:**

Delouvree, S. (2010). *Manuel visuel de psychologie sociale*. Paris: Dunod.

Joule, R.-V., & Beauvois, J.-L. (2014). *Petit traité de manipulation à l'usage des honnêtes gens*. Grenoble: Presses Universitaires de Grenoble.

Girandola, F., & Fointiat, V. (2016). *Attitudes et comportements: comprendre et changer*. Grenoble: Presses Universitaires de Grenoble.

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**P4PA/6a: PSYCHOLOGY OF PROJECTION****Fall Semester****Classes:** 46 hours**ECTS credits:** 6**OBJECTIVE:**

To understand the concept of 'projection' in a clinical context.

**COURSE PROGRAM:**

The course provides an approach to the concept of projection and how this applies to the analysis of so-called 'projective' techniques, specifically Rorschach's test. This course is essential for future clinical psychologists.

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**P4PA/7a: MEDICAL PSYCHOLOGY****Fall Semester****Classes:** 30 hours**ECTS credits:** 3**OBJECTIVE:**

Students will learn how to use their psychological skills in a hospital context.

**COURSE PROGRAM:**

- Infectious diseases (hepatitis, viral complaints etc.)
- Heart disease
- Cancer
- Working with the dying (the elderly and children suffering from a fatal disease)

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**P4PA/8a: PSYCHOLOGY OF THE ELDERLY & OF AGEING****Fall Semester****Classes:** 30 hours**ECTS credits:** 3**OBJECTIVE:**

Understanding the ageing process and its effect on human psychology.

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**P4PA/9a: PSYCHOLOGY OF SYSTEMS****Fall Semester**

**Classes:** 30 hours

**ECTS credits:** 3

**OBJECTIVE:**

Understand psychology as applied to systems.

**COURSE PROGRAM:**

- Theory and practice of psychology as applied to systems
- The family
- The company or business
- Case studies

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**P4N/5a: ADVANCED COGNITIVE  
NEUROSCIENCE**  
Fall Semester

**Classes:** 46 hours

**ECTS credits:** 6

**COURSE PROGRAM:**

- Neuropsychology of memory
- Neuropsychology of attention and executive functions
- Neuropsychology of language and numbers treatment
- Neuropsychology of instrumental functions
- Neurosciences of interhemispherical treatment and corpus callosum
- Neuropsychology of emotional treatment and social cognition

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**P4N/6a: NEUROANATOMY AND INITIATION  
TO NEUROIMAGING TECHNIQUES**  
Fall Semester

**Classes:** 38 hours

**ECTS credits:** 4

**COURSE PROGRAM:**

- Reminders in neurophysiology and example in pathology (Schizophrenia and developmental disorders, Di George/Autism/Xqfra)
- Reminders in neuroanatomy and cerebral vascular system
- Initiation to cerebral imaging techniques
- Initiation to electrophysiology techniques

---

**P4N/7a: NEUROPSYCHOLOGY APPLIED  
TO CHILDREN**  
Fall Semester

**Classes:** 30 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

- Some elements of the child's development
- Neurodevelopmental disorders: child psychiatric disorders, behaviour disorders etc...

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**P4N/8a: NEUROPSYCHOLOGY OF NORMAL  
AND PSYCHOLOGICAL AGING**  
Fall Semester

**Classes:** 22 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

- Normal cognitive aging
- From minor cognitive disorder to Alzheimer's disease
- Lobar dementia
- Dementia and cognitive disorders from vascular origin

- Parkinson's syndromes related to a dementia.

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**P4T/7A: OCCUPATIONAL IDENTITY**  
Fall Semester

**Classes:** 30 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

After reminding ourselves of the major theories in stereotyping, social identity, group and cross-cultural psychology, we will define the main models of professional identity.

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**P4T/5a: PSYCHOSOCIOLOGY OF  
ORGANISATIONS**  
Fall & Spring Semesters

**Classes:** 23 hours per semester

**ECTS credits:** 3 per semester

**COURSE PROGRAM:**

We shall adopt a historical approach to the different ways of thinking about work in companies or other structures, attempt to identify the issues faced by psychologists whose practice is mainly in the world of work. We shall look at how companies and administrative services are organised, and how work is perceived in different contexts. Covered themes include: rationality, the importance of the group, atmosphere at work, motivation, power, company sub-culture and professional identity.

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**P4PA/5a: ABNORMAL PSYCHOLOGY IN ADULTS**  
Fall & Spring Semesters

**Classes:** 23 hours per semester

**ECTS credits:** 3 per semester

**COURSE PROGRAM:**

- The fundamental structures of psychoses and perversion in a structural psychoanalytical approach
- Psychodynamic concepts
- Narcissism

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**P4PA/2a: CLINICAL PSYCHOLOGY OF GROUPS**  
Spring Semester

**Classes:** 46 hours

**ECTS credits:** 3

**OBJECTIVE:**

Identifying and understanding factors affecting group behaviour & identity.

**COURSE PROGRAM:**

- Group dynamics – Lewin's theories
- Assuming roles in groups
- Membership & leadership
- Influence in groups / conformism
- Communication in groups
- Constructing group identity
- Expectations

**P4PA/16a: CLINICAL PSYCHOLOGY: TRANSFER**  
**Spring Semester**

**Classes:** 50 hours

**ECTS credits:** 3

**OBJECTIVE:**

Using Freud's and Lacan's theories as a starting point, we shall look at the question of transfer. We intend to examine the issue of subjectivity in clinical practice which goes beyond the knowledge acquired in academic study.

**P4PA/7a: CLINICAL PSYCHOLOGY FOR CHILDREN & ADOLESCENTS**  
**Spring Semester**

**Classes:** 50 hours

**ECTS credits:** 3

**OBJECTIVE:**

Develop students' ability to treat juveniles.

**COURSE PROGRAM:**

- Reminder of the main ways of treating children & adolescents
- Narcissism
- Fixing limits

**P4T/2a: CLINICAL PSYCHOLOGY OF GROUPS**  
**Spring Semester**

**Classes:** 46 hours

**ECTS credits:** 3

**OBJECTIVE:**

Identifying and understanding factors affecting group behaviour & identity.

**COURSE PROGRAM:**

- Group dynamics – Lewin's theories
- Assuming roles in groups
- Membership & leadership
- Influence in groups / conformism
- Communication in groups
- Constructing group identity
- Expectations

**P4T/6a: WORK CONDITIONS ANALYSIS**  
**Spring Semester**

**Classes:** 50 hours

**ECTS credits:** 3

**OBJECTIVE:**

Acquire theoretical and practical skills in the basics of ergonomics in order to understand the nature of work and how to make it more congenial.

**COURSE PROGRAM:**

- What is ergonomics ?
- The psychology of work
- How to use ergonomics in the workplace

**P4N/5a: ABNORMAL AND NEUROPSYCHOLOGY IN ADULTS AND CHILDREN**  
**Spring Semester**

**Classes:** 38 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

Psychopathology and neurological pathologies:

- Psychopathological specificity of neurological pathologies (ex: Huntington)
- The role of the one who helps in neurological pathologies
- Simulation and approach to the way of answering
- Psychopathology of Parkinson's disease
- Psychopathology of multiple sclerosis disease
- Psychopathology of cerebrovascular accident and brain lesions
- Practice sharing: psychopathologies in children and nosography critics
- Ethics and neurogenetics

Psychopathology and neurosciences:

- What neurophysiology brings in clinical neurosciences
- Emotional brain and Psychopathology
- Neuropsychology of autistic syndromes
- Psychopathology and neuropsychology (schizophrenia, depression, addiction, bipolar disorders)
- Neuropsychology, psychopathology and post-traumatic stress disorder

Cognitive psychopathology and anxiety.

**P4N/6a: TECHNIQUES OF THE NEUROPSYCHOLOGICAL EXAM**  
**Spring Semester**

**Classes:** 55 hours

**ECTS credits:** 3

**COURSE PROGRAM:**

- Reminders in psychometry
- Neuropsychological exam for children
- Attention deficit hyperactivity disorder, high potential
- Psychopathological evaluation (Tourette syndrome, therapeutic evaluation, ...)
- Specific disorder in oral language (see also speech therapist)
- Neuropsychological exam for adults
- Tests with cognitive functions
- Ecological evaluations
- Social cognition evaluation

Course on the evolution of very elderly people.

## Russian

**IMPORTANT: ALL OUR RUSSIAN COURSES ARE TAUGHT THROUGH THE MEDIUM OF FRENCH**

**LEA1/4b: BEGINNERS RUSSIAN**  
**Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

To get a basic knowledge of Russian.

**COURSE PROGRAM:**

Theory, comprehension exercises, translation, etc.

**ASSESSMENT:**

A written exam (several exercises).

**LEA1/8b: BEGINNERS RUSSIAN 2****Spring Semester**

STUDENTS MUST HAVE ALREADY  
COMPLETED ONE SEMESTER OF RUSSIAN

**Classes:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

To get a basic knowledge of Russian.

**COURSE PROGRAM:**

Theory, comprehension exercises, translation, etc.

**LEA2/12b & 16b: INTERMEDIATE RUSSIAN  
(3 & 4)****Fall & Spring Semesters**

STUDENTS SHOULD HAVE STUDIED RUSSIAN  
FOR AT LEAST A YEAR

**Classes:** 24 hours

**ECTS credits:** 2 per semester

**OBJECTIVE:**

To get a global knowledge of spoken Russian grammar  
and learn up to 1200 words.

**COURSE PROGRAM:**

The St Petersburg École Polytechnique teaching method  
for Russian (level 2).

**LEA3/20b & 24b: INTERMEDIATE RUSSIAN  
(5 & 6)****Fall & Spring Semesters**

STUDENTS SHOULD HAVE STUDIED RUSSIAN FOR AT  
LEAST 2 YEARS

**Classes:** 24 hours

**ECTS credits:** 2 per semester

**COURSE PROGRAM:**

Translation from Russian to French, grammar,  
comprehension exercises, Russian culture and society.

**AIT4/1c: BEGINNERS RUSSIAN****Fall Semester**

This class is intended for graduate students or  
business majors

**Lectures:** 20 hours

**ECTS credits:** 2

**OBJECTIVE:**

By the end of this class, students should be able to  
introduce themselves in Russian, hold a basic  
conversation and read/write basic texts.

**COURSE PROGRAM:**

- Learning the Russian alphabet
- Russian phonetics and pronunciation
- Reading Russian
- Creating dialogues

- Translating easy Russian into French

**AIT4/5c: BEGINNERS RUSSIAN 2****Spring Semester**

This class is intended for graduate students or  
business majors

**Lectures:** 16 hours

**ECTS credits:** 1

**OBJECTIVE:**

Continuation of AIT4/1c

## Sociology & Anthropology

**ALL OUR SOCIOLOGY CLASSES ARE TAUGHT IN FRENCH**

**E3/3e: FRANCE AND THE WORLD****Fall Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

The main objectives of this course are to raise  
awareness of France's position in today's world  
through the study of the following approaches:

- History: A global view of the main historical events  
that have, until today, marked the evolution of  
France's situation in the world.

- Politics: France's geopolitical and geostrategic roles  
in its international relations (presence in international  
organizations, active diplomacy, driving force in the  
EU, global security).

- Economics: France's position in the world economy  
(characteristics of its trade, foreign investment, major  
socio-economic sectors, influence of large French  
companies).

- Cultural: French influence in various cultural domains  
(participation in religious organizations, the arts, the  
French language, the heritage industry, gastronomy,  
sport).

**ASSESSMENT:**

1st evaluation (mid-semester): Group project (2 or 3  
students) on one of the themes proposed at the  
beginning of the semester. This project will require the  
use of a Powerpoint and an oral presentation to be made  
in class.

2nd evaluation (end of the semester): Written exam  
including quiz and simple general course questions.

**P1/12a: SOCIOLOGY****Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

To provide an introduction to Sociology via some essential themes. To help the students analyse these issues.

**COURSE PROGRAM:**

- Modern society perceived in its historical context
- Max Weber's theories of modern western society & points of view adopted by current sociologists
- Norms & values, conformity, deviance and adaptation (Merton's & Durkheim's theories)
- What is social action ?
- The family – stability and change in the 20<sup>th</sup> century
- The school as a social institution

**P1/12c: ANTHROPOLOGY & ETHNOLOGY****Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

To understand the work of ethnologists and anthropologists and their interaction/collaboration with psychologists.

**COURSE PROGRAM:**

- The basic themes and classic authors in anthropology and ethnology (Mead, Bateson, Levy-Strauss, the structural functionalist school etc.)
- Application of anthropological principles to current issues in psychology
- Case studies : the global approach to education and health

**MCA2/18c: SOCIOLOGY OF CULTURE****Spring Semester**

**Classes:** 18 hours

**ECTS credits:** 2

**OBJECTIVE:**

To know how to use resources from social sciences to analyse what motivates acts of cultural consumption such as visiting a museum, going to the theatre or a concert, reading a book or watching a movie.

**COURSE PROGRAM:**

Sociology is the study of our cultural practices. This course will engage in this study through the following steps:

- Introduction: Definition and questions
- Three examples of sociological phenomena: obesity, homicides, first names of *baccalauréat* candidates.
- Part 1: Distinction and Reproduction (Pierre Bourdieu)
- Part 2: Actors of the cultural field
- Part 3: Contemporary eclecticism

**BIBLIOGRAPHY:**

Bibliography will be made accessible on a Drive platform following the first class.

**MCA2/13b: ETHNOGRAPHY OF CULTURAL PRACTICES****Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

**OBJECTIVE:**

Learning how to observe everyday life and practices with regard to art and creativity from a microsociological viewpoint

**COURSE PROGRAM:**

An introduction to anthropology and the ethnographical description of cultural and artistic practices.

**BIBLIOGRAPHY :**

- Mélanie Roustan, « L'envers et l'endroit de la pyramide du Louvre », *Ethnologie française* 2012/3 (Vol. 42), p. 541-552. <http://www.cairn.info/revue-ethnologie-francaise-2012-3-page-541.htm>
- Veron Eliseo, Levasseur Martine, *Ethnographie de l'exposition*, Paris, Editions BPI, 1989, p. 7-35 (Disponible sur Agora)
- Passeron Jean-Claude et Pedler Emmanuel, « Du musée aux tableaux », *Idées économiques et sociales*, 2009/1 N° 155, p. 12-18. <http://www.cairn.info/revue-idees-economiques-et-sociales-2009-1-page-12.htm>
- Buscatto Marie, « L'art et la manière : ethnographies du travail artistique », *Ethnologie française*, 2008/1 Vol. 38, p. 5-13. <http://www.cairn.info/revue-ethnologie-francaise-2008-1-page-5.htm>
- Dierking Lynn D., *Publics et musées. Rôle de l'interaction sociale dans l'expérience muséale*. In: *Publics et Musées*. N°5, 1994. pp. 19-43. [http://www.persee.fr/web/revues/home/prescript/article/pumus\\_1164-5385\\_1994\\_num\\_5\\_1\\_1035](http://www.persee.fr/web/revues/home/prescript/article/pumus_1164-5385_1994_num_5_1_1035)
- Le Marec Joëlle. *L'interactivité, rencontre entre visiteurs et concepteurs*. In: *Publics et Musées*. N°3, 1993. pp. 91-109. [http://www.persee.fr/web/revues/home/prescript/article/pumus\\_1164-5385\\_1993\\_num\\_3\\_1\\_1025](http://www.persee.fr/web/revues/home/prescript/article/pumus_1164-5385_1993_num_3_1_1025)

**MCC2/9a: SOCIOLOGY OF COMMUNICATION****Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

**OBJECTIVE:**

This course deals with the impact of communication and advertising. We shall first study the various forms of behaviour. Then we shall study the benefits of communication theories on the advertising discourse. We will also address the tools used to analyse those forms of social behaviour.

**COURSE PROGRAM:**

- The various theoretical approaches
- Decision making, behaviour and processes
- Psychology and semiology, the perfect couple.
- Lifestyles and social dynamics

**ASSESSMENT:**

One team oral presentation and one final written exam.

**BIBLIOGRAPHY:**

- Compulsory:  
*Don juan ou Pavlov*, Claude Bonnange et Chantal Thomas. Points.  
*Ainsi parle la publicité*, D Serre-Floersheim.  
*Francoscopie de l'année en cours*, Gérard Mermet, Larousse.
- Recommended:  
*Communication et publicité*, Michèle Jouve, Bréal.



*Publicité et société*, Bernard Cathelat, Petite Bibliothèque Payot.  
All these books are available at TEKNEl'Harmattan, rue des Carmes, 75005

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**MCA3/23a: SOCIOLOGY OF CULTURAL CONSUMERS****Fall Semester****Classes:** 24 hours**ECTS credits:** 2**OBJECTIVE:**

Get a clear – not solely intuitive- understanding of social groups and their real cultural practices

**COURSE PROGRAM:**

Sociology has conducted surveys on artists and cultural institutions. We will study the consumers of culture and the general question of cultural behaviors.

Introduction: defining the notion of public

Part 1: Why study publics / cultural consumers

Part 2: The quantitative approach

Part 3 : Practices by field

**BIBLIOGRAPHY:**

Jean-Pierre Esquenazi, *Sociologie des publics*, La Découverte, Coll.Repère.

Le reste sera donné lors du premier cours, ou disponible sur un Drive.

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**MCA4/2e: SOCIO-ANTHROPOLOGY OF ART****Fall Semester****Lectures:** 18 hours**ECTS credits:** 2**OBJECTIVE:**

Become familiar with the theoretical and methodological tools allowing the analysis of objects as well as cultural and artistic practices from a socio-anthropological perspective.

**COURSE PROGRAM:**

Students will be tasked with finding an area and an object they wish to investigate (be it a performance, an exhibition, a concert, a theater play -- we will approach this choice together). They will then have to go "on site" and observe, analyse, take notes on a "field notepad" to eventually produce a clever and educated description of what happens there, envisioning art as a collective action. Students' ethnographic experience will then successively be discussed, reinterpreted, orally presented during the last class, and physically handed into the teacher in the form of an investigative report.

**BIBLIOGRAPHY:**

1. Buscatto Marie, *L'art et la manière : ethnographies du travail artistique*, *Ethnologie française*, 2008/1 Vol. 38, p. 5-13. <http://www.cairn.info/revue-ethnologie-francaise-2008-1-page-5.htm>

2. Becker Art artisanat

3. Hein Fabien, « Faire l'ethnographie de l'expérience rock, pour ne pas aller plus vite que la musique ! », in *L'expérience musicale sous le regard des sciences sociales*, actes des Journées d'études des 13 et 14 octobre 2005. <http://centre-norbert-elias.ehess.fr/index.php?337>

4. Hennion Antoine, « Une sociologie des attachements » *D'une sociologie de la culture à une pragmatique de l'amateur*, *Sociétés*, 2004/3 no 85

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**MCC4I/1c: INTERACTION SOCIOLOGY****Fall Semester****Lectures:** 18 hours**ECTS credits:** 2**OBJECTIVE:**

Understand and acquire some elementary notions of interaction sociology studies.

Know the history of the subject, the great writers and the major concepts.

**COURSE PROGRAM:**

- Introduction to sociology

- Chicago School

- Symbolic interactionism

**BIBLIOGRAPHY:**

L'école de Chicago (*Que sais-je*)

Whyte, W.F., *Street Corner Society*, 1943.

Becker H., *Outsiders, étude de sociologie de la déviance*, 1963.

Strauss, A. *Miroirs et masques*, 1992 (1959).

Goffman, E., *La mise en scène de la vie quotidienne*, 1959.

*Stigmates, les usages sociaux du handicap*, 1963.

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**MCC4I/3b: INVESTIGATION TECHNIQUES IN SOCIAL SCIENCES****Fall Semester****Lectures:** 18 hours**ECTS credits:** 2**OBJECTIVE:**

Become familiar with the different steps and research methods in social sciences (quantitative and qualitative).

Prepare the students to investigate in the field.

**COURSE PROGRAM:**

In this class, students are prepared to conceive and create a "reality clarification device" (Van Campenhoudt, Marquet, Quivy, 2017), that is, a study method in social research.

Different methods are tackled in class (observation, interview, questionnaire, as well as photography) before students are required to go out on the field, after having chosen a topic to discuss, to take hold of the research process in a real situation. Every steps are talked about: from the investigation preparation to the analysis of the data obtained.

**ASSESSMENT:**

A report to hand in as a final exam.

**BIBLIOGRAPHY:**

Bizeul, D. « Le récit des conditions d'enquête : exploiter l'information en connaissance de cause », *Revue Française de Sociologie*, vol. 39, n° 4, 1998, p. 751-787

Bourdieu, P. (dir.). *La misère du monde*, Paris, Seuil, 1993

Le Guern, P. « Aimer l'eurovision, une faute de goût ? Une approche sociologique du fan club français de l'eurovision », *Réseaux*, vol. 141-142, no. 2, 2007, pp. 231-265

Van Campenhoudt, L., Marquet, J., Quivy, R. *Manuel de recherche en sciences sociales*, 5<sup>e</sup> éd., Paris, Broché, 2017

Weber, F. & Beaud, S. *Guide de l'enquête de terrain*, Paris, Broché, 2010

## **MCC4I/6c: SOCIOLOGY OF ORGANISATIONS**

### **Spring Semester**

**Lectures:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

- Become familiar with the main sociological theories of organisations: Max Weber, Robert Merton, Michel Crozier, James March, Herbert Simon, Anselm Strauss, Luc Boltanski, Laurent Thévenot, Bertrand Callon, Bruno Latour... Measure the inputs and limits of every theory.

- Use those intellectual tools to study concrete cases of organisations: factory, administration, hospital, high school, university...

- Prepare the students to be future executive, helping them to get to know their surroundings, analyse, manage and take care of changes in organization.

- Take a step back and change looks, put some words on experiences of life in organization.

#### **COURSE PROGRAM:**

##### **Theory:**

1. Max Weber's theory: "the ideal type of rational bureaucracy"

Max Weber, Ideal-type, rational action as a goal, world rationalization, bureaucratie...

2. Scientific organization of work: "maximize the way of working"

Frederick Taylor, Henri Ford, vertical/horizontal division of work, one best way, five dollar day, productivity salary, stoll, productivity gain, standardization, mass production/consumption, alienation...

3. Human resources school: "importance of the human factor"

Elton Mayo, Hawthorne effect, employees are emotional beings, their motivation is related to the interest they receive, life in group creates tensions, rules and influence games...

4. A functional theory: "Bureaucratic model critics"

Robert K. Merton. Bureaucratic personality, ritualism, bureaucratic dysfunction, concealed/evident function, self-maker anticipation...

5. Empirical investigations: "organization is fragmented, influenced"

Philip Selznick, Alvin Gouldner, Peter Blau. Organisational dysfunction, bypassing the rules, informal group, resistance to changes, flexibility of the agents.

6. Strategic analysis: "a collective game"

Michel Crozier, Erhard Friedberg. Power, strategy, uncertainty area, bureaucratic vicious circle, system of action, resistance to changes, collective learning...

7. Joint regulation theory: "actors make the rules"

Jean-Daniel Reynaud, autonomous rules, control rules, joint regulation, conflict, compromise...

Gilbert de Terssac.

8. Interactionist approach: "a negotiated order"

Anselm Strauss. Interaction, rules, values, negotiated order, recommended/real work...

9. Sociology of a company: "a place of identity production"

Renaud Sainsaulieu, workshop microculture, identity, employee set back / involved / related to a group / willing to negotiate / moving...

Claude Dubar.

10. Cognitive approach: "how do individuals make decisions"

James March, Herbert Simon. Limited rationality, satisfying solution, planned/not planned decision, cognitive means, organizational learning...

11. Conventions economy: "how do individuals build agreements"

Luc Boltanski, Laurent Thévenot. Logic of action, justification principles, inspired / domestic / civic / industrial / mercantile / opinion cities...

12. Translation sociology: "innovation supposes that the actors get along with one another"

Bertrand Callon, Bruno Latour. Creating a problematic, controversy, translation, spokesperson, enrolment, actors networking...

#### **On the ground:**

Several "grounds" will be proposed (factory, administration, hospital, high school, university), involving various actors (workers, executives, high school students, students, doctors).

- To enable students to test theories: what do they bring, a certain perspective, an analysis table, some tools to act? What phenomenon are brought to light or left aside?

- Improve the exchanges between students since they'll do presentations and work in groups.

#### **ASSESSMENT:**

Two three-hour written exams (one during the middle and the other at the end of the seminar): knowledge questions, a topic to write about or a study case.

Some works realized by the students during the seminar may be graded as a bonus.

#### **BIBLIOGRAPHY:**

BOLTANSKI Luc, CHIAPELLO Eve, *Le nouvel esprit du capitalisme*, Gallimard, 1999.

BOLTANSKI Luc, THEVENOT Laurent, *De la justification. Les économies de la grandeur*. Gallimard, 1991.

CALLON Michel, « *Éléments pour une sociologie de la traduction. La domestication des coquilles Saint-Jacques dans la Baie de Saint-Brieuc* », *L'Année sociologique*, n°36, 1986.

CROZIER Michel, FRIEDBERG Erhard, *L'acteur et le système*, Seuil, 1977.

D'IRIBARNE Philippe, *La logique de l'honneur*, Seuil, 1993.

FRIEDBERG Erhard, *Le pouvoir et la règle*, Seuil, 1993.

MARCH James, SIMON Herbert, *Les organisations*, Dunod, 1993.

REYNAUD Jean-Daniel, *Les règles du jeu. L'action collective et la régulation sociale*, Armand Colin, 1997.

SAINSAULIEU Renaud, *Sociologie de l'organisation et de l'entreprise*, Presses de la Fondation nationale des sciences politiques, 1987.

STRAUSS Anselm, *La trame de la négociation*, L'Harmattan, 1991.

## **MCA5/2c: SOCIOLOGY OF CULTURE**

### **Fall Semester**

**Lectures:** 12 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

To consider the sociology of art as a research method.

**COURSE PROGRAM:**

- Cultural sociology and its issues.
- Current artistic practices.

**MCA5/5c: SOCIOLOGY OF CONTEMPORARY  
CULTURAL PRACTICES**
**Spring Semester****Lectures:** 24 hours**ECTS credits:** 2**OBJECTIVE:**

To consider the sociology of art as a research method.

**COURSE PROGRAM:**

- Cultural sociology and its issues.
- Current artistic practices

# Spanish

**IMPORTANT: ALL OUR SPANISH COURSES ARE  
TAUGHT VIA THE MEDIUM OF FRENCH (UNLESS  
OTHERWISE STATED)**

**LCE1/3c & 7c: INTERMEDIATE SPANISH**
**Fall and Spring Semesters**

STUDENTS MUST HAVE STUDIED AT LEAST 2  
YEARS OF SPANISH

It is possible to join this class in January.

**Classes:** 24 hours**ECTS credits:** 2 per semester**COURSE PROGRAM:**

- Translating contemporary literary texts from Spanish into French (authors: Sender, Ayala, J. Cela Santos Delibes, Laforet, Fuentes, De Unamuno, Baroja, Garcia Lorca, Marias Marse)
- Grammar: indicative present, the past tense, the future tense, conditional, indirect speech, imperative, subjunctive, "ser" and "estar", pronouns, prepositions
- Introduction to Spanish history: geographic and cultural diversity, self-governing communities, Catalonia, Euskadi and Galicia.

**ASSESSMENT:**

Translation from Spanish into French, grammatical questions on the text and questions on Spanish history.

**LEA1/4a & LEA1/8a: BEGINNERS SPANISH 1 & 2**
**Fall & Spring Semesters****Classes:** 24 hours**ECTS credits:** 2 per semester**COURSE PROGRAM:**

Students will study verb tenses, identity, greetings, location, tastes.

**BIBLIOGRAPHY:**

- « Para Empezar » Livre de l'étudiant et livre d'exercices niveau A ( Edelsa )

**LEA1/1f and 5g: SPANISH GRAMMAR**
**Fall and Spring Semester****Lectures:** 12 hours**ECTS credits:** 2 per semester**OBJECTIVE:**

A complete and definitive acquisition of Spanish syntax and conjugation.

**COURSE PROGRAM:**

- Verbs and conjugation
- Nouns and adjectives
- Adverbs
- Articles
- Prepositions

**PERSONAL WORK:**

Not less than half an hour a day.

**ASSESSMENT:**

Written exercises concerning grammar, tenses...

**BIBLIOGRAPHY:**

*Grammaire espagnole contemporaine* - Desvigne  
*Español avanzado* - Colegio España  
*Gramática comunicativa del español* - Edelsa  
*Ejercicios gramaticales* - SGEL  
 Pierre Gerboin et Christine Leroy, *Grammaire d'usage de l'espagnol contemporain*  
 Beatriz Job, *Grammaire de l'espagnol*

**LEA1/1g & 5h: TRANSLATION FROM  
FRENCH INTO SPANISH**
**Fall and Spring Semesters****Classes:** 12 hours**ECTS credits:** 1 per semester**OBJECTIVE:**

To translate non-specialist texts, like press articles, etc.

**ASSESSMENT:**

A 1½ hours test: to translate a text (about 20 lines).

**LEA1/1h et 5i: TRANSLATION FROM  
SPANISH INTO FRENCH**
**Fall and Spring Semester****Lectures:** 12 hours**ECTS credits:** 1 per semester**OBJECTIVE:**

To learn how to translate into correct French a text written in Spanish and remain close to the author's style.

**COURSE PROGRAM:**

Translation of press articles, novels preface (Vocabulaire, Espace Latino, El Pais).

**PERSONAL WORK:**

- Preparation of the following lesson and translation of a part of the text studied
- To review the translations done in class
- To read press documents in order to improve understanding of the written language.
- Learn times, indicative/subjunctive, grammar rules in Spanish and in French.

**ASSESSMENT:**

A 1½ hours test: to translate a text.

**BIBLIOGRAPHY:**

Dictionary Maria Moliner

*Fort en version espagnole – Méthode et lecture – Bréal*

**LEA1/1i & 5j: SPANISH WRITTEN EXPRESSION****Fall and Spring Semester**

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**COURSE PROGRAM:**

Working on files composed of extracts from Spanish or Latin-American novels and press articles. The aim is to develop understanding of written texts and written expression.

**PERSONAL WORK:**

Reading Spanish newspapers (*El País Semanal, Cambio 16, Actualidad Económica, Cinco días*) and magazines, revising of the lessons.

**ASSESSMENT:**

A 1 hour test : comprehension questions, vocabulary and reformulation exercises, personal expression.

**BIBLIOGRAPHY:**

A bilingual dictionary and an unilingual dictionary such as : *Diccionario de Uso del Español*, María Moliner.

**LEA1/1j & 5k: SPANISH ORAL EXPRESSION****Fall and Spring Semester**

**Lectures:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

Understanding, listening and speaking practice.

**COURSE PROGRAM:**

Exercises of oral comprehension through listening to audio and audiovisual documents about meetings, every day life conversations, reports...

**PERSONAL WORK :**

To read the Spanish press, listen to the radio, watch films in Original Version, read Spanish novels.

**ASSESSMENT:**

Oral presentation of a subject in the Spanish and Latin culture. Students will be graded on their fluency, their pronunciation and their spontaneity in their explanations and the absence of notes.

**BIBLIOGRAPHY:**

- *Grammaire active de l'espagnol* Enrique Pastor et Gisèle Prost (édition LM)

- *La grammaire espagnole a través de los ejercicios* José Alvaro (Edition Spratbrow)

- *Uso de la gramática española. Nivel Intermedio* Francisca Castro (Edition Edelsa)

- **Press : *El mundo, el país, cambio 16, vocablo***

**LEA2/12a & 16a: INTERMEDIATE SPANISH 1 & 2****Fall & Spring Semesters**

STUDENTS MUST HAVE STUDIED AT LEAST ONE YEAR OF SPANISH

**Lectures :** 24 hours      **ECTS credits:** 2 per semester

**COURSE PROGRAM:**

-Speaking Spanish (phonetics and pronunciation)

-Spanish grammar

-Basic Spanish composition

-Understanding Spanish culture and Civilisation

**LEA2/9e & 13e: SPANISH GRAMMAR & TRANSLATION****Fall and spring Semesters**

**Classes:** 18 hours      **ECTS credits:** 2 per semester

**OBJECTIVE:**

To revise knowledge of Spanish grammar and apply it.

**COURSE PROGRAM:**

Estilo indirecto, Preposiciones, Los relativos, La voz pasiva, recursos para evitarla, Las perífrasis verbales, El estilo indirecto, La concordancia de los tiempos, Las expresiones idiomáticas, Las subordinadas : finales, temporales, concesivas, consecutivas, condicionales, La traducción de c'est qui/c'est que.

**ASSESSMENT:**

Grammatical translation from French to Spanish, exercises with blanks to fill, tense exercises and multiple-choice questionnaires.

**BIBLIOGRAPHY:**

-Concha Moreno. Temas de Gramática con ejercicios. Nivel Superior. Sgel. S.A

-Francisca Castro Viúdez, Pilar Díaz Vallesteros. Aprende Gramática y vocabulario ele, SGEL ; S.A

- Francisca Castro. Uso de la gramática española. Nivel Avanzado. Grupo edelsa

-J. Fernández ; R.Fente. J.Siles. Curso intensivo de español. Nivel avanzado. Sgel, S.A

**LEA2/9f & 13f: TRANSLATION FROM SPANISH INTO FRENCH****Fall and spring Semesters**

**Classes:** 12 hours      **ECTS credits:** 2 per semester

**OBJECTIVE:**

To train students to translate documents and press articles about current socio-economic issues in Spanish-speaking countries.

**BIBLIOGRAPHY:**

*Spanish dictionary & French/Spanish dictionary*

**LEA2/9g and 13g: WRITTEN EXPRESSION IN SPANISH****Fall and Spring Semesters**

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

To express oneself in writing, to understand written documents.

**PERSONAL WORK:**

Reading Spanish newspapers and socio-economic magazines regularly.

**ASSESSMENT:**

Questions concerning students' general and specific comprehension, their comprehension of written documents, personal expression.

**BIBLIOGRAPHY:**

Spanish magazines (Vocablo, El País Semanal, La Vanguardia, etc.)

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**LEA2/9h & 13h: ORAL EXPRESSION IN SPANISH**

**Fall and Spring Semesters**

THIS COURSE IS TAUGHT IN SPANISH

**Classes:** 12 hours      **ECTS credits:** 1 per semester

**OBJECTIVE:**

To improve students' abilities to understand and to express themselves in economic and commercial Spanish. To give students more vocabulary.

**COURSE PROGRAM:**

To listen to soundtracks (audio and video tapes, extracts from radio or TV), to take part in oral presentations, role plays.

**PERSONAL WORK:**

- to listen to Spanish radio and TV, to read books, Spanish newspapers in order to improve your linguistic and cultural abilities but also to give you more vocabulary.  
- as soon as possible to go to Spain to use the language.

**ASSESSMENT:**

A 1-hour oral comprehension written exam.

**BIBLIOGRAPHY:**

Radio: RNE (Radio Nacional de España), Onda Cero  
Television : TVE (Televisión Española), Galavisión  
Press : El País, Cambio 16, El Mundo, etc...

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**LEA3/17f: ECONOMIC AND BUSINESS SPANISH**

**Fall Semester**

**CLASSES:** 18 hours      **ECTS credits:** 2

**OBJECTIVE:**

To master written and oral Spanish applied to business and trade

**COURSE PROGRAM:**

- Written expression: Understanding and synthesizing documents, training in business correspondence  
- Oral expression: Comprehension exercises, summarising extracts from TV programs, training in phone conversations, oral expression and public speaking. During the Semester, 3 case studies will be looked at.  
- Placing students in concrete situations they are likely to experience in their professional lives (tourism,

international trade, transport and logistics, hotel management etc.).

Students will carry out a concrete project, with the teacher's support.

- Through role play, students will recreate situations from professional daily life in the tourism or business sectors (phone conversations, oral presentations, presenting a product, a company, job interview, etc.)

- Written expression: Students will carry out a concrete project. You will also study and write professional documents: business letters, reservations, memoranda, fax, e-mails, administrative forms, tourist brochures, minutes, etc.

**PERSONAL WORK:**

- Carrying out a project  
- Seizing all opportunities to talk to Spanishspeaking people, listening to Spanish radio stations, reading the Spanish press

**ASSESSMENT:**

- Oral expression: presentation of project  
- Written and oral tests : several exercises including specialized vocabulary, comprehension, expression, to analyse documents, letters, etc.

**BIBLIOGRAPHY:**

CHAPRON-GERBOIN - *L'espagnol économique et commercial* - Presses Pocket

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**LEA3/17g: SPANISH LIAISON INTERPRETING**

**Fall Semester**

**Classes:** 12 hours      **ECTS credits:** 1

**COURSE PROGRAM:**

Learning to interpret spontaneously in both directions in a business context. Acting as an intermediary in negotiations and other professional situations between two people with no common language.

**ASSESSMENT:**

Oral exam in pairs.

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**LEA3/17h: SPANISH ORAL TRANSLATION**

**Fall Semester**

**CLASSES:** 12 hours      **ECTS credits:** 1

**OBJECTIVE:**

Prepare students to translate business and economic documents instantly.

**COURSE PROGRAM:**

Translating professional documents (tourism, banking, services...) on sight from French into Spanish and vice versa. Students will study vocabulary related to specific themes and make specialized glossaries. The translations prepared at home will be corrected in class.

**PERSONAL WORK:**

Regular training at home, regular learning of vocabulary and syntactical forms. Reading the Spanish newspapers and Spanish websites related to the themes seen in class.

**BIBLIOGRAPHY:**

Unilingual dictionaries :

- *diccionario de la Real Academia*
- *Maria Moliner*, Editions Gredos (2 volumes) Bilingual dictionaries
- *dictionnaire espagnol-français et françaisespagnol*, Denis-Maraval-Pompidou, Hachette.
- *Gran diccionario español /françaisfrançais/ español*, editions Larousse.
- French dictionary : Le Nouveau Petit Robert.
- Specialised dictionaries :
- *Dictionnaire économique, commercial et financier*, Chapron-Gerboin, Langue pour Tous, Pocket.
- *Vocabulaire de l'espagnol commercial*, Jimenez, Pocket.
- *Vocabulaire espagnol : économie, politique, société*, M. Lazcano, Nathan (Fac), tests et autocontrôles.
- *Le français commercial*, M. Danilo, Presses Pocket.

#### ASSESSMENT:

Oral translation of an unknown text (15 minutes).

#### LEA3/17i et 21j: WRITTEN EXPRESSION IN SPANISH

Fall and Spring Semesters

**Classes:** 12 hours      **ECTS credits:** 1 per semester

#### OBJECTIVE:

To help students master the written language and improve comprehension.

#### COURSE PROGRAM:

- Studying press articles about current issues
- Creating a vocabulary data base
- Reformulating information : summaries, replying to articles, letters etc.
- Arguing a point, participating in a written debate

#### ASSESSMENT:

It will be a mixture of comprehension and expression exercises: writing or rewriting from a written document, essays, correspondence, vocabulary exercises...

#### LEA3/17j et 21j: ORAL EXPRESSION IN SPANISH

Fall and Spring Semesters

**Classes:** 12 hours      **ECTS credits:** 1 per semester

#### OBJECTIVE:

Improving students' understanding of audio texts and their oral expression.

#### COURSE PROGRAM:

Listening to soundtracks; presentations, role plays, debates. Exercises for pronunciation, accent and intonation.

#### ASSESSMENT:

The final grade will be the average of two or three tests.

#### LEA3/20a & 24a: INTERMEDIATE SPANISH 3 & 4

Fall and Spring Semesters

STUDENTS MUST HAVE STUDIED AT LEAST TWO YEARS OF SPANISH.

**Lectures:** 24 hours      **ECTS credits:** 2 per semester

#### COURSE PROGRAM:

Written and oral modern standard Spanish. Students will be reaching the stage where they can communicate in all everyday situations and read the press and some elementary literature. Some elements of Spanish culture & civilisation will be included.

#### LEA3/21f: BUSINESS TRANSLATION FROM FRENCH INTO SPANISH

Spring Semester

**Classes:** 12 hours

**ECTS credits:** 1

#### COURSE PROGRAM:

- Translating texts relating to economics and business. You will translate authentic documents (manuals, advertisements, insurance policies, order forms, legal texts, restaurant menus, official reports, etc.)
- On your own or in group, you will have to prepare translations and search for the vocabulary specific to all the subjects studied in class (tourism, transport, insurance, banking, etc.).

#### ASSESSMENT:

Translating a professional document.

#### LEA3/21g: BUSINESS TRANSLATION FROM SPANISH INTO FRENCH

Spring Semester

**Classes:** 12 hours

**ECTS credits:** 1

#### OBJECTIVE:

To prepare students to specialized translation related to business and economics.

#### COURSE PROGRAM:

Translating texts relating to economics and business. You will translate authentic documents (manuals, advertisements, insurance policies, order forms, legal texts, restaurant menus, official reports, etc.) and documents of business correspondence (Curriculum Vitae, job advertising). Use of the Internet, Microsoft Word, Power Point.

#### PERSONAL WORK:

On your own or in group, you will have to prepare translations and search for the vocabulary specific to all the subjects studied in class (tourism, transport, insurance, banking, etc.). Reading the French equivalence of the documents is encouraged. Students are also encouraged to visit the websites related to the lessons selected by the professor.

#### ASSESSMENT:

Translating a professional document.

#### BIBLIOGRAPHY:

- Unilingual dictionaries :
- *diccionario de la Real Academia*
- *Maria Moliner*, Editions Gredos (2 volumes) Bilingual dictionaries
- *dictionnaire espagnol-français et françaisespagnol*, Denis-Maraval-Pompidou, Hachette.

- *Gran diccionario español /français/francés/español*, editions Larousse.
- French dictionary : Le Nouveau Petit Robert.
- Specialised dictionaries :
- *Dictionnaire économique, commercial et financier*, Chapron-Gerboin, Langue pour Tous, Pocket.
- *Vocabulaire de l'espagnol commercial*, Jimenez, Pocket.
- *La correspondance commerciale en espagnol*, Jimenez-Juarrero, Pocket.
- *Les mots clés du commerce international*, M.D. MOUNET, P. VALLEJOS-MUNOZ, éditions Breal (collection Lexipro)
- *Vocabulaire espagnol : économie, politique, société*, M. Lazcano, Nathan (Fac), tests et autocontrôles.
- *Le français commercial*, M. Danilo, Presses Pocket.

### LEA3/21h: SPANISH CONSECUTIVE INTERPRETING

Spring Semester

**Classes:** 12 hours

**ECTS credits:** 1

#### COURSE PROGRAM:

Learning to translate orally and spontaneously speeches and presentations in the other language. We shall especially concentrate on the need to be concise and summarise the content as we translate.

#### ASSESSMENT:

Students will be expected to translate orally without preparation a 5 minute oral presentation.

### AIT4/1d: BUSINESS SPANISH

Fall Semester

**Classes:** 40 hours

**ECTS credits:** 2

#### COURSE PROGRAM:

Understand, study and translate into Spanish authentic business documents on several topics:

- Legal documents
- Technical documents
- Economic and financial documents

### AIT4/1e: WRITTEN SPANISH COMMUNICATION

Fall Semester

**Classes:** 20 hours

**ECTS credits:** 1

#### OBJECTIVE:

- To be able to make critical summaries of a Spanish academic book on one of the topics taught to students in Modern Languages with Business or another subject in connection with company management in general.
- To be capable of making presentations (with PowerPoint slide sequences) of the handbook in order to make other students want to read it

#### COURSE PROGRAM:

Vocabulary relating to commerce, foreign trade, international business law, European economic exchanges.

#### PERSONAL WORK (in pairs):

- Making a computerized 10-page critical summary of a book
- Making a presentation, illustrated with PowerPoint

#### BIBLIOGRAPHY:

- J. ECHEVERRIA – *Internet como herramienta de marketing y comercio exterior*
- E. de la RICA PEREZ – *Marketing en Internet y ebusiness*
- G. BAELL DIEGO – *La exportación está en sus manos*
- E. PAZ LLCE2/RAS – *Como exportar, importar y hacer negocios a través de Internet*
- C. ESPLUGUES MOTA – *Legislación básica del comercio internacional*
- C. DIAZ PARDO, M. SEGARRA MATEU – *Las agrupaciones de interés económico – Guía para las empresas*
- R. Muños de BUSTILLO, R. BONETE – *Introducción a la Unión Europea – Una análisis desde la economía*

### AIT4/1f: SPANISH ECONOMIC CULTURE

Fall Semester

THIS COURSE IS TAUGHT IN SPANISH

**Lectures:** 15 hours

**ECTS credits:** 2

#### COURSE PROGRAM:

Political, social and economic aspects of Latin-American societies nowadays. You will study their common points and differences (ideology, revolutions, the role of the USA, currency, economic activities, etc.)

#### PERSONAL WORK:

Making a presentation on one of the great figures of Spanish-American contemporary history (for instance, Fidel Castro, Omar Torrijos, etc.) and giving in a paper on that figure.

#### ASSESSMENT:

The grade of the oral presentation:

- An oral presentation on a question concerning the course (15 min. to prepare, 15 min. to present your work).
- An oral presentation at the end of the semester.

#### BIBLIOGRAPHY:

- P. RIDAO – *l'Amérique latine de 1945 à nos jours* – Masson, 1992
- L'Etat du monde 2002*– La découverte, 2001
- J.M. LEMOGODEUC – *L'Amérique hispanique au XXème siècle, Identités, Cultures et Sociétés* – PUF, 1997
- A. ROUQUE – *Introduction à l'extrême occident* – Nathan, 1995
- J. COVO – *Introduction aux civilisations latinoaméricaines* – ed. de l'Atelier, 1998
- The Spanish-American press on the Internet

### AIT4/5d: BUSINESS SPANISH 2

Spring Semester

**Classes:** 32 hours

**ECTS credits:** 2

#### OBJECTIVE:

For students to understand documents from the world of business in Spanish  
For students to be able to summarise documents in

Spanish using formal language.  
For students to be able to translate business correspondence into Spanish.  
For students to be able to express themselves spontaneously and fluently in modern idiomatic Spanish on professional issues.

#### **COURSE PROGRAM:**

- \* Studying written and oral documents from the business world in Spanish.
- \* Oral presentations in class on business issues.
- \* Translating business correspondence.

#### **AIT4/5e: SPANISH ORAL COMMUNICATION**

##### **Spring semester**

**Classes:** 24 hours

**ECTS credits:** 1

#### **OBJECTIVE:**

To improve students' oral expression skills (vocabulary, phonetics and grammatical constructions)

#### **COURSE PROGRAM:**

- Advertising: strategies to attract the customer, analysing and creating adverts
- The business world: How to create a company in a Spanish-speaking country, professional interviews
- Contemporary world: the latest conflicts in politics and economics

#### **PERSONAL WORK:**

Reading Spanish newspapers and magazines regularly, creating an advert.

#### **ASSESSMENT:**

Making a 20-minute oral presentation of an analysis of an advert of your choice.

#### **AIT4/5f: SPANISH ECONOMIC CULTURE**

##### **Spring Semester**

THIS COURSE IS TAUGHT IN SPANISH

**Lectures:** 12 hours

**ECTS credits:** 1

#### **COURSE PROGRAM:**

Continuation of AIT4/1f.

#### **AIT5/2c: BUSINESS SPANISH**

##### **Fall Semester**

**Classes:** 35 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

To communicate, negotiate, translate and debate in clear, grammatically accurate Spanish.

#### **COURSE PROGRAM:**

Spanish for use in the fields of Marketing, Business negotiations and lobbying.  
Presenting products, companies or brands orally.

## **Tourism**

**IMPORTANT: ALL OUR TOURISM COURSES ARE TAUGHT IN FRENCH (UNLESS OTHERWISE STATED)**

#### **LEA2/14e: TOURISM AND NEGOCIATION**

##### **Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

The student should be able to discuss the tourism potential of every country in Europe, analyse the changes in the market, understand the professional press for the tourism sector and know where tourists of different nationalities prefer to go at each season of the year.

#### **COURSE PROGRAM:**

The potential for tourism in Europe  
The place of Europe in world tourism  
The different geographical zones and their relevance to tourism  
Monitoring a rapidly changing market

#### **BIBLIOGRAPHY:**

*Tourisme en Europe* / A.MESPLIER ED.BREAL  
*Le Tourisme dans le Monde* / A.COLIN Philippe Duhamel  
*Le Quotidien du Tourisme*  
*L'Echo du Tourisme*

#### **LEA3/22b: INTERNATIONAL TOURISM**

##### **Spring Semester**

**Lectures:** 18 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

At the end of the course the student should have a good general knowledge of international tourism (actors, practices, clients, impacts...). He/she should be able to analyse and comment on documents about world tourism (know the authors and what they represent).

#### **COURSE PROGRAM:**

The main aspects of international tourism:  
- a definition of the main concepts;  
- a history of world tourism and the diffusion of tourist practices;  
- the tourists  
- the actors of tourism;  
- the economic, sociologic and environmental impacts of tourism;  
- the world tourist flows: origins and destinations;  
- the new trends in the sector: sustainable tourism, and socially responsible tourism;  
- some regional aspects: tourism in Europe, Asia and America.

#### **ASSESSMENT:**

One written exam and one final written exam.

#### **BIBLIOGRAPHY:**

Vellas François, *Le tourisme mondial*, Economica  
Philippe Duhamel, Isabelle Sacareau, *Le tourisme dans le Monde*, Colin



Boyer Marc, *Le tourisme de l'an 2000*, Presse universitaire de Lyon

#### **INTERNET WEBSITES:**

Tourism department website: [www.tourisme.gouv.fr](http://www.tourisme.gouv.fr)  
World Tourism Organization website:  
[www.worldtourism.org](http://www.worldtourism.org)

### **MCA3/27a: MUSEOLOGY IN QUESTION**

#### **Spring Semester**

**Classes:** 24 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

Understand how museology as a science of conservation has evolved. Know the techniques available to introduce moving images into the museum context. The "white cube" has progressively become an unquestionable though disputed norm of organization in artistic spaces. Yet the esthetic of the "black box" challenges the traditional configuration of museums and galleries to better showcase performance arts (theatre or film). The established debate between the black box and white cube formats invites us to think about how moving images are received by the spectator-visitor.

#### **COURSE PROGRAM:**

To answer these complex questions we will divide the course into three main parts:

- Introductory historical approach (brief history of museology)
- Case studies of exhibitions where moving images are central
- Reflection on the object of museology. Is it the object itself (museification of objects)? Or is it rather the spectator as an object central to the museological device?

The course will provide some background knowledge necessary to analyze the object with the museum context and understand the formal, material and technical aspects of an exhibition.

Students will be invited to visit exhibitions in the Lille area (Palais des Beaux-Arts, LAM, Gare St Suaveur, Le Fresnoy...) with the professor.

#### **BIBLIOGRAPHY:**

- Raymond Bellour, *La Querelle des dispositifs*. Cinéma – Installations, expositions, Paris, P.O.L., 2012.
- Philippe Dubois, *La question vidéo*. Entre cinéma et art contemporain, Crisnée, Yellow Now, 2011.
- François Mairesse et André Desvallées (dir.), *Vers une redéfinition du musée*, Paris, L'Harmattan, 2007.
- André Malraux, *Le Musée imaginaire*, Paris, Gallimard, 1965 (1947).
- Brian O'Doherty, *White Cube*, L'espace de la galerie et son idéologie, Zurich/Paris, JRP Ringier/La maison Rouge, 2008 (1970).

### **AIT4T/2a: DIGITAL STRATEGIES FOR TOURISM**

#### **Fall Semester**

**Lectures:** 24 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

Understand the evolutions of digital technology, consumption practices and their impacts in Tourism. Understand the different purposes to reach via digital marketing in the context of tourism.

Know the main current levers of digital marketing.

Know the main market actors and tools.

Grasp the current and future tendencies of digital technology.

Know the main professions and missions in digital marketing applied to tourism.

Understand how to measure the impacts following the digital actions that had been set up.

#### **COURSE PROGRAM:**

- Create and manage a multichannel customer relation
- Produce a suitable marketing content strategy
- Apply a relevant SEO Strategy
- The fundamentals of a successful inbound marketing strategy
- Develop an effective social media strategy

### **AIT4T/2c: HUMAN RESOURCES MANAGEMENT IN THE HOSPITALITY SECTOR**

#### **Fall Semester**

**Lectures:** 30 hours

**ECTS credits:** 3

#### **OBJECTIVE:**

At the end of the course, students should be able to understand how the world of hotels and restaurants functions and also the types of management practices which are common. Knowledge will also be acquired about customer relations, well-known brands and variations.

#### **COURSE PROGRAM:**

Types of hotel commonly found in France:

- The best-known hotel chains
  - Different types of hotel
  - Loosely-connected networks of traditional hotels
  - Strictly centralised chains
  - Comparative study from the customer's point of view between traditional hotels and chains
  - Case study: the ACCOR group
- Definitions: what is a hotel, what is a restaurant?
- Revealing factors and statistics
- What are the customers looking for ?
  - How does the hotel respond to these desires ?
  - Different types of customer
- The work: who does what?

Accommodation

Food

Services

Yield Management: How does it work?

Personnel

Management strategies

Forms of behaviour

Training

Work contracts.

Seasonal work

Short-term contracts

Working hours

Permanent contracts

Training and qualifications

Trade unions

Competence and skills

Staff/management agreements

Apprenticeships

Conflict resolution.

The role of the trade unions

Causes of conflict

On strike ??

Avoiding problems

**AIT4T/2d: CHANGES IN TOURIST BEHAVIOUR****Fall Semester****Lectures:** 16 hours**ECTS credits:** 2**OBJECTIVE:**

By the end of the class students should be able to analyse tourist phenomena from a geographical and an economic perspective.

**COURSE PROGRAM:**

- Tourist activity across the globe
- Central and Eastern Europe
- The USA and Canada
- Scandinavia
- Different types of tourist behaviours

**AIT4T/3a: GEOGRAPHY OF INTERNATIONAL TOURISM****Fall Semester****Lectures:** 25 hours**ECTS credits:** 2**COURSE PROGRAM:****1) International Tourism : some basic facts**

- 1) A definition
- 2) The growth of international tourism

**2. International Tourism : where ?**

- 1) Sending countries
- 2) Receiving countries
- 3) Place of international tourism in business
- 4) Tourism & the environment

**3. International tourism : current tendencies**

- 1) New forms of tourism
- 2) The role of advertising

**4. Tourism & Geopolitics**

- 1) Tourism, a barometer of current affairs
- 2) Public policy & tourism

**AIT4T/3b: TRAVEL AGENCY MANAGEMENT****Fall Semester****Lectures:** 24 hours**ECTS credits:** 2**Prerequisite:**

A reasonable knowledge of world geography helps!

**OBJECTIVE:**

Understand how a travel agency works from a economic and financial perspective. The personnel and their specialities. Acquiring technical knowledge of the products advertised and sold in a travel agency.

**COURSE PROGRAM:**

How travel agencies work.  
Creating attractive products for tourists.  
Marketing for travel agencies.  
Comparative study of the main travel agency chains  
Tour operators and their strategies.  
Specialist agencies.

**AIT4T/4a: SUSTAINABLE DEVELOPMENT IN TOURISM****Fall Semester****Lectures:** 18 hours**ECTS credits:** 2**COURSE PROGRAM:**

Study of French labels in the field of eco-tourism Main actors History of eco-tourism and behavior of European tourists.

**AIT4T/6a: TRANSPORT & LOGISTICS FOR TOURISM****Spring Semester****Lectures:** 20 hours**ECTS credits:** 2**OBJECTIVE:**

At the end of this course students should be able to understand the role of transport and logistics in the tourism industry – the different possibilities, how they work and how to organise and pay for them.

**COURSE PROGRAM:**

-General Introduction  
-AIR TRANSPORT  
Rules and regulations  
The different airlines  
Commercialisation and logistics  
-RAIL TRANSPORT  
In France  
The network  
The SNCF and its partner companies  
Horizon 2012  
Logistics and competition  
The worldwide rail network  
-SEA TRANSPORT  
General Introduction  
Rules and regulations  
Passenger transport  
( companies , ships ...)  
Commercialisation and logistics  
-RIVER TRANSPORT  
General introduction  
Passenger transport  
-OVERLAND TRANSPORT  
Rules and regulations  
The different possibilities  
Road networks  
Tourism by bus or coach  
Careers in logistics for tourism  
TRANSPORT ,LOGISTICS ,ECOLOGY AND TOURISM

**AIT4T/6c: SALES TECHNIQUES FOR TOURISM****Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

**Lectures:** 12 hours**ECTS credits:** 1**OBJECTIVE:**

AT THE END OF THE COURSE STUDENTS WILL BE ABLE TO :

- make contact with a potential customer
- present themselves and their company
- discover rapidly the potential customer's areas of interest
- present the best possible products in response to the customer's interests
- reply to customer objections
- make a sale

**COURSE PROGRAM:**

I – Different types of sales

1 – Face to face

A – over the counter

B – unsolicited offers

C – trade fairs

2 – Direct marketing

A – telephone sales

B – internet sales

C – elechat and other methods

**II – Communication strategy and sales**

1 – interpersonal communication

2 – perception of other people

3 – group dynamics

4 – verbal and non-verbal communication

5 – analysing a transaction

6 – P.N.L.

**III – Selling**

1 – Principles of negotiation

2 – Different stages in the sales process

3 – Discovering customer needs

4 – know your products

5 – presenting an argument

6 – overcoming objections

7 – concluding a sale

**H4(P)/2b INTANGIBLE CULTURAL HERITAGE****Fall Semester****Classes:** 24**ECTS:** 3**Objective:**

This class has three aims:

- Acquiring the historical knowledge necessary to understanding this concept
- Knowing how to organise information about intangible cultural heritage in order to communicate it to the general public
- Learning how to adapt to the many and varied forms intangible cultural heritage may take

**COURSE PROGRAM:**

This class will explore the concept of "intangible cultural heritage" as defined by UNESCO. We shall examine the different forms this heritage takes and the explore the social, cultural and economic issues at stake in preserving them and making them known.

This class will take a thematic approach and alternate theory and case studies.

1 – What is "intangible cultural heritage"?

- The birth of the concept of heritage in the 18th and 19<sup>th</sup> centuries
- The concept of regional heritage in France in the 19th and 20th centuries
- UNESCO and intangible cultural heritage

2 – Social and geographical understandings of intangible cultural heritage

- Tradition and folklore
- Cultural diversity
- Minority cultures and the right to exist

3 – Transmission of intangible cultural heritage

- Teaching and learning
- Recording

4 – Public presentation of intangible cultural heritage

- Digital archives

- Museums and mediation
- Tourism

5 – Ethical and legal implications

- Intangible cultural heritage and politics
- Legal aspects

6 – Two cultural excursions

**H4(P)/4e MUSEUMS FROM THE ORIGINS TO THE 21<sup>ST</sup> CENTURY****Fall semester****Classes:** 12 hours**ECTS:** 2**Objective:**

Via a knowledge of the history of museums, this class seeks to enable students to evaluate the techniques used by museums today, particularly with the introduction of digital media.

**Course program :**

Using a large number of historical examples from the beginning of the 19th century to the present day, a attempt will be made to put today's museums into their historical context and to see how museums have evolved through the last two centuries.

Bearing in mind the report from the French Ministry of Culture in 2017, this class will study today's problems in the context of history.

**Bibliography :**

- Rapport de la mission Musée XXI<sup>e</sup> siècle <http://www.culture.gouv.fr/Nous-connaître/Missions-et-consultations-publiques/Musees-du-21e/Rapport-de-la-mission-Musees-du-XXIe-siecle>
- BAUDRILLARD Jean, L'Effet Beaubourg. Implosion et dissuasion, Paris, Ed. Galilée, 1977, 50p.
- BARRENECHE Raul A., Nouveaux musées, Paris, Phaidon, 2005, 206p.
- CHAUMIER Serge, MAIRESSE Françoise, La médiation culturelle, Paris, Armand Colin, 2017, 287p.
- CHAUMIER Serge, Traité d'expologie, Paris, La documentation française, 2017, 112p.
- GEORGEL Chantal, La jeunesse des musées, Paris, RMN, 1994, 405p.
- PUTMAN James, Le Musée à l'œuvre, le musée comme médium dans l'art contemporain, Londres, Ed. Thames and Hudson, 2002, 208p.

**AIT5T/1a: DESTINATIONS FOR BUSINESS AND LUXURY TOURISM****Fall Semester****Lectures:** 12 hours**ECTS credits:** 1**COURSE PROGRAM:**

DISCOVERING LUXURY TOURISM

The Market

Who does what?

Connections with other luxury products

Examples of new niche markets

Know how to suggest a destination, identify customer demand and draw up an appropriate plan

DISCOVERING BUSINESS TOURISM

The Market

Different kinds of business tourism

The difficulties

A few statistics  
Emerging markets  
How to recognise what is required and make an appropriate suggestion  
How to deal with groups of between 2 and 10000 customers at a time !

#### **AIT5T/1b: TOURISM PROJECT- CASE STUDY**

**Fall Semester**

**Lectures:** 45 hours **ECTS credits:** 3

##### **OBJECTIVE:**

- Understanding the different stage in project management in tourism
- Anticipating problems
- Establish and knowing when to modify a timeline
- Understanding what your boss wants and knowing how to adapt

#### **AIT5T/1c: GEOGRAPHY: TOURIST AREAS**

**Fall Semester**

**Lectures:** 18 hours **ECTS credits:** 1

##### **OBJECTIVE:**

At the end of the class, the student should be able to understand the importance of international tourism in the world economy and take into consideration all its various activities. Students will also understand the different components of the tourism industry and the different sources of supply and demand, as well as the fluctuations of the market.

##### **COURSE PROGRAM:**

International tourism and how it works  
Growth and development of international tourism  
Sending and receiving countries  
International tourism in the world economy today  
Current market developments

##### **BIBLIOGRAPHY:**

*le tourisme dans le monde*, a.mesplier, ed.breal  
*le tourisme dans le monde*, p.duhamel, ed colin  
*le quotidien du tourisme*  
*l'echo touristique*

#### **AIT5T/1d: SUSTAINABLE TOURISM**

**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 15 hours **ECTS credits:** 1

##### **COURSE PROGRAM:**

Understanding the economic and human issues at stake for sustainable development in international tourism.  
Identifying the priority zones in the world wherein sustainable tourism is essential.  
General info about agenda 21.  
Sustainable tourism labels in France and in Europe.  
Sustainable tourism policies implemented by tourism companies and authorities.  
Marketing applied to sustainable tourism.  
Ethics in the tourism industry.  
Agenda 21 in practice in the tourism industry.

Airlines and the carbon footprint.

#### **AIT5T/3a: YIELD MANAGEMENT (FOR TOURISM)**

**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 20 hours

**ECTS credits:** 2

##### **OBJECTIVE:**

- Understanding hotel management, especially the work of the receptionist and reservations
- Understanding the concepts of minimum occupation rate and pricing policy
- Using common sense and logic
- Working accurately and meticulously

##### **COURSE PROGRAM:**

- History of Yield Management
- The 9 pillars of Yield Management
- Key concepts for Yield Management
- Analysing the competition
- Obtaining reliable data
- Analysing the time frame
- Pricing for hotels
- Forecasting for hotels
- Travel costs
- Retailing for hotels

##### **BIBLIOGRAPHY:**

Bolton L.E., Warlop L. et Alba J, 2003, "Consumer Perceptions of Price (Un)Fairness", Journal of Consumer Research, vol. 29, n. 4, p. 474-492  
Barth J E., 2002, *Yield Management: Opportunities for Private Club Managers*, International Journal of Contemporary Hospitality Management, 14, 3,136-141.  
Bradley. A et Ingold. A, 1993, *An Investigation of Yield Management in Birmingham hotels*, International Journal of Contemporary Hospitality Management, 5, 2, 13-16.  
Capiez A., 2003, *Yield Management : Optimisation du Revenu dans les Services*, Hermes Science Publications.  
Campbell M.C., 1999 a, "Why Did You Do That? The Important Role of Inferred Motive in Perceptions of Price Fairness", Journal of Product and Brand Management, vol. 8, n. 2, p. 145-152  
Campbell, M.C., 1999 b, "Perceptions of Price Unfairness: Antecedents and Consequences"

#### **AIT5T/5a: BUSINESS TOURISM**

**Fall Semester**

**Lectures:** 30 hours

**ECTS credits:** 2

##### **OBJECTIVE:**

- To analyse and summarise the main sectors in business tourism
- Become familiar with the way hotels are run, rental of rooms and managing of business events
- To understand the needs in accommodation and event management for business tourism
- Know how to use specialised vocabulary and make oneself understand when talking about this sector

##### **COURSE PROGRAM:**

- Introduction
- What is business tourism ? Who does what?

- Economic issues
- Existing structures
- Yield management
- Responding to customer needs
- Organising a large event
- Managing a conference centre like Lille Grand Palais

#### **BIBLIOGRAPHY:**

- Jean-José Arroyo et Emmanuel Fusiller, *Les congrès, conventions et salons*, Rapport du Conseil national du tourisme, 2000
- Bernard Irion, *Les salons internationaux en France : un atout économique indiscutable à mieux valoriser*, Rapport de la CCIP du 13 avril 2000
- Bernard Plaisait, *L'accueil des touristes dans les grands centres de transit. L'accueil une fierté française ?*, Rapport au Premier ministre, 2004
- KPMG pour France Congrès, *Étude du positionnement concurrentiel de la France sur le marché européen des congrès*, novembre 2005
- Jean-Paul Charié, *Foires, salons, congrès : pour que la France rime avec croissance*, Rapport d'information de la commission des affaires économiques - Assemblée nationale, février 2006
- ANAé-Bedouk, *Le marché des agences de communication événementielles en France*, Étude ANAé Bedouk Meetings & Events Media, Paris février 2006
- Bernard Plaisait, *Le Tourisme d'Affaires : un atout majeur pour l'économie*, Avis du Conseil économique et social - République Française
- Maurice Dupuy, *Le tourisme d'affaires : comprendre, organiser et réussir*, Editions Technip
- Jean-Luc Margot-Duclot, *L'industrie des rencontres et des événements professionnels en Île-de-France*, Rapport pour le conseil régional d'Île-de-France, Juillet 2006
- Jean-Pierre Marcon, *Le tourisme associatif en milieu rural, source de développement local et de cohésion sociale*, Avis et rapport au Conseil économique et social - 2006

#### **AIT5T/5b: STRATEGIES AND POLICIES FOR TOURISM**

**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

**Lectures:** 20 hours

**ECTS credits:** 2

#### **OBJECTIVE:**

Define a tourism strategic plan and a forecasting starting from a qualitative and quantitative observation allowing you to define a marketing problem.

#### **COURSE PROGRAM:**

- The spatial and behavioural analysis: tools dedicated to tourism development
- A first step towards the comprehension of touristic needs by observing.
- Market knowledge and analysis (part 1)
- Study of the procedure for setting up a business
- Market knowledge and analysis (part 2)
- Strategic management and touristic products offer (part 1)
- Politics and strategy concept
- Strategy and strategic choices
- Strategic management and touristic products offer (part 2)
- The sustainable tourism aspect
- Work on the procedure, gathering of the market

study outcomes

- Forecasting and diagnoses
- Enforcement of tourism strategies by studying destinations

#### **ASSESSMENT:**

You will have to develop two projects and there will be a final written exam.

#### **BIBLIOGRAPHY:**

- Marketing Du Tourisme - 2ème Édition ,Tocquer, Gérard,Gaetan Morin - mai 2000
- Le Plan Marketing Du Tourisme Par La Pratique, Dupont, Louis Editions L'harmattan - 11/10/2005
- Naomi KLEIN « no logo », quotidien du tourisme, « stratégies et techniques touristiques », p. RICHARD

#### **Internet Resources:**

Revue- espaces.com ; www.tourisme.gouv.fr

#### **AIT5T/5d: THE LUXURY ENVIRONMENT**

**Fall Semester**

**Lectures:** 20 hours

**ECTS credits:** 2

#### **COURSE PROGRAM:**

- UNDERSTANDING LUXURY
  - Definition
  - Luxury culture
  - How the rich live
- THE CUSTOMERS
  - Types of customers for luxury products
  - Their needs and requirements
- LUXURY INDUSTRIES
  - Brand names
  - Marketing
  - Strategies
  - Methodology
  - Luxury and the internet
- THE FUTURE OF LUXURY
- CASE STUDIES
  - Meeting with luxury customers and businesses



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