



FACULTÉ DES
LETTRES
& SCIENCES
HUMAINES

Arts and Humanities Faculty Course Catalogue 2023/2024



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Art, Architecture, Music & Cinema

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

MCA1/1b: HISTORY OF CLASSICAL CINEMA

Fall Semester

Lectures: 24 hours

ECTS credits: 3

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, 7ème 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: 19th CENTURY ART HISTORY

Fall Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

Review the movements, trends, and artists that marked 19th century art history.

COURSE PROGRAM:

Studying the great artistic movements of the French 19th 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 XIXe siècle*, Paris, éditions Somogy, 1989.

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

MCA1/2b: CONTEMPORARY ART

Fall Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

To elaborate and answer a relevant problematic around the question of "the body" in arts.

To know how to analyze a contemporary work, whatever its nature.

The know-how: to know how to produce an almost finished work based on a given subject which has a certain technical quality to its execution.

To know how to present your researches orally with technology: PowerPoint, videos, illustrations, etc.

COURSE PROGRAM:

This class offers a methodological, practical and theoretical approach to problematics concerning the notion of "the body" in 20th century visual arts, and more specifically in contemporary art. After having provided students with some methodological tools of the plastic arts field (analytical methods and workshops methods), these problematics will revolve around the theme of the body in a recent historical context, through the analysis of different works produced by means of expressions: painting, photography, sculpture, videos, installation, performance. Students will also have to develop a practical thinking around this subject by producing a free work of realization that will be carried on throughout the whole year.

BIBLIOGRAPHY :

- Anne Cauquelin, *L'art contemporain*, Paris, PUF, Que sais-je ?, 2009
- 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

MCA1/2a: FILM ANALYSIS**Fall Semester****Lectures:** 24 hours**ECTS credits:** 3**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

MCA1/2a: WRITING A SCENARIO**Fall Semester****Lectures:** 24 hours**ECTS credits:** 3**OBJECTIVE:**

To know how to tell a story in a visual and cinematographical perspective.

COURSE PROGRAM:

Knowledge of the steps when writing a scenario and writing a scenario in groups.

MCA1/2b: ANALYSIS OF CONTEMPORARY MUSIC**Fall Semester****Lectures:** 24 hours**ECTS credits:** 3**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

MCA1/3c: HISTORY OF MODERN & CONTEMPORARY DANCE**Fall Semester****Lectures:** 24 hours**ECTS credits:** 3**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 20th 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

, 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:** 3

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.

**H1/8c: HISTORY OF MODERN AND
CONTEMPORARY ART
Spring Semester**

Classes: 24 hours

ECTS credits: 3

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 19th 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.

**MCA1/6a: 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 Païni, *Le cinéma, un art moderne*, Cahiers du Cinéma, 1997.

**MCA1/6b: 20th CENTURY ART HISTORY
Spring Semester**

CLASSES: 24 hours

ECTS credits: 3

OBJECTIVE:

Be acquainted with the movements, trends, and artists representative of 20th 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 28th 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 apparatuses 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 5th century BC., in the city of Athens, Greece, under Dyonysos.

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

LM1/6b: REFLECTIONS UPON THE ARTS

Spring Semester

Classes: 18 hours

ECTS credits: 3

OBJECTIVE:

To understand the spiritual and historical evolution of Western arts.

To understand the main mechanisms and issues of Western artistic thinking.

Introduce students to the interpretation of artistic works.

COURSE PROGRAM:

The peculiarity of Western art is that, contrary to other cultures, it is a movement of emancipation (of the artist, of criticism and of the discipline that aestheticism is). With each artistic production, a step forward is taken, never to go backwards again. Except when things from the past are used to better invent and leap towards the future. It is the very nature of the principles of renewal, of any renewal. Yet, this emancipation cannot be reduced to a process internal to art itself. The autonomy of art is a rather late conquest, before, art had to free itself from many obstacles, notably religious, theoretical or social obstacles. In this class, we will try to trace this history of emancipation in its different dimensions between art and cult, between the craftsman and the artist, between art and science, etc.

BIBLIOGRAPHY :

Écrits sur l'art, Ernst Cassirer, Paris : Le Cerf.

Les enfants de Saturne, R. et M. Wittkower, Paris : Macula.

Homo Aestheticus, Luc Ferry, Paris : Livre de Poche.

Naissance de l'art romantique, Pierre Wat, Paris :

Flammarion.

L'invention de la vie Bohème, Luc Ferry, Paris : Cercle d'Art

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 18th 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

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

MCA2/12b: HISTORY OF ARTISTIC PERFORMANCE**Fall Semester****Lectures:** 24 hours**ECTS credits:** 3**OBJECTIVE:**

To know the great moments of the history of contemporary artistic performance and its most representative works.
 To know how to identify and analyze problematics and mechanisms in today's performances.
 To learn to design a performance (specific workshop methodology).
 To know how to write an explicative note (poetical analysis of your work).

COURSE PROGRAM:

After a first historical approach to performance as a new artistic form at the crossroads of 20th century arts, this class will focus its analysis on performances specifically created in the field of nowadays contemporary art. From the body art to participative arts without forgetting short-lived arts staging the life, this class will draft a panorama of the most emblematic problematics put forward by this singular art. Rising many issues concerning mediation and the preservation of works, it will be necessary to identify and define in the most specific way possible the different issues inherent to these practices in the context of new ethical concerns. Throughout the semester, each student will be encouraged to practice this art by presenting the draft of a performance accompanied by an explicative note both theoretic and poetic.

BIBLIOGRAPHY :

Nicolas Bourriaud, Esthétique relationnelle, Dijon, Les presses du réel, 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

MCA2/11c: 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*.

MCA2/12c: WRITING DOCUMENTARIES

Fall Semester

Lectures: 30 hours**ECTS credits:** 4**OBJECTIVE:**

The goal of this class is to deepen the concepts of social psychology (groups, norms, self, identity and social identity, culture and interculturality) and to study the psychology of work through examples of interentions linked with the studied psychosocial concepts.

COURSE PROGRAM:

Social representations // Introduction to the psychology of work // The group // Identity // Culture

BIBLIOGRAPHY :

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

MCA2/16b: 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
- DELAVAUX 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 Guérolée, *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

MCA2/16a: 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.

et fiction De Boeck 2001
- Serge Tisseron, *L'Intimité surexposée*, Ramsay, 2001

MCA2/13b: CULTURAL MEDIATION THEORY

Fall Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

Some of the cultural or artistic fields are considered as difficult to understand (contemporary plastic arts, contemporary dance, contemporary formal music, performative theater, etc.) and demanding, hence, in order to try to reach out to a larger public, the need to develop cultural mediation. The first goal of this class is to try and understand the reasons explaining the gap existing between these artistic or cultural forms and un large part of the public: why are art and "higher culture" not immediately understood not appreciated by everyone? The second goal of this class is to understand why it would be for the best for art and "higher culture" to be ideally accessible to everyone. This class is then about knowing why cultural mediation is necessary and why it should be for the best and finally what is the ultimate goal of cultural mediation.

COURSE PROGRAM:

Introduction // Definition // Situating the study field // History of cultural mediation // The difficult access to culture // The purpose of cultural mediation

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

Spring Semester

Classes: 24 hours

ECTS Credits: 3

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*

MCA2/17b: THE CONTEMPORARY STAGE SET

Spring Semester

Classes: 36 hours

ECTS Credits: 3

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: 24 hours

ECTS credits: 3

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)

**LM2/17c: 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.

**LM2/13d: WALTER BENJAMIN (1892-1940): ART
AND LITERATURE**

Spring Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

A major figure in German thought in the first half of the 20th century, Walter Benjamin is considered to be an important actor in aesthetic and literary modernity. Theorist of literature, very good connoisseur of France and its writers (Proust, Gide etc), this man, endowed with an insatiable curiosity, has inscribed in the heart of his thought the foreboding of the catastrophe to come: "What for some means progress, means for other disasters". Influenced by Marxism, this thinker who was associated with the Frankfurt School systematically solicited writers and poets (Goethe, Baudelaire, Kafka...) and the arts of his time, especially photography. He was interested in new disciplines (cinema) and used new media (radio) with passion. This lecture will make a notable place to his theory of art: on the one hand, his questioning on the status - devalued - of the work of art at the time of its «technical reproducibility»; on the other hand, in the context of the rise of fascism during the thirties, his proposal to oppose to «the aestheticisation of politics» carried by Mussolini and Hitler a «politicisation of art» inspired by Marxism. This course will also offer a systematic journey

in his work, from his early texts to his «testament» marked by the imprint of messianism: Theses on the philosophy of history.

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.

MCA3/21c: ANIMATED FILMS

Fall semester

CLASSES: 24 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: 3

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.
Baqé, Dominique, *Photographie plasticienne, l'extrême contemporain*, Paris, éditions du regard, 2004.

MCA3/22b: CULTURAL HISTORY OF REPRESENTATION

Fall semester

CLASSES: 18 hours

ECTS credits: 3

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.

LCE3/19b: AMERICAN CINEMA

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 3

OBJECTIVE:

The aim of this course is to propose a chronological study of the American cinema. It will be associated with a specific method of analysis, which will enable the students to understand a short sequence of film, in detail.

CONTENT:

The course relies on an in-depth analysis of the main American cinematographic movements and is illustrated with short extracts from representative films, from the silent era to more recent movies.

The basic genres are also addressed: Comedy, Gangster films, Epic, Horror movies, Musicals, Road Movies, Science Fiction and the Western.

Finally, the question of adaptation will be introduced with an example.

At the end of the course, the students will master the technical vocabulary and will have a knowledge of the history of American cinema. They will also know how to analyse a short sequence. They will also be able to identify several types of analyses (psychoanalytical, feminist, gender, historical, etc.).

A short bibliography will be given at the beginning of the semester.

LM3/17d: FROM CRIME NOVELS TO FILMS NOIRS

Fall Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

From the study of the *Films Noirs* cycle and of the neo-black cinema, this class will deepen the historical, aesthetical and theoretical panorama of cinema by focusing on the relations the latter have with literature, and specifically, with the crime literature.

COURSE PROGRAM:

Beginning of the 40's, a cycle of crime movies with a very dark atmosphere and aesthetic arrives on the screens...

These "films noirs", as the French criticism was rapidly going to call them, will be extremely popular until the beginning of the 60's. Yet, it is actually through a study of literature that we may trace and trace the study of this peculiar cinema. Dashiell Hammett,

Raymond Chandler, and more largely authors of the "hard-boiled" literature will figure among the first sources of influence of these "films noirs". This class wants not only to identify the issues of black movies and novels, but also to put into perspective the history of cinema and literature by focusing largely on the crime genre.

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 Grynszpan, *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: 12 hours **ECTS credits:** 2

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.
- Heinich, 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/>

LM3/21c: ADVENTURES IN LITERATURE AND CINEMA

Spring Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

From the study of adventure novels and movies, this class will deepen the historical, aesthetic and theoretical panorama of cinema by focusing on the relations the latter have with literature.

COURSE PROGRAM:

From theoretical and philosophical texts, this class will try to draft a definition of adventure novels, of its main issues and of its evolution in history. This study, that will be based on the analysis of many novels and/or short stories from Homer to J.R.R Tolkien, without forgetting Dumas, Conrad or Stevenson, will be put in perspective with different studies of the notion of adventure in cinema in westerns, blockbusters, documentaries, road movies and action movies.

MCA4/1a: NEW APPROACHES TO ART

Fall Semester

Lectures: 18 hours

ECTS credits: 3

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)

MCA4/1c: WORLD MUSIC

Fall semester

CLASSES: 18 hours

ECTS credits: 3

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: 3

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: 18 hours

ECTS credits: 3

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.

MCA4/3a: FILM ANALYSIS

Fall Semester

Lectures: 18 hours ECTS credits: 3

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: 2

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: 2

COURSE PROGRAM:

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

MCA4/4a: CONTEMPORARY DANCE

Spring Semester

Lectures: 12 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.

MCA4/4b: MUSIC HISTORY 2: CONTEMPORARY MUSIC

Spring Semester

Lectures: 18 hours ECTS credits: 3

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: 3

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 20th 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: 3

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:** 3**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:** 3**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:** 18 hours **ECTS credits:** 3**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:** 18 hours**ECTS credits:** 3**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.

MCA5/4c: WORKS OF ART AND THEIR DISTRIBUTION**Spring Semester****CLASSES:** 8 hours**ECTS credits:** 2**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:** 3

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:** 3

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:** 3 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:** 3 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:** 3

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:** 2

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: 3

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 • Leadership • Team building • Customer service • Crisis management • Presentation

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

ASSESSMENT:

Midterm: Oral exam, consisting of a presentation, discussion, interview or role play (in pairs).40%
Final exam: Written exam 60%

LEA1C/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

LEA1RI/3b: THE BUSINESS WORLD AND INTERNATIONAL INSTITUTIONS

Fall semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours

ECTS credits: 2

OBJECTIVE:

The Business World and International Institutions; is designed to provide students with an understanding of the relationship between the business world and international institutions. It explores the role of international institutions in shaping global business practices, policies, and strategies. Students will examine the impact of international organizations on

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 an 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»

LEA2RI/15c: TECHNIQUES OF BUSINESS EXPRESSION

Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

CLASSES: 12 hours

ECTS credits: 2

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)

LEA2C/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.

LEA2C/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

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.

LEA3C/19d: BUSINESS STRATEGY

Fall Semester

Lectures: 12 hours**ECTS credits:** 2**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.

LEA3/22c: INTERNATIONAL MARKETING & NEGOTIATION

Spring Semester

Lectures: 18 hours**ECTS credits:** 3**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

LEA3C/22d: INTRODUCTION TO MANAGEMENT

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours**ECTS credits:** 3**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)

LEA3C/22e: FINANCIAL MANAGEMENT

Spring Semester

Lectures: 18 hours

ECTS credits: 3

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

AIT/4C: E-BUSINESS AND WEB 2.0

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lab: 25 hours

ECTS credits: 3

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

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: 3

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

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
- Différent 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.)

AIT4M/7a: INTERNATIONAL PURCHASING SERVICES**Fall Semester****Lectures:** 20 hours**ECTS credits:** 3**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.)

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

THIS COURSE IS TAUGHT IN ENGLISH

Lab: 25 hours**ECTS credits:** 3**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

> 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: 3

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: 3

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

**H4J/6a: INTRODUCTION TO ECONOMICS AND
THE BUSINESS WORLD**

Spring Semester

CLASSES: 24 hours

ECTS credits: 3

OBJECTIVE

How things work in practice in the world of business

Follow the current changes in society and in the creation of new companies

Relate theory to the reality of the world of work today

COURSE PROGRAM:

Economic and financial context :

Economic definitions: GDP, growth, interest rates...

Understand production, investment, profit etc.

Companies at the heart of the economy:

Different types of company and their legal framework

Economic issues and consequences for companies

Developments in consumer behaviour

Creating new companies and new attitudes to work

How to create a Business Model and a Business Plan

Analysing the markets

Figures : understanding accounts

Legal and social responsibilities of company directors

BIBLIOGRAPHY

"De l'idée à la création d'entreprise - Concrétisez votre projet" François Bergerault, Nicolas Bergerault - 3e éd DUNOD

"Ose - Tout le monde peut devenir entrepreneur" Alexandre MARS – Flammarion - 2020

MCC4I/7b: ECONOMIC CULTURE

Spring Semester

Lectures: 16 hours

ECTS credits: 2

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, CHIAPPELLO 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: 3

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: 3

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.php?id_article=256

-*Guide des fondations*, CRESS Nord-Pas de Calais, 2010

www.cressnpdc.org

-*Guide du mécénat*, CRESS Nord-Pas de Calais, 2007

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
 -CRESS Nord - Pas de Calais : www.cressnpdc.org
 -Fondation de France : www.fondationdefrance.org
 -Ministère de la Culture, Mission Mécénat : www.mecenat.culture.gouv.fr
 -Opale – CNAR Culture : www.culture-proximite.org
 -Loi n°2003-709 du 1er août 2003 : www.legifrance.gouv.fr

AIT5/2a: INTERNATIONAL NEGOTIATION

Fall Semester

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

Lectures: 26 hours

ECTS credits: 3

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)

AIT5T/4a: INTERNATIONAL MANAGEMENT

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 15 hours

ECTS: 2

OBJECTIVE:

Be able to manage an international team.

COURSE PROGRAM:

- 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)
- 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*, *Vorat*).
 - Get rid of our ethnocentric vision of the world (*La guerre du feu*)
- Strategy (Robert Grant)
 - Concepts
- 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*, Ramdom 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: 3

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: 3

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

MCA5/4a: PERFORMANCE STUDIES

Spring Semester

Lectures: 12 hours

ECTS Credits: 2

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

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: 3

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: 48 hours

ECTS credits: 3

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: 48 hours

ECTS credits: 3 per semester

COURSE PROGRAM:

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

LM2/9a: INTRODUCTION TO CHINESE LITERATURE

Fall Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

Through this class, students will first be able to know more about Chinese Literature in general, and then will work on few famous Chinese literary works of different periods; students will learn about the basics of literary history as well as the typical schools of thought and the literary value of classic works. Few exemples :

Le Shanhai jing « 山海经 » : *Livre des monts et des mers*

Lunyu « 论语 » : *Entretiens de Confucius ; ou Analectes*

Zhuangzi « 庄子 » : *Vraies écritures de la Florescence du Sud « 南华经 »*

Master Zhuang, surname Zhou, lived during the end of the fourth century before our era – dates of his birth and dates are nothing but speculation. *Zhuangzi* stands out for its thousands of faces of rebellious intelligence against reason. *Zhuangzi* is, after Laozi's *Daodejing*, the most important Taoism classic. It was for a long time considered as a development of *Daodejing's* thinking, but is now seen as a text of a different tradition. Extract: *The Butterfly's Deram*: « 庄周梦蝶 ».

Extracts of classic works may be chosen to have a deeper analysis and understanding. Relevant historical contexts, people's biographies, folklore, etc... implied in the works may be explained in detail during the classes to help students to better understand the historical and ideological content as well as the value of these works.

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:** 3 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:** 3

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

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: Geert Hofstede
www.7d-culture.com. Fons Trompenaars & Charles Hampden-Turner website
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: 24 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

LM1/4a: WRITING FOR THE PRESS

Fall Semester

Lectures: 24 hours

ECTS credits: 3

PREREQUISITE:

The student should regularly follow the news. The student should know how to write without making mistakes.

OBJECTIVE:

Learn more about the journalistic trades. Learn about the basis of methodology to write press articles.

COURSE PROGRAM:

Discussions around the news.
Research of subject and angles.
Finding relevant sources.
Learning press writing.

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 20th 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, particularly at the end of the 19th century and grasp the effect of the introduction of audio and visual media into the cultural world of the 20th 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 Christian Delporte, *Histoire des médias en France*, éd. Flammarion, 2010
Frédéric Barbier et Catherine Bertho, *Histoire des médias*, 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 médias*, 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
-Periodicals:
Stratégies
Influencia (on-line uniquement) : 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 intended to advance certain aims.

COURSE PROGRAM:

Media, political and advertising discourse 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 behind this type of discourse? Analysing Rhetoric, whose aim is communication in the context 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 introduction, 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.

LEA2RI/11d: INTERCULTURAL AND BUSINESS COMMUNICATION**Fall Semester**

THIS CLASS IS TAUGHT BOTH
IN FRENCH AND IN ENGLISH

Lectures: 12 hours**ECTS credits:** 3**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.

LEA2/3.3c: CRISIS COMMUNICATION**Fall semester****Classes:** 12 hours**ECTS credits:** 2**OBJECTIVE:**

To know how to deal with a crisis and establish an adapted communication.
To understand interpersonal communication.
To know how to detect a crisis and the type of crisis.
To know how to prepare a plan and manage a crisis.
To know how to communicate in a relevant way during and after the crisis.

COURSE PROGRAM:

Notions of interpersonal communication
What is a crisis?
Establishing a crisis management plan
What is a crisis communication?
Actors of crisis management (crisis cell, interlocutor...)
Different crisis typologies
Modern crisis or the influence of web 2.0

ASSESSMENT:

Midterm: PowerPoint presentation in groups to present and analyze a crisis.
Final exam: Practical cases.

LM2/10d: CREATION OF PRESS CONTENT**Fall Semester****Lectures:** 24 hours**ECTS credits:** 3**PREREQUISITE:**

The student should regularly follow the news.
The student should know how to write without making mistakes.
The student should know how to orally restate, in a professional way, information. (radio format or podcast.)

OBJECTIVE:

Learn more about the journalistic trades.
Learn about the basis of methodology to write oral press content.

COURSE PROGRAM:

Discussions around the news.
Research of subject and angles.
Finding relevant sources.
Learning press writing.
Creation of broadcast and/or podcast.

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 pieces of information, 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**

THIS COURSE IS TAUGHT IN SEVERAL LANGUAGES

Lectures: 24 hours**ECTS credits:** 3 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

MCC2/13c: 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 Démos Editions, 2012

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

MCC2/14a: 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.

MCA2/18a: CULTURAL AND MEDIA INDUSTRIES

Spring Semester

Lectures: 24 hours

ECTS credits: 3

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

Spring Semester

Classes: 24 hours

ECTS credits: 3

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

LEA3RI/18a: INTERNATIONAL COMMUNICATION: CUSTOMER RELATIONSHIPS AND BRAND MANAGEMENT

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

To offer third years students an international approach to marketing, in particular in customer relationships management, but also in the singularities of the different markets.

At the end of this class, students should be able to study, from a marketing point of view, a market and to understand brands' roles and strategies. They should also be able to create a pestel and to understand the issues and consequences of globalization.

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

MCC3/17c: CASE STUDIES: HUMAN RESOURCE MANAGEMENT AND IN-HOUSE COMMUNICATION

Fall Semester

Lectures: 24 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, proving 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.

MCC3/18c: 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

Spring 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

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.

H3/20a: INTRODUCTION TO JOURNALISM AND THE WRITTEN PRESS

Fall semester

CLASSES: 12 hours

ECTS credits: 2

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

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, Francis ; Proulx, Serge. *Internet, nouvel espace citoyen ?* Paris : L'Harmattan, 2002.

-Methods, agencies, what is a brief?

-Tools available (written, oral, visual, audiovisual, interactive)

-Management: negotiation 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.

MCA4/2d: COMMUNICATION FOR CULTURAL PROJECTS**Fall Semester****Lectures:** 18 hours**ECTS credits:** 3**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 Qualidi, 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/>

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 student 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

MCC4N/3a: STORYTELLING AND SOCIAL MEDIA**Fall Semester****Lectures:** 18 hours**ECTS credits:** 3**OBJECTIVE:**

To develop practical skills in digital communication.

COURSE PROGRAM:

Defining storytelling; analyzing advertising campaigns; elaborating and building a communication project.

H4J/5C: GENERAL ETHICS**Spring Semester****CLASSES:** 12 hours**ECTS credits:** 2**COURSE PROGRAM:**

- 1) Difference between morality, law and ethics
- 2) Freedom as a moral basis
- 3) How to justify solidarity?
- 4) Practical ethics

H4J/5e: ETHICS IN JOURNALISM**Spring Semester****CLASSES:** 12 hours**ECTS credits:** 2**OBJECTIVE:**

The aim of this class is to familiarize students with the great historical movements of ethical issues. There are issues specific to the deontology of professional journalism. At the end of this class, students should be able to understand why a specific subject may be controversial and be the object of a mediatic treatment, why this debate cannot be merely reduced and solved by presenting a juridical solution and to expose these reasons keeping a journalistic neutrality.

COURSE PROGRAM:

- 1) Difference between morality, law and ethics
- 2) Freedom as a moral basis
- 3) The difficulty to create norms
- 4) Critics towards morality
- 5) Practical ethics

**H4P/2a 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 necessity of 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

**AIT4T/4c: INTERCULTURAL APPROACH
TO THE SLAVONIC WORLD****Fall Semester****Lectures:** 16 hours**ECTS credits:** 2**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 14th 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 (Giully, 2013).

Every class mixes theory and individual/group practices on case studies.

BIBLIOGRAPHY :

Giully, 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*, Bellecombe: 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/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 paradoxe 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.

H4J/2d & H4J/6e TOPICAL ISSUES

Fall & Spring Semesters

Lectures: 24 hours **ECTS credits:** 3 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/2b & H4J/7b: INTRODUCTION TO RADIO JOURNALISM

Fall & Spring Semesters

Lectures: 18 hours **ECTS credits:** 3 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 newsflash & 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/2c & H4J/7c: INTRODUCTION TO DIGITAL PHOTOGRAPHY

Fall & Spring Semesters

Lectures: 18 hours **ECTS credits:** 3 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/3d: INTRODUCTION TO AUDIOVISUAL TECHNIQUES

Fall semesters

CLASSES: 24 hours **ECTS credits:** 3

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

H4J/1b: HISTORY OF THE MEDIA – THE PRESS

Fall Semester

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

From the *Gazette de Théophraste Renaudot* to *Pure Players*, history of the media is studied through the press in order to allow students to better understand the technological, economic, social and political evolutions of the press, issues concerning printing, treatment of information, censorship, meditation of powers, the rise of social media, manipulation of reality...

COURSE PROGRAM:

This class will mostly concern, through the history of the media from 1631 to today, the treatment of information by the media, the myth of truth, de-information, the news, the relevance and limits of information, the hierarchy the control and the ownership of information, groups of press, the work of journalists... we will distinguish six essential notions:

- The concept of information
- The reading of information
- The control and ownership of information
- Press freedom, sources of information
- Manipulation and mass media (TV...)
- New technologies and information

INTERNET RESSOURCES :

Gallica - Presse et revues :
<http://gallica.bnf.fr/html/editorial/presse-revues>
Historic American Newspaper :
<http://chroniclingamerica.loc.gov/>
INA : <http://www.ina.fr/>
The professor's blog: <https://thetimetopost.wordpress.com/>

AIT4M/6a: EXTERNAL BUSINESS COMMUNICATION

Spring Semester

Classes: 15 hours

ECTS credits: 2

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: 2

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: 2

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: 3

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 programmation)

H5J/11f: RADIO JOURNALISM 1: FACT-CHECKING PODCAST

Fall Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

There are two aims for this class: to learn about fact checking and to make a short radio reportage in the form of a podcast.

This class will teach to students, based on practical cases, how to deconstruct and check pieces of information (fact-checking) while understanding to what extent they are fake (fake news) on a geopolitical theme.

Then, the group will make a 3-minutes podcast reproducing the work they did.

The principle is: we deconstruct and we demonstrate. The work will be done individually or in groups of two, each group choosing a subject, on group per class. After the first introductory class, each class will be organized this way:

-first part: presentation of the chosen subject, of its fact-checking and of a possible synthesis by the group of the day.

Second part: debate in class to enrich the fact-checking process, which means that everyone has to know about the news (participation will be graded).

Last part: synthesis and recording of the podcast.

H5J/14a: EDITORIAL MARKETING - HOW TO BE OF INTEREST TO THE READERS

Spring Semester

Lectures: 10 hours

ECTS credits: 2

OBJECTIVE:

Recent studies concerning readership have shown worrying results on the gap between readers' expectations and newspaper content, both in terms of subjects and in terms of the way they are treated. This class wants to, based on a knowledge of the reader, their composition, their behavior, clearly identify what interest them in order to help students to put in place adapted redactional strategies, directly applicable in their cursus, and then, in turn, in their work as journalists.

This class offers short modules (2 hours) each time exploring a concrete and useful theme for the students. It will be based on factual data as well as precise examples emphasizing the good and bad current practices from the press -both printed or online.

COURSE PROGRAM:

What is editorial marketing? // Main interests of the readers // The different way of treating the news // The editorial headings // Front-pages and flyers

MCA5/5d: CULTURAL STRUCTURES AND VENUES

Spring Semester

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.

MCC5N/12b: PUBLIC SPACES AND SOCIAL MEDIA

Spring Semester

Lectures: 18 hours

ECTS credits: 3

PREREQUISITE:

An understanding of the important theories of communication.

To know how to use digital tools (powerpoint, canva, etc.)

OBJECTIVE:

This class revolves around a reflection on the uses of the social media by citizens and of their participation - or lack of- to the consolidation of a democratic and decisive public space. Its objective is to give pointers to analyze and study the structuring effects of digital platforms in terms of the creation of individual opinion and of the practices of online participation. A particular attention is given to the issues that social media rise in terms of the creation of an online public space: position, regulation, fake news, participating journalist. The objective of the class is to sharpen the critical look of students on social media, in order to wake their intellectual curiosity on the previously mentioned issues.

COURSE PROGRAM:

- 1) Introduction: An attack of social media on public spaces?
- 2) A digital public space?
- 3) Plurality of social media, plurality of practices?
- 4) The creation of opinions by the social media
- 5) Social media and fake news
- 6) Civic media, a new form of participatory journalism?
- 7) Focus group
- 8) Discussion around the focus group and conclusion
- 9) Final exam

BIBLIOGRAPHY:

Aldrin Philippe, Hubé Nicolas, Introduction à la communication politique, Louvain-la-Neuve, De Boeck supérieur, 2017
Beuscart Jean-Samuel, Dagiral Eric, Parasie Sylvain, Sociologie d'Internet, Paris, Armand Colin, 2016
Cardon, Dominique. Culture numérique. Presses de Sciences Po, 2019
Diana Saco, Cybering Democracy: Public Space and the Internet, University of Minnesota Press, 2002
Greffet, Fabienne. Continuer la lutte.com. Les partis politiques sur le web. Presses de Sciences Po, 2011
Habermas, Jürgen. « Espace public et sphère publique politique. Les racines biographiques de deux thèmes de pensée », Esprit, vol. -, no. 8-9, 2015, pp. 12-25
Martin, Olivier, et Éric Dagiral. L'Internet ordinaire d'Internet. Le web dans nos pratiques et relations sociales. Armand Colin, 2016
Neveu Erik, François Bastien, Espaces publics mosaïques. Acteurs, arènes et rhétoriques des débats publics contemporains, Rennes, Presses Universitaires de Rennes, 1999
Paquot, Thierry. L'Internet d'Internet; espace public. La Découverte, 2015
Réseaux, « Réseaux sociaux de l'Internet », 2008, vol.6, n° 152

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: 2

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:** 2

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.

MCA1/3b & 3f: COMPUTER SCIENCES AND COLLABORATIVE TOOLS
Fall and Spring Semesters

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

OBJECTIVE:

To master computer sciences in the field of scholar works and professional documents. To master collaborative educational tools on line.

COURSE PROGRAM:

Introduction and mastering of Word and Excel as well as educational tools on line (Teams, Office, Moodle, Agora.)

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:** 2

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:** 2

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

MCA2/14b: INFOGRAPHIC AND VIDEO EDITING

Fall and Spring Semesters

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

To know and identify graphic constraints when creating flyers, leaflets and documents of communication made to put forward cultural events.

To learn more about audiovisual as a complementary to other classes of this year.

Software: Adobe.fr // Adobe TV // didacticiels Adobe.

COURSE PROGRAM:

Program established on the whole year:

Introduction to tools made to create images: creation of a logo, a pictogram... // Putting together images for the creation of a poster, a flyer, a leaflet... // Preparing images to printing

Introduction to configuring sound and video editing: sound recording, sound effects, voice-over... // Sound editing and mixing // Video editing, putting titled and transitional effects // Colorimetry // Introduction to filming: the use of equipment.

LEA3/19a: COMPUTER SCIENCE: WEB CREATION AND MANAGEMENT

Fall Semester

Tutorials: 30 hours

ECTS credits: 3

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.

MCC4I/4b: RESEARCH INFORMATION METHODOLOGY

Fall Semester

Lectures: 12 hours

ECTS credits: 2

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

H4P/2c: GRAPHIC DESIGN FOR CULTURE

Fall semester

Classes: 18 hours

ECTS: 3

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: 3

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: 3

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.

MCC4N/1d: GRAPHIC DESIGN AND CREATIVITY**Fall Semester**

Lectures: 20 hours

ECTS credits: 3

PREREQUISITE:

To know how to use a computer.

To know how to share files with or without ZIP.

OBJECTIVE:

To use Illustrator and Photoshop to create visuals for the web.

To calibrate images for the web (in theory and in practice).

COURSE PROGRAM:

To create and modify logotypes and pictograms.

To put images together to create visuals for the web.

To calibrate images for the web (in theory and in practice).

BILIOGRAPHY:

For Illustrator or Photoshop, go on Adobe.fr or Adobe TV.

**AIT5T/1e: GRAPHIC DESIGN
IN LUXURY TOURISM****Fall Semester**

Lectures: 20 hours

ECTS credits: 3

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.

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.

MCC5N/15a: ANALYZING UXD

Fall Semester

Lectures: 18 hours

ECTS credits: 3

PREREQUISITE:

Basic knowledge of UI/UX Design.

OBJECTIVE:

Learning about conceptional and evolutional methods concerning the user experience.
Understanding each method and knowing how to correctly apply them.
Choosing the most relevant method for your context project.

COURSE PROGRAM:

A reminder on UX notions, its issues and gains.
Learning about conceptional and evolutional UX methods. Practical exercises on the choice of methods depending on the context project. Learning the use of each conceptional and evolutional method. Good practices and what to be watchful of concerning the product accessibility. Practical exercise to apply the methods.

MCC5N/19a: ANALYZING THE PERFORMANCES OF A WEBSITE

Spring Semester

Lectures: 18 hours

ECTS credits: 3

PREREQUISITE:

Ideally, students should already have had few classes on website creation and traffic creation.

OBJECTIVE:

Understanding the issues in webanalysis.
Knowing the juridical context in webanalysis.
Knowing the different KPIs and reports enabling the analysis of the performance of a website and of its audience.
Knowing how to analyze the browsing behavior of internet users on your website and to get some insights in order to optimize the customer path.
Knowing how to choose the most relevant KPIs for your website.
Knowing how to download and use Google Analytics.
Knowing the alternatives to Google Analytics.
Knowing how to extract data, interpret them, put them together and share them.
Knowing how to create a strategy to collect data and a measurement plan.
Getting the Google Analytics certification.
Knowing the basis of Datavis and how to create a dashboard with LookerStudio.

COURSE PROGRAM:

Introduction to analytics; Analytics news; Google Analytics certification; Key notions and definitions; audience reports; reports on data acquisition and behavior; conversion ratio and notion of attribution; further functionalities.

BILIOGRAPHY:

<https://www.youtube.com/user/googleanalytics>
<https://analytics.google.com/analytics/academy/>
<https://support.google.com/analytics/#topic=10737980>

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: 6

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: 3

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 which 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

It is possible to join the class in January

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:
J.K. Rowling, *Harry Potter and the Philosopher's Stone* (1997)

Extracts from the following works will be distributed in class:

- Helen Fielding, *Bridget Jones's Diary* (1996)
- C. S. Lewis, *The Lion, the Witch and the Wardrobe* (1950)
- 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)
- E. R. Braithwaite, *To Sir With Love* (1959)

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: 3

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 semester

ECTS credits: 3 per semester

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 20th and 21st 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: 3 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 20th 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: 3 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:** 2 per semester

OBJECTIVE:

By the end of the course, students should be able to translate texts from French to English, having gained an understanding of nuance, context, formal and informal language and enhanced engagement with cultural considerations of translation.

COURSE PROGRAM:

Journalistic texts and current affairs
Political texts and diplomacy in intercultural translation
Business translation
Localizing and appropriating language according to context

LEA1/1c and 5c: TRANSLATION ENGLISH- FRENCH Fall and Spring Semesters

Classes: 12 hours **ECTS credits:** 2 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:** 2 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:** 2 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.

LCE1/6b: ENGLISH GRAMMAR 2
Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 3

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.

LCE1/5d: THE AMERICAN SHORT STORY
Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

The short story is a popular literary form in the United States. Often published in magazines and later in collections and anthologies, short stories have sometimes served as a tool for passing on morals and lessons; sometimes for expressing human experience and emotion. Over the course of the 12-week semester, students are invited to hone their analytical and close reading skills while exploring themes inherent to our humanity (community, the self, tragedy...). The stories will also familiarize students with various cultural patchworks of the US throughout the 19th and 20th and early 21st centuries. Certain literary styles and movements (gothic, naturalism, modernism...) will be examined along with the authors that employed them, arguably playing a role in shaping the American literary landscape.

BIBLIOGRAPHY:

- Washington Irving, Rip Van Winkle (1819-1820)
- Edgar Allen Poe, The Fall of the House of Usher (1839)
- Zora Neal Hurston, Sweat (1926)
- Ernest Hemmingway, Men without Women& (1927)
- Shirley Jackson, The Lottery (1948)
- John Updike, "A&P" (1961)
- Raymond Carver, A Small Good Thing (1983)
- Edwidge Danticat, Water child (2000)
- Joyce Carol Oates, Landfill (2006)
- George Saunders, Escape from the Spider Head (2010)

**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).

LM1/1c: SHAKESPEARE ADAPTATIONS
Fall Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

To understand the spirit and writing of Shakespearian texts.

To understand the issues specific to cinematographic adaptations.

An introduction to text interpretation.

COURSE PROGRAM:

To adapt means having to make directing choices, in the filming, in the light, in the acting (diction, gestures, movements), in the music, in the rhythm, in the editing. From here, directors may choose to remain close to Shakespeare's texts or only in certain narrative situations. Yet, all directors have been, at

some point, confronted to the same issue: how can we visually use cinematographic resources to tell a story? Is filming actors enough to make a good show? Cinema is not filmed theatre, for that matter, to watch a filmed drama is completely boring. To ask these questions is therefore to reflect upon the specificities of both drama and cinema. But it is not about making a complete distinction between the two but rather to see the possible continuity between these two forms of representation. At this aim: this class will focus on these three plays: *Hamlet*, *Macbeth* and *Julius Caesar*.

BIBLIOGRAPHY:

Hamlet, *Macbeth* and *Julius Caesar*.

LCE2LEA1/5f: ENGLISH PHONETICS

Spring Semester

Classes: 12 hours

ECTS credits: 2

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: 3

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.

LCE2/9e: BRITISH POETRY FROM SPENSER TO COLERIDGE

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 2

COURSE PROGRAM:

This course is a survey of British poetry from Spenser and *The Faerie Queene* to the early Romantic period with Wordsworth and Coleridge. Focusing on the progressive transformation of the poetic form, through the analysis of fixed forms, we will study the way in which British poetry has evolved from Renaissance esthetics to Metaphysical Poetry and how British Romanticism introduced a form of poetic revolution in contrast with the eighteenth-century sensibility.

After a brief introduction to tools pertaining to the critical analysis of poetry, the course will focus intensively on the practical aspects of reading poems belonging to the period under consideration: recognizing images and symbols, interpreting figures of speech, identifying metres and sound patterns, etc., and move on as the semester progresses to writing textual commentaries in English.

MAJOR AUTHORS STUDIED IN CLASS:

Edmund Spenser
Sir Philip Sidney
William Shakespeare
John Donne
Ben Jonson
George Herbert
John Milton
Andrew Marvell
Alexander Pope
Samuel Johnson
Thomas Gray
William Blake
William Wordsworth
Samuel Taylor Coleridge

There is no set book. Hands-out will be distributed.

LCE2/9e: 'The Man of the Crowd': Individual and Community in 19th and 20th-Century American Literature

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 3

COURSE DESCRIPTION:

With a corpus of study mixing poetry and prose, this class will focus on depictions of individuality and community in American literature from the mid-19th to the mid-20th century. Through poems by Walt Whitman and Emily Dickinson, and short stories by Edgar Allan Poe and Ernest Hemingway, we will explore the tensions arising between individual and community—particularly, the appeals and pains of isolation, and the opportunities and anxieties of urbanised modernity. How is the struggle between individualism and belonging expressed in the authorial voice? How do notions of the individual and identity interrelate? In the second half of the semester, we will read poems from the Spoon River Anthology and Toni Morrison's novel *Sula*, examining how dynamics of inclusion and exclusion, conformism and revolt, are staged in relation to the individual and his or her place in the community.

BIBLIOGRAPHY:

Ernest Hemingway, "A Clean, Well-Lighted Place" [Available online]
Edgar Lee Masters, a selection of poems from The Spoon River Anthology [Will be circulated]
Toni Morrison, Sula, Vintage [Available in bookshops or for online order]
Edgar Allan Poe, "The Man of the Crowd" [Available online]
Further bibliographical details and selected texts will be provided in class.

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:** 3 per semester

COURSE PROGRAM:

1st 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.

2nd 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:** 3 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:** 3 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:** 3 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:** 3 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:** 2 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:** 2 per semester

PREREQUISITE:

Basic understanding of English required.

OBJECTIVE:

By the end of the course, the student should be able to give a presentation in English and should have acquired

increased confidence in comprehension of spoken English.

COURSE PROGRAM:

Improving students' understanding of audio texts and their oral expression.

Listening to soundtracks; presentations, role plays, debates.

Exercises for pronunciation, accent and intonation.

ASSESSMENT:

2 presentations in pairs or small groups (50%).

The final exam is a dialogue/interview/role play in pairs (50%).

LM2/11a: THE HISTORICAL NOVEL

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH:
IT IS NOT OPEN TO NATIVE SPEAKERS OF ENGLISH

Classes: 24 hours **ECTS credits:** 3 per semester

OBJECTIVE:

This course is made to get acquainted to the English historical novels and develop your English understanding and expression skills.

COURSE PROGRAM:

Introduction: what is a historical novel?

The historical novel's origin

The historical novel in the 19th century

Historical novel genres

War novels

Historical crime fiction

The historical novel contesting history

BIBLIOGRAPHY:

Jerome de Groot, *The Historical Novel*, Routledge, 2010

LM2/14a: THE HISTORICAL SHORT STORY

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH
IT IS NOT OPEN TO NATIVE SPEAKERS OF ENGLISH

Classes: 24 hours **ECTS credits:** 3

OBJECTIVE:

This course will teach you how to analyze and compare English historical short stories while developing your English understanding and expression skills.

COURSE PROGRAM:

Academic writing in English

1st Short story: « Napoleon and the Spectre », Charlotte Brontë

2nd Short story: "There are no bodies such as this", Adam McOmber

3rd Short story: "A guid soldier », Charles Todd

BIBLIOGRAPHY:

« Napoleon and the Spectre », Charlotte Brontë

"There are no bodies such as this", Adam McOmber

"A guid soldier », Charles Todd

LCE2/13c: OH, WHAT A LOVELY WAR!
Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 24h hours **ECTS credits:** 3

COURSE PROGRAM:

The previously unimagined horrors and absurdity of the First World War also served as literary inspiration, often in the form of black humor or savage irony. This course will examine a cross-section of works ranging from the poetry of Wilfred Owen and the satirical newspaper known as *The Wipers Times*, produced during the war itself, to later works such as the 1963 stage review and 1969 film adaptation of *Oh! What a Lovely War*, which uses soldiers' parodies of popular song as commentary on the conflict.

BIBLIOGRAPHY:

All course materials will be provided in class or online

LCE2/13d: A World of Things': The Makings and Breakings of the American Dream
Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 24 hours **ECTS credits:** 3

COURSE DESCRIPTION:

With a particular focus on the post-war period, this class will interrogate the notion of the American Dream—the promise of prosperity, success, social mobility, and opportunity—and its role and depictions in American literature. Attention will be paid to the origins of the concept and its contexts, its ability to create an appealing and enduring myth, and its entanglements with consumer culture. How do variables of class, gender, and race complicate these promises? F. Scott Fitzgerald's "Winter Dreams" and Richard Yates's *Revolutionary Road* will provide a lens on the social geographies of the American Dream, and the ways that literature grappled with the aesthetics of consumerism and the languages of advertising and mass media. For different perspectives, we will read Lorraine Hansberry's play *A Raisin in the Sun* and Sylvia Plath's *The Bell Jar*, dwelling on the shortcomings and disillusionments of the American Dream, its conformities and structures of oppression. We will end by exploring radical reactions against it, analysing a selection of texts by Beat Generation writers, including Allen Ginsberg and Jack Kerouac, and asking ourselves if and how an American Dream can still be said to exist.

BIBLIOGRAPHY:

F. Scott Fitzgerald, "Winter Dreams" [Available online]
Lorraine Hansberry, *A Raisin in the Sun*, Vintage [Available in bookshops or for online order]
Sylvia Plath, *The Bell Jar*, Faber and Faber [Available in bookshops or for online order]

Richard Yates, *Revolutionary Road*, Vintage Classics [Available in bookshops or for online order]
Further bibliographical details and selected poems and texts will be provided in class.

LCE2/14b: INTRODUCTION TO TRANSLATION THEORY
Spring Semester

Classes: 12 hours **ECTS credits:** 2

DESCRIPTION :

Mixing a practical and theoretical approach, this course will introduce students to the theories, concepts, and practices that compose the field of translation studies. It will provide an overview of the history and development of translation studies and will outline some of the field's theoretical concepts and perspectives. Alongside this, we will experiment with, compare, and analyse different approaches and methodologies of translation. We will discuss how translation can adapt to a wide variety of texts and contexts—from poetry and songs to prose, legal and business documents; from multimedia translation to simultaneous interpretation—and will assess the benefits and challenges of automatic, corpus-based and machine translation technologies.

LCE2/15a: CREATIVE WRITING SEMINAR
Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 24 hours **ECTS credits:** 3

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* (4th 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. Oscar Wilde, *The Picture of Dorian Gray*, Penguin Classics (please use this edition)

2. James Hogg, *The Private Memoirs & Confessions of a Justified Sinner*, Recommended edition: Oxford World's Classics, 2010.

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:** 2

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:** 3

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:** 2

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**

THIS COURSE IS TAUGHT IN BOTH ENGLISH AND FRENCH. STUDENTS ATTENDING THIS CLASS SHOULD BE FLUENT IN BOTH LANGUAGES.

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:** 2 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
- Recitals
- Teaching an academic subject

**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:

In this class, we will translate a variety of texts from French into English, broadening our vocabulary, perfecting our grammar, and honing our translation skills and methodology.

**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:** 2 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:** 2 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.

**LCE3/21a: THE SHIMMERING VEIL OF BEING:
The Modernist Aesthetic in Mansfield, Woolf
and Lawrence**

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 3

COURSE PROGRAM:

"Life is not a series of gig lamps symmetrically arranged; life is a luminous halo, a semi-transparent envelope surrounding us from the beginning of consciousness to the end." – Virginia Woolf

"You mustn't look in my novel for the old stable ego of the character. There is another ego, according to whose action the individual is unrecognisable, and passes through, as it were, allotropic states which it needs a deeper sense than any we've been used to exercise, to discover are states of the same single radically-unchanged element. (Like as diamond and coal are the same pure single element of carbon. The ordinary novel would trace the history of the diamond –but I say 'diamond, what! This is carbon.' " – D.H. Lawrence

These two canonical statements of Modernism perfectly epitomise the project that Woolf, Lawrence and Mansfield were engaged in, and which this course explores.

BIBLIOGRAPHY:

Katherine Mansfield, *The Garden Party and other stories*, Penguin Classics, 2007. (Failing that, the Oxford World's Classics edition would be acceptable).
Virginia Woolf, *To the Lighthouse*, Penguin Modern Classics, 2000. (Failing that, the Vintage Voyages edition would be acceptable).
D.H. Lawrence, *The Fox/The Captain's Doll/The Ladybird*, Penguin Classics, 2006.

**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 Invisible Man", 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) Charles Williams, "Et in Sempiternum Pereant", 1935
- 11) Joan Aiken, "The Serial Garden" 1969
- 12) C.S. Lewis, "Forms of Things Unknown" (FP: 1966, written around 1958)
- 13) J.R.R. Tolkien, "Leaf by Niggle", 1945
- 14) P. D. James, "The Mistletoe Murder", 1995
- 15) J.K. Rowling, "The Tale of the Three Brothers", 2008.

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

LEA3/21c: CONSECUTIVE INTERPRETING

Spring Semester

Classes: 12 hours

ECTS credits: 2

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.

LEA3/21a: ADVANCED BUSINESS & POLITICAL TRANSLATION FROM FRENCH TO ENGLISH

Spring Semester

Classes: 12 hours

ECTS credits: 2

COURSE PROGRAM:

This class aims to give students the technical, lexical and cultural tools they need to translate texts in the area of international relations. Students will translate texts, mainly from the press, on international themes, adapting them for the target audience in English.

ASSESSMENT:

Students will have two hours to translate an original document similar to one studied in class.

LEA3/21b: BUSINESS AND SOCIAL TRANSLATION FROM ENGLISH TO FRENCH

Spring Semester

Classes: 12 hours

ECTS credits: 2

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

Lectures: 20 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 Rivière. 2005. *Grammaire explicative de l'anglais*. Pearson Education.
Rotgé, Wilfrid et Lapaire, Jean-Rémi. 2004. *Réussir le commentaire grammatical de textes*. Paris : Ellipses

LCE4/1c: ADVANCED LITERATURE SEMINAR: Writing and Staging the Self in English Literature

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

INTERNATIONAL STUDENTS TAKING THIS CLASS SHOULD ALREADY HAVE A GOOD KNOWLEDGE OF ENGLISH LITERATURE

Lectures: 18 hours

ECTS credits: 5

COURSE PROGRAM:

Many writers and dramatists have chosen to put themselves into their works. In my cases these self-portraits are part of a search for identity, but they may also be a way of distancing oneself from the person one is and rendering towards a more idealized situation. It is also possible to place oneself in a specific historical setting as a witness to significant events or to present oneself as a case study or example in a portrayal of a collective destiny. Autobiographies, auto-fiction, diaries, songs and poems in the first person are among the many ways of writing or staging oneself in literature or the arts.

The following texts will be studied in class (extracts in the case of novels, films and plays)

- Vera Brittain, *Testament of Youth* (1933)
- William Wordsworth, *Prelude* (1798)
- C. S. Lewis, *The Pilgrim's Regress* (1933)
- Steve Turner, "Lead me not into temptation, just one more time" (1982)
- Maya Angelou, "Still I Rise" (1978)
- Jack Sheffield, *Teacher, Teacher* (1998)
- Paul McCartney, "Yesterday" (1965)
- Gilbert O'Sullivan, "Claire" (1972)
- David Bowie, "The Rise and Fall of Ziggy Stardust" and "The Spiders from Mars" (and other songs)
- Wilfred Owen, *Letters to Siegfried Sassoon* (1917-1918)
- Wilfred Owen, "Dulce et Decorum Est" (1917)
- Wilfred Owen, "Anthem for Doomed Youth" (1917)
- Paul Auster, *City of Glass* (1985)
- Paul Auster, Paul Karasik & David Mazzucchelli, *City of Glass* (graphic novel)
- Wayne Wang, *Smoke* (film)

ASSESSMENT: Students will be required to write a research paper, analyse and compare extracts from the books and take a final written exam.

**LCE4/4d: ADVANCED LITERATURE SEMINAR:
Heritage and Transmission**

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

INTERNATIONAL STUDENTS TAKING THIS CLASS

SHOULD ALREADY HAVE A GOOD KNOWLEDGE OF

ENGLISH LITERATURE

Lectures: 24 hours **ECTS credits:** 5

How does a country, a community or a people construct its identity?

One way is through art, literature, film and music. Specific texts and works of art have, throughout history, struck a chord and helped a specific society understand more about who they are, what they represent and how they came to be who they are.

Equally, this identity may be supported and maintained through rewritings of key events and the staging of key people in the given society's history.

In this context, we shall be studying works about national or ethnic identity, historical novels or plays, texts about wars or other traumatic events etc.

The following texts will be studied in class

- Alan Paton, *Cry the Beloved Country* (1948)
- Vern Thiessen, *Vimy* (2008)
- Louise Erdlich, *Love Medicine* (1984)
- William Shakespeare, *Richard II* (1595)

There will also be guest lectures from visiting professors during international week.

Assessments:

Students will write a research paper and take a final oral exam.

AIT4/1b: ENGLISH WRITTEN EXPRESSION

Fall Semester

Classes: 20 hours **ECTS credits:** 3

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 dictionary. 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:

In this class, we will translate a variety of texts from French into English, broadening our vocabulary, perfecting our grammar, and honing our translation skills and methodology.

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.

**LM4/3c & LM4/9b: DIGITAL CREATIVE
WORKSHOP**

Fall and Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 24 hours **ECTS credits:** 3 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.

**LCE4/4a: ADVANCED LINGUISTICS SEMINAR:
GRAMMAR AND TRANSLATION**

Spring Semester

Classes: 20 hours

ECTS credits: 5

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 how 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.

AIT4/5b: ENGLISH ORAL EXPRESSION

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 24 hours

ECTS credits: 3

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*

H4J/1c & H4J/5c: Spoken and Written English

Fall and Spring semesters

CLASSES: 48 hours

ECTS credits: 3

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: 80 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)

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.

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).

LCE1/3d: WRITING WORKSHOP: IMITATING GREAT FRENCH AUTHORS

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)

PREREQUISITE:

Fluent French.

OBJECTIVE:

To gain further proficiency in writing, to develop a consciousness of the "possible" in order to acquire a growing variety of the ways of writing.

COURSE PROGRAM:

Stylistic analysis (figures, enunciation, oral dimension, poetry) allowing to characterize a text or a literary

genre, then individual practice of the identified writing twists in the context of a creative and playful instruction.

ASSESSMENT:

Reconduction of a workshop made in class, but with a different theme.

LM1/2c: THE WRITERS OF THE SOCIAL CONTRACT

Fall semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

This class will focus on three great authors of the social contract and their political theories: Thomas Hobbes, John Locke and Jean-Jacques Rousseau. Based on *Leviathan*, *Two Treatises of Government* and *Social Contract*, we will discuss the conceptual innovation that embodies the social contract. We will study fundamental philosophical and political questionings. How was the theory of the social contract shaped? What are its political, social and philosophical benefits? In what sense is the theory of the social contract still greatly modern and allow to better understand determining democratic and state issues as the ones presented by Bourdieu, Foucault and Rancière? We will link these philosophical elements with social literature but also with utopias and dystopias, as it allows us to better analyse the effects of the social contract or rather the different forms of social contracts.

BIBLIOGRAPHY :

- François Bon, *Daewoo*.
- Pierre Bourdieu, *La distinction, Critique sociale du jugement*.
- Annie Ernaux, *La place*.
- Michel Foucault, *L'ordre du discours*.
- Thomas Hobbes, *Léviathan*.
- Aldous Huxley, *Le meilleur des mondes*.
- John Locke, *Traité du gouvernement civil*.
- Thomas More, *L'utopie*.
- George Orwell, *1984*.
- Jean Rancière, *La haine de la démocratie*.
- Jean-Jacques Rousseau, *Discours sur l'origine et les fondements de l'inégalité parmi les hommes*.
- Jean-Jacques Rousseau, *Du Contrat Social*

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'Etranger*). 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)

LM1/1d: GEORGES PEREC: SYMBOLIZING THE DISAPPEARANCE

Fall Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

Jew, Georges Perec will be deeply marked for the rest of his life by the themes of disappearance and absence. At the height of his literary fame, the writer of l'Oulipo, a close friend to Raymond Queneau, masterfully practised the linguistic game. He decided to explicitly place this question of absence at the heart of his work: first through *The Disappearance*, published in 1967, written entirely according to a constraint: the elision of the vowel «e» - which allegorically refers to the assassination of Jewish people in the tragic history of the twentieth century; and then through an autobiographical and fictional account, *W or the Memory of Childhood*, published in 1975. The writer tries in particular to remedy the gaping shortcomings of his memory by writing. He imaginatively stages an island dedicated to athletic performances which constitutes a metaphor for Nazism and its absolute Darwinism. The course will focus, among other things, on Georges Peres' tireless meditation on his Jewish identity, which he depicted as "anxiety", "emptiness" or "absence".

LM1/1a: THE HEROINE IN THE NOVEL

Fall Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

This class focuses on the character of the young lady as it appears in nineteenth and twentieth centuries French novels. This "young lady", product of a period and of an ideology, is a stereotype. Yet, more than one original character may be put in that category. Here lies the issue that will be discussed in this class: May the young lady be a fictional heroin even though her definition (modesty, discretion, purity...) chains her to a certain immobility? We will have a particular close look on the character of Albertine as a moment of subversion of this stereotyped fictional figure.

I) The imaginary genealogy of Albertine

- 1) The birth of a stereotype (with a comparative study between the portrayal of the sister in Chateaubriand's work as he depicts it *Les Mémoires d'outre-tombe* and the triumph of *Corinne*, crowned in the novel coliseum of Mme de Stael)
 - 2) May the "young lady" individualize herself in a character?
 - 3) The romantic young lady, Musset and Gautier
 - 4) *Ursule Mirouët*, Balzac
 - 5) *Clara d'Ellébeuse* (Francis Jammes) or the obsession for purity
 - 6) *Yvonne de Galais*, or the elusive young lady (le Grand Meaulnes)
 - 7) *Les Ironnies de Fermina Marquez* (Valery Larbaud)
 - 8) Stendhal's *Lamie*, the counter-model
- II) Albertine, a figure of emancipation?
- 1) The return of the body
 - 2) Episodes from Proust
 - 3) The libertine ingénue, Colette ; *Le Goût des Garçons*, Joy Majdalani
 - 4) The mind: the repressed other
 - a. Simone de Beauvoir's admiration for the female characters in Stendhal works
 - b. Educational story

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.

LM1/4b: METHODOLOGY: DISSERTATION AND TEXTUAL COMMENTARY

Fall semester

CLASSES: 12 hours

ECTS credits: 2

PREREQUISITE:

Students must be able to have a creative and sensitive reasoning, must have sufficiently good French so that discussions may be constructive. Yet, the teacher is ready to translate in English if some points need more clarity.

Students must have a sufficiently good training for the analysis of literary texts (novel, theater, poetry).

OBJECTIVE:

- At the end of the class, students should be able to:
- produce organized speeches concerning the study of excerpts from varied literary work.
 - produce organized speeches concerning literature while forging a critical mind.
 - master a chronologic and diachronic knowledge of literature.

COURSE PROGRAM:

The main goal of this class is to combine technicity and pleasure in studying excerpts. Additionally, concerning dissertation, the aim is to position yourself regarding the varied reflexions on literature from the Middle Ages to Today. Therefore, this class aims at analysing written commentaries in an efficient and relevant way so that the taste of literature may be shared.

ASSESSMENT:

Midterm: textual commentary.
 Final exam: General dissertation on literature.

BIBLIOGRAPHY:

Littérature : textes théoriques et critiques : 130 Textes d'écrivains et de critiques classés et commentés, Nadine Toursel, 2008.

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: WRITING FOR THE PRESS

Fall & Spring semesters

CLASSES: 24 hours

ECTS credits: 3 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: 3

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.

**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 CÔTE 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: 24 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

LM1/6c: WRITERS AND RELIGION

Spring semester

Classes: 24 hours

ECTS credits: 3

This class will aim at defining religion and religious rituals and at showing how these terms rise an issue. We will study canonical texts (Hebraic Bible, Gospels and Coran) of three monotheism (Judaism, Christianity and Islam) in order to understand dogmas and the way writing holds a central place in the construction of faith. we will then study philosophical justifications and critiques of religion as seen by Epicure, Saint-Augustine, Spinoza, Pascal, Kant, Nietzsche and Freud. Works of Dante, Novalis, Kafka, Khalil or even Hugo will help us understanding how it is possible to write about faith, transcendence, miracles, epiphany, god, the doubt of the believers and life after death. Cinematographic works of Tarkovski, Pasolini, Bresson and Malick will also contribute to understanding the difficulty of representing belief and divinity.

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.

LM1/8b LITERATURE & RHETORIC WORKSHOP 1:
Spring Semester

Classes: 18 hours **ECTS credits:** 3

PREREQUISITE:

Students must be able to have a creative and sensitive reasoning, must have sufficiently good French so that discussions are constructive. Yet, the teacher is ready to translate in English if some points need more clarity.

Students must have a sufficiently good training for the study of argumentative texts (terminology and style).

OBJECTIVE:

At the end of the class students should be able to:
 -reproduce an organized speech, both convincing and persuasive, or a defense speech or a prosecution speech depending on the given subject.
 -master a chronologic and diachronic knowledge of rhetoric.

COURSE PROGRAM:

The main goal of the class is to discover rhetoric from the Antiquity to today. This will take the form of a study of different visuals via diverse sources so that students may, after a semiological and analytic study, position themselves while mastering the advantages of the strength of language. Therefore, this class aims at observing, analyzing forms of rhetoric in all its aspects and cultivating a taste for language and its functions.

ASSESSMENT:

Midterm: Writing and giving a speech.
 Final exam: appropriation writing to invite students to give full sense to the world of rhetoric.

BIBLIOGRAPHY :

Introduction à la rhétorique, Olivier Reboul, 1991.

LM1/10b & LM1/14b: LANGUAGE AND CULTURE
1 & 2

Fall & Spring semesters

CLASSES: 24 hours **ECTS credits:** 3 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.

BIBLIOGRAPHY :

- *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.

MCA1/6c CONTEMPORARY FRENCH LITERATURE

Spring Semester

Classes: 24h

ECTS: 3

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: 3

OBJECTIVE:

This course's aims are 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

Spring Semester

Classes: 24 hours

ECTS credits: 3

PREREQUISITE:

Students must be able to have a creative and sensitive reasoning, must have sufficiently good French so that discussions are constructive. Yet, the teacher is ready to translate in English if some points need more clarity.

Students must have a sufficiently good training for the study of poems (terminology).

OBJECTIVE:

To analyse a poetic text from the 16th century and to master its varied forms (Rondeau, Ballade)

To master a chronologic and diachronic knowledge of poetry.

To master a historic and politic knowledge of the 16th century.

COURSE PROGRAM:

The main goal of the class is to discover the world of Renaissance poetry. This will take the form of a study of different sources, to learn more about poets of that century that have contributing to vivifying the poetic field. Therefore, this class aims at observing, analyzing forms of poetry in all its aspects and cultivating a taste for language and its functions.

LM2/9e: THINKING ABOUT MUSIC

Fall Semester

Lectures: 18 hours

ECTS credits: 3

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: 3

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.

LM2/14b: RIMBAUD AND MYSTICAL POETRY

Spring Semester

Hours: 18 hours

ECTS credits: 3

PREREQUISITE:

A global knowledge of French literature.

OBJECTIVE:

At the end of this class students should be able to:

-understand the historical evolution of the 19th and 20th centuries French literature,

-understand the evolution of mentalities and the cultural context in France during the 19th and 20th centuries.

-understand the coherence and development of the great literary movements in Europe.

-analyse Rimbaud's texts in their historical and literary context.

-situate the traditional mystic and the mystic without God in their historical and literary context.

COURSE PROGRAM:

The class aims at helping students to have a better understanding of the 19th and 20th centuries French poetry.

- 1) The historical context of the 19th century.
- 2) Sketches of the great literary movement: Romanticism, Parnasse, Symbolism, Realism, Naturalism. It will alternate between historical situation and text explanation.
- 3) Arthur Rimbaud or the poetic clairvoyance.
- 4) Mystic without God (Rimbaud as pioneer) + Analysis of the collection "Illuminations".
- 5) Mystical poetry of the 20th century.

BIBLIOGRAPHY:

Arthur Rimbaud, "Illuminations".

LM2/12c: WRITING A BLOG

Fall Semester

Tutorials: 18 hours

ECTS credits: 3

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.

LM2/10b: INTRODUCTION TO AFRICAN LITERATURE

Fall Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

To introduce African literature to students by retracing its origins to contemporary transformations through a study of its major works.

COURSE PROGRAM:

African Literature will be studied through its different movement (ex: the *Négritude* movement, the nationalist movement, the feminist perspective...) and its diverse themes (ex: the colonial oppression, assimilationism, issues in the post-colonial Africa, the question of language and of feminism...) this class will equally be the opportunity to explore a double question specific to African literature: 1) a question on the continuities and ruptures embedded in the heart of its history 2) a reflexion on the similitudes and differences between African literature of French writing and of English writing.

LM2/10c: WESTERN DRAMA

Fall Semester

Classes: 24 hours

ECTS credits: 3

PREREQUISITE:

Students must be able to have a creative and sensitive reasoning, must have sufficiently good French so that discussions are constructive. Yet, the teacher is ready

to translate in English if some points need more clarity.

Additionally, general knowledge on Ancient drama to contemporary drama are expected. Students must be able to study a theatrical text and to know its terminology.

OBJECTIVE:

At the end of the class, students should be able to produce a convincing and persuasive organized reasoning developing their critical mind concerning theatre.

COURSE PROGRAM:

The main goal of this class is to learn more about theater from the Antiquity to today. This will take the form of a study of different visuals via diverse sources so that students may, after a semiological and analytic study, position themselves while mastering the advantages of the plural artistic strength of theater. Therefore, this class aims at analyzing theater in all its aspects and to develop a taste for language and its functions.

ASSESSMENT:

Final exam: dissertation on theater.

LM2/13b: THEATRICAL CREATION WORKSHOP

Fall Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

"Theatre is made to be acted" (Molière). It is through the pleasure of acting that we will discover the texts. What might appear difficult when reading often becomes clearer when we enact the situation. The multiple ways to enact on single scene guide us towards other dimensions of the text. Theatrical experimentation obviously has benefits in the general training: oral fluency, control of your body, team work... These secondary benefits will be all the more important as they will be developed within an artistic approach that will give them sense. Each class begins with relaxation exercises, space management, relation to the other or to the spectator. The two first classes will be dedicated to a work through poetic works that lend themselves to uttering, to learn to truly address the text. Then, a drama will be suggested for each of the two big periods of work, one embedded in classic theatre and the other in contemporary theatre. Each period will conclude on a little public representation. Two outings are in fact suggested to learn about the theatre made today and to debate on it.

LM2/13b: POETRY AND PAINTING

Spring Semester

Classes: 24 hours

ECTS credits: 3

PREREQUISITE:

Students must be able to have a creative and sensitive reasoning, must have sufficiently good French so that discussions are constructive. Yet, the teacher is ready to translate in English if some points need more clarity.

Students must have a sufficiently good training for the study of poetry and paintings. (terminology)

OBJECTIVE:

To analyze a poem from the 16th, 17th, 19th, 20th and 21st centuries and to master its varied forms.

To master a chronologic and diachronic knowledge of poetry and painting.

To have a critical mind in order to contradict, bring nuance or agree with concepts combining poetry with painting.

COURSE PROGRAM:

The main goal of the class is to discover the world of poetry and painting. In that sense, students will learn more about different poets or painters from varied centuries that have contributed in vivifying the field of poetry and painting. Therefore, this class aims at observing, analyzing forms of poetry and painting in all their aspects and cultivating a taste for language and its functions.

LM2/16d: LITERARY CREATION

Spring Semester

Classes: 18 hours

ECTS credits: 3

OBJECTIVE:

To work in the imaginary.

To understand the issues specific to literary creation when we, ourselves, have to create them.

To understand literary by practicing it.

COURSE PROGRAM:

Using as examples some texts revolving around a theme (space, time, death, myths...) students will be brought to write by themselves texts on these themes. This class will be interactive, as texts will be read and discussed in class.

LM2/14b: JEWISH IDENTITY IN CONTEMPORARY FRENCH

Spring Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

From the Dreyfus affair to the present day, French literature, more than all other European literatures, has assumed a questioning relative to the Jewish being. These classes will analyse the stages of this interrogation, which for many French-speaking writers, since the turn of the 19th century, was an opportunity to become aware of their identity, in many times foreclosed. A special place will first be reserved for contemporary writers of the Dreyfus affair - from Marcel

Proust to Edmond Fleg and Bernard Lazare. We will also study the emergence of a new Jewish consciousness following the Holocaust (Emmanuel Levinas, Elie Wiesel, Albert Cohen, but also Edmond Jabes, and J.-P. Sartre's theory on anti-Semitism). A study will be devoted to the international aura of the autobiographical story of a famous Dutch girl of German origin, deported and murdered in the camps with a part of her family: *The Diary of Anne Frank*. Besides, we will identify and analyse the contemporary forms of this questioning in young Jewish literature.

LM2/13a: EXPERIENCING THE EXILE IN LITERATURE AND CINEMA

Spring Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

Through French and foreign (particularly American) literature and international cinema, this class will focus on as many subjects as the flight and forced departure, the emigration, the immigration but also on the travelling that transmutes into nomadic ways of living. There will also be a focus on how the themes of the exile in literature have enabled to nourish the constitution of a self, of the personal expression of an author and of the constitution of an artistic work on the self and the others. We will study how the forced or free flight has also enabled to put forward new literary expressions as the ones found in the American Beat generation (Kerouac, Ginsberg and Burroughs mainly, but also Bukowski and Salinger) whose aims were not only literary but also social, political and existential. This representation of the exile and of the journey has been particularly present in cinema in order to deal with immigration as constitutive of the modern nation state (notably in the United States at the beginning of the 19th century but also in contemporary Europe), the forced exile (in Tarkovsky's works in particular) and the difficulty of integration for migrants within their host country.

LM2/14a: FRENCH LINGUISTICS: SYNTAX

Spring Semester

STUDENTS SHOULD HAVE STUDIED AT LEAST ONE SEMESTER OF FRENCH LINGUISTICS

Classes: 24 hours

ECTS credits: 3

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 AUCHLIN 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: 24 hours

ECTS credits: 3

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.

LM3/19a: LITERARY WORKSHOPS OF RHETORIC

Fall Semester

Classes: 24 hours

ECTS credits: 3

PREREQUISITE:

Students must be able to have a creative and sensitive reasoning, must have sufficiently good French so that discussions are constructive. Yet, the teacher is ready to translate in English if some points need more clarity.

Students must have a sufficiently good training for the study of argumentative texts (terminology and style).

OBJECTIVE:

At the end of the class students should be able to:
-to have an autonomous and responsible attitude to develop a taste in scholar research.

-master a chronologic and diachronic knowledge of the studied themes and to know how to use them in an efficient and creative way, both when speaking or writing.

COURSE PROGRAM:

The main goal of the class is to discover curiosity. This will take the form of a study of different visuals via diverse sources so that students may, after a semiological and analytic study, position themselves in regards to the issues mentioned in class. Therefore, this class aims at observing, analyzing forms of curiosity in all its aspects and cultivating a taste for language and its functions.

ASSESSMENT:

Final exam: appropriation wiring to incite students to give full sense to the world of curiosity.

LM3/17b: ANDRE GIDE'S LES FAUX-MONNAYEURS

Fall Semester

Classes: 24 hours

ECTS credits: 3

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 multiplication of point of views, the speeches polyphonic proliferation, the author, narrator 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 questioning 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 their 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 points of view in spite of the others: from an aesthetic, mythological or ethical point of view? Each element – the characters, the events, the ideas, the themes, the means – only means something when it connects with the others, forming one 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.

BIBLIOGRAPHY :

Les Faux-Monnayeurs en éditions FOLIO (poche).

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.

LM3/17a : GUSTAVE FLAUBERT, L'ÉDUCATION SENTIMENTALE

Fall Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

Published in 1869, it is one of the mature novels of Georges Flaubert and an independent summit of French literature and formal perfection. It opens on a «scene of anthology»: the young bachelor Frédéric Moreau, full of ambitions, «goes up» to the capital on board the City of Montereau. Slow travel and the beauty of the banks of the Seine that turn out like a ribbon... Suddenly, «it was like an apparition», he falls into a swoon before Madame Arnoux, who will become the great passion of his life. An unaccomplished passion, nonetheless: Moreau, as pitched by Flaubert, is a typical case of the wayward temperament. Absorbed into the cauldron of French modernity, he rubbed into politics by the revolution of 1848, and proved incapable of clear and lasting commitments. As if he was acting more through history and the excitement of his generation than acting on them. This lecture will study in detail all aspects of this novel-world and will make a notable place to all the important critical texts that forged its reception and aura, such as *The Idiot of the family*, by philosopher Jean-Paul Sartre.

LM3/17e: AUTOFICTION IN LITERATURE

Fall Semester

Hours: 24 hours

ECTS credits: 3

PREREQUISITE:

A deep knowledge of French. It is important to fluently speak French in order to participate in discussions. The class is based methodically and literarily on the knowledge acquired during the degree.

OBJECTIVE:

At the end of this class students should be able to:

- demonstrate a deep knowledge of the issues French literature rises,
- approach scientific analysis in a critical way,
- scientifically analyse French literary texts in French,
- report on and present writing and oral readings and their own research in French,
- explain aesthetic, ethic, and social aspects of French literature.

COURSE PROGRAM:

The class aims at a deep study of autofiction in the contemporary novel. Here are some of the authors that will be discussed in class: Patrick Modiano, Annie Ernaux, Amélie Nothomb, Hervé Guilbert, ...

LM3/17b: LITERATURE AND MODERNITY IN VIENNA

Fall Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

The Austro-Hungarian Empire, from the end of the 19th century to the first decades of the 20th century, was the

scene of an unprecedented cultural and literary "ebullition". This period was marked by an unprecedented blossoming of talents and geniuses, in general, in all arts (music, painting...) and, in particular, in letters and thought. Even as the historical clouds were gathering in this southern country of Germanic space, the creativity of its greatest writers - Kafka, Musil, Zweig - as of its thinkers - Freud, Wittgenstein... - redoubled in intensity, facing the rise of an unprecedented crisis of civilization. This course will pay particular attention to three emblematic works: Joseph Roth's *Radetzky March*, Italo Svevo's *Zeno Consciousness*, Hermann Broch's *Somnambulist*.

**LM3/18c & LM3/22c: WOMEN AND LITERATURE
1 & 2**

Fall & Spring semesters

Classes: 18 hours **ECTS credits:** 3 per semester

COURSE PROGRAM:

This course reviews women literature from its origins to the end of the 19th century.

**LM3/21d : 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 Problématique du monde, Principes de la Théorie Littéraire, Multiculturalisme et identité en littérature et en art, literatures 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...

**LM3/21b: FRENCH LITEARTURE: WOUNDS OF
THE SOUL**

Spring Semester

Classes: 24 hours **ECTS credits:** 3

PREREQUISITE:

Students must be able to have a creative and sensitive reasoning, must have sufficiently good French so that discussions are constructive. Yet, the teacher is ready to translate in English if some points need more clarity.

OBJECTIVE:

At the end of the class, students should be able to:

- produce a convincing and persuasive organized reasoning depending of the given subject.
- master a chronologic and diachronic knowledge of the artistic field of wounds.

COURSE PROGRAM:

The main goal of this class is to learn more about the world of wounds from the 19th century to today. This will take the form of a study of different visuals via diverse sources so that students may, after a semiological and analytic study, position themselves while mastering the advantages of the strength of the wound field. Therefore, this class aims at analyzing wounds in all its aspects and to develop a taste for language and its functions.

ASSESSMENT:

Final exam: appropriation wiring to invite students to give full sense to the world of wound.

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.

**LM3/21a : GUSTAVE FLAUBERT, BOUVARD ET
PECUCHET**

Spring Semester

Classes: 24h

ECTS credits: 3

COURSE PROGRAM:

Another major feat of Flaubert's work, this unfinished novel, published posthumously, examines stupidity and its staggering force in human history. Flaubert, in a letter written in 1872, expressed an explicit wish: « I am meditating on something where I will exhale anger, Flaubert admits. Yeah, I'll finally get rid of what's choking me. I will vomit on my contemporaries the disgust they inspire me, even if I break my chest; it will be wide and violent». In what is the most radical of his works, Flaubert stages two copyists who have become inseparable friends. To escape the monotony, they moved to the countryside. But they do not escape their repetitive "neurosis": that of failure... The occasion, for an author at the top of his art, to excoriate and criticize the tremendous power of conformism in his century.

LM3/22b: LITERATURE FACED WITH RACISM

Spring Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

To understand how the intellectual and artistic world takes hold of racism to expose its elements of understanding. How does the writer, the filmmaker, the essayist or the researcher do that?

COURSE PROGRAM:

The way of doing that is thus a central aspect we will deeply analyse. This bibliography is indeed oriented towards discourses of deconstruction, meaning discourses that bring a structural analysis of the notion of racism. To quote Raoul Peck "it is about breaking the dominant discourse". In Pierre Bourdieu's works, it is about reinserting in the historical process what seems to regard the eternal, in Ta Nehesi Coates' works, it is about theorising the real by reinserting it in history. These three intellectuals, belonging to three different schools of thought, are embedded in the same realm, the one of deconstruction.

BIBLIOGRAPHY :

« Qui a tué mon père », Edouard Louis / « Deux secondes d'air qui brûle », Diaty Diallo / « La prochaine fois le feu », James Badlwin / « Une colère noire », Ta Nehesi Coates / « Le contrat racial », Charles W. Mills / « La contre histoire des états-unis », Roxanne Dunbar-Ortiz / « Sans distinction de race? une analyse critique du concept de race et ses effets pratiques », Magali Bessone / « (Race) et colonialité du pouvoir », Aníbal Quijano / « La domination masculine », Pierre Bourdieu

Filmography : « Exterminez toutes ces brutes », Raoul Peck / « Le profit et rien d'autre », Raoul Peck / « Géographies du capitalisme racial avec Ruth Wilson Gilmore - un film de la fondation Antipode »

LM4/5c: THE MEDIA AND LITERARY CRITICISM

Fall Semester

Lectures: 18 hours

ECTS credits: 3

COURSE PROGRAM:

Literary criticism in the classic meaning of the term was heavily developed during the 19th century by Charles Baudelaire, a scholar with an acute look on the society of his time. His literary and artistic criticism on Laclos, Hugo, Flaubert, Wagner, Gautier or Delacroix have marked criticism. They are powerful formulations and analyses that invite the reader, audience or spectator to rethink what they believed they already knew.

Then, after Baudelaire, other great literary figures, like André Gide, Paul Valéry or Marcel Proust, transformed the critical mind and developed the literary commentary. Each of these writers analyzes with originality and strength their contemporaries, bringing a new and enlightening look on the treated subject, going further than the mere bipartition "positive / Negative" "I like / I don't like" which is both too reductive and not enough to mark the critical discourse.

With the mediatization of discourses during the 20th century, taking a stand and intellectual debates have known an unprecedented importance, both in current ideas and in ideological conflicts. What is the situation today? What is the role, the place and the importance of the literary criticism in the context of multimedia, blogs and social media?

Texts, pieces of advice on readings and writing workshop will be presented during the first class.

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 countries 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> Dossiers>La Francophonie, 1 oct. 2010

E3/2e: FRENCH GEOGRAPHIES 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

H1/2b: METHODOLOGY FOR GEOGRAPHY

Fall Semester

Lectures: 12 hours

ECTS credits: 2

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.

H1/8b: 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

H1/4d: A GEOGRAPHICAL APPROACH TO FRANCE

Fall Semester

CLASSES: 24 hours

ECTS credits: 3

OBJECTIVES:

Acquire a method for geography and more culture.
Understand the importance of geography in general and for France in particular.
Review the knowledge learnt in high school, especially the major notions, references and dynamics nowadays.
Learn about the issues regarding French geography.

COURSE CONTENT:

Key dates regarding the development of geography in France.
Geo-historical elements of French cities.
Major geographical references and geography related to administration.
Population dynamics and demography
Urbanization, metropolis and suburbs.
Transportation (Case study of the MEL)

BIBLIOGRAPHY :

CLAVE Yannick, *Géographie de la France*, Paris, Ellipses, 2020 (2e ed.)
REGHEZZA-ZITT Magali, *La France dans ses territoires*, Paris, A. Colin, 2017 (2e ed.)
RUGGERI Charlotte, *La France. Géographie des territoires*, Paris, Ellipses, 2017
Dictionnaires :
BRUNET Roger (dir.), *Les mots de la géographie. Dictionnaire critique*, Paris, La documentation française/Reclus, 2005 (3e ed.)
GEORGE Pierre, VERGER Fernand (dir.), *Dictionnaire de la géographie*, Paris, PUF, 2013 (10e éd.)
LEVY Jacques et LUSSAULT Michel (dir.), *Dictionnaire de la géographie et de l'espace des sociétés*, Belin, Paris, 2003

H2/12b: 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.

H2/16a: SPATIAL ANALYSIS & CARTOGRAPHY

Spring 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.

H3/21a: GEOENVIRONNEMENTS

Fall 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, *Éléments 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^{ème} édition, Paris 2009.

Y. Veyret (sous la coordination de), *L'érosion entre nature et société*. Dossier des Images Economiques du Monde, SEDES, Parise 1998.

H2/16b: 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^{ème} édition, Paris 2009.

- Y. Yvret (sous la coordination de), *L'érosion entre nature et société*, Dossier des Images Economiques du Monde, SEDES, Paris, 1998.

H3/26b: GEOGRAPHICAL APPROACH TO SUSTAINABLE DEVELOPMENT

Spring Semester

Lectures: 24 hours

ECTS credits: 3

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,

H3/26a: INHABITING THE WORLD Spring Semester

Lectures: 24 hours **ECTS credits:** 3

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.

H3/21b: GEOGRAPHY & INTERNATIONAL MIGRATION

Fall Semester

Lectures: 24 hours **ECTS credits:** 3

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/2b: ENVIRONMENTAL RISKS: FROM GEOGRAPHY TO MEDIA COVERAGE

Fall Semesters

Lectures: 18h hours **ECTS credits:** 3

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/5g: CONTEMPORARY
DEMOGRAPHIC ISSUES**

Spring Semester

Classes: 24 hours

ECTS credits: 3

PREREQUISITE:

Students' curiosity, motivation and implication in this class are primordial. Their general knowledge will be greatly solicited as well as their capacity to summarize and argue.

OBJECTIVE:

At the end of this class, students should have acquired a certain knowledge of demographic issues in the world.

COURSE PROGRAM:

In a context of social transition and ecological changes, this class wants to address the great contemporary demographic issues. It will first have a look on the great theories of demography in the world, among which Malthusianism holds a particularly significant place despite the numerous critics this theory has been subjected to. This will reveal that demographic preoccupations are dependent of economic and environmental issues. Then, this class will focus on the question of the world population explosion. This will be about observing the process and to contextualize it in social dynamics around the urbanization of the world and the cultural changes that are embedded in globalization. Demographic transition is also mentioned in this class, as there is, after a demographic growth, an aging of the population with all the social issues around the arrival of the "grandpa boomer" generation. Finally, the question of the mutations of international migration in the beginning of the 21st century will be studied, with all the issues around the opening and closing of borders, of status, of political tools, of the way migrant population live. Each phenomenon will be studied with concrete examples around the world.

BIBLIOGRAPHY:

Olivier DAVID, 2015 (3 ème édition), La population mondiale. Répartition, dynamique et mobilité, Coll. Cursus, Ed. A. Colin, 221 p.
Gilles PISON, 2009, Atlas de la population mondiale. Faut-il craindre la croissance démographique et le vieillissement ?, Ed. Autrement, 80 p.
Catherine WIHTOL DE WENDEN, 2019/3 (2012), Un monde de Migrants, Géographie Documentation photographique, CNRS ed., 63 p.

Catherine WIHTOL DE WENDEN, 2005, Atlas des migrations dans le monde : réfugiés ou migrants volontaires, autrement, 79 p.

H4RI/6d: GEOGRAPHY OF NATURAL HAZARDS

Spring Semester

Classes: 18 hours

ECTS credits: 3

COURSE PROGRAM:

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: 3 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^{er} 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:** 2 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:** 2 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:** 2 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; www.dwelle.de; 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:** 2 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:** 3 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:** 2 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; www.berlinonline.de; www.tagesspiegel.de; 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:** 2 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; www.ard.de; 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: 2

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: 2

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: 2 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: 2 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: 2

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

Janitz 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*

**LEA3/21g: BUSINESS TRANSLATION
FROM GERMAN INTO FRENCH**

Spring Semester

Classes: 12 hours

ECTS credits: 2

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

**LEA3/21h: GERMAN CONSECUTIVE
INTERPRETING**

Spring Semester

Classes: 12 hours

ECTS credits: 2

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 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.

**AIT4/1e: GERMAN WRITTEN
COMMUNICATION**

Fall Semester

Classes: 20 hours

ECTS credits: 3

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.

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.

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.

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.

**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
- German newspapers: www.focus.de, www.welt.de
- Interactive visit of Berlin: www.acamiens.fr/lycee60/cassini/expos/berlin/accueil
- German Embassy in Paris: www.amballemagne.fr
- German History Museum in Bonn: www.hdg.de

**LEA1/2d: SPANISH HISTORY: SPAIN DURING
THE FIRST HALF OF THE 20th CENTURY**

Fall semester

THIS COURSE IS TAUGHT IN SPANISH

Lectures: 12 hours

ECTS credits: 2

PREREQUISITE:

Have a sufficiently good level of Spanish to follow a class in Spanish.
To know the main facts in Europe history of the 20th century.

OBJECTIVE:

At the end of the class, students should be able to restate important Spanish historical facts between 1900 and 1939 and its place in the Europe of that time in the most remarkable events.

COURSE PROGRAM:

Spanish history: colonial loss, reign of Alfonso XIII, dictatorship under Primo de Rivera, 2nd Republic, civil war.

European history: World War I, great depression...
20th century Spanish foreign policy (1900-1939).

SET BOOKS:

- 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
- BALFOUR, S., PRESTON P., *España y las grandes potencias en el siglo XX*, España, Crítica, 2002.
- GONZALEZ CALLEJA E., *La España del siglo XX*, Alianza editorial, 2015.
- TUSSELL GOMEZ J., AVILES FARRE J., PARDO SANZ R.M., *La política exterior de España en el siglo XX*, España, Editorial biblioteca nueva, 2000.

**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

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., Olivési 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

H1/7d: Civilisations of the Middle East

Spring Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVES:

Discover the arabo-islamic civilisation and understand its plural nature.

Acquire basic knowledge to understand better the historical and geographical context of Islam as a civilisation because arabo-islamic thought is a part of universal culture.

Understanding the cultural, political and religious problems of the Muslim world today.

COURSE PROGRAM:

This course will deal with the origins, evolution and expansion of the arabo-islamic civilisation.

It will also tackle the governing methods and why the Muslim world is divided up through the dynasties and the big political and religious trends

The schools and intellectual movements will also be dealt with as they contributed to the greatness and singularity of this civilisation. Moreover, historical data influencing the current geopolitical situation will be studied.

BIBLIOGRAPHY :

- André MIQUEL, *L'Islam et sa civilisation VIIe-XXe siècles*. Armand Colin, 1977.
- D. et J. SOURDEL, *La civilisation de l'islam classique*, Coll. Les Grandes Civilisations, Arthaud, 1983.
- Claude CAHEN, *L'islam des origines au début de l'Empire ottoman*, Bordas, 1970. Réédition Hachette 1997
- Jean-Claude GARCIN et alii, *États, Sociétés et cultures du monde musulman médiéval, Xe-XVe siècles*, 3 vol., P.U.F. Paris, 1995-2000.
- Henry Laurens, *Paix et Guerre au Moyen-Orient : L'Orient arabe et le monde de 1945 à nos jours*. Armand Colin (2005). Collection : Références histoire
- Les mondes chiïtes et l'Iran ; Sous la direction de Sabrina Mervin. Karthala (2007). Collection : Hommes et Sociétés
- Les défis du monde arabe ; Sous la direction de Pascal Boniface et Didier Billion. IRIS/PUF (2004). Collection Enjeux Stratégiques

H1/4b: History of International Relations

Fall Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVES:

Discovering large concepts and thematic fields of discipline (International Relations theory, international law, sovereignty, collective security...)

To master academic exercises of discipline (academic writing skills, oral exercises, logical reasoning, proving a point).

Developing critical thinking.

COURSE PROGRAM:

- 1 –Introduction to International relation theories and issues.
- 2 – Thucydide 's « Péloponnèse War » and birth of realism in International Relations.
- 3 – The Imperial Republic and the expansion of Roman Law.
- 4 – Thomas d'Aquin and the geopolitics of the 13th century : The idea of « fair guerre »
- 5 – Wars of religions : impacts on Europe's International Relations in the Modern era.
- 6 –The state, main actor of the westphalian world.
- 7 – The Enlightenment and the liberal movement in International Relations.
- 8 – 19th Century Geopolitics : the end of the French and British domination.
- 9 – The liberal and realist theories in the 20th century : worldwide conflicts and cold war.
- 10 – Evaluation(s)

BIBLIOGRAPHY :

BADIE Bertrand, *Le Temps des humiliés. Pathologie des relations internationales*, Paris, Odile Jacob, 2014.
BATTISTELLA Dario, *Théories des relations internationales*, Paris, Presses de Sciences Po, 2015 (5e éd.).
DUROSELLE Jean-Baptiste, KASPI André, *Histoire des relations internationales. De 1945 à nos jours*. Armand Colin, « Hors collection », 2017.
MOUGEL François-Charles, PACTEAU Séverine, *Histoire des relations internationales*. Presses Universitaires de France, « Que sais-je ? », 2021 (15e éd.).
RENOUVIN Pierre, *Histoire des relations internationales tome I, Du Moyen Âge à 1789*, Edition Hachette Littérature, mars 1994.
ARON Raymond, *Paix et guerre entre les nations*, Edition Calmann-Lévy, Paris, 1962.
KISSINGER Henry, *A World Restored: Metternich, Castlereagh, and the Problems of Peace, 1812-22*, 1957.
MANENT Pierre, *Histoire intellectuelle du libéralisme*, Editeur Hachette Pluriel Reference, Collection Pluriel, 2012.
MORGENTHAU Hans, *Politics Among Nations: The Struggle for Power and Peace*, New-York, 1948

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 15th and 16th

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 16th century Europe is dominated by the Habsbourg family, great Empires are being born in Africa, like the Ottoman Empire. During the 17th 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 18th 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 XVIIe-XVIIIe siècle*, Paris, A. Colin, 2017.
DELUMEAU (J) (sd), *Une histoire du monde aux temps modernes*, Larousse, 2013.
BENASSAR (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.

H1/1c: INTRODUCTION TO ANCIENT HISTORY

Fall Semester

Classes: 24 hours **ECTS credits:** 3

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. Coursus, 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.
 Lehoërff 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.

H1/3d: PRE-COLUMBIAN CIVILISATIONS

Fall Semester

Lectures: 24 hours

ECTS credits: 3

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

H1/4e: ARCHEOLOGY FROM THE ROMAN EMPIRE TO THE BARBARIAN KINGDOMS

Fall Semester

Lectures: 24 hours

ECTS credits: 3

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.
- THULLIER (J.-P.), *Les Etrusques. La fin d'un mystère*, Paris, 1990
- Les Etrusques et l'Europe, Paris : R.M.N., 1992.
- Ferdrière, *Les campagnes en Gaule Romaine*, Errance, coll. Les Hespérides, 1988.

LM1/4d&8d: HISTORY OF FRANCE: POLITICAL CONSTRUCTION AND CULTURAL MOVEMENTS

Fall & Spring Semesters

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

At the end of this class, students should have a solid overview of the great moments of the country and of its political construction. Meanwhile, they will have discovered the great moments of its literary history illustrated by examples.

COURSE PROGRAM:

Semester 1:

- 1) The end of the 100 Years' War.
- 2) From the end of the 100 Years' War to François the First: Reinforcement of the state, Blossoming of Humanism and Reforms.
- 3) France faced with Religious Reforms.
- 4) The First Bourbon and a Stronger Royal Power.
- 5) The Reign of Louis the Fourteenth
- 6) The French Enlightenment
- 7) The End of the Ancient Regime and the Revolution

Semester 2:

- 1) The Napoleonian Time
- 2) The Restauration

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.

**H1/5a: 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 Pinnacle 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

**H1/5b: 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 16th 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

H1/6a: HISTORIOGRAPHY

Spring Semester

Lectures: 12 hours

ECTS credits: 2

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., Vayssière 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

**H1/5c: INTRODUCTION TO EARLY MEDIEVAL
HISTORY (5th – 10th centuries)**

Spring Semester

Lectures: 24 hours

ECTS credits: 3

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 9th and 10th 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^{er} 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
- Lebecqz Stéphane, *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.

H1/8d: MEDIEVAL ARCHAEOLOGY

Spring Semester

Lectures: 24 hours

ECTS credits: 3

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, 179p. 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 Ive 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: 3

COURSE PROGRAM:

- Roman conquest
- Anglo-Saxon era
- Norman Conquest
- The Normans and the Civil War
- The Plantaganet era (creation of parliament, first civil liberties, etc.)
- The 14th 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.

LEA2RI/3d: 3-2c
BRITAIN AND COMMONWEALTH: FROM EMPIRE
TO PARTNERSHIP
Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours **ECTS credits:** 3

During this course, the student will acquire a general understanding of the creation of the British Commonwealth, the relations between the Commonwealth member states, and the commercial and diplomatic interests of this organisation.

The student will also learn to analyse and comment on secondary and primary sources and will develop their oral and written skills in English.

COURSE PROGRAM

This is a course based on understanding the history of the modern Commonwealth and the relationships between its members since its creation. The student will discover the main events including the fall of the former British Colonial Empire and the birth of this international institution. Additionally, the student will study the main goals of the Commonwealth of Nations, its structure and the charter which defines the role of this organisation. Importance will be given to the diplomatic, political and commercial aspects which link the Commonwealth countries. Finally, the course will focus on the main challenges the Commonwealth has faced since 1945.

BIBLIOGRAPHY

Darwin, J. (2009). *The Empire Project: The Rise and Fall of the British World-System, 1830–1970*. [Online]. Cambridge: Cambridge University Press.
Grimal, H. (1999) *De l'Empire britannique au Commonwealth*. Paris: Armand Colin (Collection U).
Patel, I. S. (2021) *We're Here Because You Were There: Immigration and the End of Empire*. La Vergne: Verso UK.
Redonnet, J-C. (1998). *Le Commonwealth : politiques, coopération et développement anglophones*. Paris: Presses universitaires de France.

Website:

The Commonwealth (no date) Commonwealth. Available at: <<https://thecommonwealth.org/>> (Accessed: 25 May 2023).

LEA2/10c: SPANISH HISTORY: SPAIN DURING
THE SECOND HALF OF THE 20th CENTURY

Fall Semester

THIS COURSE IS TAUGHT IN SPANISH

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

PREREQUISITE:

To follow this class, students must be able to master Spanish. They must have a good understanding of written and oral Spanish as many documents and primary sources will be in Spanish. Students should equally have a certain familiarity with the main cultural and literary movements of Europe and Spain at that time.

To have the capacity to interpret and contextualize these sources is also important.

OBJECTIVE:

At the end of the class, students should have acquired a deep understanding of the historical period of this time, including the study of political events, social, economic and cultural issues that have shaped and influenced Spain back then.

This class aims at understanding the main social and political changes that happened in Spain during the second half of the 20th century. Students should also develop an analytical capacity to recognize social and political changes. This concerns the study of political tensions, of social movements, of reforms and conflicts that had a significant impact on the Spanish society. This class also aims at positioning Spain in the international context of this period, and more particularly at studying the role of Spain in international conflicts, in diplomatic relations with other countries and the impact of these factors on the position of Spain in the world.

Another objective is to consider and examine artistic and cultural movements in Spain at that time. This includes the study of artistic and intellectual movements that have influenced Spanish culture of that period.

It will be important to develop a capacity to interpret historical events and to formulate arguments based on historical documents. Students will be encouraged to develop their analytical skills through the analysis of sources given by the professor during the class.

COURSE PROGRAM:

Historical context // Politics and Society // Art and Culture // Economy and Industrialisation // International Relations.

H2/9d: Social and Cultural History of 19th and
20th Century France

Fall Semester

Lectures: 24 hours **ECTS credits:** 3

H2H2/10d & H2/14d: New Techniques of
Information and Communication

Fall and Spring Semesters

Lectures: 24 hours **ECTS credits:** 3/semester

H2/12d: Globalisation and Economic Strategies

Fall Semester

Lectures: 24 hours **ECTS credits:** 3

- R. ETIENNE, *Jules César*, Paris 1997.

H2/10c: 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

H2/11c: HISTORY OF ANCIENT EGYPT

Fall Semester

Classes: 24 hours

ECTS credits: 3

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, 2nd and 3rd) 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.

H2/9b: THE CITY IN ANCIENT GREECE

Fall Semester

Lectures: 18 hours

ECTS credits: 3

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)

H2/9c – LM2/12b: THE ROMAN REPUBLIC

Fall Semester

Classes: 18 hours

ECTS credits: 3

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.

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:

- 16th and 17th 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 INDEPENDANCE OF LATIN
AMERICA**

Spring Semester

CLASSES: 18 hours

ECTS credits: 3

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
Libertadores

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: LEA3: 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.

H2/9a: 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.

H1/6d: AUXILIARY SCIENCES

FOR HISTORIANS

Spring Semester

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).

H2/15c: RELIGION IN ANCIENT EGYPT

Spring Semester

Classes: 24 hours

ECTS credits: 3

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/ Affirmation and opposition to The French Monarchy (1600-1789)

Spring Semester

Tutorials: 24 hours

ECTS credits: 3

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.

H2/13b: CIVILIZATIONS OF CLASSICAL GREECE

Spring Semester

Classes: 18 hours

ECTS credits: 3

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 antique, 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.

H2/13c – LM2/16b: CIVILIZATIONS OF ROMAN REPUBLIC

Spring Semester

Classes: 18 hours

ECTS credits: 3

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 (Sentaus, 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 (5th – 1st 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.ADAM, *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.

H2/16e: EARLY MODERN PALEOGRAPHY

Spring Semester

Lectures: 24 hours

ECTS credits: 3

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

H2/12e: MEDIEVAL PALEOGRAPHY

Fall Semester

Classes: 24 hours

ECTS credits: 3

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 13th to 15th centuries
- Methods of historical research in the following fields: history of society, of mentalities, urban life and institutions.

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*

**LEA3RI/5d: 5-2c
GREAT BRITAIN AND EU: UNDERSTANDING
BREXIT**

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

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

OBJECTIVE:

The aim of this course is to enable students to develop critical thinking skills in order to understand a crucial moment in modern British and continental European history. The course will teach analytical and research skills, allowing students to build in-depth knowledge of the cultural and political factors prevalent in the UK establishment of, and departure from, EU membership. Course activities will focus on research, analysis, discussion and debate.

COURSE PROGRAM:

This course will focus on the relationship between the UK and the European Union, examining the historical, political and social context in the UK chronologically from its accession to the EU through to Brexit. The objective of the course is to study the various factors influencing the referendum and the final segregation, to explore the increasingly separatist sentiment and its development along the timeline of the UK's EU membership and to address the political climate of each British prime minister from accession to Brexit. Studies will focus on media representation, propaganda, and shifting perspectives.

**LEA3C/18e: AMERICAN HISTORY: Boom and
Bust: Economic History of the USA**

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours **ECTS credits:** 3

COURSE PROGRAM:

This class will provide an overview of the major economic developments of the twentieth and twenty-first century in the United States, from the Wall Street Crash to the banking crisis of 2008. We will spend time discussing the Depression and the New Deal and will focus, in the second half of the semester, on the origins, characteristics, and effects of neoliberalism. As well as developing our vocabulary and knowledge of significant economic ideas, policy, and theories, we will analyse and comment on cultural engagements with and representations of these ideas and systems of production.

**LEA3C/18d:
ECONOMIC HISTORY OF THE UK**

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

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

OBJECTIVE:

This course aims to provide the necessary tools to handle the historical background and the conceptual framework to grasp the social and economic situation of modern-day Britain.

We will :

examine the Post-war context and the foundations of the Welfare state, and the 'Age of consensus' .

analyze Thatcher's rise to power after a 'Winter of Discontent' and how this election altered the British social and economic landscapes (deindustrialization, neo-liberalisation, 'trickle down Economics' and monetarism).

observe how the Blair/Brown Period consolidated the free-market economy by encouraging entrepreneurship.

- define how the 2007 / 2008 financial crisis marked a turning point for the British population, eventually leading the British to re-think their ties to the European Union.

At last, we shall focus on the economic situation of the past few years (2020/2023), to determine the aftermath of Brexit, and how alternative conceptions emerged , marked by the rise of climate change concerns, the implementation of environmental policies, and increasing social inequality.

COURSE PROGRAM:

-Theoretical framework : Historical context, the Banking system, Trade-Unionism.

Post-war context and the 'Age of consensus' : the Beveridge report and the Welfare state, Keynesianism, re-thinking economic and social policies.

From the 1973 crisis to Thatcherism : from the social crises (the aftermath of the 1973 oil crisis and the 1978/1979 Winter of Discontent) to a strengthening of economic policies (Monetarism, Free-market economy, Deindustrialization)

The Blair/Brown period : Monetary and Fiscal policy, Free-market and encouraging entrepreneurship in Britain.

The 2008 crisis to Brexit

Post-Brexit economy (2020/2023) : its impacts on trade and inflation, the Northern-Ireland conundrum, the rise of alternative movements (Extinction Rebellion, de-growth movements)

ASSESSMENT

Oral presentation and final written exam

BIBLIOGRAPHY

*** TIRATSOO N. , From Blitz to Blair, a new History of Britain since 1939 , 1997

** CLARKE P., Hope and Glory : Britain 1990-2000 , 2004

** Francis M., Ideas and politics under Labour 1945/1951 , 1997

* WEBER M. , The Protestant Ethic and spirit of Capitalism. 1904

SOBOLOSKA Maria, Brexitland : Identity, diversity and the reshaping of British Politics , 2020

**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 XXIst 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 XXth and XXIst 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^a ed., 2006.

Pereira Castañares, Juan Carlos, *La política exterior de España (1800-2003). Historia, condicionantes y escenarios*, Editorial Ariel, S.A., 1^a ed., 2003.

H3/17aa: CULTURE AND RELIGION IN FRANCE (16th TO 18th CENTURIES)

Fall Semester

Classes: 24 hours

ECTS credits: 4

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 18th 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

H3/17b: REVOLUTIONS, REPUBLICS AND CITIZENSHIP (1789-1870)

Spring Semester

Classes: 24 hours

ECTS credits: 4

OBJECTIVES:

This course covers the history of the developments of citizenship, democracy, and the Republican idea throughout the length of the 19th 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

H3/18a: HISTORY OF RELIGION IN ANCIENT GREECE

Fall Semester

Classes: 24 hours

ECTS credits: 4

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 relationships 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.

H3/18b: THE HUNDRED YEARS WAR

Fall Semester

Lectures: 24 hours

ECTS credits: 4

OBJECTIVE:

Compared history of France and England between the 14th and 15th 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. (« Coursus. 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.

H3/19a &: THE UNITED KINGDOM SINCE 1945

Fall Semester

THIS CLASS IS TAUGHT IN ENGLISH

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

To become familiar with the most important events of British history after 1945 ad 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)

H3/19b: SLAVIC CIVILISATIONS: HISTORY OF RUSSIA AND CURRENT ISSUES

Fall Semester

Classes: 24 hours

ECTS credits: 3

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.

H3/22a: THE FRENCH MILITARY FROM THE RESTORATION TO EXTERNAL MILITARY OPERATIONS (OPEX)

Fall Semester

Classes: 24 hours

ECTS credits: 4

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 19TH 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

**H3/22b: WOMEN IN THE 16TH TO 18TH
CENTURIES**

Spring Semester

Lectures: 24 hours **ECTS credits:** 4

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?

**H3/23a: THE ROMAN EMPIRE
FROM AUGUSTUS TO COMMODIUS**

Spring Semester

Lectures: 24 hours **ECTS credits:** 4

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.

**H3/23b: CULTURAL HISTORY IN THE MIDDLE
AGES**

Spring Semester

Lectures: 24 hours **ECTS credits:** 4

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 12th to the 15th 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 13th 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).

H3/24a THE UNITED STATES SINCE 1945

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 24 hours

ECTS credits: 3

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)

H3/24c: HISTORY AND THE CLIMATE

Spring Semester

Lectures: 24 hours

ECTS credits: 3

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^e – XVIII^e 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

H3/26d: ANCIENT EGYPT IN MUSEUMS, ARCHITECTURE AND ART

Spring Semester

Lectures: 24 hours

ECTS credits: 3

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

H3/21f: ANCIENT AND PROTOHISTORICAL CIVILISATIONS FROM SUMERIA TO CARTHAGE**Fall Semester****Classes:** 24 hours**ECTS credits:** 3**OBJECTIVE:**

This course covers quite a large period chronologically-speaking: it starts with the appearance of History in Sumeria, in the 3rd millennium 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 millennium 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*, Paris 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.

H3/26e: THE WORLD AS SEEN BY LE MONDE**Spring Semester****Lectures:** 24 hours**ECTS credits:** 3**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.

H4J/1b : HISTORY - THE ROOTS OF EUROPE FROM ANTIQUITY TO THE FRENCH REVOLUTION**Fall Semester****CLASSES:** 24 hours**ECTS credits:** 3 per semester**PREREQUISITE:**

Students must have a general manual on Europe, particularly on the modern period.

They should consider an active reading (taking notes) before the lectures in order to understand the studied issues.

OBJECTIVE:

To give a global vision on Europe by mentioning the most emblematic events of this region.

A vision that is not only chronological but also thematical and geographical.

COURSE PROGRAM:

Since the 15th century, Europe has seen great intellectual, religious and cultural changes caused by the phenomenon of the Great Discoveries, by the Fall of Constantinople but also as a result of the birth and spreading of Humanism. These changes brought European to transform their vision of the world and led to actual splits such as the Protestant Reformation or the contestations the Enlightenment.

BIBLIOGRAPHY :

- L. Bely (dir.), *Dictionnaire de l'Ancien Régime*, Paris, PUF, coll. Quadrige, 2003.

F. Bluche (dir.), Dictionnaire du Grand Siècle, Paris, Fayard, Ed. revue et corrigée, 2005.
A. Conchon, B. Maes, I. Paresys, Dictionnaire de l'Ancien Régime, Paris, Armand Colin, 2004.
G. Duby (dir.), Atlas historique, Paris, Labrousse, 2016.

H4J/5a: Contemporary History, Geopolitics

Spring Semester

CLASSES: 12 hours **ECTS credits:** 2

OBJECTIVE:

The aim of this class is to introduce geopolitics and the main theme concerning international relations.

This class introduces the basis of international order and its main developments since the end of the Cold War. It offers a first approach of international relations and their main political, economic, and social dimensions.

The ambition of this class is to introduce international relations, current issues, their causes and the emerging great tendencies. At this aim, we will draft a board of international relations and foreign policies in the great regions of the world with a particular attention towards Europe. We will also try to link the class to the news to make it more concrete and interactive.

COURSE PROGRAM:

Introduction: the basis of international order, UNO. // Globalization and economic relations. // Other globalizations: migrations, traffics, protests against climate change. // The clash of civilization or the refusal of modernity. // American order since the end of the Cold War. // France // European Union.

ASSESSMENT:

The assessment will be made of continuous assessment, a participatory grade and a final exam.

BIBLIOGRAPHY :

- Boniface (Pascal), La géopolitique, les relations internationales. Paris, Eyrolles, 2001, 200 p.
- Boniface (Pascal), Védrine (Hubert), Atlas des conflits et des crises. Paris, A.Colin, 2016, 153 p.
- Duroselle (Jean-Baptiste) et Kaspi (André), Histoire des relations internationales, tome 2, de 1945 à nos jours, Paris, A.Colin, 2017 (dernière édition), 688 p.
- Fukuyama (Francis), La fin de l'histoire et le dernier homme. Paris, Flammarion, 2009, 450 p.
- Gauchon (Pascal), Huissoud (Jean-Marc), Les 100 lieux de la géopolitique. Paris, PUF, 2008, 127 p.
- Huntington (Samuel), Le choc des civilisations. Paris, Odile Jacob, 2000, 545 p.

- Kissinger (Henry), Diplomatie. Paris, Fayard, 1996, 860 p.
- Vaïsse (Justin), Zbigniew Brzezinski, Stratège de l'empire. Paris, O.Jacob, 2016, 422 p.
- Vaïsse (Maurice), Les relations internationales depuis 1945, Paris, A.Colin, 2017 (dernière édition), 352 p.
- Il est recommandé aux étudiants la lecture suivie d'au moins un quotidien national généraliste et la lecture régulière d'un quotidien étranger.

H4RI/6a: THE BIRTH OF « STATE » IN WESTERN EUROPE DURING THE RENAISSANCE AND THE RELIGIOUS WARS

Spring Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

To understand some meanings of "State" through the study of the birth of this new concept that rapidly became central to be today considered as an imperative that is seldom put into question.

COURSE PROGRAM:

The point of this class is to rethink political history from ancient times to the limits of modernity. This class will try and understand how, in Western Europe from the 13th century to the 17th century, something that will come to be named state is going to impose itself. The educational process will consist in crossing traditional history with the reading of some great texts punctuating these periods of time. It should enable us to better understand the singularity of this decisive period: the arrival of Western modernity.

BILBIOGRAPHY :

Aristote, Éthique à Nicomaque, Paris, Vrin, 1959. (livre 1)
Aristote, Politique, Paris, Vrin, 1962. (livre 1)
Aristote, Les politiques, introduction et traduction par Pierre Pellegrin, Paris, Flammarion, 1990. (livre 1)
Bodin, J., Les Six livres de la République (1576), Paris, Fayard, 1986.
Botero, G., De la raison d'État (1589-1598), édition, traduction et notes de Pierre Benedittini et Romain Descendre, introduction de Romain Descendre, Paris, Gallimard, 2014.
Boucheron, P., Conjurer la peur : Essai sur la force politique des images, Siècle 1338, Paris, Seuil, 2013.
Cicéron, Des lois, Paris, Flammarion, 1965.
Michel Foucault, « Omnes et singulatim : Vers une critique de la raison politique », Le Débat 1986/4 (n° 41), p.5-36. DOI 10.3917/deba.041.0005
Hobbes, Leviathan
Jouanna, A., La Saint Barthélémy, les mystères d'un crime d'État, Paris, Gallimard, 2007.
Lucinge, R. de, Naissance, Durée et Chute des Estats, édition critique de Michael John Heath, Droz, 1984.

Machiavel, *Le Prince*, traduction et commentaire de Jean-Louis Fournel et Jean-Claude Zancarini, Paris, PUF, 2000.

Machiavel, *Discours sur la première décade de Tite-Live*, Traduction d'Alessandro Fontana et Xavier Tabet, Préface d'Alessandro Fontana, Paris, Gallimard, 2004.

Polybe, *histoires*, Paris, Gallimard, 2003. (livre VI)

Romilly, J. de, *les grands sophistes de l'Athènes de Périclès*, Paris, le livre de poche, 2004.

**LCE4/1b: ADVANCED CIVILISATION SEMINAR –
Education and Society in the English-Speaking
World**

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 24 hours

ECTS credits: 5

Secondary and Higher Education in the US and the UK

- Different types of education
- Theories of education
- Access to education (education for all / women? Ethnic minorities?)
- Selective/non-selective?
- Role of school in society / school or college as community and in community
- Schools and the law/government (federal/state/local)
- Specificities of British and American education / Differences between them and French concepts of education
- Education and religion, education and politics

ASSESSMENT

Students will submit a research paper and there will be a final exam (written).

**LCE4/1b: ADVANCED CIVILISATION SEMINAR
WOMEN, GENDER, SEXUALITY: FROM THE RIGHT
TO VOTE TO THE END OF ROE
SPRING SEMESTER**

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 h

ECTS credits: 3

With a focus on women, gender, and sexuality, this class will probe 20th-century American political and social history, and the ongoing pursuit of gender equality. Analysing primary and secondary sources from the past and present, our discussions will include (but not be limited to): the campaign for suffrage and the passing of the Nineteenth Amendment; the evolutions of the feminist movement, and its different waves; the cult of domesticity, female labour, and the political ends for which, during the Cold War, women's role at the heart of the nuclear family was cast as a bulwark against the encroachment of communism; the struggle for reproductive rights and the Supreme Court's recent overturning of *Roe vs Wade*; the rise of the Me-Too social movement and the 2016 presidential campaign that pitted Hillary Clinton against Donald Trump.

Assessment

Students will write a research paper and take a final oral exam.

H5J/9a: HISTORY – A LOOK AT CHINA

Fall Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

At the end of this class, students should be able to:
Describes several political and philosophical movements that cross Chinese tradition.

Put into perspective contemporary Chinese issues with the history of its movements.

Compare and judge the relevance of the varied answers brought by these school of thoughts concerning social and political issues faced by China depending on the historical period.

Write essays based on classic Chinese texts.

Develop an oral argumentation in the context of an imposed debate.

COURSE PROGRAM:

Firstly, students will learn more about some vocabulary and reasoning aspects that have shaped the different Chinese school of thoughts when they were created. They will then reflect upon how these ideas may be relevant for contemporary issues.

The body of this class will be a study of five ethical and political Ancient Chinese school: Confucianism, Mohism, Taoism, Legalism, and Buddhism and two contemporary schools that, even though Western in their origins, have today attained an important degree of Chinese assimilation: Christianity and Marxism.

The class will emphasize on the study of referential texts of these schools in a Chinese context, on the influence of these texts, the ideas they put forward, and the movements they created in history. In the Chinese intellectual culture, each school suggest a system of ethical and political value which have a contemporary significance. In that sense, studying classic texts of Chinese thinking is an entry in the Chinese mentality.

ASSESSMENT:

(25%): two individual papers (1-2 pages)

(25%): participation in the final imposed debate

(25%): Final essay (2-3 papers)

(25%): Contribution to the class in general.

BIBLIOGRAPHY:

Readings in Classical Chinese Philosophy, Philip Ivanhoe & Bryan Van Norden (Eds.), Hackett Publishing company, Cambridge 2001.

a. *A Source Book in Chinese Philosophy*, Wing-Tsit Chan (Ed.), Princeton University Press, 2008.

b. *A Short History of Chinese Philosophy*, by Fung Yu-lan, the Macmillan Company, 1948.

Italian

IMPORTANT: ALL OUR ITALIAN COURSES ARE TAUGHT IN FRENCH (UNLESS OTHERWISE STATED)

LEA1/4c: BEGINNERS ITALIAN

Fall Semester

Classes: 24 hours **ECTS credits:** 3

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:** 3

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:** 3

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: 48 hours **ECTS credits:** 3

COURSE PROGRAM:

Continuation of LEA2/12d.

ASSESSMENT:

A written exam (several exercises).

LEA3/20c: ITALIAN – LEVEL 5

Fall Semester

STUDENTS MUST HAVE STUDIED AT LEAST ONE YEAR OF ITALIAN

Classes: 24 hours **ECTS credits:** 3

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.

LEA3/24c: ITALIAN - LEVEL 6

Spring Semester

STUDENTS MUST HAVE STUDIED AT LEAST ONE YEAR OF ITALIAN

Classes: 24 hours **ECTS credits:** 3

COURSE PROGRAM:

Continuation of LEA3/20b.

Latin

IMPORTANT: ALL OUR LATIN COURSES ARE TAUGHT IN FRENCH

LM1/3d: BEGINNERS LATIN

Fall Semester

Lectures: 24 hours **ECTS credits:** 3

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

LM1/7b: BEGINNERS LATIN 2

Spring Semester

Lectures: 24 hours **ECTS credits:** 3

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

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:** 3 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)

LM3/19b & 23b: ADVANCED LATIN

Fall & Spring Semesters

Lectures: 24 hours **ECTS credits:** 3 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

LEA1C/3b & LEAC/2d: 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

ASSESEMENT:

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

LEA1RI/6e
INTRODUCTION TO INTERNATIONAL LAW
Spring semester

CLASSES: 24 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.
- RUZIÉ (D.) et TBOUL (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

LEA2/10e: INTERNATIONAL 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

**H2/12c: CONSTITUTIONAL LAW OF THE FIFTH
REPUBLIC**
Fall Semester

Lectures: 24 hours

ECTS credits: 3

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: LABOR 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 or www.ue.eu.com, for instance

MCC4N/2a: DIGITAL LAW

Spring Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

To identify juridical risks concerning the activities in the digital trades.

COURSE PROGRAM:

Basis of the digital law (which pieces of information must figure on a website? What should a company be watchful of depending on its field? Etc.)

Protection of personal data (What is a personal data? How to treat them in accordance with applicable legislation?)

The basis of the intellectual property (protection of brands, of copyright, notions of counterfeit).

BILIOGRAPHY:

<https://www.inpi.fr/>

<https://cnil.fr/fr>

AIT4T/2b: CONTRACT LAW FOR TOURISM

Fall Semester

Lectures: 20 hours

3

ECTS credits:

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

H4P/4d: LAW FOR THE HERITAGE INDUSTRY

Fall Semester

Lectures: 24 hours

ECTS credits: 3

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

H4(P)/9b: INTRODUCTION TO LAW AND THE DIGITAL WORLD

Spring Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:**H5RI/9b: LAW AND INTERNATIONAL RELATIONS**

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 hours**ECTS credits:** 2**OBJECTIVE:**

This course aims at developing a critical understanding of Law and International Relations.

The course concentrates on the legal dimension of European Union's external relations through an analysis of the evolution of the competences, powers, legal basis, principles and instruments used by the EU and its Member states to develop and structure its relations with its main partners around the world.

At the end of the course students should be able to:
Understand the interactions and main differences between European Law, European Union law and international law in the field of EU external relations;

Understand the specific legal nature and variety of relationships established by the EU with its main partners around the world;

Understand the role and importance of the various legal basis and instruments, in particular the various types of agreements and overall legal structures (hard and soft law) used to link the EU to its main partners around the world;

Identify the main international norms and values referred to in the agreements concluded by the EU and its Member States;
Develop a critical argumentation on the key aspects of the EU's relations with its main partners in the current international context.
Better understand what kind of international actor the EU has become.

COURSE PROGRAM:

Session 1: Introduction: the development of EU competences, powers and instruments in the field of external relations, from Rome to Lisbon
Session 2 The current EU's external relations legal architecture: an excessive or a necessary differentiation? Case Study: The European Neighbourhood Policy
Session 3 Reinforcing the consistency and the articulation of EU's policies, strategies and instruments and overcoming geographical silos. Case Study: the neighbours of EU's neighbours and the EU Strategy for cooperation in the Indo-Pacific.

ASSESSMENT:

Work group: Preparation of a file on a given topic.

BIBLIOGRAPHY:

Erwan Lannon, *L'Union européenne en tant qu'acteur international et membre d'organisations internationales*, in Commentaire Mégret, Relations extérieures - L'Union Européenne comme acteur international, 3eme édition sous la coordination de Jacques Bourgeois, Institut d'Études Européennes, éditions de l'Université Libre de Bruxelles, Bruxelles, Janvier 2015, pp. 107-154.

Erwan Lannon, *Politique européenne de voisinage*, Encyclopédie JurisClasseur Europe Traité, fascicule 2230, Paris, 2017, pp. 1-49.

H5J/14d: COPYRIGHT, IMAGE AND MEDIA LAW

Fall Semester

Lectures: 8 hours**ECTS credits:** 2**OBJECTIVE:**

Understanding juridical environment in which journalists work.

COURSE PROGRAM:

General introduction // Copyright – authors // Copyright – images // Personal Data Law

ASSESSMENT:

Participation is graded.

Final Exam: Multiple Choice Questionnaire

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

**LEA1C/3b: MATHEMATICS:
DESCRIPTIVE STATISTICS 1**

Fall Semester

Lectures: 12 hours

ECTS credits: 2

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.

**LEA1C/7b: MATHEMATICS:
DESCRIPTIVE STATISTICS 2**

Spring Semester

Lectures: 12 hours

ECTS credits: 2

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

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 (bio nominal and nominal 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: 48 hours

ECTS credits: 6

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:** 3 per semester

COURSE PROGRAM:

This course will prepare students for examinations to become primary school teachers.

LEA3C/22a: BANKING AND INSURANCE

Spring Semester

Lectures: 18 hours **ECTS credits:** 3

COURSE PROGRAM:

Introduction to careers in banking and insurance. How banks and insurance companies' function. Loans, investments, risk management, the currency markets.

MCA4/5d: FINDING FUNDING

Spring Semester

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

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.

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

AIT5T/3b: FINANCING TOURISM PROJECTS

Fall Semester

Lectures: 20 hours **ECTS credits:** 3

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:** 4

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

Political Science

ALL OUR POLITICAL SCIENCE COURSES ARE TAUGHT IN FRENCH (UNLESS OTHERWISE STATED)

E3/1b: INTRODUCTION TO FRENCH INSTITUTIONS FOR INTERNATIONAL STUDENTS

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^e édition, Paris ; L.G.D.J., 2001
- CHANTEBOUT (B.) : Droit constitutionnel et science politique, 18^e édition, A. Colin, 2001.
- FRANCOIS (B.) : Le régime politique de la France, Paris, La Découverte, 1998.

H1/4a: 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.

LCE1/1b: 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

Spring 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: 12 hours **ECTS credits:**

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.

LEA1RI/3e: INTRODUCTION TO INTERNATIONAL ORGANISATIONS

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

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: 24 hours

ECTS credits: 3

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?

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*, Routledge

Nash, Gary B. *Atlas of American History*, Facts on File, 2006

Tindall & Shi, *America: A Narrative History*, Norton

INTERNET WEBSITES :

www.ourdocuments.gov/content.php?flash=old&page=

Milestone

www.digitalhistory.uh.edu

www.uk-us.org

**LEA1/6a: UNITY AND DIVERSITY
IN THE AMERICAN SOCIETY**

Fall semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours

ECTS credits: 2

OBJECTIVE:

This class will provide a survey of American history that bridges the present and the past, emphasising the relevance of history to today's world. Spanning from the pre-Columbian era to Black Lives Matter, via the American Revolution and Civil War, with classes on the histories of slavery, religious freedom, and immigration, the course will focus on crucial moments and events in American history, to provide an understanding of its interconnections, trends, and developments over time. The notions of unity and diversity grant a conceptual framework through which to recognise the political, racial, ethnic, and religious diversity that has characterised and enriched American society across the centuries.

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:

An written exam and a final written exam.

BIBLIOGRAPHY:

Mauk & Oakland *American Civilization: An Introduction*, Routledge

Nash, Gary B. *Atlas of American History*, Facts on File, 2006

Tindall & Shi, *America: A Narrative History*, Norton

INTERNET WEBSITES:

www.ourdocuments.gov/content.php?flash=old&page=milestone

www.digitalhistory.uh.edu

www.uk-us.org

**LEA1/6b: GERMAN POLITICAL SYSTEM
AND SOCIETY**

Spring Semester

THIS COURSE IS TAUGHT IN GERMAN

Classes: 18 hours

ECTS credits: 3

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).

LEA2RI/11b: THE UNITED NATIONS AND NON-GOVERNMENTAL ORGANIZATIONS

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

At the end of this course, students should have acquired a fairly reasonable knowledge of the origin, structure and functioning of the United Nations and some NGOs. They will also deepen their knowledge of the historical context of the emergence of a Transnational Civil Society. Eventually, they will discover, through a selection of case-studies, the complexities of the relationships between IOs and NGOs on the Global Stage. -Students will deepen their understanding of a specific organization or of an international relations issue through their final research project. -Students will develop their oral presentation skills and their level of English.

COURSE PROGRAM:

1. Introduction to IGOs, NGOs and Global Governance. IGOs and NGOs in International Relations: Definitions and typologies.
2. The historical context of the emergence of a Transnational Civil Society and the birth of NGOs.
3. History of the United Nations: From the League of Nations to the United Nations and the consecration of Multilateralism.
4. History of NGOs/IGOs relations.
5. NGOs and IGOs' relations today: Modes of interaction, issues and points of conflict.
6. The structure of the United Nations: An impossible Hybrid?
7. Case-study and debate1: Women NGOs and the UN.
8. Case-study and debate 2: The competition over Global Environmental Governance: Environmental NGOs and the UN.
9. Towards the construction of a World Stage: Course summary, concluding remarks and debates on current events.

BIBLIOGRAPHY:

The United Nations, a very short introduction. J. M. Hanhimäki. Oxford University Press. - NGOs, A New History of Transnational Civil Society. T. Davies. Hurst ed. - Constructing World Culture: International Non Governmental Organizations since 1875. J. Boli, J. M. Thomas (eds). Stanford University Press. - NGOs in

International Politics. S. Ahmed, D. M. Potter. Kumarian Press. - International Organization V. Rittberger, A. Kruck, B. Zengl, H. Dijkstra.Red Globe Press - International Organizations and Global Problems, Theories and Explanations. S. Park. Cambridge University Press.

LEA1RI/7A: DIPLOMACY AND INTERNATIONAL COMMUNICATION

Spring Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

Analyze the rhetorical strategies used to convey a political message.

- Learn how to debate and to understand other viewpoints.
- Simulate official negotiations, taking into account all the issues involved.
- Acquire basic theoretical knowledge on international relations and diplomacy, and identify the actors involved.

COURSE PROGRAM

- 1/ Theory: What is diplomacy? Who's who in a diplomatic process? What movements have shaped international negotiations?
- 2 / Rhetorics and speech analysis: identifying the goals and strategies used to convey a message, through a description of the tone and the target audience.
- 3/ What is a debate ? Exercising critical thinking, using facts, figures from official sources.
- 4/ International diplomacy: how to reach to an agreement through simulation of a United Nations Conference of the Parties.

ASSESSMENT

Speech analysis, debate and final written exam

BIBLIOGRAPHY

CORBETT, Edward Classical Rhetoric for the Modern student
 CALDINI Robert, The Psychology of Persuasion
 ARISTOTLE, The Art of Rhetoric
 ACHESON Dean, Power and Diplomacy in Harvard University Press

LEA1RI/7c: THE WORLD STAGE AND GLOBALIZATION

Spring Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

-At the end of this course, students should have acquired a fairly reasonable knowledge of the origin, structure and functioning of Globalization and of some Global issues.

- Students will learn about the historical context of the emergence of Globalization and how it has redefined and reshaped the World stage.

- Students will deepen their understanding of international relations issues in a Global context through their final research project.
- Students will develop their oral presentation skills and their level of English.

COURSE PROGRAM:

1. Globalization: Questioning and defining a contested concept. Theories and debates. How has Globalization affected the World Stage?
2. Historiography of a world stage: Global History and the History of Globalization.
3. Introduction to the historical context of the emergence of a World stage.
4. From a world of Empires to a world of Nation-States.
5. The emergence of Transnational Civil Society.
6. Global 'ideologies': From International Law to Internationalism and Globalism, visions of World order.
7. The construction of a Global identity and the Organization of World Culture.
8. Redefining space, shifting powers, migrations and diasporas: How has Globalization contributed to the reshaping of the World stage?
9. Political and economic outcomes of Globalization on the World Stage: Sovereignty, identity and neo-liberalism in the Global Age.
10. Responses and alternatives to Globalization: Civil societies and anti-globalist movements, nationalism, populism and opposition to Globalization, questioning and debating the loss of sovereignty, local responses to Globalization and alternative paths. Is Globalization under threat?
11. Global environmental issues on the World Stage: Global Warming, transboundary pollution and pandemics.
12. What future for a Global World Order? What is the International? The National in the Age of Internationalism. (Course summary, concluding remarks and debates on current events).

BIBLIOGRAPHY:

Globalization, A Very Short Introduction. M. B. Steger. Oxford University Press. - Globalization, a short history. J. Osterhammel, N. P. Peterson. Princeton University Press. - The Transformation of the World: A Global History of the Nineteenth Century. J. Osterhammel, P. Camiller. Princeton University Press. - Rage for Order: The British Empire and the Origins of International Law 1800-1850. L. Benton. Harvard University Press. - Unlocking the World: Port Cities and Globalization in the Age of Steam 1830-1930. J. Darwin. Allen Lane Ed. - Internationalisms: A Twentieth-Century History. G. Sluga ed. Cambridge University Press. - Internationalism in the Age of Nationalism. G. Sluga. University of Pennsylvania Press. - The emergence of Globalism: Visions of World Order in Britain and the United States 1939-1950. Or Rosenbaum. Princeton University Press. - The Geopolitics of Emotion, How Cultures of Fear, Humiliation, and Hope are reshaping the World. D. Moisi. Anchor Books. - The new Asian

hemisphere, the irresistible shift of global power to the East. K. Mahbhubani. PublicAffairs ed.

LEA2RI/14b: INTERNATIONAL COOPERATION AND DEVELOPMENT

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours

ECTS credits: 3

PREREQUISITE:

To follow this course successfully, students need to have an upper intermediate level of English.

A first experience in the corporate world is desirable to increase the students' ability to relate to and understand the theoretical concepts and models introduced in the course.

An interest in geopolitics will help students to navigate the course content.

Critical reasoning skills and the ability for cognitive frame shifting are an asset.

OBJECTIVE:

Have an overview of the current state of affairs in the field of international cooperation and development

Be able to imagine future developments in this field (17 SDGs, 2030 agenda)

Having started to develop a sensitivity for topics touching ICD

Adding value when joining an institution working in ICD

Having acquired basic project management skills

COURSE PROGRAM:

Overview of the main ways of working in the field of ICD:

Historical roots of international cooperation and development

Bi-lateral and multi-lateral cooperation models
NGOs and foundations

2030 Agenda for sustainable development

Fundamentals of project management skills related to ICD

ASSESSMENT:

Midterm: Group presentations in class (30%)

Final Exam: Short case study plus knowledge and reflective reasoning questions (70%)

BIBLIOGRAPHY:

Develtere/Huyse/Van Ongevalle: International development cooperation today, Leuven university press, 2021

Nieto-Rodriguez, Antonio: HBR project management handbook, Harvard business review press, 2021

LEA2RI/3b: EU FOREIGN POLICY

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

- Historical background and institutional framework of EU's external relations.

- Activities, impact, values and challenges of the European Union's external relations. (Trade, cooperation and development, enlargement, democracy and Human Rights, migrations, defense of the liberal order and multilateralism, war and common security, counter-terrorism and cyber-terrorism, climate change, energy and food security, and other possible themes...).
- The European Union and the "Western world":
- The United States and post-Brexit UK.
- The European Union and the Asia-Pacific region.
- The European Union and Africa.
- The European Union and the reshaping of the Global order (Russia-Ukraine, current events and debates).
- The European Union and its policy toward the middle-East.

PREREQUISITE:

- History of the EU.
- EU international relations and diplomacy studies
- European institutions and international organisations.
- Political sociology of the European Union.

BIBLIOGRAPHY:

- Bernstein, Serge, *Histoire de l'Europe du XIX^e siècle au XXI^e siècle*, Hatier, 2014. ,
- Clochard, Olivier, *Atlas of migration in Europe*, New internationalist publications LTD, 2013.
- Kenealy, Daniel, *The European Union, how does it work?* OUP Oxford, 2022.
- Schutze, Robert, *European Union Law*, OUP Oxford, 2021.
- Usherwood, Simon, *The European Union: A very short introduction*, OUP Oxford, 2018.

LCE2/9b: AMERICAN GOVERNMENT AND INSTITUTIONS

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 24 hours

ECTS credits: 3

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.

LEA2RI/3.3a: INTRODUCTION TO GEOPOLITICS

Fall semester

Classes: 18 hours

ECTS credits: 3

PREREQUISITE:

To know the basis of general history of international relations during the 20th century and at the beginning of the 21st century.

To know how to read a political map.

OBJECTIVE:

- To master the basis of geopolitical theories.
- To acquire geopolitical analysis methodology.
- To understand the great issues of the contemporary world.
- To acquire the basis of prospective analytical tools in geopolitics (the study of possible futures).
- To create a group file (4 to 5 students) on a geopolitical subject that was defined at the beginning of the year, relevant to the languages and civilizations studied by the students.

COURSE PROGRAM:

This class will be divided in three great themes:

- 1) What is geopolitics?
 - Pioneers of geopolitics
 - Tools for geopolitical analysis.
- 2) Geopolitical analysis methods
 - Theories
 - Practical state cases: the US, Russia, China, Iran
 - Practical transversal cases: energy, water
- 3) Introduction to prospective geopolitics.

ASSESSMENT:

Midterm: after 5 classes, a written test will be given. It will evaluate the good understanding of the knowledge acquired in class. (40% for the continuous assessment) Group file (40% of the continuous assessment).

Fina exam: Argumentative dissertation or commentary on a given subject.

LEA2/14a: AMERICAN GOVERNMENT

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours

ECTS credits: 3

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/>

**H3/21d: THE BIRTH OF MODERN POLITITCS
IN ITALY**

Fall semester

Classes: 24 hours

ECTS credits: 3

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).

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

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^{ème} 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'Élysée : 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.

LEA3RI/2e U.S. Foreign Policy

Fall Semester

THIS CLASS IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

This course aims to impart some understanding of U.S. foreign policy, and to encourage students to delve into the challenging and sometimes murky realm of American foreign policy.

COURSE PROGRAM:

This course provides a coherent account of how foreign policy started out with the birth of the New Republic, how it developed and engaged with a bewildering range of challenges, how it has evolved, and how its formulators struggled to reconcile American principles with policy practice.

BIBLIOGRAPHY:

- BAGBY, W.M., *America's International Relations since World War I*, New York, Oxford University Press, 1999.
- BOOTH, K. & S. SMITH, *International Relations Theory Today*, Cambridge, Polity Press, 1995.
- BOYLE, P.G., *American-Soviet Relations: From the Russian Revolution to the fall of communism*, London, Routledge, 1993.
- BURCHILL, S., *Theories of International Relations*, Basingstoke, Palgrave, 2001.
- DAALDER I. & J. LINDSAY, *America Unbound: The Bush Revolution in Foreign Policy*, Washington DC, Brookings Institute Press, 2003.
- DOBSON, Alan P. & Steve MARSH, *U.S. Foreign Policy since 1945*, London & New York, Routledge, 2006.
- JENTLESON, B. W., *American Foreign Policy: The Dynamics of Choice in the Twenty first Century*, New York, Norton & Norton, 2003.

-LAFEBER, W., *The American Age: United States Foreign Policy at Home and Abroad since 1750*, New York, Norton & Norton, 1991.
 -MARTEL, G., *American Foreign Policy Reconsidered: 1890-1993*, London, Routledge, 1994.
 -SPANIER, J., *American Foreign Policy since World War II*, New York, Holt, Rinehart & Winston, 1985

INTERNET RESOURCES:

<https://www.history.state.gov/historicaldocuments>
<http://www.globalpolicy.org>
<http://www.usaid.gov>
<http://www.usinfo.state.gov>

LEA3RI/5.3d: ENVIRONMENT AND INTERNATIONAL RELATIONS

Fall semester

Classes: 18 hours **ECTS credits:** 3

OBJECTIVE:

To know the basis of environmental notions.
 To describe key historical moments when international relations were taken into consideration regarding the environment.
 To have an opinion in contemporary international issues linked with environment.
 To explain the main worldwide environmental challenges.

COURSE PROGRAM:

Chapter 1: The notion of environment (definitions, concepts, approaches and importance).
 Chapter 2: A progressive international realization. (very weak consideration before the 50's, conceptualization during the 70's and 80's, acceleration of globalization as the environmental cause catalyst).
 Chapter 3: International governance faced with environmental issues (global politics in terms of environmental protection, sustainable development objectives, meetings and international events).
 Chapter 4: Contemporary and future challenges for the planet (Global warming, deforestation, water issues, politics concerning the energy, global demographic growth).

BIBLIOGRAPHY:

Introduction à la théorie politique environnementale / Adrien Estève / Armand Colin / 2020
 L'Enjeu mondial : L'environnement / François Gemenne / SciencesPo Les Presses / 2015
 La Mondialisation contemporaine : Rapports de force et enjeux / Nathan / 2013
 World Politics / Jeffrey Haynes / Longman - Pearson Education / 2011

INTERNET RESSOURCES:

United Nations Development Program (UNDP):
<https://www.undp.org/fr>

Development French Agency (AFD) :
<https://www.afd.fr/fr>
 United Nations Environmental Program (UNEP) :
<https://www.unep.org/fr>

LEA3RI/19c: GEOPOLITICS USA-AFRICA

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours **ECTS credits:** 3

OBJECTIVE:

The goal of this class is to outline a theoretical framework for analyzing the patterns and processes of US foreign policy toward Africa during the post-World War II period. Specifically, it describes and explains continuity and change in US-Africa policies by identifying the dominant patterns of US interventionist practices on the continent in the postwar era.

COURSE PROGRAM:

The United States and Africa: A theoretical framework
 - The United States and Africa: A historical perspective
 - Franklin Roosevelt: 1941-1945
 - Harry Truman: 1945-1953
 - Dwight D. Eisenhower: 1953-1961
 - John F. Kennedy: 1961-1963
 - Lyndon B. Johnson: 1963-1969
 - Richard M. Nixon: 1969-1974
 - Gerald Ford: 1974-1977
 - Jimmy Carter: 1977-1981
 - George H. W. Bush: 1989-1993
 - Bill Clinton: 1993-2001
 - George W. Bush: 2001-2009
 - Barack Obama: 2009-2017
 - Donald Trump: 2017-2021

BIBLIOGRAPHY

-BAKER, Pauline H., *The United States and South Africa: The Reagan Years*, New York, Ford Foundation and the Foreign Policy Association, 1989.
 - BENDER, Gerald et al., *African Crisis Areas and US Foreign Policy*, Berkeley, Los Angeles, University of California Press, 1985.
 -CLOUGH, Michael, *Free at Last? US Policy Toward Africa and the End of the Cold War*, New York, Council on Foreign Relations Press, 1992.
 -COHEN, Herman J., *US Policy Toward Africa*, Boulder & London, Lynne Rienner Publishers, 2020
 -DENG, Francis et al., *Conflict Resolution in Africa*, Washington, DC, The Brookings Institution, 1991
 -DUIGNAN, Peter & GANN, L. H., *The United States and Africa: A History*, Cambridge, Cambridge University Press, 1984.
 - LEMARCHAND, René, *American Policy in Southern Africa*, Lanham, MD, University Press of America, 1981.
 -SCHRAEDER, Peter J., *United States Foreign Policy toward Africa*, Cambridge, Cambridge University Press, 1996.

LEA3RI/23d: Internal and External Migration in the EU

Spring Semester

Lectures: 18 hours

ECTS credits: 3

THIS COURSE IS TAUGHT IN ENGLISH

OBJECTIVE:

-At the end of this course, students should have acquired a fairly reasonable knowledge of the origin, structure and functioning of the European Union regarding its International and internal migrations . - Students will develop their analytical and research skills to improve and deepen their understanding of various Global issues/challenges and of the EU's policies regarding International migrations within the EU and from beyond EU borders. -Students will deepen their understanding of international relations issues in a Global context through their final research and analysis project (Oral presentation with a research log). - Students will develop their oral presentation skills and their level of English.

COURSE PROGRAM

Session 1 Europe and migrations: A historical context.
Session 2 Typology of migrations within and outside Eu borders and migrant categories.
Session 3 Mobilities within EU borders: Labour, tourism, cultural, research, training and education mobilities (East-West, ERASMUS+).
Session 4 External migrations to the European Union (Origin, numbers, causes, consequences, migration patterns and routes).
Session 5 EU migration policies and agencies.The European Union in search of a migration policy. (Labour, Asylum...).
Session 6 Migration crisis and the challenges of EU governance and integration.
Session 7 Anti-migratory movements in Europe.
Session 8 The diversity of national responses to the European migration crisis.
Session 9 Development policies: Do they hinder or drive migration to the EU?

BIBLIOGRAPHY

Ogûz Gönül. Labour Migration in the European Union: The Policy-Making Process. Palgrave Macmillan 2020.
Pollak Johannes and Slominski Peter (eds). Eu Agencification in Times of Crises: Impact and Future Challenges. Palgrave Macmillan 2021.

LEA3RI/2e: HISTORY OF POLITICAL IDEAS

Spring Semester

Lectures: 18 hours

ECTS credits: 3

THIS COURSE IS TAUGHT IN ENGLISH

OBJECTIVE:

-Knowing the main schools of thoughts and the evolution of political ideas from Antiquity to the present days.

-Understanding the fundamental concepts (democracy, citizenship, Rule of Law, sovereignty...)

-Knowing the main political issues, past and contemporary.

PREREQUISITE:

- Political philosophy (Plato, Aristotle, Machiavelli, Hobbes, Rousseau...)

- History of political modernity in Europe.

- Socio-history of political ideas.

COURSE PROGRAM:

-Plato, Aristotle and the invention of politics.

-Machiavelli and the political realism.

-The Social Contract: from Locke to Rousseau.

-Revolution and counter-revolution (1789-1830).

-Reform or revolution? The birth of socialism.

-Romantic passion and the emergence of nationalism.

-Fascism and the end of the European democratic dream.

-Soviet Marxism, occidental Marxism.

-Neo-liberalism.

BIBLIOGRAPHY:

-Boucher, David and Kelly, Paul, *Political thinkers from Socrates to the present*, Oxford University Press, 2003.

-Castillo, Monique, *Le pouvoir*, Michalon, 2008.

-Nay, Olivier, *Histoire des idées politiques*, Armand Colin, 2016.

-Raynaud, Philippe and Rials Stéphane, *Dictionnaire de philosophie politique*, PUF, 1996.

-Ruby, Christian, *Introduction aux philosophies de la politique*, Repère, 2021.

LEA3RI/6.3b: INTERNATIONAL RELATIONS AND GEOPOLITICS IN CONTEMPORARY AFRICA

Spring semester

THIS CLASS IS TAUGHT IN ENGLISH

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

This class aims at introducing geopolitics of the African continent, its natural resources, its issues in 5 zones: Northern Africa, Western Africa, Central Africa, Eastern Africa, Austral Africa as well as the isles. Students will become more familiar with the economic and safety issues of Southern Africa, the specific case of Zimbabwe, the redistributing of lands in Southern Africa and Zimbabwe, the retraction of sleeping partners of Zimbabwe, the similitudes between Southern Africa and Zimbabwe, contemporary Africa and its geopolitics, etc. To know how to define geopolitics and geostrategy. To situate Africa on a world map. To define the 5 geopolitical zones of Africa and its isles. To decipher the new international issues. To understand African geopolitics and China. To understand African geopolitics and India. To study the geopolitical question of post-colonial Africa.

To understand how the African Union (AU) deals with its issues in its geopolitics.

At the end of this class, students should be able to situate Africa at a geopolitical, economic, social and political level. They should also be able to explain why Africa did not develop, contrary to the other continents. They should have understood the issues concerning both visible and less visible actors that rush towards the African continent in order to carry on its exploitation, in all the forms it takes.

LEA3RI/6.2a: MEDIA AND INTERNATIONAL RELATIONS

Spring semester

Classes: 18 hours

ECTS credits: 3

OBJECTIVE:

To know the main media characteristics and their historical evolution.

To detail the importance of the media as new actors in international relations.

To explain the role of the media in globalization.

To understand the contemporary and future challenges of the media in a globalized system.

COURSE PROGRAM:

Chapter 1: What do we mean by "the media"? (definitions, components, historical evolution, importance).

Chapter 2: The media as new actors in international relations (Democratization of the media, multiplication of the media as a result of the end of the Cold War, a globalization accelerating the treatment of information).

Chapter 3: Place of the new media (Definition of the new media, the role of social media in international news, the new media and the traditional media faced with the treatment of international events).

Chapter 4: Contemporary and future challenges of the media in a globalized system (Digital transformation of the media, better knowledge and understanding of the audience, controlling the veracity of information).

BIBLIOGRAPHY:

Les médias / Francis Balle / Que sais-je ? / 2020
Les médias et la démocratie au XXe siècle / Catherine Bertho-Lavenir / 2018
Géopolitique des médias : Acteurs, rivalités et conflits / Philippe Boulanger / 2014

INTERNET RESSOURCES :

United Nations global communication department :<https://www.un.org/fr/department-global-communications/news-media>
Site of the « Institut national de l'audiovisuel »(Ina) :
<https://www.ina.fr/> 08/07/21
Site of TV5 Monde :<https://www.tv5monde.com/>

H3/26f: 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:

- 4th and 5th 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^{ème} 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

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 PROGRAM:

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 21st 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: 3

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^{ème} 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.

H4RI/1c: GEOPOLITICS OF THE MIDDLE EAST

Fall semester

COURSE: 24 hours

ECTS credits: 3

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   l' tat islamique : Id es re ues sur une nation complexe*, Le Cavalier Bleu, coll. « Id es re ues / 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 d bats, 2014.
- Fran ois Burgat, Bruno Paoli (dir.), *Pas de printemps pour la Syrie. Les cl s pour comprendre les acteurs et les d fis de la crise (2011-2013)*, La D couverte, coll. « Cahiers libres », 2013.
- Georges Corm, *Pens e et politique dans le monde arabe Contextes historiques et probl matiques, XIX^e-XXI^e si cle*, La D couverte, 2015.
- Georges Corm, *Pour une lecture profane des conflits : sur le retour du religieux dans les conflits contemporains du Moyen-Orient*, La D couverte, 2012.
- Leyla Dakhli, *Histoire du Proche-Orient contemporain*, La D couverte, coll. « Rep res Histoire », 2015.
- Isabelle Feuerstoss, *La Syrie et la France. Enjeux g opolitiques et diplomatiques*, L'Harmattan, 2013.
- Jean-Pierre Filiu, *La R volution arabe : Dix le ons sur le soul vement d mocratique*, Fayard, 2011.

- Jean-Pierre Filiu, *Les Arabes, leur destin et le nôtre. Histoire d'une libération*, Collection : Cahiers libres, La Découverte, 2015.
etc.

H4RI/1a: 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: Ethnical 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 ?af

Class 6 - Final Exam

ASSESSMENT:

Dissertation

H4RI/1d: GEOPOLITICS OF THE POLAR WORLD

Fall Semester

Classes: 12 hours

ECTS credits: 2

OBJECTIVE:

This class aims to introduce students to geopolitics in the Arctic region in a context of climate change. What are the main issues? What kind of relations does the region have with other countries? What development is the region undergoing?

COURSE PROGRAM:

What is Arctic? (climate change and indigenous people)
Issues with the maritime space (natural resources and the militarization of Arctic)

Maritime Transport and External power and institutions.

BIBLIOGRAPHY :

Books :

Baudu, H. (2022). *Les routes maritimes arctiques*. Paris : L'Harmattan.

Escudé-Joffres, C. (2020). *Les régions de l'Arctique*. Paris : Atlande.

Lasserre, F. (2010). *Passages et mers arctiques: géopolitique d'une région en mutation*. PUQ.

Lasserre, F., Choquet, A., & Escudé-Joffres, C. (2021). *Géopolitique des Pôles: Vers une appropriation des espaces polaires? Le Cavalier Bleu*.

Articles :

Lasserre, F. (2022). Canadian Arctic Marine Transportation Issues, Opportunities and Challenges. School of Public Policy Research Paper 15(6), février,

<http://dx.doi.org/10.11575/sppp.v15i1.72626>,

https://www.policyschool.ca/wp-content/uploads/2022/02/NC28_Marine-Transportation_Lasserre.pdf

Boulangier, M. et Frédéric Lasserre (2021). La délimitation maritime en mer de Beaufort, entre immobilisme et indifférence ? L'Espace Politique, 42 | 2020-3, en ligne le 14

septembre 2021. URL : <http://journals.openedition.org/espacepolitique/9388>

Pic, P.; J. Babin, Frédéric Lasserre, L. Huang & K. Bartenstein (2021): The Polar Code

and Canada's regulations on Arctic navigation: shipping companies' perceptions of the new legal environment, *The Polar Journal*, 11(1), 95-117,

<https://doi.org/10.1080/2154896X.2021.1889838>.

H4RI/1f: SKETCHES OF ASIA

Fall Semester

Classes: 12 hours

ECTS credits: 2

COURSE PROGRAM:

Based on the valuable news in the Asia-Pacific zone, this class wants to offer a contextualized look on the Asiatic affairs. The reinforcement of knowledge, the critical approach of the way the French and Western media treat that particular region and the deciphering of the great subjects are the basis of this class. It relies on an active participation so that discussions may be as pertinent as possible.

H4RI/2c: GEOPOLITICS OF RELIGIONS

Fall Semester

Classes: 12 hours

ECTS credits: 2

COURSE PROGRAM:

H4RI/2d: GEOPOLITICS OF CENTRAL ASIA

Fall Semester

Classes: 24 hours

ECTS credits: 3

PREREQUISITE:

To have read both « Chine et Terre d'Islam : un millénaire géopolitique » (PUF, 2021) and « L'Asie centrale, un rêve chinois » (Le Cerf, 2023) of Emmanuel Lincot.

OBJECTIVE:

To master the issues (terrorism, wars for water, nationalism and irredentism...) and interactions between this part of the world and its surrounding (China, Russia, Iran...).

COURSE PROGRAM:

Physical and human geography, reinvented traditions and historical revisionism, geopolitical and ideological rivalries.

MCC4I/1b: HISTORY OF POLITICAL IDEAS

Fall Semester

Classes: 18 hours

ECTS credits: 3

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 19th and 20th centuries (4h)

H4RI/2b: GEOGRAPHY AND HISTORY OF DEVELOPMENT

Fall Semester

Classes: 18 hours

ECTS credits: 3

OBJECTIVE:

This class suggests an approach to development in its geographical and historical dimensions. It concerns all

the technical, social, territorial, demographic and cultural transformation that accompanies the economic growth. In addition, this class will provide an answer to the following questions: what is geography of development? What are the territorial mechanisms to development? Its socio-economical process and results? Faced with new world-wide disequilibrium like social and environmental pressing issues, should we rethink this approach?

The class specifically tries to:

- deal with the great process of globalization and development,
- explain the internal socio-spatial dynamics,
- question the place in the world of the emerging today.

COURSE PROGRAM:

Presentation and introduction.

Birth of the concept and models of development.

Questioning the State and demographic transition.

The globalization of the emerging world.

Urban explosion and new rurality.

The great emerging country.

The new places of anchor and intermediate countries.

Margins and conclusions.

ASSESSMENT:

A 20-minute oral presentation of a file concerning a theme linked with the class, based on PowerPoint.

H4RI/2a&6b: CARTOGRAPHY AND GEOPOLITICS

Fall and Spring Semester

STUDENTS MUST BE ABLE TO READ A MAP

Lectures: 15 hours

ECTS credits: 2

PREREQUISITE:

General understanding of geopolitics and of the role of maps as an analytical tool.

OBJECTIVE:

Using concepts and geopolitical methods to comprehend crises and conflicts. Because of the plurality of actors and issues, crises and conflicts will be analysed at different levels.

To (re)put crises and conflicts into perspective, notably through the lens of temporalities and territories.

Comprehend the main tool of geopolitics: cartography.

Analysing geopolitics issues, both global and specific.

Using and knowing geopolitical concepts.

Practising the geopolitical method.

To comprehend the geopolitical tool box.

To know the basis of cartography – geopolitics.

Practicing dynamic, analytical and geopolitical cartography.

To reproduce a geopolitical subject (in groups), following and structured and problematized geopolitical plan, with a geopolitical map as support.

BIBLIOGRAPHY:

Please, go on the teacher's personal website for bibliographical indications: www.auregan.pro.

H4RI/5a: AMERICAN FOREIGN POLICY

Spring Semester

THIS COURSE IS TAUGHT IN FRENCH,
BUT STUDENTS MAY WRITE THEIR ESSAYS IN
ENGLISH

Lectures: 24 hours

ECTS credits: 3

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

Spring Semester

Lectures: 24 hours

ECTS credits: 3

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/5e: GEOPOLITICS OF SUB-SAHARAN AFRICA

Spring Semester

Classes: 24 hours

ECTS credits: 3

PREREQUISITE:

A knowledge of geopolitics, of international relations and of the place of Africa in these last years is required. Notions of economic development, of geography and geopolitics, of political sciences and history are welcomed.

OBJECTIVE:

Through a pluri-disciplinary approach and analyses at different levels, this class focuses on the main African geopolitical issues, that is to say the place of Africa in globalization, the role of agriculture and infrastructures, conflicts and emerging partnership. Frequently pictured as a "declassified" area, Africa struggles to free itself from historical dependences while more and more partners considered as emerging (China, India, Turkey) intensify their relations and presence, creating new African dynamics and new power relationship – geopolitics – in international relations.

At the end of this class, students will be able to:

-Master the place of the African continent on the long term.

-Master the different types of actors in Africa.

-To comprehend the important dates and concepts.

-To comprehend internal and external debates in a pluri-disciplinary context.

-To have a critical mind regarding the representations inherent to the continent.

-To comprehend development in Africa, several themes and sectors and the role, means and strategies of the so-called emerging partner.

COURSE PROGRAM:

Introduction to Africa // From independencies to today, the place of Africa // An under-developed continent? // Geopolitics of urbanization and African demographics // Geopolitics of African conflicts (Ivory Coast, Boko Haram) // Emerging actors in Africa (China, India) // Case study

H4RI/5f: GEOPOLITICS OF INDIA AND CHINA : A COMPARATIVE APPROACH**Spring Semester****Classes:** 24 hours**ECTS credits:** 3**OBJECTIVE:**

To master power issues between the two biggest Asian states (direct and indirect rivalries (central Asia and Afpak) but also cooperation and ideological resemblances).

COURSE PROGRAM:

Geographic, human and historical realities, disputes, alliances and counter-alliances, bilateral and multilateral diplomacy.

H4RI/6c: STRATEGIC INTELLIGENCE**Fall and Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 24 hours**ECTS credits:** 3**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'* (Russel 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. Johson, *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.

H4RI/2b & H4RI/6a: EPISTEMOLOGY AND GEOPOLITICAL CONCEPTS**Fall and Spring Semesters****Classes:** 18 hours**ECTS credits:** 3 per semester**OBJECTIVES:**

The class is an introduction to geopolitics and its epistemology which studies the main concepts in the domain of geopolitics via a selection of case studies. It will help students to grasp the main issues at stake in this area from a territorial viewpoint using several scales to measures different aspects.

The concepts and methods taught will be then used by the students to present and analyse a variety of themes chosen by the instructor. The presentation will cover several issues from territorial expansion to cyberspace.

COURSE PROGRAM:

Geopolitics of risk (invented case study)
What is political geography?
Intro to geopolitics
General introduction: authors, theories etc.
Geopolitical concepts

H4RI/6c : ALTER GLOBALIZATION MOVEMENTS**Spring Semester****Classes:** 18 hours**ECTS credits:** 3**PREREQUISITE:**

Students' curiosity, motivation and implication in this class are primordial. Their general knowledge will be greatly solicited as well as their capacity to summarize and argue.

OBJECTIVE:

in a context of social transition and environmental changes, this class suggests an introduction to alter globalization movements that have been deploying all around the world since the end of the 20th century, and whose social movements are but the most visible

confused manifestations. First, this class will provide a definition of these little-studied movements with colorful shapes, outlines, projects and revendications. Opposing globalization and redefining it, what other world to they suggest? On which philosophy and political principles do they base their thinking? A historical rewind will also enable us to understand what distinguish them from the international political movements that started to develop in the 19th century. Concrete examples will be introduced around engaged themes and spaces.

BIBLIOGRAPHY :

Pierre BEAUDET, Raphaël CANET & Marie-Josée MASSICOTTE, 2010, L’altermondialisme. Forum sociaux, résistances et nouvelle culture politique, Ed. Ecosociété, 477 p.
 Francis DUPUIS-DERI, 2018, Les nouveaux anarchistes. De l’altermondialisme au zadisme, Ed. textuel, 155 p.
 Eddy FOUGIER, 2007, L’Altermondialisme, Coll. Idées reçues, Ed. Le Cavalier Bleu, 127 p.
 Eddy FOUGIER, 2004, Altermondialisme, le nouveau mouvement d’émancipation ?, Ed. Lignes de repères,
 Jean MATOUK, 2005, Mondialisation – Altermondialisation, 63 p.

H4RI/6a: GEOPOLITICS OF WATER
Spring Semester

Classes: 12 hours **ECTS credits:** 2

OBJECTIVE:

This class rises the question of water management in the world, insisting particularly on the situations in emerging countries. Elements of theoretical reflection are illustrated by case studies and by mentioning questions concerning the news. Therefore, will be mentioned: climatic, political, economic, social and environmental aspects of water management.

COURSE PROGRAM:

- International issues concerning water.
- The agricultural world, the biggest consumer.
- Water in the cities.
- Water, clean-ups and public health.
- Water and its management, a juridical issue.
- Massive transfer of water. Solution or Illusion?
- Geopolitics of flood barriers.

ASSESSMENT:

A 20-minutes PowerPoint oral presentation concerning the themes mentioned in class.

H4RI/6c: GEOPOLITICS OF HEALTH
Spring Semester

Classes: 18 hours **ECTS credits:** 3

COURSE PROGRAM:

LCE4/1a: ADVANCED CIVILISATION SEMINAR – UNDERSTANDING BREXIT
Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12h **ECTS credits:** 2

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.

H5RI/10c: OCEANS AND SEAS: NEW INTERNATIONAL SECURITY ISSUES
Fall Semester

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

OBJECTIVE:

This class is an introduction to the main strategic issues linked with the increasing role oceans and seas play in contemporary international relations. It will try to analyze the reasons why maritime spaces have become primordial objects of interest to States and international communities. Indeed, always more wanted and vulnerable, seas and oceans are faced with numerous threats et risks, piracy being only one example. There is an increase in grey zones and tensions between States to control maritime spaces, source of wealth and power. Tough the question of good governance of oceans creates regional and international cooperation, the contestation of maritime borders creates the multiplication of dangerous interstate disputes revealing new conflictual forms (hybrid threats, grey zones situations, emergence of para-state actors.)

COURSE PROGRAM:

- Introduction to maritime security.
- The “navalisation” of seas.
- Tensions and conflicts around maritime borders.
- Maritime piracy, a recurrent phenomenon.
- Governance of oceans, environmental and economic issues.
- Maritime and geopolitics security of the polar worlds.

ASSESSMENT:

This seminar wants to put an emphasis on interaction and requires oral participation from the students based on the recommended readings.

The final exam will be the redaction of a reading note (6 to 9 pages) on one of the studied themes or based on one of the works of the bibliography or on any other work concerning maritime security suggested by the student and approved by the teacher.

H5RI/10c: GEOPOLITICS OF SEA AND SUSTAINABLE DEVELOPMENT

Fall Semester

Lectures: 18 hours **ECTS credits:** 3

COURSE PROGRAM:

Understanding the sea
Mastering the sea
Mapping the risks at sea
Preparing ourselves for the tomorrow's sea

ASSESSMENT:

Group file on one of the following themes: sea and danger / sea of solutions / France, a maritime power / Europe and the sea.
4 to 6 per group, the file must contain a maximum of 10 pages and include texts, visuals, maps and a bibliography.

H5RI/10b: AFRICA IN THE WORLD

Fall Semester

Classes: 24 hours **ECTS credits:** 3

OBJECTIVES:

This class seeks to analyse issues related to territory and space in Africa, the principal developing region in the world today. Using interdisciplinary case studies, we will examine the population of this continent and their approach to the lands they inhabit. In the context of globalisation and faced with pressure to find land for construction, it is necessary to look at these changing societies, with their rapid urbanisation, their changing populations, their need for raw materials and agricultural land, not to mention conflicts between local and global needs. Conflicts and rivalries between different ethnic and social groups make for fragile power structures. We shall also look at external influences, for example China, and their influence on these changing societies.

At the end of this class, students should be able to:

- understand the global issues relevant to their case studies
- understand the different actors on the continent
- understand how these societies were founded and their ideological basis
- understand the principal debates on the African continent today
- read and listen critically to documentary sources
- grasp the issues related to territory in the world today

COURSE PROGRAM:

Introduction and presentation of class
Land for construction and agriculture in Africa
Anthropologie and development in Africa
Infrastructures: Communication and Development

Infrastructures: External influences, maritime trade and China

H5RI/10d: INTERNATIONAL INSTITUTIONS AND HUMANITARIAN ACTION

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours

ECTS credits: 2

OBJECTIVE:

This class has two aims. First, to enable students to understand the humanitarian sector, the international organizations, their aims, actors and way of working. Secondly, it aims, using a geopolitical approach, to help students navigate an extremely complex sector and understand what the different organizations say and do, and why they do it. We shall also examine the relationships and power structures between the different actors in this domain and the ideologies behind their action.

At the end of this class, students should be able to:

- Understand and explain the development of the humanitarian sector in the last 50 years
- Understand the humanitarian ecosystem and the main actors in it: NGOs, International Organizations, OI, donors
- Understand the debates between these organizations/movements and the reasons for them
- Develop a critical attitude to donors and the financing of humanitarian aid, both emergency funding and development

COURSE PROGRAM:

All examples and case studies will be taken from the instructor's personal experience in Africa
What is humanitarian action? How have the different points of view in this sector developed in recent years?
The international organizations: their role in world leadership and how they are governed.
Humanitarian action: to what extent are the actors politically and ideologically independent? What is their connection to world political governance?
The relationship between the UN and the humanitarian organizations
The reasons for humanitarian action: from the point of view of the participants, of the donors and of the "beneficiaries".
Refugees : right of asylum and protection in Europe and in Africa
Notions: Food aid, sustainable development, camps or not?, integration and rights, sociological, demographic and other considerations behind the decision to welcome migrants or not
Different ways of managing a humanitarian project.

BIBLIOGRAPHY

Laëtita Atlani-Duault, Au bonheur des autres : anthropologie de l'aide humanitaire. Paris, Société d'ethnologie, 2005, 200 p.
Laetitia Atlani-Duault, Laurent Vidal (dir). Anthropologie de l'aide humanitaire et du développement ; Des pratiques aux savoirs, des savoirs aux pratiques. 2009, 318p. Armand Colin.

Jean-Pierre Olivier de Sardan, *La manne, les normes et les soupçons. Les contradictions de l'aide vue d'en bas*. In *Revue Tiers Monde* 2014/3 (n219)

Philippe Ryfman, *Non-governmental organizations: an indispensable player of humanitarian aid*, 2007, vol 89, number 865, *Review of the international Red Cross*. 2003, 400p, Simon and Shuster.

David Rieff, *A Bed for the Night. Humanitarians in Crisis*. 2003, 400p, Simon and Shuster.

Humanitarian support in a denial of access context: emergent strategies at the interface of humanitarian and sovereign law - Erwin Biersteker, Julie Ferguson, Peter Groenewegen and Kees Boersma. In: *Journal of international humanitarian action*, Vol. 6, no. 14, 2021, 14 p.

James Ferguson, *The Anti-politics machine. Development, depoliticization and bureaucratic Power in Lesotho*. Cambridge University Press.

James Ferguson, *Give a Man a Fish*, 2015, Duke University Press.

- 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/9e: CULTURE AND INTERNATIONAL RELATIONS

Fall Semester

CLASSES: 24 hours

ECTS credits: 3

PREREQUISITE :

To have read both « Géopolitique du patrimoine. L'Asie D'Abou Dhabi au Japon » (ed. MkF – 2021) and « Chine, une nouvelle puissance culturelle ? Sharp power et Soft Power » (ed. MkF – 2019).

OBJECTIVE:

To master cultural issues and in particular, heritage issues, in Asia (restitutions of artefacts, conflicts between states, places of remembrance, Soft and Sharp powers, market value and lootings...)

COURSE PROGRAM:

Concrete cases: China, Iran, India, Abou Dhabi and the states of the Gulf, Japan...

H5RI/1f: CURRENT ISSUES IN THE MIDDLE EAST

Fall Semester

Classes: 24 hours

ECTS credits: 3

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 strategical 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

H5RI/10g: SECURITY STUDIES IN THEORY

Fall Semester

Classes: 24 hours

ECTS credits: 3

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 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.
 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

H5RI/9a: CONTEMPORARY SECURITY ISSUES

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 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: 3

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/14a: LOCAL GEOPOLITICS

Spring Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

Never have the questions of territorial layout and governance created so many debates, controversies and mobilisations. These conflicts concern geopolitics as it is the use and control of the territory that actors and groups of actors with contradictory interests are fighting over.

This class wants to show how the geopolitical approach allows to better understand these conflictual realities. Its content will revolve around the geopolitical approach concepts and reasonings, which will be accompanied by case studies.

COURSE PROGRAM:

Introduction / Concepts of local geopolitics / Conflicts concerning territorial layout / Conflicts management / Geopolitics and territorial governance.

ASSESSMENT:

50%: an oral presentation concerning the analysis of a conflict caused by a layout project. (25 minutes, PowerPoint).

50%: A final exam concerning the content of a class.

H4RI/2c: GREAT POWERS' DEFENCE POLICIES

Fall Semester

Classes: 24 hours

ECTS credits: 3

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.

Psychology

IMPORTANT: ALL OUR PSYCHOLOGY COURSES ARE TAUGHT IN FRENCH (UNLESS OTHERWISE STATED)

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: 36 hours

ECTS credits: 6

OBJECTIVE:

To introduce 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: 24 hours

ECTS credits: 6

OBJECTIVE:

To introduce 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 introduce 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*

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

P1/10a: PSYCHOLOGICAL METHODOLOGY

Spring Semester

Classes: 12 hours

ECTS credits: 2

OBJECTIVE:

To introduce 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

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.

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

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)

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: 24 hours

ECTS credits: 3

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: 6

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: 6

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:** 2

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 restructuring)
- 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 20th 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, Bégedis, 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: 4

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: 3

OBJECTIVE:

To learn how the nervous system influences human behaviour and memory.

P3/37b: PSYCHOPHARMACOLOGY

Spring Semester

Classes: 24 hours

ECTS credits: 3

COURSE PROGRAM:

- Study of drugs
- Neurophysiology of treatment

P3/37c: TREATING NERVE-RELATED MOTOR PROBLEMS

Spring Semester

Classes: 24 hours

ECTS credits: 3

COURSE PROGRAM:

- Visual system
- Motor system

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

P3/38b: INTRODUCTION TO PSYCHOLOGY OF HEALTH

Spring Semester

Classes: 24 hours

ECTS credits: 3

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

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:

Delouvrée, 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.

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.

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)

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.

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

P4T/7A: IDENTITIES AT WORK

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.

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.

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

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.

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

Russian

IMPORTANT: ALL OUR RUSSIAN COURSES ARE TAUGHT THROUGH THE MEDIUM OF FRENCH

LEA1/4b: BEGINNERS RUSSIAN

Fall Semester

Classes: 24 hours

ECTS credits: 3

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: 3

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: 3 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: 3 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: 3

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: 2

OBJECTIVE:

Continuation of AIT4/1c

Sociology & Anthropology

ALL OUR SOCIOLOGY CLASSES ARE TAUGHT IN FRENCH

MCA1/1g: INTRODUCTION TO CULTURAL SOCIOLOGY

Fall Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

To know how to observe, describe and analyze cultural practices from a socio-anthropological point of view by mobilizing theoretical references of cultural sociology.

COURSE PROGRAM:

To explore conceptual and methodological tools of cultural sociology. To produce a sociological investigation on an artistical/cultural object or space.

BIBLIOGRAPHY :

Becker Howard S., « L'art et l'artisanat », in *Les mondes de l'art*, pp. 276-301, Paris : Flammarion, 2010

Becker Howard S., « Culture, une approche sociologique », in *Propos sur l'art*, Paris, L'Harmattan, p. 18-39

Perrenoud Marc, « Partitions ordinaires. Trois clivages habituels de la sociologie de l'art questionnés par les pratiques musicales contemporaines », *Sociétés*, 2004/3 (no 85), p. 25-34. DOI : 10.3917/soc.085.0025. URL : <https://www.cairn.info/revue-societes-2004-3-page-25.htm>

Marc Perrenoud, « Les musicos au miroir des artisans du ba^timent. Entre « art » et « me'tier » », *Ethnologie franc_aise* 2008/1 (Vol. 38), p. 101-106. DOI 10.3917/ethn.081.0101

Jean Paul Filiod, « Des artistes dans l'cole : brouillages et bricolages professionnels », *Ethnologie franc_aise* 2008/1 (Vol. 38), p. 89-99. DOI 10.3917/ethn.081.0089

Sophie Gravereau, « Art et activisme dans le quartier parisien de Belleville », *L'Information géographique* 2012/3 (Vol. 76), p. 52-67. DOI 10.3917/lig.763.0052

Hein Fabien, « Faire l'ethnographie de l'exp'rience rock, pour ne pas aller plus vite que la musique ! », in *L'exp'rience 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> Suzanne Gilles, « Musiques d'Algérie, mondes de l'art et cosmopolitisme », *Revue européenne des migrations internationales*, 2009/2 (Vol. 25), p. 13-32. DOI : 10.4000/remi.4945. URL : <https://www.cairn.info/revue-europeenne-des-migrations-internationales-2009-2-page-13.htm>

Morgan Jouvenet, « « Emportés par le mix » », *Terrain* [En ligne], 37 | septembre 2001, <http://terrain.revues.org/1297> Lachmann Richard, « Le graffiti comme carrière et comme idéologie (traduction de Jean-Samuel Beuscart, Loïc Lafargue de Grangeneuve, Claire Lemasne et Frédéric Vagneron) [1] », *Terrains & travaux*, 2003/2 (n° 5), p. 55-86. DOI : 10.3917/tt.005.0055. URL : <https://www.cairn.info/revue-terrains-et-travaux-2003-2-page-55.htm>

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

MCA3/23a: SOCIOLOGY OF CULTURAL CONSUMERS

Fall Semester

Classes: 18 hours

ECTS credits: 3

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.

MCC4N/2b: SOCIOLOGY OF THE MEDIA

Fall Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

To know and master the basis of the sociology of the media in order to be able to use them to analyze the digital media.

COURSE PROGRAM:

Basics notions of sociology, important references, concepts and tools of the sociology of the media, case study regarding the study of the digital media.

BIBLIOGRAPHY:

Barnes, J. (1955). « Class and committees in a Norwegian parish », *Human relations* 7, pp.39-58.
Bidart, C., Kornig C. (2017). « Facebook pour quels liens? Les relations des quadragénaires sur Facebook », *Sociologie* 2017/1 vol 8, pp.83-100.
Burt R. (1995). « Le capital social, les trous structureaux et l'entrepreneur. » *Revue française de sociologie* XXXVI, pp599-628.
Boase, Horrigan, Wellman, Rainie (2006) « The strength of Internet ties », *Pew Internet & American Life Project*.
Cassilli, A. (2011). *Les liaisons numériques, vers une nouvelle sociabilité ?*. Paris, Seuil.
Godichon, O. (2012). « Interpréter les réseaux sociaux », dans Paugam, S. (dir). *L'enquête sociologique*. Paris, PUF, pp. 333-355.
Granovetter M.(1973) « The strength of weak ties » *American Sociology* vol 18 (trad 2000).
Lazega, E. (1998). *Réseaux sociaux et structures relationnelles*. Paris, Que sais-je
Legon, T.(2011). « La force des liens forts : culture et sociabilité en milieu lycéen ». *Réseaux* 165, pp. 215-248.
Mercklé P. (2011). *La sociologie des réseaux sociaux*. Paris, La Découverte.

MCC4N/5a: INVESTIGATIVE METHODS IN SOCIAL SCIENCES

Fall Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

To know and experiment with the different investigative methods used in social sciences (participatory observation, semi-structured interview, surveys). To be able to use them in a reflective way.

COURSE PROGRAM:

Presentation of the three methods, theoretical and disciplinary uses, concrete examples and practical uses.

BIBLIOGRAPHY:

Beaud, S., Weber, F. (2010). *Guide de l'enquête de terrain : produire et analyser des données ethnographiques*. Paris, PUF.
Bourdieu, P. (dir). (1993). *La misère du monde*, Paris, Seuil.
Bourdieu, P. (1984) « L'opinion publique n'existe pas », dans *Questions de sociologie*. Paris, Editions de minuit.
Bugueja-Bloch, F., Couto, M-P. (2021). *Les méthodes quantitatives*. Paris, PUF.
Foote Whyte, W. (2002). *Street Corner Society* (postface). Paris, La Découverte.
Paugam, S. (dir.). (2012), *L'enquête sociologique*. Paris, PUF.
+ distributions d'extraits de textes classiques (B. Malinowski) ou plus récents au fil des séances.

MCC4I/1c: INTERACTION SOCIOLOGY

Fall Semester

Lectures: 22 hours

ECTS credits: 3

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.

MCC4I/3b: INVESTIGATION TECHNIQUES IN SOCIAL SCIENCES

Fall Semester

Lectures: 18 hours

ECTS credits: 3

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^e 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: 3

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, stroll, 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, autonomies 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:** 3

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:** 3 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:** 3 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:** 2 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:** 2 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 (Vocablo, Espace Latino, El País).

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:** 2 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:** semester

OBJECTIVE:

Understanding, listening and speaking practice.

COURSE PROGRAM:

Exercices 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 Sprattbrow)
- *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: 48 hours **ECTS credits:** 3 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:** 3 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:** 2 per semester

PREREQUISITE:

To take this class, students must have an intermediate or advanced level of Spanish. This implies good knowledge of grammar, vocabulary, spelling and syntax in Spanish.

A basic knowledge of writing: it is important to understand the basis of writing principles, including the structure of paragraphs, the organization of ideas and textual coherence.

Students must have basic redactional skills, including the capacity to express their ideas in a clear and coherent way, as well as the capacity to develop arguments and defend their point of views.

OBJECTIVE:

At the end of this class, students should be able to write in Spanish with no difficulties, with a good understanding of grammar and vocabulary as well as the use of good and coherent structures in their texts. During the class, many aspects linked with writing will be studied, notably spelling, punctuation, syntax and style. Practical activities will be carried out, enabling students to use their acquired knowledge and to improve their capacities to write clear, coherent and efficient texts in Spanish.

Throughout each class, correcting and text editing exercises will be carried out, offering students an opportunity to identify and correct common mistakes. Constructive thinking between students will be encouraged, which will contribute to the developing of editing skills.

COURSE PROGRAM:

The main axis of this class will be organized in that way:

-Spelling:

Accentuation rules, use of uppercases and lowercases, punctuation, syllabic division, use of the diacritical accent, and other aspects linked with the correct spelling of words.

-Grammar:

Study of grammatical categories, agreement in gender and number, use of verbal tenses, construction of sentences, structure of paragraphs ...

-Vocabulary:

Developing students' range of vocabulary, use of synonyms, antonyms and homonyms, semantic field, idioms, technical terms, and other aspects linked with the precise and relevant use of vocabulary.

-Redaction:

Redactional techniques of clear and coherent texts, structure of different types of texts (narrative, descriptive, explicative, argumentative...), textual cohesion and coherence, use of linking words and speech markers, developing ideas, editing texts, and other aspects linked with efficient writing.

LEA2/9h & 13h: ORAL EXPRESSION IN SPANISH

Fall and Spring Semesters

THIS COURSE IS TAUGHT IN SPANISH

Classes: 12 hours **ECTS credits:** 2 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 Espana), Onda Cero

Television : TVE (Television Espanola), Galavision

Press : El Pais, Cambio 16, El Mundo, etc...

LEA3/17f: ECONOMIC AND BUSINESS SPANISH

Fall Semester

CLASSES: 12 hours **ECTS credits:** 2

PREREQUISITE:

To take this class, students must have a good knowledge of Spanish.

OBJECTIVE:

This class aims at training students in the precise use of Spanish in business and at giving necessary knowledge to work in economic and commercial environments in the Spanish-speaking world.

This class aims at improving students' communicational skills in business Spanish. Students will learn the vocabulary and idioms commonly used in economic and commercial domains in terms of finance, countability, marketing, management, international commerce...

This class will help students to develop the necessary skills to efficiently communicate in a Spanish professional context such as: the redaction of professional mails, business meetings, negotiations, writing reports and giving oral presentations for a professional project.

COURSE PROGRAM:

This class will emphasis on acquiring specific vocabulary used in the economic and commercial world, and more particularly in the world of finance, countability, marketing, management, international commerce...

This class will teach students the necessary skills to write professional mails or reports and give oral presentations for a professional project. Student will learn to use the appropriate vocabulary, to structure their messages and to efficiently communicate in a professional context.

Students will also develop their skills in oral communication in Spanish in the economic and commercial world with activities such as attending business meetings, negotiating contracts and leading professional interviews.

LEA3/17g: SPANISH LIAISON INTERPRETING

Fall Semester

Classes: 12 hours

ECTS credits: 2

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.

LEA3/17h: SPANISH ORAL TRANSLATION

Fall Semester

CLASSES: 12 hours

ECTS credits: 2

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 /françaisfrancés/ 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: 2 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: 2 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: 3 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: 2

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: 2

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

- *diccionario espagnol-français et françaisespagnol*,

Denis-Maraval-Pompidou, Hachette.

- *Gran diccionario espagnol /françaisfrancés/español*, éditions 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: 2

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: 4

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: 3

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 Union Europea – Una analisis 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:** 4**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:** 3**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:** 2**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)

LEA2C/14e: TOURISM AND NEGOTIATION

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

LEA3C/22b: INTERNATIONAL TOURISM

Spring Semester

Lectures: 18 hours

ECTS credits: 3

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
World Tourism Organization website:
www.worldtourism.org

MCA3/27a: MUSEOLOGY IN QUESTION

Spring Semester

Classes: 24 hours

ECTS credits: 3

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

THIS COURSE IS TAUGHT IN ENGLISH

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: 3

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: 3

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: 3

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: 3

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: 2

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

H4P/6b 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 19th 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

AIT5T/1a: DESTINATIONS FOR BUSINESS AND LUXURY TOURISM

Fall Semester

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

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:** 3

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:** 2

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:** 3

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"



UNIVERSITÉ
CATHOLIQUE
DE LILLE 1875

FACULTÉ DES LETTRES & SCIENCES HUMAINES

60, Boulevard Vauban - CS 40109

59016 Lille Cedex France

+33.(0)3 20 13 40 50

fsh@univ-catholille.fr

Facebook : @FLSHLILLE

Twitter : @fsh_lille

Instagram : @ fsh_lille

www.fsh.fr

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